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TEAM 5 Together

Pupil's Book
with Digital Resources

Pearson

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Scope and sequence

	Unit	Vocabulary	Grammar	Literacy
S	**The WOW! Team**	Physical appearance Personality adjectives		
1	**Free-time fun**	Sports Hobbies	Present simple vs Present continuous State verbs	**Literature:** a picture story **Reading and writing:** interviews
2	**Technology**	Devices Using technology	*could/couldn't* *had to/didn't have to* Comparative adverbs	**Literature:** a poem **Reading and writing:** reviews
3	**Places**	Places and buildings Parts of buildings	Relative pronouns Past continuous	**Literature:** a mystery story **Reading and writing:** short stories
	Lara's Learning Club Language booster 1			
4	**Happy homes**	Chores Food and drink	Present perfect with *already*, *just* and *yet* *look*, *smell*, *taste*, *sound*, *feel* + adj *look*, *smell*, *taste*, *sound*, *feel like* + n	**Literature:** a playscript **Reading and writing:** recipes
5	**Favourite fashions**	Describing clothes Clothes and accessories	*too* and *not... enough* Present passive	**Literature:** a fairy tale **Reading and writing:** information texts
6	**Adventures**	Outdoor equipment Injuries and accidents	Indefinite pronouns: *some-/any-/no-* Modals of obligation	**Literature:** an adventure story **Reading and writing:** quizzes
	Lara's Learning Club Language booster 2			
7	**Entertainment**	Jobs in entertainment Places of entertainment	Present perfect with *since* and *for* Present continuous for future arrangements	**Literature:** a diary **Reading and writing:** adverts
8	**Awesome animals**	Animal body parts Verbs	Modals of deduction First conditional	**Literature:** a folk tale **Reading and writing:** fact files
9	**Travel**	Holiday equipment Transport verbs	*going to* vs *will* for future Present simple for timetables	**Literature:** a science fiction story **Reading and writing:** itineraries
	Lara's Learning Club Language booster 3			

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Culture	English in action	Pronunciation	Get ready for...
Sports and hobbies around the world **Project:** a mini-book about popular free-time activities	**Making and responding to suggestions** Why don't you sing in the school choir?	Weak and strong forms of *can*	**A2 Flyers** Reading and Writing Part 4 **A2 Key for Schools** Speaking Part 2
Technology in Africa **Project:** a spider diagram poster about technology and learning	**Asking for help** Can you show me how to turn it on?	The weak forms of *to*	**A2 Key for Schools** Listening Part 1 **A2 Flyers** Listening Part 4 Reading and Writing Part 1
Ancient cities **Project:** a tourist brochure about an ancient city	**Giving directions in a building** It's on the ground floor.	Weak and strong forms of *was/were*	**A2 Key for Schools** Reading and Writing Part 4 Speaking Part 1 **A2 Flyers** Speaking Part 4
Think like a scientist! How can we classify sports?			
Traditional food **Project:** a menu for an international food festival	**Offering to help** What do you want me to do now?	Rising and falling intonation in questions	**A2 Key for Schools** Listening Part 3 **A2 Flyers** Reading and Writing Part 3
Traditional clothes **Project:** a collage of traditional clothes from around the world	**Shopping for clothes** Can I try it on?	Stress in words ending in *-able*	**A2 Key for Schools** Listening Part 4 **A2 Flyers** Reading and Writing Part 5
Scouting around the world **Project:** a list of interesting activities for a Scout group	**Asking about injuries and illnesses** Are you feeling better now?	Weak forms of auxiliary verbs in questions	**A2 Key for Schools** Reading and Writing Part 2 **A2 Flyers** Speaking Part 3
Think like a scientist! How can we compare materials?			
Performers around the world **Project:** a poster for a performance	**Buying tickets** Can I have two tickets, please?	Words ending in *-er* and *-or*	**A2 Flyers** Listening Part 3 Reading and Writing Part 2
Dangerous animals **Project:** a world map of national animals	**Saying what you like and don't like** I can't stand it! I don't mind them.	Stressed syllables in words	**A2 Key for Schools** Reading and Writing Part 3 Speaking Part 1 **A2 Flyers** Speaking Part 4
Famous railways **Project:** a railway map	**Saying how you feel about the future** I can't wait to see you again.	Stress pattern in questions	**A2 Key for Schools** Listening Part 5 Reading and Writing Part 1
Think like a scientist! How can we classify types of energy in diagrams?			

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Starter

The WOW! Team

1 S1 Listen and read. Circle the best description for the WOW! Magazine.

a A magazine about the world

b The magazine made by kids for kids

c Where learning is fun

WOW! World of Wonder! Magazine

Welcome | Book Club | Culture | Over to you!

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This is YOUR page! We want to hear from YOU. Send us your comments and photos like the people below!

1 **Cathy** 3 minutes ago

I had a new computer for my birthday. I want to read about ICT and how it can help us at school. I'd also like to know how other children use ICT around the world.

2 **Ruby** 8 minutes ago

I went to a museum in the holidays and now I want to know more about what places were like in the past.

3 **Matt** 40 minutes ago

I wasn't at school today, but I heard about your magazine. I want to write about sports and learn how to stay happy and healthy.

4 **Kenny** 6 hours ago

I want to write about travel: good places to visit, what to take, and what to do there. My parents travelled a lot when they were younger. It's important to learn about people from different countries and cultures.

5 **Suzanna** 16 hours ago

My favourite subject is Natural Science. I love learning about animals: small animals like bees and birds; and big animals like tigers and elephants.

6 **Aleisha** 21 hours ago

I love clothes, but I stopped buying new clothes last year. We should think about why we have different clothes and where our clothes come from.

7 **Rafael** 1 day ago

I like music and drama. I often go to the theatre or the cinema. I'd like to know where other people go for fun in the evening or at the weekend.

8 **Mohammed** 3 days ago

Sometimes family life is difficult. I'd like some tips for a happy life at home.

9 **Grant** 2 days ago

I'd like to read adventure stories and learn what to do in an emergency. Last summer we went hiking in the mountains and we got lost.

2 **Look and read. Match the pictures to the WOW! Magazine ideas.**

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

1 Who had an adventure last year?
2 Which girl wants to know more about places in the past?
3 Who changed how they shop?
4 Which boy has some problems at home?
5 Why does Kenny think travel is important?

4 **What would you like to read or write about in the WOW! Magazine? Why? Talk to your partner.**

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About Us

1 ?

I'm eleven years old. I have dark, curly hair. I'm energetic and I never feel tired! People say I'm a fun person because I play games and I like having a good time. I love all kinds of sports, too. It's my favourite thing in the world. I like football and running, and I'm tall, so basketball is one of my best sports. I started playing in the school team this year.

2 ?

Hello. I'm ten and I have long, dark hair and brown eyes. My friends say I'm pretty. I think they're being kind! They also say I'm bossy. I love telling people what to do. I just want to help, that's all! I'm also brave and I'm not scared of anything. I travelled a lot when I was young and I love learning about the world. I can speak English, Spanish and I'm learning Japanese!

3 ?

Hi! I'm ten years old, too. I think I'm quite clever because I'm good at Maths and Science. And people say I'm handsome! Haha! What do you think? I'm medium height and I have dark hair and brown eyes. I like Natural Science and I care about animals and plants. I'm creative, too, so I designed the WOW! Magazine. I have a dog called Storm and I love walking him and looking after him.

4 ?

Hello, everyone! I'm eleven years old. I'm short and I have straight, black hair and dark eyes. I'm chatty and friendly. I came to this school last year, but I talked a lot and made new friends quickly. I love computers and ICT, too. People say I'm noisy, but really I just like talking and singing. I love going to the cinema and visiting new places, so I always have lots to talk about!

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1 S2 **Listen and read the About Us page. Write the name of the correct person on each profile.**

2 **Read the About Us page again and write the answers to the questions.**

1 Who designed the magazine? _____
2 Who talks a lot? _____
3 Who is good at sports? _____
4 Who travelled a lot? _____

3 **Use adjectives from the WOW! Team profiles to write descriptions.**

medium height pretty handsome fun brave noisy friendly
bossy kind chatty energetic clever creative tall

1 He isn't tall or short. He talks a lot. *He's medium height and chatty.*
2 She likes making friends. She says nice things to people. _____
3 He's 1 metre 80 and he never feels tired. _____
4 He has a nice face. He likes playing games and having a good time. _____
5 She has a beautiful face. She isn't frightened of anything. _____
6 He shouts and sings a lot. He's very good at Science, Maths and English. _____
7 She tells people what to do. She has lots of new ideas. _____
8 She isn't frightened of anything. _____

4 **What are you like? Choose adjectives from the WOW! Team profiles to describe yourself. Talk to your partner.**

5 **Play a guessing game in groups. Take turns to describe somebody in your class.**

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1 Free-time fun

WOW! World of Wonder! Magazine

Welcome | Book Club | Culture | Over to you!

Lots of you wanted to talk about free-time activities. Take a look at the sports and hobbies here. How many do you know?

Arlo has a question for you. Can you think of some answers?

...

...

...

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...

WOW! Question

Arlo 3 minutes ago
Why do we do sports and hobbies?
...

In this unit I will ...

- learn words for sports and hobbies
- use the Present simple and Present continuous tenses
- use state verbs
- read a cartoon story
- learn about sports and hobbies in different countries
- work in a group to make a library of mini-books
- learn how to make and respond to suggestions
- read and write an interview about a sport

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Vocabulary 1

1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 1.1 Look and match. Then listen, check and repeat.

go skiing go snowboarding go ice skating go cycling go scooting play volleyball
play table tennis play hockey play badminton do yoga do gymnastics *1* do athletics

3 1.2 Listen and read. Do the WOW! Quiz and write the sports.

WOW! Quiz Guess the sports!

1 **Arlo** 5 minutes ago

I love sports. I go scooting every day. I sometimes go snowboarding and ice skating, but my favourite sports are basketball ... and another team sport. We play indoors in the gym in the winter and outdoors on the beach in the summer. What is it?

2 **Bobby** 1 hour ago

I play football and hockey, but can you guess my favourite sport? It's a winter sport. I do it in the mountains. I wear warm clothes and a helmet. I wear big boots and two long things on my feet.

3 **Lara** 7 minutes ago

I do yoga in the gym after school and do another sport every day on the way to school. I don't come to school by car, but I use wheels. I wear a helmet because the roads are dangerous.

4 **Ting** 3 hours ago

I do athletics outdoors in the summer, but I do my favourite sport indoors.
I play with a partner. We use small bats, a small ball and a big table.

4 Work in pairs. Look at the sports on pages 8 and 9 and answer the questions.

1 Which sports have wheels?
2 Which sports do we usually do indoors? And outdoors?
3 Which are winter sports?
4 Which are team sports?

5 Play a guessing game about sports. Describe a sport. Can your partner guess the answer?

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Arlo: What are you doing, Lara?
Lara: I'm reading the WOW! Quiz. Do you really do all those sports?
Arlo: Yes, I do. It's important to be healthy. You know I play basketball and volleyball every week.
Lara: Yes, but what about scooting, snowboarding ...?
Arlo: Well, I go scooting every day.
Lara: Really?
Arlo: Yes, because I go to school by scooter.
Lara: OK, but how often do you go snowboarding?
Arlo: I sometimes go snowboarding indoors at the winter sports centre and I'm learning to ski, but I don't go very often. What about you?

Lara: Well, I go cycling at the weekends, but I prefer indoor sports like gymnastics and yoga.
Arlo: How often do you do them?
Lara: I do gymnastics once a week and yoga every Monday ... That's today! I have to go.
Arlo: Oh! I do yoga, too.
Lara: I don't believe it!
Arlo: Yes, it helps me relax. Look! I'm doing it now! I'm sitting straight and breathing! Ommmm!
Lara: Oh Arlo! You're so funny!

1 1.3 **Listen, read and write. Who does most sports?** _____

2 **Work in pairs. Read the dialogue again and answer the questions.**

1 How does Arlo get to school?
2 Which sports does Lara do?
3 How often does Arlo go snowboarding?
4 Can Arlo ski well?

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.**

I don't believe it! Really? You're so funny!

1 I'm learning to ski. (...)
2 I do four sports every day. (...)
3 I'm doing yoga now. Ommmm! (...)

4 **Which sports do you do? How often do you do them? Make a list and compare with your partner. Are your lists the same or different?**

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1 **Work in pairs. Look back at the dialogue in Lesson 2 and say *True* or *False*. Then say why.**

1 Arlo goes scooting every day.
2 He's wearing a helmet.
3 Lara plays volleyball, too.
4 Arlo goes snowboarding outdoors.

2 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

Grammar Remember!

Present simple and Present continuous

Present simple			
I	play volleyball		after school.
She	doesn't	do yoga	once a week.
Do	they	do gymnastics	every Monday?
Does	he	play hockey	every week?
Present continuous			
I	'm	sitting straight	now.
We	aren't	doing yoga	today.
Is	she	playing tennis	at the moment?

We use the **Present simple** / **Present continuous** tense for habits and routines.

We use the **Present simple** / **Present continuous** tense for things that are happening at the moment.

3 **Read the dialogue in Lesson 2 again. Find examples of the Present simple and Present continuous tenses.**

4 **Write three questions about Arlo and Lara's sports. Then work in pairs and ask and answer.**

Does Arlo do yoga every day?
No, he doesn't.
Is he doing yoga now?
Yes, he is.

5 1.6 **Listen and write the names with the correct sports.**

Lily Robert Michael Mel Clara

1

2

3

4

5

6 1.7 **Listen again and answer the questions.**

1 Where does it snow every day?
2 When is athletics club?
3 Which children are learning new sports?
4 What did Clara think of yoga?
5 How often does Michael do gymnastics?

7 **Make true and false sentences. Use the Present simple and Present continuous tenses. Can your partner guess which sentences are false?**

wear play do go learn

I play tennis every Saturday.

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A rainy day

1

Flora: I'm bored. It's raining, so I can't do athletics or go scooting with my friends.
Mum: Why don't you do your homework ... or do a puzzle, like we did when we were young?
Flora: It's OK. I'll just play some computer games or watch cartoons.
Mum: I think you spend too much time looking at that tablet.
Flora: I don't believe it! Now there's no Wi-Fi! What am I going to do?
Mum: Why don't you practise playing the piano?
Flora: OK, but I hate playing the piano.

2

Pip: I'm bored. We have no Wi-Fi. I heard music from next door.
Flora: Come in.
Pip: I can't play a musical instrument, but I sing in a choir every Friday.
Flora: Great! Do you want to sing while I play the piano?

3

Roly: Hey! That sounds good.
Mo: What are you all doing? I'm bored. There's ...
ALL: ... NO WI-FI!
Flora: We know! Come in. Do you like singing?
Roly: Hmm, no. I prefer dancing.
Pip: Hey! Let's put on a show!
Mo: Wait! I don't like singing or dancing, but I love making things.
Pip: Well, you can make the invitations.

4

ALL: It's time to play the music,
It's time to sing our songs,
We don't need any Wi-Fi
To put on a good show!
Mum: That was fantastic!

1 **Before you read** **Today's Book Club text is a picture story. Look and circle the words that describe a picture story. Then answer.**

1 **Pictures / Photos** tell the story.
2 Usually, **there is only a narrator / there are many characters** in a picture story.

2 1.9 **Listen and read. Then answer the questions.**

1 Why is there no Wi-Fi?
2 What is Pip's good idea?

3 **After you read** **Activity Book, page 7.**

4 **Discuss in groups.**

1 Do you think the children were happier before or after the bad weather?
2 What do you do when the weather is bad and there is no Wi-Fi?

5 **Work in groups. Act out the picture story.**

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Vocabulary and Grammar 1

1 (1.10) **Look and match. Then listen, check and repeat.**

do photography do puzzles *1*
do the gardening sing in a choir
put on shows go to concerts
play musical instruments
make models make videos collect cards
watch cartoons write a diary

2 **Read the story in Lesson 4 again. How many hobbies can you fi nd?**

3 **Read the story again. Then answer the questions.**

1 How does Flora feel about playing the piano?
2 Can Pip play a musical instrument?
3 What does Roly think about singing and dancing?
4 What does Mo like doing?
5 What does Pip tell Mo?

4 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

Grammar

State verbs		
He/She	likes prefers doesn't like	music. doing photography. making models. sports. playing outdoors.
I	hate love don't like	
It	sounds looks	good. interesting.
Do you	know	this song?

State verbs say how we think or feel.

We **often** / **never** use state verbs in simple tenses.

We **often use** / **don't often use** these verbs in continuous tenses.

We **say** / **don't say** 'I'm not believing it' and 'Are you knowing this song?'

5 (1.11) **Listen to three children. Which hobbies do they talk about?**

6 **Use these verbs to talk about how you think and feel. Can your partner find a new hobby for you?**

like enjoy prefer hate love

I like music. I don't like playing musical instruments. I prefer listening to music.

You could go to concerts.

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Sports and hobbies around the world

People do all kinds of different things in their free time! Read about some activities that people love doing in three different countries.

Rugby is a very popular sport in New Zealand. Lots of people enjoy playing it and watching it. But it can be dangerous! Many children play a special kind of rugby called Rippa Rugby. It's great fun and it keeps you fit. Rippa Rugby players often don't wear shoes!

In Wales, singing is a very popular activity. It's fun and it makes people feel happy! Lots of adults and children sing in choirs. Every year, there are many music festivals and competitions all around the country. The *Eisteddfod* is a very big festival of music and poetry that is in a different place in Wales every year.

Have you ever tried cross-country skiing? It is a very popular sport in Canada and other snowy countries. Cross-country skiing helps you keep fit, and it's a very good way of travelling in the snow. Lots of families enjoy skiing together.

WOW! Fact

Cross-country skiing is different from downhill skiing – you can ski uphill, too!

1 **Before you read** What free-time activities are popular in your country?

2 1.13 Listen and read.

3 **After you read** Activity Book, page 9.

4 Work in pairs. Find things that are the same and different.

> In New Zealand, lots of children play Rippa Rugby. In our country ...

Find out more! Watch the video.

Project

Make a class library of mini-books about popular free-time activities.

1 In groups, research to find out about popular free-time activities in your country.
2 Choose the activities that you would most like to include.
3 Decide who will research each activity to find out more about:
- where people do the activities.
- when people do the activities.
- what people have to do in the activities.

4 Make your mini-books. Include photos, pictures and interesting facts.
5 Present your mini-books to the rest of the class.
6 Take a class vote to decide which activity you would most like to do.

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English in action 1

Making and responding to suggestions

I want to start a new hobby, but I don't know what to do!

Why don't you sing in the school choir? Can you sing?

Yes, I can. But I already play the guitar. I want to do something different – not music.

Well … you could play hockey.

No, I don't think so. I don't like team sports.

OK. How about going to the video club at school?

That sounds good! When is it?

It's at half past three on Wednesdays. You could go this week!

That's a good idea. What time does it finish?

At five o'clock.

Great. I'll ask my parents!

1 1.15 **Listen and read. Write the answers to the questions.**

1 What hobby does the boy already do?

_____

2 What club is he going to go to, and when?

_____

2 **Read the dialogue again. Find and write four suggestions that use language from the *Say it!* box.**

Say it!

Making suggestions:
You could …
Why don't you …?
How about … ing …?

Responding to suggestions:

✔ That's a good idea.
That sounds good.
Yes, I could do.

✘ But …
I don't think so.

3 **Say new dialogues with your partner. Use the *Say it!* box to help you.**

Pronunciation

4 1.16 **Listen and read. Do the coloured words sound the same or different? Then listen again and repeat.**

I can't play the piano.
But I can play the drums!

Can you sing?
No, I can't.

Can you dance?
Yes, I can! Look at me!

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Literacy: interviews

Reading

1 **Before you read** **Look quickly at the interview. Which questions and answers mention these things?**

camping eating relaxing clothes being outdoors
blog posts mountains sleeping

tip Reading
Read the interview questions to help you decide where to look for the information.

2 1.19 **Listen and read.**

Helen Wilson is a keen cyclist. She loves going on long cycling trips. She and her husband, Rob, are cycling in Argentina now. We phoned Helen to ask her a few questions …

1 Why do you like long cycling trips?
I love the feeling of freedom, and being outdoors. Also, we meet a lot of interesting people!

2 What's the most difficult thing about this trip?
The altitude. We're going to cycle over the Andes mountains to Chile. It isn't easy cycling above 4,000 metres because there isn't much oxygen!

3 Do you eat a lot of food when you're cycling?
Yes, we're always hungry! Cycling uses a lot of energy.

4 Where do you sleep?
Tonight we're sleeping in a hostel. We usually carry a tent so we can camp if there aren't any hostels.

5 What do you do in the evenings?
We read, write our diaries, eat, relax, plan our route … At the moment, Rob is washing some clothes, and I'm talking to you! We also write blog posts and emails to tell people at home about our adventures.

6 What other trips have you done?
We've cycled in lots of countries: Spain, Italy, Slovenia, Iceland … Ten years ago we cycled from Ecuador to the very south of Argentina. We cycled about 8,000 kilometres in eight months!

7 Are you planning any more trips?
No, but we have lots of ideas! I want to cycle in the Himalayas, Central Asia and North America!

Words in context
freedom altitude oxygen
energy hostel route

Activity Book, page 11

3 **After you read** **Read and answer the questions.**

1 What two countries are Helen and Rob visiting?
2 Why will cycling over the Andes be difficult?
3 What do they do when they can't find a hostel?
4 How do they communicate with people at home?

4 **Act out activities from the interview. Guess what your partner is doing.**

Are you relaxing?
Yes, I am!

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1 **Read. Match the questions with the correct answers.**

a What is your biggest model?
b When did you start this hobby?
c Are you making any models at the moment?
d Why do you like making models?
e What other models have you made?
f Who helps you?

MAKING MODELS

Jamie loves making models with wood. I asked him some questions about his hobby.

(1) *Why do you like making models?*
It's fun! And it's relaxing.

(2) _____
It's a model of a ship. It's nearly one metre long!

(3) _____
I've made lots of cars and planes. Last week I made a car for my little brother. He doesn't help me make models, but he likes playing with them!

(4) _____
Yes, I'm making a boat. It's bigger than most of my models.

(5) _____
Sometimes my dad helps me. He's good at making things with wood.

(6) _____
I made my first wooden model when I was three.

2 **Read. Then answer the questions about the interviews on pages 16 and 17.**

How to write... a good interview

- Use lots of question words, e.g. *what, when, where, who, how, why.*
- Ask about *the biggest, the best, the most interesting* …
- Use questions that will find out interesting information!

1 Which question words do the interviewers use?
2 Which do you think are the most interesting questions?
3 Can you think of any more questions you would ask?

3 **Interview someone about a sport or hobby. Use the *How to write…* box to help you.**

1 Write some questions.
2 Ask and answer. Write the answers.
3 Write your interview neatly. Choose the most interesting questions and answers.

tip Writing

Make sure you form contractions correctly:
it is = it's
I have = I've
does not = doesn't
she is = she's

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WOW! Over to you!

This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!

1 **4 comments**

Mark 3 minutes ago

Music makes me happy! I can play three musical instruments. I play in a band called the Mighty Band. We need more musicians so if you can play, come along.

2 **3 comments**

Min-jun 22 minutes ago

I do karate. I wanted my friends to be healthy so I started teaching them at lunch time. First there were just three friends. Now there are thirteen and so we started a club. We go to classes every Saturday.

3 **5 comments**

John 4 days ago

I enjoyed reading the interview about cycling. It's a great way to travel and see the world. I found a book about cycling in the library and I'm reading it now.

4 **1 comment**

Alice 1 day ago

We read the story about the day without Wi-Fi and then we put on a show. It was so much fun! Lots of children in my class play musical instruments and we all sing at school, so I think our show was pretty good! I'm going to join the school choir now.

5 **2 comments**

Aaron 1 week ago

I loved the text about skiing in Canada. It doesn't snow here often so we don't really do winter sports. After reading that article, I'd like to learn to ski, so I'm going to go to the winter sports centre. I think it's important to try something new.

1 **Read the comments about the WOW! Magazine. Tick the comments from children interested in sports.**

2 **Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.**

1 What did you like best?
2 Did you learn anything new?
3 Are you going to do any new sports and hobbies?

3 **Think about the WOW! Question again. Discuss in groups. Are your answers different now?**

WOW! Question

Arlo 3 minutes ago

Why do we do sports and hobbies?

...

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A2 Flyers Reading and Writing Part 4

tip Exam

Read the whole text first. Then try saying the sentence in your head to see which option sounds correct.

1 **For each gap, choose the correct answer. There is one example.**

Music

Are you looking for a new hobby? Are you good **(0)** … music? How about learning to play a musical instrument? There are lots of different instruments **(1)** … you can learn. The guitar is very popular, and it is easy to carry. Many children **(2)** … guitar lessons at school. But if you like making music, you **(3)** … have to play an instrument. You can sing! Singing with other people can be fun.

Some people don't like **(4)** … music – they prefer to listen to it. You can go to a music shop **(5)** … buy CDs, or you can find lots of different kinds of music on the internet, and listen on your phone or your computer. Lots of people enjoy going to concerts **(6)** … they can see people playing and singing. There are concerts in most big towns.

0	**A** to	**B** in	**C** at
1	**A** which	**B** who	**C** where
2	**A** having	**B** have	**C** doing
3	**A** don't	**B** aren't	**C** mustn't
4	**A** play	**B** played	C playing
5	**A** for	**B** to	**C** where
6	**A** but	**B** because	**C** that

A2 Key for Schools Speaking Part 2

tip Exam

Use adjectives in your answers: e.g. *it's interesting/boring/exciting/fun.*
Think of other reasons, too: e.g. *it helps me keep fit.*

2 **Look at the pictures and talk to your partner. Do you like these different hobbies? Say why or why not.**

Which of these hobbies do you like best?

I like … because …

Do you think … is fun/interesting/exciting/boring/difficult?

I don't like … because …

Why?/Why not?

Go to page 133

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2 Technology

WOW! World of Wonder! Magazine

Welcome Book Club Culture Over to you!

How do you use technology at home and at school? Lots of you wanted to talk about ICT. Take a look at the pictures. Which kinds of technology do you know?

Ting loves ICT and she has a question for you. What do you think?

WOW! Question

Ting 20 minutes ago
How can technology help us at home and at school?

In this unit I will ...

- learn some words about technology
- use *could/couldn't* and *had to/didn't have to*
- use comparative adverbs
- read a poem
- discover how technology is helping children learn
- work in a group to make a spider diagram
- find out how to ask for help
- read and write reviews of games and apps

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Vocabulary 2

1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 2.1 Look and match. Then listen, check and repeat.

password app laptop earphones digital camera speaker
smartphone website e-reader screen *1* printer devices

3 2.2 Listen and read. Who uses technology for school work? _____

WOW! Blog

1 **Arlo** 15 minutes ago

I like TV! Yes, I know, it isn't very modern, but I love watching sport on TV. Sometimes I watch on my tablet if my mum or dad want to watch something else, but I like the TV best because the screen is bigger and I can lie on the sofa!

2 **Bobby** 10 minutes ago

I love my digital camera. It takes better photos than my smartphone, but the smartphone is good if you want to send photos quickly to your friends.

3 **Lara** 1 hour ago

At home, I always have my smartphone with me. I often listen to music. I don't have a speaker. I use earphones so nobody else can hear. My mum is often angry because I can't hear her when she calls me for dinner and she has to come to my room!

4 **Ting** 2 hours ago

I think technology's great. I use it all the time, especially for my school work. I often use my mum's big computer to find information for projects. I do homework on my laptop and send it to the school homework website.

4 Work in pairs. Think about the kinds of technology on pages 20 and 21. Answer the questions.

1 Which devices have screens?
2 Can you name three things you can do with a smartphone?
3 Can you put these things in order of size? Start with the biggest.

earphones laptop TV computer
tablet smartphone

5 Work in groups and answer the questions.

1 How many devices do you have?
2 What's your favourite device? What do you use it for?
3 Do you use a laptop to do your homework?
4 Which device do you use for listening to music?
5 How many apps do you have? Which ones do you like best?
6 For how many hours do you look at a screen every day?

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Bobby: What's the matter, Ting?
Ting: Oh, Bobby, Miss Baker is going to be so angry. I didn't send my Maths homework last night.
Bobby: Why not? Did you forget your password?
Ting: No. My laptop stopped working, so I had to use my brother's computer.
Bobby: Oh no! Did you have to start again?
Ting: Yes, I did, but then the Wi-Fi didn't work.
Bobby: Oh dear! You have to give it to her today.
Ting: I know, but I don't have it! It's still on the computer. Our printer doesn't work.

Bobby: Here, Ting. Take this.
Ting: What's that?
Bobby: Er ... It's a pen! And here's some paper.
Ting: You're joking! I can't write my homework again with this!
Bobby: You could write when you were five. And you can write now!
Ting: I know, but ...
Bobby: In the past, children couldn't do homework on computers. They had to write all their homework with a pen.
Ting: Yes, but they didn't have to do it three times!

1 2.3 **Listen and read. Why didn't Ting send her homework?**

2 **Work in pairs. Read the dialogue again and say *True* or *False*. Then say why.**

1 Ting forgot her password.
2 She had to use Miss Baker's computer.
3 The Wi-Fi didn't work, so she didn't send her homework to the teacher.
4 She doesn't have a printer.
5 Bobby gives her some paper and a pen to write her homework.
6 In the past, children didn't have to use a pen.

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out a dialogue.**

Why not? Oh dear! You're joking!

1 I left my homework on the bus last week. (...)
2 I didn't do my homework last night. (...)
3 My dog ate my homework on Saturday. (...)

4 **Have you ever had problems with your homework? What happened? Talk to your partner.**

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Grammar 2

1 **Look back at the dialogue in Lesson 2. Then read these sentences and circle the best words.**

1 She **had to / didn't have to** use her brother's computer.
2 She **has to / doesn't have to** give it to the teacher today.
3 She **could / couldn't** write when she was five.
4 In the past, children **could / couldn't** use computers to do their homework.

2 **Look at the grammar table. Then read and answer the questions.**

Grammar

could/couldn't, had to / didn't have to		
Present simple		
I/We/You/ He/She/They	can/can't	do the homework. start again. go to school.
I/We/ You/They	have to don't have to	
He/She	has to doesn't have to	
Past simple		
I/We/You/ He/She/They	could/couldn't	write. use computers. use a pen.
	had to didn't have to	

What's the past tense of ***can*** and ***can't***? What's the past tense of ***have to*** and ***don't have to***?

3 **Read the dialogue in Lesson 2 again. Underline examples of *could* and *couldn't*, *had to* and *didn't have to*.**

4 **Write three true or false sentences about Ting. Then talk to your partner.**

She had to do her homework five times.

False! She had to do her homework three times.

5 2.6 **Listen and match the people to the pictures.**

a grandad

b dad

c grandma

d mum

1

2

3

4

5

6

6 2.7 **Listen again and answer the questions.**

1 What password did Nick's grandad use?
2 How did Nick's dad listen to music before?
3 Why did Nick give his dad his earphones?
4 What did Nick's grandma want to do?
5 How did Nick's mum thank him?

7 **Think about how technology has changed our lives. What couldn't people do in the past? What did they have to do? Compare notes with your partner.**

They couldn't send emails. They had to write letters.

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A smarter smartphone

I have the latest smartphone.
It's better than my last phone.
It does everything faster than before.
It's thinner and lighter,
The screen is much brighter.
It does everything my old phone did – and more!

First you press this button.
Look! It turns the phone on.
Type a password you won't forget.
Then click on an icon,
Try the blue and white one.
Now you can search the internet!

Do you want to do some shopping,
But have no time to go in,
To buy a present for your friend in town?
Shop more quickly online,
It doesn't take so much time,
You can do it while you're sitting down.

When you're in a new place,
And you're going to be late,
Find your way more easily with your phone.
Download this free app,
Find your place on the map,
It will take you safely back home.

If you want to take a photo,
The phone can take them better,
Click on the camera icon on the screen.
Take a selfie of your face,
In front of a famous place,
That's the best photo that I've seen!

You need some information,
For an examination,
Or a project you're doing with your team.
Are all your facts right?
Find a good website,
Check the facts more carefully on the screen.

When you have some free time,
To listen to some music,
Or do something more quietly alone,
Why not watch a video,
Or your favourite TV show,
Lying on the sofa with your phone?

1 **Before you read** **Today's Book Club text is a poem. Look and circle the words that describe a poem. Then answer.**

1 In poems, the lines of text are often **long / short**.

2 Poems **sometimes / never** have words that rhyme.

3 What poems do you know?

2 2.9 **Listen and read. One verse matches the picture. Which verse is it?**

3 **After you read** **Activity Book, page 19.**

4 **Discuss in groups.**

1 What does the poem say you can do with a smartphone? Make a list.

2 What's the best thing about the smartphone? Put your list in order of importance.

5 **Work in groups. Read and act out the poem.**

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Vocabulary and Grammar 2

1 (2.10) **Look and match. Then listen, check and repeat.**

go online | turn on the computer
type a password | upload a photo
download an app | search the internet
watch a video | press a button *1*
turn off the TV | click on an icon
send a message | take a selfie

2 **Read the poem in Lesson 4 again. How many of the phrases in Activity 1 can you find?**

3 **Read the poem again. Why is the new phone better than the last one? What can you do? Write the adverbs.**

more easily | faster | more carefully
more quickly | more quietly | better

1 It does everything _____ than before.
2 You can shop _____.
3 You can find your way _____ .
4 You can check facts _____
5 It takes photos _____.
6 You can do something _____ lying on the sofa.

4 **Look at the grammar table. Then match the options to complete the rules.**

Grammar

Comparative adverbs	
adverbs ending in *-ly*	
quickly → more quickly	
carefully → more carefully	
clearly → more clearly	
short adverbs	
hard → harder	fast → faster
irregular adverbs	
well → better	badly → worse

1 We add *more* before
2 We add *-er* to
3 *Well* and *badly* are

a irregular adverbs.
b adverbs ending in *-ly*.
c short adverbs.

5 (2.11) **Listen. Match the children with the apps.**

6 **Play a game in pairs:**
I can do anything better than you!

well | fast | hard | carefully | badly | clearly

I can play the piano well.

I can play the piano better than you.

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Technology in AFRICA

Find out how people are using technology in Africa to help children read and study.

In Nigeria and other countries in Africa, lots of children are starting to read e-books. A group of people have made a big online library with lots of e-books for children. Books can be very expensive in Nigeria, but now children can read more easily and cheaply on their smartphones and e-readers. They can read lots of stories in their own languages, and they can read stories in English, too!

In South Africa, many children spend a lot of time online. In 2007, a group of people started using an app to help children study Maths. Children read information on their phones, then they try to answer maths questions. They can talk to maths teachers online, and they can send messages to other students, too. Before this, lots of children couldn't get good marks and they didn't like Maths. Now, they enjoy it!

WOW! Fact

More than 60 percent of people in the world have a mobile phone!

1 **Before you read** **What devices do you use to help you read or study at home or at school?**

2 2.13 **Listen and read.**

3 **After you read** **Activity Book, page 21.**

4 **Work in pairs. Discuss the questions.**

1 Have you ever used apps to help you study? Which ones?
2 Have you ever used an e-reader?
3 Do you prefer reading and studying with devices or books? Why?

Find out more! Watch the video.

Project

Make a spider diagram poster about technology and learning.

1 In groups, think about the different devices you use at home and at school, and how they can help you learn.
2 Choose the ones that you would most like to include in the diagram.
3 Decide who will write about each device.
4 Make a spider diagram: write the word *Technology* in the middle of your poster. Write the devices around the page and add information about how each one helps you learn.
5 Include photos or drawings to decorate.
6 Display your poster in the classroom.
7 Take a class vote to decide which device is best for learning.

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English in action 2

Asking for help

Please can I use the printer, Dad?

Of course. What do you want to print?

My English homework. Can you show me how to turn it on?

It's easy! Press that button there.

OK. What next?

Look at the laptop. Click on that icon at the top of the screen.

Thanks. Do you have time to help me revise for an exam?

Sorry, not now. I have to cook the dinner.

Alright. Could you help me after dinner, please?

Of course.

1 2.15 **Listen and read. Answer the questions.**

1 What two things does the girl need to do for school?

2 Why can't her dad help her now?

2 **Read the dialogue again. Underline three questions asking for help that use language from the *Say it!* box.**

Say it!

Asking for help:
Could you ...?
Can you show me how to ...?
Do you have time to ...?

3 **Say new dialogues with your partner. Ask for help with something. You can use these ideas. Use the *Say it!* box to help you.**

download an app do your homework
upload some photos

Pronunciation

4 2.16 **Listen and read. Do the coloured words have a long or a short sound? Then listen again and repeat.**

I need to go online.

I'm going to do my homework.

Do you have time to help me?

Can you show me how to do it?

OK, I'm going to help you.

You need to type the password.

Then you have to click on this icon ...

Now you're ready to start!

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Literacy: reviews

Reading

tip Reading

You don't always need to read every word. Look quickly at the text to find the information you're looking for.

1 **Before you read** **Look quickly at the reviews. Which reviewer mentions these things?**

a password an icon a video treasure
a selfie friends buildings

2 2.19 **Listen and read.**

TopCity the exciting new game

★★★★★ **Amazing game!**

byGameFan

This game is fantastic! I downloaded it onto my tablet last month and I play it every day. In the game, you travel around a city, looking for treasure. In every building in the city, you have to click on an icon and solve a problem. The problems get more difficult, so you have to work harder. It's good to challenge yourself!

To move around the city, you have to write instructions. It's like programming a computer. I'm learning lots of new skills! Now I can move around much more easily. Last night I scored 50,000 points!

Good points:
1 It was easy to start playing. First I had to take a selfie and upload it, then I had to type a password. Then I could move around the city!
2 The graphics are really good.

Any bad points? The game isn't free, but I think it's good value!

★★★☆☆ **Not bad**

by MrCool001

This is quite a good game, but I think there are lots of programming games that are better.

Good points:
1 You can watch a video to help you learn how to play. It gave me some good tips.
2 You can play it online with your friends. That's fun!

Bad points:
1 I had to buy it! I think it's too expensive.
2 It doesn't work on all my devices – I can't download it onto my phone.

Words in context

solve a problem challenge yourself
program a computer score points
give tips play online

Activity Book, page 23

3 **After you read** **Read the sentences and write *Y* (yes), *N* (no) or *DS* (doesn't say).**

1 You have to pay for this game.
2 When you play this game, you try to i nd treasure.
3 GameFan lives in a city.
4 MrCool001 thinks TopCity is the best programming game.
5 MrCool001 has watched the video.
6 MrCool001 has a tablet.

4 **Talk to your partner. Do you play any computer games? What do you like about them? What do you not like?**

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1 **Read. Then use the notes to complete the review.**

FunTime4Kids

the drawing and painting app

★★★★★ **Great fun!**

byTechWhizz

This is a great app for kids who like being creative. You can use it to make fantastic pictures!

Good points:

1 There are tools for painting and (1)_____. My pictures look like real paintings and drawings!
2 You can send your pictures to your friends, and they can send you (2) _____
3 You can upload (3) _____, too, and draw or paint on your photos.
4 You can (4) _____ the pictures easily.

Bad points:

1 It opens too slowly. I had to wait for two (5) _____ after I typed my password!
2 I couldn't (6) _____ photos at first, but it's OK now.

2 **Read. Then answer the questions about the reviews on pages 28 and 29.**

How to write... a review

Include:
- a short introduction
- good and bad points
- *you*, e.g. *You can ...*, *It helps you ...*
- adjectives, e.g. *brilliant, expensive*
- adverbs, e.g. *cheaply*

1 How many good points does each reviewer mention? And how many bad points?
2 What sentences can you find that use *you*?
3 What adjectives can you find?
4 What adverbs can you find?

3 **Write a review of an amazing app or game. Plan, write, check and rewrite. Use the *How to write...* box to help you.**

tip Writing

When you plan, make notes. You don't need to write sentences!

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WOW! Over to you!

This is YOUR page! We want to hear from YOU. Send us your comments and photos like the people below!

1 5 comments

Nadia 12 minutes ago ✔

I think technology can help us learn. I have a great app to help me learn English. You click on pictures and hear the words. Then you say the words and it tells you if your answer is right. It helps me remember the words.

2 3 comments

Julia 5 minutes ago

We had to read a book at school, but I read really slowly so I downloaded the book onto my e-reader. Now I can read the book or listen to it in the car or in bed. I like reading, but it's great to listen to a story, too. It helps me read a book more quickly.

3 2 comments

Pedro 3 minutes ago

My dad likes photography. This is one of his photos. He has a really good camera. He has a smartphone too, but he prefers using his camera. He says the camera takes photos better and then he can upload them to his computer if he wants to send them to people.

4 5 comments

Carlos 10 minutes ago

I enjoyed reading about all the projects in Africa. Technology really helps these children learn. Books are expensive, but now the children have lots of devices so they can download books and apps from the internet.

5 4 comments

Katya 5 minutes ago

I liked the poem about the smartphone. I can remember new vocabulary more easily when it's in a poem. I like making videos, so I changed the last verse. Here it is:

When you have some free time,
And want to be creative
Or do something more quietly alone,
Why not make a video
And show it to your family,
Lying on the sofa with your phone?

1 **Read the comments about the WOW! Magazine. Tick the comments about technology and learning.**

2 **Work in pairs and answer the questions. Then write your own comments about the WOW! Magazine and read them to the class.**

1 What did you like best?
2 What did you learn about how people use technology?
3 What do you think are some good and some bad things about technology?

3 **Think about the WOW! Question again. Discuss in groups. Are your answers different now?**

WOW! Question

Ting 20 minutes ago

How can technology help us at home and at school?

...

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A2 Flyers Listening Part 4
A2 Key for Schools Listening Part 1

tip Exam
Listen to the whole dialogue before you choose your answer. The correct answer isn't always at the end of the dialogue.

1 2.20 **Listen. For each question, circle the correct answer.**

1 What did Michael do at school today?

2 What does the girl's teacher look like?

3 What did the boy do after school?

4 Which of these hobbies does Louise like best?

A2 Flyers Reading and Writing Part 1

tip Exam
Check that you write the words correctly.

2 **Look and read. Write the correct words. There is one example.**

snowboarding a screen volleyball a market ~~table tennis~~
a printer a laptop a zoo a café a theatre ice skating

This is a sport that you play indoors. You use a small bat and a small ball. *table tennis*

1 You can go here to buy something to eat. A waiter will bring your food to you. _____

2 This is a small computer that you can carry in a bag. It has a keyboard. _____

3 You do this sport outdoors. You do it on snow, but you don't wear skis. _____

4 This is the part of a computer or tablet that you look at. A mobile phone has one, too. _____

5 This is a place where actors work. Lots of people like going here in the evenings. **6** _____

This is a game that you play on the beach or on a sports i eld. You don't use a bat. **7** _____

This is a good place to visit if you like animals. You can see lots of diff erent kinds of animals here. _____

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3 Places

WOW! World of Wonder! Magazine

Welcome | Book Club | Culture | Over to you!

What are your favourite places in your town or city? Which buildings do you know?

Lara likes cycling around her town, looking at the buildings and going to different places. She has a question for you. What do you think?

WOW! Question

Lara 1 hour ago
Why are some places and buildings important to us?

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

In this unit I will ...

- learn some words for places and parts of buildings
- use relative pronouns
- use the Past continuous
- read a mystery story
- find out about ancient cities around the world
- work in a group to make a brochure about an ancient city
- learn how to give directions in a building
- read and write short stories

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Vocabulary 3

1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 3.1 Look and match. Then listen, check and repeat.

castle harbour stadium tower skyscraper factory hospital palace
swimming pool sports centre office building apartment building *1*

3 3.2 Listen and read. Do the WOW! Quiz and write the places. _____

WOW! Quiz Guess the places!

1
Arlo 5 minutes ago
I stayed there last year. I can remember the smell. The doctors and nurses were kind, but I wasn't happy at that time. I couldn't play volleyball or football. I watched cartoons all day. I wanted to go home.

3
Lara 7 minutes ago
I love this place. It's so old. If you're feeling energetic you can climb to the top of the tower. Sometimes actors dress up as characters from history and put on shows. It's great for history projects.

2
Bobby 1 hour ago
This is the tallest building in the city. I like going there to do photography. There's a café at the top and you can go outdoors. On a sunny day you can see the whole city, but don't look down!

4
Ting 3 hours ago
My classmates and I visited this place last summer. We watched a video about the history of chocolate and then saw how to make chocolate. The smell was delicious. I'd like to work here! I bought some chocolate in the gift shop on the way out.

4 Work in pairs. Look at the places on pages 32 and 33. Answer the questions.

1 Which places can people live in?
2 Which places do people work in?
3 Which places do people use for sports?
4 Which places are in your town or city?

5 Play a guessing game about places you have visited. Describe a place. Can your partner guess the answer?

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Lara: Oh dear! Where's the stadium? We went past the apartment building where Bobby lives.
Ting: Right! And then we saw the sports centre where I learned to swim.
Lara: I don't believe it! We're going to be late for the hockey match.
Ting: I think it's this way. It's near the hospital where I went in April.
Lara: I don't remember the time when you went to hospital.
Ting: Really? It was the day when we went to the chocolate factory. I was sick. Remember?
Lara: Oh yes. I remember. You weren't the only child who ate too much chocolate!
Ting: I didn't like it in hospital. I was bored. The doctors were really nice, but the Wi-Fi wasn't very good and I couldn't go online.

Lara: Hey, look! There's a map.
Ting: Oh yes! We're here and ... What's this big place?
Lara: Oh! It's the thing that we're looking for! The stadium is right behind us!
Ting: No way!

1 3.3 **Listen and read. Which places do Lara and Ting talk about?**

2 **Work in pairs. Read the dialogue again and answer the questions.**

1 Where does Bobby live?
2 What did Ting do at the sports centre?
3 Why did Ting go to hospital?
4 Are they far from the stadium?

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.**

Right! No way! Hey, look!

1 (...) There's a bus stop. — Oh yes!
2 So, we've answered the first question. — (...)
3 I played football in that stadium. — (...)

4 **Choose five places you have been to in your town or city. Make a list and talk about the places with your partner. Are your lists the same or different?**

I've been to the hospital. It was the place where I first saw my baby brother.

I went to the stadium on my birthday when I was ten.

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Grammar 3

1 **Look back at the dialogue in Lesson 2. Complete these sentences.**

1 The hospital is the place where …
2 They saw the apartment building where …
3 Ting remembers the doctors who …
4 She went to hospital on the day when …
5 The stadium is the thing that …

2 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

Grammar

Relative pronouns

He's the doctor	who	Ting saw in the hospital.
A stadium is a place	where	you can watch sports matches.
What's the book	that/which	you want to read?
I remember the time	when	you went to hospital.

We use *that* or ***which*** / ***who*** for things.
We use ***where*** / ***which*** for places.
We use ***when*** / ***who*** for time.
We use ***where*** / ***who*** for people.

3 **Read the dialogue in Lesson 2 again. Find and underline examples of relative pronouns.**

4 **Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.**

Which building did they go past?

They went past the apartment building where Bobby lives.

5 3.6 **Listen and choose the correct answers.**

1 Where's the new cinema?
  a opposite the library
  b next to the office building
  c next to the café
2 Jane is the waitress who
  a works at the sports centre.
  b works in the library.
  c goes swimming with Della's mum.
3 They're going to go to the café which
  a is at the cinema.
  b is at the sports centre.
  c is near the bus stop.
4 How is Matt going to get there?
  a by car **b** by bus **c** by bike
5 When is Matt going to meet them?
  a at 6.45 **b** at 6.30 **c** at 6 o'clock

6 3.7 **Listen again and say *True* or *False*. Then say why.**

1 The film is called *Summer Nights.*
2 The library is opposite the old cinema.
3 Della's mum says the café is really good.
4 Matt wasn't at home when Jane came to the house.
5 The film starts at 6.30.

7 **Play the definitions game. Write a definition of a place, person, animal or thing without saying the word. Can your partner guess the word?**

It's a place where you go when you are very sick.

It's a person who …

It's a thing which …

It's a day when …

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The secret room

Eddie was drawing the palace in his sketchbook.
'Hurry, Eddie! We're late,' called Carrie.
They ran to the steps at the front of the palace.

'Welcome to Bingley Palace,' said the guide as they walked through the entrance into a big hall with high ceilings. They followed her up the stairs to a corridor on the first floor.

'This is Lady Charlotte', she said, pointing to a picture on the wall. 'She lived here many years ago. She painted lots of pictures, but some of them got lost.'

'Look! The painting of the palace is wrong!' said Eddie. He was holding his sketchbook next to the picture. 'There are only two windows in the tower.'
'Maybe you didn't see the third window,' said Carrie.

'No way! I think there's a secret room,' thought Eddie. He was touching a bookcase when suddenly it moved and he fell. Everything went black.

'Hello.' It was a young girl in a long, green dress.
'Oh hello. I'm Eddie!' he said. 'I'm an artist, too!'
'Here,' said the girl, giving him a paintbrush. 'I'm bored painting here alone. We can paint together!'

'Eddie, wake up! What were you doing?' Carrie was talking to him kindly. 'You fell down some stairs. You found a secret room. Lord Bingley wants to see you.'
'Oh really?' Eddie answered. He got up quickly and went to see Lord Bingley.

'You found my grandmother's paintings,' said Lord Bingley. 'Thank you! Oh dear! Are you OK?'
'No, it's just my leg,' said Eddie. 'Wait a minute!' He took something from his pocket. 'It's the paintbrush I was painting with! So now I can finish my picture!'

1 Before you read **Today's Book Club text is a mystery story. Look and circle the words that describe a mystery story. Then answer.**

1 There is always **a puzzle to solve / a journey somewhere.**
2 One character is often **a kind of detective / a princess.**
3 What mystery stories do you know?

2 3.9 **Listen and read. Then answer the questions.**

1 What do Eddie and Lady Charlotte both like doing? _____
2 Why is Lord Bingley happy? _____

3 After you read **Activity Book, page 31.**

4 **Discuss in groups.**

1 Do you think Eddie really met Lady Charlotte?
2 Why do you think the paintings were in the secret room?

5 **Work in groups. Plan and write a different ending to the story. Change the last paragraph.**

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Vocabulary and Grammar 3

1 3.10 **Look and match. Then listen, check and repeat.**

ceiling floor wall roof corner
corridor stairs steps *1* lift
escalator entrance exit

2 **Read the story in Lesson 4 again. How many words about buildings can you find?**

3 **Read the story again. Match the actions. Which actions are longer? Which are shorter?**

1 Eddie was drawing
2 The guide was talking
3 Eddie was holding his sketchbook
4 Eddie was touching a bookcase
5 Eddie woke up

a when Carrie was talking to him.
b when Carrie called Eddie.
c when they walked through the entrance.
e when he fell.
d when he looked at the painting.

4 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

Grammar

Past continuous

I/He/She		was wasn't	playing in the garden	when it started to rain.
You/We/They		were weren't		
What	was	I/he/she	doing when it started to rain?	
	were	you/we/ they		

We use the Past simple with the Past continuous when a **longer** / **shorter** action happens in the middle of a **longer** / **shorter** action.

5 3.11 **Listen to four children. Which places do they talk about?**

6 **Talk to your classmates. What are your earliest memories?**

1 Where were you? Describe the place.
2 What were you doing? What happened?

What were you doing?

We were visiting a castle ...

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Ancient cities

Amphitheatre at Pompeii

There are ancient cities and buildings in many countries around the world. They can tell us a lot about the past!

In ancient Rome, now in Italy, there was a city called Pompeii. About 2,000 years ago, a volcano called Vesuvius erupted and covered the city with ash. In 1748, archaeologists started to dig under the ash, and today people can visit the city. There are streets, houses, shops, cafés and small factories. There is also a big outdoor theatre, like a modern stadium. This is the place where people went to watch plays.

In 1826, a British man was travelling in a region that is now Pakistan. He saw some small hills that looked like castles. Later, archaeologists found the ancient city of Mohenjo Daro. It is about 5,000 years old. The buildings give us information about life 5,000 years ago. For example, we know that people had toilets and baths in their houses! The most famous place in the city is this big bath. This is the place where people washed and swam. It's an ancient swimming pool!

Pompeii street with houses and shops

Public bath at Mohenjo Daro

WOW! Fact

People in Pompeii often wrote on the walls of buildings. Their writing gives us lots of information about life in Roman times!

1 **Before you read** **Are there any ancient cities in your country? How old are they?**

2 3.13 **Listen and read.**

3 **After you read** **Activity Book, page 33.**

4 **Read and discuss the questions with your partner.**

1 What are the oldest buildings in your town? How old are they?
2 What do you know about these old buildings?
3 What do these buildings tell you about the past?

Find out more! Watch the video.

Project

Make a tourist brochure about an ancient city.

1 In groups, find out about other ancient cities around the world. Use the questions in Activity 4.
2 Choose the city that you would most like to visit.
3 Decide who will research to find out about:
- how old the city is and how many people lived there.
- what you can see there today.
- the oldest buildings in the city.

4 Write short texts from your notes on small pieces of paper and glue them into your brochure. Add photos or pictures.
5 Present the information to the rest of the class.
6 Take a class vote to decide where you're going to go and what you're going to see.

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English in action 3

Giving directions in a building

Welcome to the museum! Is this your first visit?

Yes, it is! We learned about the Romans at school last week.

Was it interesting?

Yes, very. I want to find out more! Can you tell me where the Roman room is, please?

Yes, of course. It's upstairs. Go through that door, then take the escalator to the first floor. It's the second door on the right.

Thank you. And what about the café? Where's that, please?

Oh, that's easy – it's on the ground floor! Go along the corridor and around the corner. The café is next to the exit.

That's great. Thanks very much.

Enjoy your visit!

1 3.15 **Listen and read. Answer the questions.**

1 Why did the girl go to the museum?

2 What two places does she want to find?

2 **Read the dialogue again and correct the sentences.**

1 The Roman room is downstairs.
The Roman room is upstairs.

2 It's the i rst door on the right.
_____

3 The girl can take the lift to the first floor.
_____

4 The café is on the second floor.
_____

5 She needs to go around the shop.
_____

Say it!

Giving directions in a building:
It's *upstairs/downstairs*. It's on the *left/right*.
It's the (first) door on the (right).
It's on the *ground/first/second* floor.
Go *through the door/straight on/along the corridor/around the corner.*
Take the *lift/escalator* (to the first floor).

3 **Say new dialogues with your partner. Imagine you're in a museum or other public building. Ask for and give directions. Use the *Say it!* box to help you.**

Can you tell me where the (...) is, please?

Pronunciation

4 3.16 **Listen and read. Listen carefully to the coloured words. Then listen again and repeat.**

We were learning about the Romans.
I was looking in a book.
I was reading about their food –
The things that they liked to cook.

My friends were writing and drawing.
The teacher was talking to me.
He was cross, but I didn't hear him.
I was thinking about my tea!

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Literacy: short stories

Reading

tip Reading

When you see a word that you don't know, try to guess the meaning. Use the pictures and the text to help you.

1 **Before you read** **Look quickly at the story and complete the sentences.**

1 The girl in the story is called _____.

2 The story begins and ends in her _____.

The fantastic bird

Jessie was in her bedroom. She was trying to write a story for her homework, but she didn't have any good ideas. She stopped writing and started to draw. She sketched a really big orange bird with a long blue tail. She was pleased with her picture! After that, she decided to go to bed. It was late.

She was lying in her bed when she suddenly heard a noise. She looked up. The bird from her picture was flying in through the window! The bird asked, 'Do you want to fly?' Jessie was amazed. She was scared of flying, but she loved adventures, so she climbed onto the bird's back. The bird zoomed out of the window and flew over the city. Jessie saw skyscrapers and factories. They flew over the office building where her mum worked. They flew over the harbour. The people in the boats looked very small. 'Wow!' Jessie yelled.

At last, the bird flew back to the apartment building where Jessie lived, and back into her bedroom. She climbed off the bird's back and got into bed. 'Goodbye, bird,' she said. She quickly went to sleep.

When Jessie woke up in the morning, she remembered her amazing adventure. 'Oh,' she whispered, sadly. 'It was just a dream.' But then she smiled. Now she had an idea for her homework! She started to write. When she finished her story, she looked up. She thought she saw something orange next to the window. Was it the bird? Or was it her imagination?

Words in context

sketch zoom yell
remember whisper smile

Activity Book, page 35

2 3.19 **Listen and read.**

3 **After you read** **Read and answer the questions.**

1 What was Jessie's problem?

2 What was unusual about the bird?

3 Why did Jessie climb onto the bird's back?

4 Read the two questions at the end of the story. What do you think?

4 **Look at the picture and tell a story with your partner. You can use the words to help you.**

Alex was playing in the park when ...

opened closed saw
heard said went
ran said whispered
shouted yelled
asked smiled

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1 Read. Match the pictures to the paragraphs.

A SPECIAL CONCERT

1 Daniel was at the stadium with his friend Sam. They were buying tickets for a concert. 'I'm so excited about the concert tonight,' Daniel said, happily. 'The Whizz Kids are my favourite band!' [c]

2 But then Daniel fell down some steps. 'Ouch!' he shouted. 'My foot hurts!' Sam phoned Daniel's dad. [ ]

3 Daniel's dad took him to the hospital. A doctor looked at his foot. It was broken! Daniel was very sad. 'Oh no! Now I can't go to the concert,' he said. [ ]

4 He was reading a book in his hospital room when suddenly the door opened and a man walked in. He was Max Loyola, the singer from the Whizz Kids! 'Hello, Daniel!' he said. 'I saw you fall down the steps. Now you can't go to the concert, I decided to visit you here!' [ ]

5 Max Loyola played his guitar and sang a song in the hospital room. 'A concert just for me!' Daniel said, with a big smile on his face. [ ]

2 Read the stories on pages 40 and 41 again. Then complete the story plans.

How to write... a short story

Think about these things:

- Where does the story take place?
- Who is in your story?
- What happens at the beginning?
- What happens in the middle?
- What happens at the end?

		The fantastic bird	A special concert
where	setting	Jessie's bedroom and the sky!	(1) *stadium* and (2) _____
who	characters	Jessie bird	Daniel his friend (3) _____ the singer (4) _____
what	beginning	trying to write a story	buying (5) _____ for a concert
	middle	flies over city on bird's back	falls down (6) _____ goes to hospital
	end	writes story	Max Loyola visits him in (7) _____

3 Write a short story. Plan, write, check and rewrite. Use the *How to write...* box to help you.

tip Writing

Show the words that people say like this:
'Ouch!' he shouted. 'My foot hurts!'
'A concert just for me!' Daniel said, with a big smile on his face.

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WOW! Over to you!

This is YOUR page! We want to hear from YOU. Send us your comments and photos like the people below!

1 4 comments

Anna 3 minutes ago

I went to London, where there are a lot of tall office buildings, apartment buildings and skyscrapers. We went to the top of the Shard. It's 310 metres high, but I wasn't scared. There's an amazing lift made of glass so you can see the city as you go up. My friends and I took this selfie there.

2 3 comments

Juan 5 minutes ago

This is a photo of the castle that I made. I was working on it in the summer, but it's finished now. There are many towers and there are 30 tiny steps up to one of them. I like making things, but I think this is the best model that I've made.

3 7 comments

Eliza 9 minutes ago

I like mystery stories. I was reading the story in Lesson 4 when I remembered an old palace that we visited. There were long corridors with paintings like the ones that Eddie saw at Bingley Palace. I saw a small door when I was walking along the corridor, but the guide who was showing us around said it was a cupboard.

4 2 comments

Michael 3 minutes ago

I've been to Pompeii! We went there when we were on holiday in Italy. We climbed steps and walked along streets where people walked two thousand years ago. I'll never forget it. We learned so much about how people lived in the past.

5 3 comments

Fernando 10 minutes ago

One of my favourite places in the world is my grandparents' house. They live in a small house near a harbour, by the sea. We stay there in the summer holidays. There are steps from their front door to the harbour and they have a small boat there.

1 Read the comments about the WOW! Magazine. Tick the comments from children who have visited old places.

2 Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.

1 What did you like best?
2 Which places or buildings did you find most interesting?
3 Which places are important to you?

3 Think about the WOW! Question again. Discuss in groups. Are your answers different now?

WOW! Question

Lara 1 hour ago

Why are some places and buildings important to us?

...

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A2 Key for Schools Reading and Writing Part 4

tip Exam

When you finish, read the whole text again to make sure you have chosen the correct words.

1 **For each gap, choose the correct answer.**

KUALA LUMPUR SKYSCRAPERS

Last year, I went to Kuala Lumpur in Malaysia. It's a very big and exciting city, with lots of skyscrapers! A skyscraper is a tall building which has lots of **(1)** … . Most of the tall buildings in the city are office buildings, but you can **(2)** … other things in them, too. For example, I **(3)** … one skyscraper where there was a big shopping centre. I found a shop that had some fantastic computers. I was **(4)** … at a laptop when a famous Malaysian actor walked into the shop! There are **(5)** … in some skyscrapers, too, but I wouldn't like to live in a skyscraper. I don't like going up and down in a **(6)** …!

1	**A** gardens	**B** floors	**C** roofs
2	**A** find	**B** stop	**C** be
3	**A** watched	**B** visited	**C** decided
4	**A** looking	**B** listening	**C** playing
5	**A** factories	**B** apartments	**C** castles
6	**A** lift	**B** stair	**C** window

A2 Flyers Speaking Part 4
A2 Key for Schools Speaking Part 1 (Phase 2)

tip Exam

Answer with as much information as you can. You don't need to say whole sentences.

2 **Talk to your partner. Talk about the town where you live.**

What is the most interesting place in your town?

Which places do you visit most often?

What old buildings are there in the town?

Where do you go shopping?

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Language booster 1

1 How many places in a town can you name?

2 LB1.1 Listen and read. Match the maps to the directions.

1 How to find the college

Turn left when you leave the airport; then go straight on. Drive over the bridge and then turn left . Go along the river and past the hospital. The college is on the right. Please go through the red gate.

2 Directions to the theatre

Go straight on. Go around the fire station and then turn right. Take the second left. We're on the right.

3 Arriving at the office by train

Walk out of the train station and turn right onto Station Road. Go straight on. Go past the college, and then walk across the square. Our office is in the corner of the square, in the tall red building.

3 Read the text in Activity 2 again. Find and write the places.

1 Firefighters work here. *fire station*
2 Teenagers and adults study here. _____
3 You can drive or walk over this. _____
4 It's a big space in a town or city. _____
5 Actors work here. _____
6 People who work here often use computers. _____
7 It's similar to a door, but it's outdoors. _____
8 If you're travelling by plane, you need to go here. _____

4 Work in pairs. Ask and answer about the texts in Activity 2.

When I leave the airport, what should I do?
Turn left.

When I arrive at the college, what should I do?
Go through the red gate.

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5 LB1.2 Listen and read. Answer the questions.

1 Where is Ally trying to go?
2 Where is she at five o'clock?

Ally: Excuse me. Can you tell me where the stadium is, please?

Woman: Yes. Go across the road and go over the bridge. Turn left and walk along the river, then take the second right. Then you'll see the stadium. It's very big!

Ally: Thank you. Bye!

Ally: Hi, Lee. I'm at the stadium now. Where are you?

Lee: Hurry, it's five o'clock! Go through the big gate and turn left.

Ally: OK … I'm going through the gate now … and I'm turning left.

Lee: Now go straight on along the corridor. I'm in front of you!

Ally: Oh, yes! I can see you!

Say it!

Turn left/right.
Take the first/second/third on the left/right.
Go straight on/along the road/
through the gate/around the fire station
past the college/over the bridge
across the square.

6 Look at the *Say it!* box. Then look at the pictures and complete the directions.

past across right along
~~through~~ straight on

1 Go t*hrough* the door.
2 Go _____t the theatre.
3 Go _____t ____.
4 Go _____g the river.
5 Go a_____ the road.
6 Take the irst r_____.

7 Work in pairs. Draw or find a map. Then take turns to ask for directions.

Excuse me. Can you tell me where the college is, please?

Yes, of course. Go along Main Street and take the second right. The college is on the left.

Show what you know

Can you say more places in a town? ☐
Can you understand directions? ☐
Can you use a map and give directions? ☐

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Think like a scientist!

How can we classify sports?

Think **1** What do you know about sports? Can you think of ways to classify them?

Learn **2** C1.1 Listen and read. How can we classify games?

Sports can be classified in many different ways. One way is to classify them into different types of games.
Games can be grouped into three classifications. These are invasion games, racket games and field games. Invasion games are when one team goes over the halfway line to score a point or a goal. Racket games are when a player uses a racket to hit a ball or shuttlecock over a net to try to win a point. Field games are games with one team hitting a hard ball with a bat to get runs. The other team tries to catch the ball and get the other team out.

Check **3** Look at this tree diagram with the three types of games. Then identify the game.

1 You play it with a small ball and hit it over a net.
2 You hit a small, hard ball with a round bat and run.
3 You play it with a big ball and try to go over the halfway line.
4 An example of this type of game is hockey.
5 An example of this type of game is baseball.
6 An example of this type of game is badminton.

4 Why do you think it's helpful to put classifications in a tree diagram?

We can easily/quickly see/read/understand ...

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Let's practise!

1 **Look at these different sports. Identify them with the indentification key below. Can you find out which sport goes in each of the boxes?**

2 **What other sports could you put in the boxes in the key?**

Show what you know

Make a sports identification key.

1 In groups, brainstorm six sports you'd like to classify.
2 Write down five questions to identify the sports.
3 Draw a key with your questions. Write *Yes/No*, and draw lines and boxes.
4 Check that the questions and answers match the sports.
5 Give your key to another group to answer.
6 Be ready to describe your key to a different group.
7 Use the ideas on the right to help you.

We've classified ... into two groups.

The groups are ... and ...

Examples of ... are ... and ...

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4 Happy homes

WOW! World of Wonder! Magazine

Welcome | Book Club | Culture | Over to you!

Do you sometimes help at home? Look at the photos here. How many jobs at home do you know?

Bobby loves doing the gardening, but he hates tidying up. He has a question for you. What do you think?

WOW! Question

Bobby 6 hours ago
How can we make our homes happy places?

...

...

...

...

...

...

...

...

...

...

...

...

...

In this unit I will ...

- learn some words for jobs at home and things in the kitchen
- use the Present perfect tense with *already*, *just* and *yet*
- use sense verbs (*look, smell, taste, sound, feel*)
- read a playscript
- find out about traditional food around the world
- work in a group to make a poster about traditional food
- learn how to offer to help
- read and write recipes

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Vocabulary 4

1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**

2 (4.1) **Look and match. Then listen, check and repeat.**

tidy up clear the table *1* vacuum the carpet dust the furniture sweep the floor
do the washing-up empty the bin put away the clothes load the dishwasher
cook the dinner water the plants take the dog for a walk

3 (4.2) **Listen and read. Which jobs does Bobby do? Which ones does he like? Which does he hate?**

WOW! Blog

Bobby 45 minutes ago

Hi guys! Who empties the bin in your home? I'm doing a survey to find out what jobs children do at home. My mum thinks other children help more often, but I'm not so sure. My dad empties the bins, but my mum vacuums the carpets and cleans the bathroom. My sister sometimes dusts the furniture and we both have to tidy our rooms. I'm very untidy so I hate tidying my room. At dinner time we have to clear the table and load the dishwasher or do the washing-up. I cooked the dinner last Friday, but I did it so badly that nobody asked me to do it again! We help put away the clothes, too. I like matching socks, but why is there always one extra sock?

My favourite jobs are outdoors. I water the garden plants in the summer and I take the dog for a walk after school nearly every day.

What about you? How do you help at home? Send me a message!

4 **Work in pairs. Look at the jobs at home on pages 48 and 49 and answer the questions.**

1 Which jobs do people do in the kitchen?
2 Which jobs do people do outdoors?
3 Which jobs do you sometimes do at home?

5 **Which jobs do you like? Which do you hate? Write the jobs in order from the best to the worst. Compare your list with your partner.**

I like cooking dinner.

I hate tidying my room.

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WOW! Team Talk

Ting: What a mess! Hurry up! We have to tidy up! Lara will be here soon.
Bobby: Well, we've already made the cake.
Ting: Yes! And I've just cleared the table.
Arlo: Cool! But look at the mess over here!
Bobby: I've loaded the dishwasher, but I haven't done the washing-up yet.
Ting: And we haven't swept the floor yet.
Arlo: Hang on, Ting! I've just done that!
Ting: Oh sorry! Maybe we should vacuum it.
Bobby: What about the bins? Has anyone emptied the bins yet?
Ting: No, but we can do that later. I've just had a text. It says ... OMW. That means 'on my way'!
Arlo: So she's coming now? Quick! Hide!

Bobby/Ting/Arlo: Surprise! Happy birthday!
Lara: Oh dear! Erm ... my birthday is next week!
Bobby/Ting/Arlo: Oh no!
Arlo: Well, you can help us tidy up!

1 4.3 **Listen and read. Why are they tidying up? What's the surprise?**

2 **Work in pairs. Read the dialogue again and answer the questions.**

1 Why have they made a cake?
2 Who loaded the dishwasher?
3 Has anybody swept the floor yet?
4 What are they going to do later?
5 What does 'OMW' mean?
6 When is Lara's birthday?

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.**

Surprise! Hang on! What a mess!

1 Can you load the dishwasher? (...) I did it last time. It's your turn.

2 (...) It's OK. We're going to tidy up.

3 (...) This present is for you! Oh, thank you!

4 **Imagine you're planning a surprise party. What jobs do you have to do? Talk to your partner and write a list.**

We have to make a cake. Then we have to do the washing-up.

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Grammar 4

1 **Look back at the dialogue in Lesson 2. What have they done? What haven't they done?**

tidy up make the cake clear the table
load the dishwasher do the washing-up
sweep the floor vacuum the floor
empty the bins

2 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

Grammar

Present perfect with *already*, *just* and *yet*			
I've He's They've	already just	swept the floor. eaten lunch. loaded the dishwasher. taken the dog for a walk.	
I haven't She hasn't		watered the plants cleared the table	yet.
Have you Has anyone		emptied the bins done the washing-up	yet?

We sometimes use the Present perfect with *already*, *just* and *yet*.
We use ***already*** / ***just*** / ***yet*** when we have done something a short time ago.
We use ***already*** / ***just*** / ***yet*** when we have done something earlier than someone expected.
We use ***already*** / ***just*** / ***yet*** in negative sentences and questions to talk or ask about something we haven't done, but we are going to do soon.

3 **Read the dialogue in Lesson 2 again. Underline examples of *already*, *just* and *yet*.**

4 **Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.**

Have they made the cake yet?

Yes, they've already made the cake.

5 4.6 **Listen and match the people to the jobs.**

1 Mum	**a** make a cake
2 Dad	**b** vacuum the carpet
3 Ella	**c** lay the table
4 George	**d** do the washing-up
5 Grandma	**e** empty the bins
	f load the dishwasher
	g water the plants
	h clear the table

6 4.7 **Listen again and answer the questions.**

1 Whose party is it?
2 What has George already done?
3 Why isn't Dad there?
4 How does Grandma get there?
5 What is Dad going to do?

7 **Which jobs do you have to do most days? Which have you already done? Which haven't you done yet? Write them in two lists. Compare your lists with your partner. Who has done more jobs today?**

Have you made your bed yet?

Yes, I have. I've just finished.

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

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Why do spiders have long legs?

Cast:

Narrator
Anansi the spider
Ronny the rabbit
Kiki the monkey
Henry the tortoise
Lulu the mouse
Friends of Anansi:
Freddie the frog,
Felix the fox,
Bill the badger and
Horace the hedgehog

Scene 1:

Narrator: Anansi was walking past Ronny's house when he smelt something.
Anansi: Mmm ... that smells good!
Ronny: Hi, Anansi. Have you had lunch yet?
Anansi: No. What are you cooking?
Ronny: I haven't finished yet, but you can help. Here's a knife.
Anansi: Oh, that's OK. Just pull my web and I'll come back when it's ready.

Scene 2:

Narrator: On his way to the park, Anansi met Kiki.
Kiki: Hi, Anansi. I've just been shopping. Come for lunch! I've already baked a cake.
Anansi: Mmm ... It smells like chocolate cake!
Kiki: What a mess! I have to sweep the floor. It doesn't look clean.
Anansi: Oh! I'll come back. Pull my web later.

Scene 3:

Narrator: Anansi was walking past Henry's house.
Henry: Anansi! Come for lunch! I've already chopped the vegetables. You can help me boil them ...
Anansi: I'll come back later. Just pull my web.

Scene 4:

Narrator: Anansi saw his friend, Lulu.
Lulu: Hi, Anansi. Come in! I've already made lunch.
Anansi: I'm sure it will taste delicious.
Lulu: I've added salt and pepper and I've just put it in the oven. Let's lay the table. We need knives, forks and spoons.
Anansi: Oh! I can come later. Just pull my web.
Narrator: Anansi met four more friends and they all invited him to eat. He said the same thing.

Scene 5:

Narrator: In the park, Anansi was feeling hungry when he felt something.
Anansi: Hooray! Lunch is ready at Ronny's house! Oh! That's Kiki! And now Henry! Ouch!
Narrator: Eight friends were pulling the web at the same time. Anansi's legs were growing longer and thinner ...

Scene 6:

Narrator: Anansi jumped in the river to escape from his friends.
Anansi: Oh no! I can't go for lunch now.

1 **Before you read** **Today's Book Club text is a playscript. Look and circle the words that describe a playscript. Then answer.**

1 There is a list of **characters / places** at the beginning.
2 Different parts of the playscript are called **chapters / scenes**.
3 What playscripts have you read?

2 4.9 **Listen and read. Then answer the questions.**

1 How many friends did Anansi meet?
2 Why did he want to come back later?

3 **After you read** **Activity Book, page 45.**

4 **Discuss in groups.**

1 Why do you think that Anansi didn't want to help his friends?
2 What important things can we learn from the story?

5 **Work in groups. Write four more scenes, between scene 4 and scene 5, where Anansi meets four more friends. Their names are in the Cast at the top.**

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Vocabulary and Grammar

1 (4.10) **Look and match. Then listen, check and repeat.**

knife fork spoon chopsticks
salt pepper *1* cut bake add
mix chop boil

2 **Read the playscript in Lesson 4 again. How many words from Activity 1 can you find?**

3 **Read the playscript again. Then match.**

1 Anansi feels
2 Ronny's lunch smells
3 Kiki's cake smells
4 Kiki's house doesn't look
5 Anansi thinks Lulu's lunch will taste

a good.
b hungry.
c clean.
d delicious.
e like chocolate cake.

4 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

Grammar

Sense verbs: *look, smell, taste, sound, feel*		
What does it	look smell taste sound feel	like?
It	looks smells tastes	like a chocolate cake. delicious.
	sounds	like a guitar. interesting.
	feels	like leather. soft.

We use **adjectives** / **nouns** after sense verbs + *like*.
We use **adjectives** / **nouns** after sense verbs.

5 (4.11) **Listen to three customers. What kind of ice cream do they taste?**

6 **Think of an interesting ice cream. What's it like? Talk to your classmates.**

1 What does it look like?
2 What does it smell like?
3 What does it taste like?

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TRADITIONAL FOOD

People all around the world have fun cooking and eating together. Different countries have different traditional dishes.

On special days, people in **Puerto Rico** and other South American countries love eating tamales. To make them, you put meat, vegetables and dough in banana leaves and boil them in water. Children sometimes spend a whole day making them with their parents!

At weddings and other celebrations in **France**, it is traditional to eat a croquembouche. This is a tall tower made from pastries and cream, decorated with sugar and sometimes nuts or sweets. Croquembouches can be 60 centimetres tall! People usually buy them from special cake shops and they taste delicious! The word croquembouche means'crunch in the mouth'.

In **China**, the New Year starts in January or February. Many people celebrate for two weeks! They eat lots of tasty food. Families often make dumplings together on New Year's Eve. You make them with meat or vegetables and very thin dough. Then you boil the dumplings in water.

WOW! Fact

Families clean their homes and sweep the floors before Chinese New Year. Then they put up special red decorations.

1 **Before you read** **What traditional foods are there in your country? When do people eat them?**

2 4.13 **Listen and read.**

3 **After you read** **Activity Book, page 47.**

4 **Work in pairs. Talk about the food in the photos.**

1 Which food would you prefer to try? Why?
2 Which food would you prefer to make?
3 Do you make any traditional food at home?
4 What traditional food do you like best?

Find out more! Watch the video.

Project

Design a menu for an international food festival.

1 In groups, choose a country and find out about its traditional dishes.
2 Decide who will research each dish and find out:
- what the dish is called.
- where people eat it.
- what it is made with.
- how it is made.

3 Stick your notes on a big piece of paper and add photos or drawings to make a menu.
4 Display the menus in the classroom.
5 Imagine you're at the festival. Choose the dishes that you would most like to try.

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English in action 4

Offering to help

Hi, Mum. What are you doing?

I'm emptying the dishwasher. After that, I'm going to cook dinner.

Can I help you?

Yes, of course.

Do you want me to help, too?

Yes, please!

What's for dinner?

Noodles with chicken and vegetables. Here's the recipe.

Mmm, that looks delicious. I'll chop the vegetables.

Thank you.

Shall I cook the noodles?

That would be great. I've already boiled the water.

What do you want us to do now?

How about laying the table? We need knives and forks and plates ...

No, we don't need knives and forks. Let's use chopsticks!

1 4.15 **Listen and read. Answer the questions.**

1 What are they going to have for dinner?

_____

2 How are the children going to help with the dinner? Say three jobs.

_____

2 **Read the dialogue again. Find five offers that use language from the *Say it!* box.**

Say it!

Offering to help:
I'll ...
Shall I ...?
Do you want me to ...?
Can I help you?
What do you want *me/us* to do (now)?

3 **Act out new dialogues with your partner. Say what you're going to do and offer to help. Use the *Say it!* box to help you.**

clean the kitchen make a pizza
tidy my room

Pronunciation

4 4.16 **Listen and read. Do the questions go up or down? Then listen again and repeat.**

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Literacy: recipes

Reading

1 **Before you read** **Look quickly at the recipes. Which dish would you prefer to make? Why?**

2 (4.19) **Listen and read.**

tip Reading

To help you choose recipes, look at the titles, the ingredients and the pictures.

FUN PARTY FOOD

What food do you like to eat at parties? We asked our readers to send us their favourite party food recipes. Here are two of them. We've already tried them – they taste delicious, and they're fun to make!

A

Fruit on sticks with chocolate sauce

Ingredients:

- 50g chocolate
- 50ml cream
- fruit, e.g. strawberries, grapes, kiwi, cherries, mango

What to do:

1. Chop the fruit and put the pieces of fruit on wooden sticks.
2. Put the chocolate in a bowl in the microwave, and melt it slowly. Don't boil it!
3. Mix the cream and the melted chocolate.
4. Heat the cream and chocolate in the microwave for 20 seconds and mix it again.
5. Eat the fruit with the chocolate sauce.

B

Cheese straws

Ingredients:

- 100g flour
- ½ teaspoon salt
- 50g butter
- 75g grated cheese
- 1 egg

What to do:

1. Cut the butter into small pieces, and beat the egg.
2. Put the flour, salt and butter into a big bowl. Rub the butter with your fingers to make very tiny pieces.
3. Add the cheese and the egg. Mix everything together to make the dough.
4. Roll the dough with a rolling pin and then cut it into long pieces.
5. Put the pieces of dough on a metal tray in the oven and bake them at 180°C for 10 to 15 minutes.

Words in context

cream sauce butter
teaspoon rolling pin tray

Activity Book, page 49

3 **After you read** **Read and find the recipe. Write A or B.**

Which recipe tells you to ...

1 use wooden sticks? A
2 make a dough? ____
3 use the microwave? ____
4 beat an egg? ____
5 bake something in the oven? ____
6 melt something? ____

4 **Work in pairs. Act out activities from the recipes. Watch and guess.**

Are you chopping fruit?

Yes, I am.

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1 **Read the recipe. Match the pictures to numbers 1–5.**

CHOCOLATE COOKIES

INGREDIENTS

- 100g brown sugar
- 125g butter
- 1 egg
- 1 teaspoon vanilla
- ½ teaspoon salt
- 225g flour
- 200g chocolate

WHAT TO DO

1 Cut the chocolate into small pieces. [b]
2 Mix the butter and sugar together to make a dough. [ ]
3 Add the egg and vanilla and mix again. [ ]
4 Now add the flour, salt and chocolate pieces and mix again. [ ]
5 Make small balls of dough with your hands and put them on a metal tray. Bake the cookies in the oven at 200ºC for 15 to 20 minutes. [ ]

2 **Read. Then answer the questions about the recipes on pages 56 and 57.**

How to write... a recipe

- First write a title.
- Then write the ingredients. Use abbreviations, e.g. *g = grammes, ml = millilitres, ºC = degrees Celsius*
- Then write what to do. Give instructions with cooking verbs, e.g. *Cut ... , Bake ... , Add ... , Don't boil ...*

1 Which recipe has the most ingredients?
2 What abbreviations do the recipes use?
3 What cooking verbs can you find in the recipes?

3 **Write a recipe for a dish that you like. Plan, write, check and rewrite. Use the *How to write...* box to help you.**

tip Writing

When you write instructions, make sure the order is clear. You can use bullet points (•), numbers (1, 2, 3, etc.), and words like *first, next, then.*

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WOW! Over to you!

This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!

1 **3 comments**

Adam 3 minutes ago

We eat a big roast dinner every Sunday. My favourite is roast chicken with roast potatoes and vegetables. The kitchen smells lovely. It's the only time when the whole family sits down to talk and eat together. We usually help cook the dinner and clear the table after we've finished.

2 **8 comments**

Cristina 4 minutes ago

We made fruit salad at school. It was easy. We chopped lots of different fruit and mixed them in a bowl. Then we added orange juice. There were so many colours. It looked beautiful. It tasted good, too, but we didn't have enough spoons, so I had to use a fork!

3 **5 comments**

Miguel 2 minutes ago

I've already read lots of Anansi stories, but I haven't seen a playscript before. We acted out the play about Anansi and his long, thin legs. We wore animal costumes. I was the spider. My costume had eight long legs that got longer and longer at the end of the story.

4 **7 comments**

Ali 7 minutes ago

This is our jobs chart. Mum made it because my brother and I argue about whose turn it is to load the dishwasher and sweep the floor. You can see my name on this chart more often than his, because I do more jobs!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
load the dishwasher	Tamsin	Dad	Ricky				
put away the clothes	Ricky	Ali	Ali				
sweep the floor	Ali	Ali					
water the plants	Ali	Ricky					
take the dog for a walk	Mum	Ricky	Ali				
do the washing-up	Ali	Ali					

1 **Read the comments about the WOW! Magazine. Tick the comments from children who like cooking.**

2 **Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.**

1 What did you like best?
2 What was the most interesting thing that you learned?
3 How can you make jobs at home easier and more fun?

3 **Think about the WOW! Question again. Discuss in groups. Are your answers different now?**

WOW! Question

Bobby 6 hours ago
How can we make our homes happy places?
...

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Get ready for...

4

A2 Key for Schools Listening Part 3

tip Exam
Listen very carefully the second time to make sure you have chosen the correct answer.

1 4.20 **For each question, choose the correct answer. You will hear Harry talking to his friend Lucia about last Saturday.**

1 On Saturday morning, Harry was
- **A** playing hockey.
- **B** visiting his grandma.
- **C** doing the gardening.

2 He was there with
- **A** his uncle.
- **B** his mum.
- **C** his dad.

3 For lunch they had
- **A** sandwiches.
- **B** fish and chips.
- **C** fish and salad.

4 After lunch, Harry
- **A** tidied the kitchen.
- **B** did the washing-up.
- **C** made a cake.

5 Then he
- **A** watched TV.
- **B** took the dog for a walk.
- **C** washed Grandma's car.

A2 Flyers Reading and Writing Part 3

tip Exam
Read the whole text before you start writing.

2 **Read the story. Choose a word from the box. Write the correct word for numbers 1–5. There is one example.**

~~heard~~ tidy lazy television floor dropped water happy saw bin

On Sunday evening, Ana was reading a book in her bedroom when suddenly she *heard* a loud noise downstairs. 'Oh dear,' she said. 'That doesn't sound good!' She ran downstairs. She found her little brother David in the kitchen. He was crying, and there was a broken plate on the **(1)** _____ next to him. 'What happened?' Ana asked.
'I was doing the washing-up for Mum,' said David. 'But I **(2)** _____ a plate!'
'Don't worry,' said Ana. 'Mum didn't like that plate!'
Ana swept the l oor and David put the pieces of the broken plate in the **(3)** _____ . Then they went to the living room.
'Let's watch a i lm,' said Ana.
'Oh, but I wanted to help Mum!' said David. So they decided to **(4)** _____ the living room. They dusted the furniture and they put away all the toys. Mum was **(5)** _____ when she got home. She wasn't angry about the plate!

(6) Now choose the best title for the story. Tick one box.

Mum's new plate ☐ Helping Mum ☐ Ana's house ☐

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5 Favourite fashions

WOW! World of Wonder! Magazine

Welcome | Book Club | Culture | Over to you!

Arlo loves clothes. Today he's wearing a red and white cotton shirt, blue shorts and new white trainers. How many of the clothes here can you describe?

Arlo has a question for you. What do you think?

WOW! Question

Arlo 43 minutes ago
Why do we wear different clothes?
...

In this unit I will ...

- learn adjectives for describing clothes and words for clothes
- use *too* and *not ... enough*
- use the Present passive
- read a modern fairy tale
- learn about traditional clothes around the world
- work in a group to make a collage about traditional clothes
- learn some phrases to use when shopping for clothes
- read and write information texts

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Vocabulary 5

1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 5.1 Look and match. Then listen, check and repeat.

plain patterned spotted striped comfortable uncomfortable
baggy *1* tight smart casual fashionable unfashionable

3 5.2 Listen and read. Do the WOW! Quiz. What do you think they are going to do?

WOW! Quiz What are they going to do?

1 **Lara** 7 minutes ago
I often wear these clothes at the weekend. I'm wearing tight trousers and a yellow jacket. I have a helmet, too. I don't look very fashionable, but I'm comfortable and I will be safe.

2 **Arlo** 5 minutes ago
I'm wearing a baggy jacket and baggy trousers. I'm very warm. I have a helmet, too. I'm going to the winter sports centre. It's going to be fun.

3 **Ting** 3 hours ago
I have striped trousers and a striped shirt. I don't look very smart, but I'm so comfortable! I could go to sleep. I don't wear these clothes outdoors. I wear them in the house at night.

4 **Bobby** 1 hour ago
These are not my favourite clothes, but they're OK. I have plain grey trousers, which are a bit too short! I have a plain white shirt and a blue sweater. They're comfortable, but they aren't very fashionable. I wear these clothes nearly every day.

4 Work in pairs. Look at the clothes on pages 60 and 61 and answer the questions.

1 Can you describe the clothes you wear to school?
2 Can you describe your pyjamas, or night clothes?
3 Which clothes are fashionable for you and your friends now?

5 Play a guessing game. Describe the clothes you wear for an activity. Can your partner guess the answer?

I'm wearing dirty boots and a plain green T-shirt with a number on it.

Are you playing football?

Yes!

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WOW! Team Talk

Lara: I hate our school uniform. It's too plain and boring. It isn't fashionable enough!

Bobby: I know, but I think school uniforms are good because they're comfortable and smart, and everyone looks the same. It's good to be part of a team.

Lara: I don't want to look the same as everyone. I'd like to wear something more fun, like a spotted skirt or a striped sweater.

Bobby: Ha ha! Not together, I hope! Listen, our uniform is cheaper than other clothes, so everybody can buy the same things, and that's important.

Lara: I guess so, but our uniform is so unfashionable! The sweaters are too baggy, the trousers aren't tight enough and the skirts are too long!

Bobby: Come on! It isn't so bad. Hey, why don't you design a new uniform and show the head teacher? ... But don't ask me to wear it!

Lara: Yes, I think I will. It will be more fashionable than the old one ... and you'll have to wear it to be part of the team!

1 5.3 **Listen and read. Do Lara and Bobby feel the same about their uniform?**

2 **Work in pairs. Read the dialogue again and say *True* or *False*. Then say why.**

1. Lara likes the school uniform.
2. Bobby thinks it's good when everyone looks the same.
3. Lara would like to wear a spotted sweatshirt.
4. Bobby thinks fashionable clothes are better than uniforms.
5. Lara is going to design a new uniform.
6. Bobby doesn't want to wear it.

3 **Work in pairs. Underline these expressions in the dialogue. Then use the expressions and act out the dialogues.**

I hope. I guess so. Come on!

1. It's important to be part of a team. (...)
2. I'm going to take off my T-shirt. Not now, (...)
3. It's the worst uniform in the world! (...) It isn't so bad!

4 **What do you think are the good and bad things about uniforms? Write two lists. Compare with your partner. Do you agree?**

I can get dressed more quickly in a uniform in the morning. Yes, I guess so.

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1 **Look back at the dialogue in Lesson 2. What's the uniform like? Circle adjectives that describe it.**

baggy tight plain boring
smart fun spotted striped
fashionable comfortable
cheap unfashionable long

2 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

Grammar

too and *not ... enough*		
The sweater	is	too plain.
	isn't	fashionable enough.
These trousers They	are	too baggy.
	aren't	tight enough.

Too goes **before** / **after** adjectives.
The opposite of *too ...* is *not ... enough*.
Enough goes **before** / **after** adjectives.

3 **Read the dialogue in Lesson 2 again. Circle examples of *too* and *not ... enough*.**

4 **What do you think about Lara and Bobby's uniform? Write three sentences. Then talk to your partner. Do you agree?**

Lara's sweater is too baggy.

I agree! It isn't tight enough.

5 5.6 **Listen and choose the correct answers.**

1 Which jacket does the boy like best?

2 Which girl is Pete's sister?

3 Which man is Milly's dad?

6 5.7 **Listen again and answer the questions.**

1 Why doesn't the boy like the striped jacket?
2 Which jacket is cheaper than the others?
3 What does Pete's sister look like?
4 What's Pete's sister wearing?
5 Why can't Mum find Milly's dad?
6 What's Milly's dad's favourite hat like?

7 **Think about your clothes at home. Talk to your partner.**

1 What clothes do you have?
2 What do you like? Why?
3 What don't you like? Why not?

I have a new jacket. I like it because it's really comfortable and fashionable.

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The princess who didn't want to be different

Once upon a time, there was a princess who lived in a palace with the king and queen. Princess Priscilla had lots of clothes and games, but she was unhappy. One morning, she was looking at her diary when she noticed the date.

'It's the 21st century!' she cried. 'Why am I wearing this unfashionable dress and this uncomfortable crown made of gold?'

She had an idea. She took off her crown and ran down the stairs. She put on her father's coat and hurried to the bus stop.

In town, Priscilla ran through the market. 'Buy my bracelets,' said a man. 'They're made of silver.' 'Beautiful leather shoes!' said a woman. 'They're made in Italy.' 'No, thank you!' shouted Priscilla.

At last, she arrived at the shop. She tried on some comfortable leggings, a striped sweatshirt, a spotted hat and some trainers.

'I'd like these clothes,' she said, 'and you can sell this dress.' The shopkeeper looked surprised. 'Really?' he said. 'The fabric is beautiful!' 'It's called silk,' said Priscilla. 'It's used to make dresses that are worn by princesses.'

Priscilla ran out of the shop. 'Do you want to play?' asked some children who were playing football in the square. 'Oh, yes please!' said Priscilla, kicking the ball.

Later, at the palace, the king and queen didn't recognise their daughter. It wasn't the clothes; it was her enormous smile. From that day, Priscilla often played with her new friends from the town and they all lived happily ever after.

1 Before you read **Today's Book Club text is a modern fairy tale. Look and circle the words that describe a fairy tale. Then answer.**

1 They often **start / end** with 'Once upon a time ...'
2 They usually have **a happy / an unhappy** ending.
3 Which fairy tales do you know?

2 5.9 **Listen and read. Then answer the questions.**

1 Was the princess happier at the beginning of the story or at the end?
2 What were her clothes like at the beginning of the story and at the end?

3 After you read **Activity Book, page 57.**

4 **Discuss in groups.**

1 Why do you think the princess was happier at the end of the story?
2 What important things can we learn from the story?

5 **Work in groups. Write a different ending for the story.**

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Vocabulary and Grammar

1 5.10 **Look and match. Then listen, check and repeat.**

sweatshirt tights *1* earrings
woolly hat gloves belt bracelet top
leggings watch crown tie

1

2

3

4

5

6

7

8

9

10

11

12

2 **Read the fairy tale in Lesson 4 again. How many clothes can you find in the text and in the pictures?**

3 **Read the fairy tale again. Match.**

1 The crown	**a** are sold in the town.
2 Silk dresses	**b** is given the silk dress.
3 Clothes	**c** is played in the square.
4 The shopkeeper	**d** is made of gold.
5 Football	**e** are worn by princesses.

4 **Look at the grammar table. Read and circle the correct options to complete the rules.**

Grammar

Present passive		
It's They're	called made of	silk. leather.
	used to	make dresses.
	used for	making dresses.
	worn by	princesses.

We make the Present passive with the present tense of the verb ***be*** / ***have*** and a past participle (for example *called*, *made*, *used* and *worn*).
We use the present passive when the action is **more** / **less** important than the person who does the action.

5 5.11 **Listen to a podcast about cotton. Describe in four sentences how cotton clothes are made. Use the verbs below.**

pick clean make send

6 **Talk to your classmates. What are your clothes and other things made of?**

1 What are your shoes made of?
2 Do you have any clothes that are made of cotton?
3 What's this book made of?

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TRADITIONAL CLOTHES

Different countries have different traditional clothes. Traditional clothes are often worn at festivals and celebrations.

A kilt is a traditional patterned skirt that is worn by men, women and children on special days in Scotland. It's made of wool. This boy is also wearing a white top and long white socks. He looks very smart. He's playing the bagpipes, a traditional Scottish musical instrument.

These men are watching a horse race at the **Todos Santos festival** in Guatemala. They are wearing hats and blue trousers. These traditional clothes are made of cotton, and they look quite casual! They are worn by lots of men and boys at the festival.

The Samburu people live in Kenya. Jewellery is worn by Samburu men, women and children. These women are wearing earrings, bracelets and a lot of necklaces. They are also wearing big pieces of plain or patterned fabric. They are wrapped around the body to make dresses, skirts and tops. The women are doing a traditional dance.

WOW! Fact

The pattern on a kilt is called a tartan. Different families wear different tartans.

1 **Before you read** **What traditional clothes do people wear in your country? When do they wear them?**

2 5.13 **Listen and read.**

3 **After you read** **Activity Book, page 59.**

4 **Work in pairs. Talk about the clothes in the photos.**

1 Do people in your country wear traditional clothes like these?
2 Which of these clothes do you like best?
3 Do you ever wear traditional clothes?

Find out more! Watch the video.

Project

Make a collage of traditional clothes from around the world.

1 In groups, choose a continent (North America, South America, Europe, Africa, Asia or Australia) and find out about traditional clothes in different countries.
2 Decide who will:
- find the pictures.
- make notes about the traditional clothes in each picture.

3 Sort the pictures and notes into countries and make a collage.
4 Display your collage in the classroom.
5 Take a class vote to decide which continent has the most interesting traditional clothes.

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English in action 5

Shopping for clothes

Can I help you?

Yes, please. I'm looking for a sweatshirt.

All our sweatshirts are here, next to the T-shirts.

OK, thanks. Do you have this one in red?

No, sorry. We only have that one in blue or grey.

That's OK. I like it in blue.

That colour is very fashionable! What size do you need? Small?

No – medium. Do you have it in a medium?

Yes, here you are!

Great! Can I try it on?

Yes, of course! The changing room is over there.

Thanks. It's a big shop! And do you sell woolly hats?

Yes, we do. They're next to the watches.

Oh yes. I can see them. Thanks!

1 5.15 **Listen and read. Answer the questions.**

1 What clothes are mentioned?

_____

2 Is it a big shop or a small shop?

_____

2 **Read the dialogue again. Circle the correct words.**

Michael wants to buy a (1) **sweatshirt / T-shirt**. He would like to buy a (2) **red / blue** one. The shop doesn't have that colour, but Michael likes the (3) **grey / blue** ones. He needs the (4) **small / medium** size. He wants to try it on, so the shop assistant tells him where the (5) **shop / changing room** is. Michael also wants to buy a woolly hat. He needs to look next to the (6) **belts / watches**.

3 **Imagine you're shopping. Act out new dialogues with your partner. Use the *Say it!* box to help you.**

Say it!

Can I help you?

Shopping for clothes:

Shop assistant:

Can I help you?

What size do you need?

The changing room is over there.

Customer:

I'm looking for ...

Do you have this one in *green/a small/medium/large*?

Can I try *it/this* on?

Do you sell ...?

Pronunciation

4 5.16 **Listen and read. How do we say the coloured word endings? Then listen again and repeat.**

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Literacy: information texts

Reading

tip Reading

When you read an information text, you can choose what order to read it in. Some people like to read the labels and captions first.

1 **Before you read** **Look quickly at the text. Which fashion is the funniest?**

2 5.19 **Listen and read.**

FUNNY FASHIONS

Very strange clothes are often worn by people who want to be fashionable. Here are some crazy European fashions from history. They don't look very comfortable!

Wigs aren't worn by many people today, but they were very popular with men in the 17th century. The King of France was losing his hair, so he started to wear a wig. Men wanted to have long, curly hair like the king, so they started to wear wigs, too. Wigs were very expensive, so only rich men could wear them.

Some wigs were enormous!

Today, skirts and dresses are made of light fabric. But in the 18th century, it was fashionable for rich women to wear very big, heavy dresses with whalebone inside them. It wasn't easy to move around. Sometimes women couldn't walk through doors because their dresses were too wide!

In the 15th, 16th and 17th centuries, some women wore very high shoes called *chopines*. These shoes made women look tall, and they protected their dresses from the dirty roads, but it was very difficult to walk in them.

These chopines look very uncomfortable!

Men wore crazy shoes, too. In the 15th century, lots of men wore very long, pointed shoes called *crakowes*. Some of these shoes were 60 cm long. That's as long as two normal shoes!

Words in context

crazy rich light heavy pointed normal

Activity Book, page 61

3 **After you read** **Read and answer the questions. Compare your answers with your partner.**

1 Have you learned anything new from the text?
2 What do you think is the most interesting fact in the text?
3 Do you know about any other crazy fashions from history?

4 **Talk to your partner about the fashions in the text.**

I wouldn't like to wear that dress because it's too wide.

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1 **Read the text and the labels. Write the missing words.**

SKIING

When you go skiing, you need skis and ski poles. But it is important to wear the correct clothes, too. When you ski, you should wear a warm, waterproof **(1)** *jacket* and warm, waterproof **(2)** *trousers*. You need to wear warm **(3)** _____ on your hands, too. You need **(4)** _____ or sunglasses to protect your eyes from the sun, and a hard, plastic **(5)**_____ to protect your head if you fall. You also need to wear special **(6)** _____ on your feet. They are made of hard plastic which protects your ankles.

This girl has all the things she needs for skiing.

2 **Read. Then answer the questions about the information texts on pages 68 and 69.**

How to write... an information text

Include:
- a title
- a short introduction
- pictures

You can also include:
- captions to give more information
- labels on pictures

1 What is the title?

2 How many sentences are there in the introduction?

3 How many pictures are there?

4 How many captions are there under the pictures?

5 How many labels are there on the pictures?

3 **Write an information text about clothes from history or clothes for sport. Plan, write, check and rewrite. Use the *How to write...* box to help you.**

tip Writing

Use a comma when you have two adjectives together before a noun:
long, curly hair / big, heavy dresses
But be careful:
Crakowes were long and pointed.

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WOW! Over to you!

This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!

1 **8 comments**

Kevin 8 minutes ago

My sister makes clothes! She chooses different fabrics and then she makes shirts and dresses. She's good at sewing, but she once made me a patterned shirt that was too big.

2 **4 comments**

Elena 3 minutes ago

I do Spanish dancing. I wear a red and black spotted dress and red shoes. I love my red shoes, but they are made of plastic, and they aren't as comfortable as my trainers.

3 **2 comments**

Reyansh 6 minutes ago

We have a new uniform at school. We have to wear plain black trousers – not jeans! – and a blue jumper with the name of our school on it. I like our uniform because it's comfortable and everybody looks the same.

4 **6 comments**

Christina 5 minutes ago

I love reading. I don't usually like fairy tales, but the story about the princess who wanted to be different made me laugh! I don't think clothes made of silk and jewellery made of gold can make you happy. Friends are more important!

5 **3 comments**

Noah 6 minutes ago

I loved the text about funny fashion. The funniest picture has a woman's dress that is wider than a door! I prefer today's fashion, which is more casual and definitely more comfortable!

1 **Read the comments about the WOW! Magazine. Tick the comments about hobbies.**

2 **Work in pairs and answer the questions. Then write your own comments about the WOW! Magazine and read them to the class.**

1 What did you like best?
2 What's your favourite picture in this unit?
3 Which clothes do you think are more interesting: today's clothes or clothes in the past?

3 **Think about the WOW! Question again. Discuss in groups. Are your answers different now?**

WOW! Question

Arlo 3 minutes ago
Why do we wear different clothes?

...

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A2 Key for Schools Listening Part 4

tip Exam
Listen carefully both times. If you don't know the answer, you should guess!

1 5.20 **Listen. For each question, choose the correct answer.**

1 You will hear two girls talking about clothes. Why doesn't Daisy want to buy the red leggings?

A They're too short.
B She doesn't like the colour.
C She doesn't like striped leggings.

2 You will hear two people talking in a sports centre. Where is the badminton lesson?

A It's next to the swimming pool.
B It's upstairs.
C It's downstairs.

3 You will hear a girl talking to her dad. What is she going to do now?

A Do her homework.
B Put her clothes away.
C Water the plants.

4 You will hear a boy talking about his hobbies. What does he do every week?

A Write his diary.
B Sing in a choir.
C Play hockey.

A2 Flyers Reading and Writing Part 5

tip Exam
Read your completed sentences carefully to make sure they make sense.

2 **Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words. There is one example.**

A trip to a museum

My name is Yusuf. Last week I visited a museum with my friend Hasan because we had to find out some information for our history homework. We travelled there on a bus. We had to sit on the bus for an hour, and it was very uncomfortable! But we were happy. The bus had Wi-Fi, so we played games on our phones.
There are some really interesting things at the museum. My favourite things are some very old Turkish knives. They're made of metal and are very beautiful. They're 1,000 years old! We were looking at some pictures when a woman started to talk to us. She was wearing a uniform because she works at the museum. It looked very smart. She told us about an app that has lots of information about life in Turkey in the past. We're going to download it and use it when we do our homework.

Example: Yusuf and Hasan went *to a museum* last week.

1 They went there by _____.
2 They were on the bus _____.
3 The boys could play _____ because the bus had Wi-Fi.
4 The things that Yusuf likes best at the museum are some metal _____.
5 The woman who talked to them was wearing a smart _____.
6 There is an app that the boys can use _____ homework.

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6 Adventures

WOW! World of Wonder! Magazine

Welcome | Book Club | Culture | Over to you!

Have you ever had a camping adventure? What did you take with you? What objects and activities do you know?

Lara loves going on trips and being outdoors. She has a question for you. What do you think?

WOW! Question

Arlo 3 minutes ago
How can we keep safe outdoors?

In this unit I will ...

- learn words for things I need outdoors
- use indefinite pronouns, e.g. *someone, anything, nowhere*
- use *should, must* and *need to*
- read an adventure story
- find out about Scouting around the world
- work in a group to plan activities for a Scout group
- learn how to ask about injuries and illnesses
- read and write quizzes

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Vocabulary 6

1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**

2 6.1 **Look and match. Then listen, check and repeat.**

bandage penknife compass *1* first-aid kit camping stove shelter
rope matches sleeping mat plaster rucksack blanket

3 6.2 **Listen and read. Why didn't Lara enjoy her first camping trip? What did they need?**

WOW! Blog

Lara 10 minutes ago

I really like camping now. It's a great way to travel and see the world, and it's cheaper than staying in a hotel. Our first camping holiday wasn't great because we didn't have all the things that we needed. I didn't sleep very well because the ground was so uncomfortable, and I only had a sleeping bag. One day we went hiking, but we got lost. Our phones didn't work in the mountains, so we couldn't find our way. We had to follow the sun to find our way back to the campsite! One evening, we tried to make a campfire. We found some wood, but we couldn't start the fire. We had to eat cold soup, which didn't taste good. On the last day, I was cutting bread with a penknife when I hurt my finger. Ouch! I had to make a bandage from my T-shirt! We learned that camping isn't easy. You have to have the right things!

4 **Work in pairs. Look at the things on pages 72 and 73. Answer the questions.**

1 Which things help you sleep?

_____

2 Which things help you cook and eat?

_____

3 Which things help if you are sick or hurt?

_____

4 Which things help you find your way?

_____

5 **Work with your partner and play a memory chain game.**

I went camping and I took a sleeping bag.

I went camping and I took a sleeping bag and a first-aid kit.

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Arlo: I'm so happy to be going home.
Bobby: Me too! Everything in my rucksack is dirty and wet.
Ting: So what happened?
Bobby: Well, first we got lost. We had a map, but no one had a compass.
Arlo: Then we were thirsty. We had our water bottles, but they were empty. We didn't have anything to drink.
Bobby: Someone saw a river on the map so we went to find water.
Arlo: Bobby was trying to get some water from the river when he fell.
Lara: Oh dear! Poor Bobby!
Arlo: He was wearing hiking boots, but he didn't have waterproof trousers!
Ting: Did anyone help you, Bobby?
Bobby: Yes, Arlo threw a rope to me and helped me out of the water.

Arlo: Then Mr Barret told him to take his wet shirt off. He put a blanket around him and gave him something to eat.
Bobby: Hey! Don't show them that photo!
Lara: How embarrassing! Poor you!
Ting: What an adventure! Are you OK, Bobby?
Bobby: Yes, thanks, but I'm not going anywhere that's near a river again. And next time I go camping, I'll go somewhere that's warmer!

1 6.3 **Listen and read. What problems did they have?**

2 **Work in pairs. Read the dialogue again and answer the questions.**

1 Why is everything in Bobby's rucksack wet?
2 Why did they get lost?
3 What was Bobby doing when he fell?
4 What did Mr Barret do?

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions to act out the dialogues.**

How embarrassing! What an adventure! Poor you!

1 I couldn't go to the party because I was sick. — Oh no! (...)
2 I said 'Hello Mr Barnet', but his name is Mr Barret! — (...)
3 We slept outdoors under the stars. — (...)

4 **Have you been on a trip like this? Tell your partner.**

We went on a trip last summer. We stayed near a lake. We took a tent and sleeping bags, but there was a storm in the night, and when we woke up there was water in our tent ...

Oh no! Poor you!

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Grammar 6

1 **Look back at the dialogue in Lesson 2. Answer the questions.**

1 What was dirty and wet in Bobby's rucksack?

_____

2 How many people had compasses?

_____

3 What did they have to drink?

_____

4 Who saw a river?

_____

5 What did Mr Barret give Bobby?

_____

2 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

Grammar

Indefinite pronouns

Affirmative

I'm going somewhere hot on holiday.
Someone was lost.
Something is in my rucksack.
It's sunny everywhere.
Everyone was lost.
Everything is in my rucksack.

Negative

Nowhere is as nice as home.
No one was lost.
Nothing is in my rucksack.

Questions

Are you going anywhere nice?
We aren't going anywhere this year.
Can you see anyone?
I can't see anyone.
Can you see anything?
I can't see anything.

We use *someone, no one, everyone* and *anyone* for **people** / **places** / **things**.
We use *something, nothing, everything* and *anything* for **people** / **places** / **things**.
We use *somewhere, nowhere, everywhere* and *anywhere* for **people** / **places** / **things**.
We use *anyone, anything* and ***anywhere*** / ***everywhere*** in questions and negative sentences.

3 **Read the dialogue in Lesson 2 again. Underline examples of indefinite pronouns.**

4 **Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.**

Did anyone fall in the water?

Yes. Someone fell in the water. It was Bobby.

5 6.6 **Listen and match. What did the children forget?**

1 Kelly	**a** sleeping mat
2 Ravi	**b** tent
3 Josh	**c** camera
4 Mario	**d** hiking boots
5 Sara	**e** rucksack

6 6.7 **Listen again and answer the questions.**

1 Where did Kelly sleep?
2 What did Ravi use to carry everything?
3 How many children forgot their sleeping bags?
4 What did Mario wear on his feet?
5 Did Sara take any photos?

7 **Make true sentences about you. Then compare with your partner.**

1 I know someone who ...
2 I've never been anywhere ...
3 I don't have anything ...

I know someone who got lost in a forest.

I've never been anywhere in America.

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An accident in the mountains

It was the last day of their skiing holiday. Sammy, Hannah and their dad were drinking hot chocolate in a café in the mountains.
'We should go back to the village,' said Dad. 'It's getting late.'
'Can we ski through the forest?' asked Hannah. The children were good at skiing, so he said, 'Yes, but we must be quick.'
'Wait! Help me put my helmet on,' said Sammy, but Hannah was already skiing. 'You're such a baby!' she shouted.

Sammy and Dad were following Hannah when they heard someone. 'Ouch!' They found Hannah sitting in the snow. 'I fell over,' she cried. 'I've hurt my head and I have a pain in my leg.'
'Keep still! You mustn't try to move,' said Sammy. 'I learned first aid at school.'
'We need to get help,' said Dad. He was pressing buttons on his phone, but it didn't work.
'Dad, you should wait here with Hannah. She's had an accident. She needs to keep warm. I'll go and get help,' said Sammy.
'Dad, you should go with him,' said Hannah. 'You don't need to stay with me.'
'No! We mustn't leave Hannah alone,' said Sammy.
'OK, Sammy. Keep safe!' said Dad.

Sammy skied to the village. He told the rescue team about the accident.

It was getting dark when Sammy and a man arrived in a snowmobile, which was pulling a rescue sledge.

Soon Hannah was back in the village. 'You've broken your leg. You need to rest,' said the doctor.
'Thank you, Sammy!' said Hannah. 'I shouldn't call you a baby.'

1 **Before you read** **Today's Book Club text is an adventure story. Look and circle the words that describe an adventure story. Then answer.**

1 Adventure stories are usually **in the home / somewhere exciting**.
2 The characters are usually in a **safe / dangerous** situation.
3 Have you read any adventure stories or seen any adventure films?

2 6.9 **Listen and read. Then answer the questions.**

1 How did Sammy know about first aid?
2 Who stayed with Hannah?

3 **After you read** **Activity Book, page 69.**

4 **Discuss in groups.**

1 Do you think Hannah was kind to her brother? Why?/Why not?
2 How do you think Hannah felt at the end of the story?

5 **Plan and write a different ending to the story with your partner. Change the last two paragraphs.**

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Vocabulary and Grammar 6

1 6.10 **Look and match. Then listen, check and repeat.**

break your arm cut your finger
burn your hand hurt your ankle
keep warm keep cool have a pain
take medicine fall over 1 have an accident
call an ambulance lie down

2 **Read the story in Lesson 4 again. Underline the words from Activity 1 in the story.**

3 **Read the story again. Circle the correct words.**

1 We **should / must / need to** go back.
2 We **should / must / need to** be quick.
3 You **shouldn't / mustn't / don't need to** move.
4 We **should / must / need to** get help.
5 You **should / must / need to** wait.
6 I **shouldn't / mustn't / don't need to** call

4 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

Grammar

should/shouldn't, must/mustn't, need to / don't need to

I You He/She We They	should	take some medicine.
	shouldn't	eat too much sugar.
	must	do homework.
	mustn't	be late to school.
	need/needs to	get some help.
	don't/doesn't need to	wait for anyone.

We use *must* and *need to* when it **is / isn't** necessary that you do something.
We use *mustn't* when it **is / isn't** necessary that you do NOT do something.
We use *don't need to* when it **is / isn't** necessary that you do something.
We use *should* and ***shouldn't / mustn't*** to give advice or opinions.

5 6.11 **Listen to an interview. How important are these things when you want to keep safe outdoors? Put the things in order.**

find food 5 make a shelter 3 find water 2
make a fire 4 breathe slowly 1

6 **Imagine you and your partner are lost in a forest. Discuss what you should do.**

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SCOUTING AROUND THE WORLD

Scouts do lots of activities, help people and learn many useful skills, including survival skills. Scouting is fun!

Sometimes Scouts get badges for helping people or for learning new skills. These Scouts in the USA want to get their first-aid badge. They're learning how to put a bandage on someone's arm. They're imagining that their friend is hurt.

Scouts believe it's important to care for the place where they live. Every year, lots of Scouts in Australia take part in Clean up Australia day. These Scouts are helping tidy up the park in their town. They've already picked up lots of rubbish. The park looks much cleaner now, and everyone is happy.

Camping is an important activity for many Scouts in England. Scouts usually sleep in tents, but because they want to get their survival skills badge, today they're going to sleep in these shelters that they have built! After this, they're going to make something to eat. Scouts don't often use camping stoves – they cook their food on campfires.

WOW! Fact

In the past, Scouting was only for boys. But now, in most countries, girls can be Scouts, too.

1 **Before you read** **Are you a Scout? Do you know any Scouts?**

2 6.13 **Listen and read.**

3 **After you read** **Activity Book, page 71.**

4 **Work in pairs. Look at the photos and discuss the questions.**

1 What are the Scouts wearing? What do Scouts wear in your country?
2 What are they doing? What kinds of activities do Scouts do in your country?
3 Where can children learn outdoor skills and survival skills in your country?

Find out more! Watch the video.

Project

Make a list of interesting activities for a Scout group.

1 In groups, think of different kinds of activities for a Scout group and make notes. Include camping, visits to interesting places, learning survival skills and helping people.
2 Make a list of your five favourite activities.
3 Decide who will research each activity and find out about:
- what things are needed for the activity.
- what they learn in the activity.

4 Look at the other groups' lists. Can you find five more activities that you would like to do?

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English in action 6

Asking about injuries and illnesses

- Are you feeling better now?
- Yes, thanks. Much better.
- How's your hand?
- It's OK now, thanks. I haven't broken it!
- That's good! Have you seen the doctor?
- Yes, I went this afternoon. She put this bandage on it.
- Great. Oh! Have you hurt your finger?
- Yes. I burned it on the oven!
- Oh dear!
- How about you? Do you still have a stomach-ache?
- No, I'm fine now. I took some medicine.
- Great! Let's play!

1 6.15 **Listen and read. Answer the questions.**

1 Which two body parts has the girl hurt?

_____

2 Why did the boy take some medicine?

_____

2 **Read the dialogue again. Find five questions that use language from the *Say it!* box.**

Say it!

Asking about injuries and illnesses:
Are you feeling better now?
Do you (still) have ...?
How's your ...?
Have you seen the doctor?
Have you *hurt/cut/burned* your ...?

3 **Act out new dialogues with your partner. Use questions from the *Say it!* box.**

Pronunciation

4 6.16 **Listen and read. Listen carefully to the coloured words. Then listen again and repeat.**

How's your back?
Have you hurt your head?
Do you still have a cold?
Have you broken your leg?

Are you feeling better?
How's your head?
Have you seen the doctor?
Are you going home, Fred?

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Literacy: quizzes

Reading

tip Reading
When you do a quiz, read all the options before you choose.

1 **Before you read** Look quickly at the quiz. Match the pictures to the questions.

2 6.19 Listen and read.

Can you keep safe in an emergency?

Do our quiz and find out!

1 **Your friend falls into a lake. It's deep and he can't swim. What should you say?**
a) 'Don't worry. I'll jump into the water and rescue you.'
b) 'You must swim! Swimming is easy!'
c) 'Don't try to swim. Try to stay on your back. Can you catch the end of this rope?'

2 **You're very thirsty, but you don't have anything to drink. You must NEVER**
a) drink water from a spring that comes out of the ground.
b) drink water from the sea, a river or a lake.
c) drink rain water.

3 **Your friend cuts her toe when she's playing outdoors. It's bleeding, but there isn't a lot of blood. What should she do first?**
a) Put a plaster on her toe.
b) Wash her toe in clean water.
c) Keep her toe warm.

4 **You're in the woods and you're very hungry. What can you eat?**
a) Berries that are growing on bushes or trees.
b) Grey or white mushrooms that are growing on a tree trunk.
c) Only eat mushrooms or berries if you know that they are safe.

5 **You don't have any matches. If it's a sunny day, you can start a fire with**
a) a compass and a metal spoon.
b) some water and a plastic bag.
c) a rope and a penknife.

A 3

B 1

C 5

D 4

E 2

Answers: 1 c, 2 b, 3 b, 4 c, 5 b

Words in context
emergency spring blood
berries bushes tree trunk

Activity Book, page 73

3 **After you read** Do the quiz and circle your answers.

4 Discuss your answers with your partner. Then check your answers.

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1 **Read and complete the quiz questions. Then circle your answers.**

hiking broken brother ~~hand~~ day climbing headache

FIRST-AID QUIZ

What do you know about first aid? Do the quiz.

1. If your friend burns his (1) _____, what should he do?
   - a Put a plaster on his hand.
   - b Put on some gloves.
   - c Put his hand under cold water.

2. Your little (2) _____ has a (3) _____ .You should
   - a give him something to drink.
   - b tell him to listen to music.
   - c give him some medicine.

3. You're (4) _____ with a friend on a cold (5) _____.She has an accident and hurts her foot, and she can't walk. What should you do first?
   - a Put a bandage on her foot.
   - b Use your camping stove to cook something to eat. She needs hot food.
   - c Give her some warm clothes to wear.

4. A friend falls when he is (6) _____ a tree. His leg hurts and he thinks he has (7) _____ it. You should NEVER
   - a call an ambulance.
   - b tell him to walk.
   - c put a blanket on him.

2 **Read. Then answer the questions about the quizzes on pages 80 and 81.**

1 Which do you think are the most interesting questions?

2 Are there any answers that are easy to guess? Which ones?

3 **Write a quiz. Plan, write, check and rewrite. Use the *How to write...* box to help you.**

How to write... a quiz

- Think of interesting questions.
- Write three or four options for each question.
- Make sure all the options make sense.
- Make sure it isn't easy to guess the right answer!

tip Writing

Use different words (e.g. *must, shouldn't, never*) so that people need to read carefully!

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WOW! Over to you!

This is YOUR page! We want to hear from YOU. Send us your comments and photos like the people below!

1 4 comments

Hugo 9 minutes ago

We went on a school camping trip somewhere in the mountains. Here's a photo! There were six children in each tent. We didn't sleep very well! One night we heard something outside the tent. It was scary! In the day we went hiking and mountain biking. In the evenings we made a campfire and everyone helped cook dinner. It was a real adventure.

2 7 comments

Miriam 5 minutes ago

When I read the story about the accident in the mountains, I remembered the first time I went skiing. I was skiing behind my mum when she fell over. I was too close to her, so I fell over too. Then my brother, who was following me, also fell over. It was really funny! This is the photo that my dad took.

3 3 comments

Lukas 3 minutes ago

I have a great book that tells you how to find clean water, how to make a fire, and which plants to eat. I haven't needed the information yet, but I think everyone should know how to keep safe outdoors.

4 5 comments

Sebastian 4 minutes ago

I've been away with the Scouts many times. We have really exciting trips! We don't take mobile phones. We don't need them because we have maps and compasses to help us find our way, and we play games outdoors in the evenings. This is a picture of my survival skills badge.

5 2 comments

Ying 9 minutes ago

Some St John's Ambulance people came to our school to teach us some first aid. Everyone in my class knows what to do when someone breaks their leg, cuts their finger or burns their hand. We have a first-aid kit at school with plasters and bandages in it, but we need to ask the teachers before we can use it.

1 Read the comments about the WOW! Magazine. Tick the children who have had outdoor adventures.

2 Work in pairs and answer the questions. Then write your own comments for the WOW! Magazine and read them to the class.

1 What did you like best?
2 What new information did you learn?
3 What else would you like to find out about keeping safe outdoors?

3 Think about the WOW! Question again. Discuss in groups. Are your answers different now?

WOW! Question

Lara 14 hours ago
How can we keep safe outdoors?

...

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A2 Key for Schools Reading and Writing Part 2

tip Exam

Find the words in the text that mean the same. For example, *slept in a tent* means *went camping*.

1 **For each question, choose the correct answer.**

Which person	Matteo	Kwami	Riku
1 went camping at the weekend?	A	B	C
2 hurt his leg?	A	B	C
3 works in a shop?	A	B	C
4 put on something to keep him warm?	A	B	C
5 is going to buy a computer?	A	B	C

Matteo

I went to the woods with my aunt and uncle on Saturday night. We slept in a tent. I took lots of things, but I didn't take many clothes. I had cold legs because I was wearing shorts. Finally, my uncle gave me some trousers to wear, and then I felt better!

Kwami

My parents have a shop. They sell everything that people need when they go camping. I love looking at the tents in the shop! I often help my dad at weekends. I need to make some money because I want to get a new laptop. Next month, I will have enough money!

Riku

I was walking home after computer club when I fell over and cut my leg. It hurt! So I went to a shop to buy some plasters. It was a hot day. I was very warm and I took off my jacket. Then I slowly walked home.

A2 Flyers Speaking Part 3

tip Exam

Look at all the pictures before you start and think about the words that you will need.

2 **Look and read. Then continue telling the story.**

The campfire

Becky and William are in the garden. They're sitting next to a fire.

Go to page 133

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Language booster 2

Holly Carter, fashion blogger

1 **How many items of clothes can you name?**

2 **Listen and read the interview. Answer the questions.**

1 What makes Holly happy?
2 What kind of clothes does she like?

Who or what made you interested in fashion?

My grandma! She had lots of beautiful clothes. When I was young, she taught me to sew and I made my first dress. I still have it, but it's too small now. She bought me my first sewing machine.

What are your favourite clothes?

Comfortable clothes make me happy. I like wearing old jeans and sweatshirts. I like plain, casual clothes, but I usually wear a crazy hat, a spotted scarf or striped tights. Unusual clothes make people interesting!

Do you often buy new clothes?

No! I look for cheap or recycled clothes. I buy old clothes and change them so they are more fashionable.

Do you have a lot of clothes?

I guess so, but I don't have a big wardrobe and I share a bedroom with my sister. She makes me angry! She never tidies the room or puts away her clothes. Last week, she borrowed my new jacket, but she had an accident. She fell over and hurt her arm. She made my jacket dirty so now she feels bad, but I'm glad she's OK.

It's your birthday next week. What are you going to wear to your party?

Er … My new baggy sweatshirt and leggings, or my favourite skirt and top. I haven't decided yet.

What advice do you have for your readers?

Wear the clothes that make you happy, but think about the environment, too. Can you change the clothes you already have? You don't need to spend a lot of money to look good.

3 **Read the interview in Activity 2 again. Find and write the opposite adjectives.**

1 uncomfortable *comfortable*
2 plain _____
3 smart _____
4 expensive _____
5 tight _____
6 unfashionable _____

4 **Look at the grammar table. Find examples of make + object + adjective in the interview.**

Grammar

to make + object + adjective

My sister She	makes	me	angry.
	made	my jacket	dirty.
Comfortable clothes They	make	her	happy.

5 **Talk to your classmates.**

1 What are your favourite clothes? Why?
2 What makes you happy?
3 What makes you angry?

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6 LB2.2 Listen and read. Answer the questions.

1 Which clothes do they talk about?
2 Where do you think they're going?

David: Are you ready?

Katy: Go away! I'm getting dressed.

David: Hurry up! We'll be late.

Katy: Have you made the cake yet?

David: Yes, I have.

Katy: I don't know what to wear.

David: You could wear your new patterned dress.

Katy: That dress is too smart, but jeans are too casual.

David: Come on! Jeans are smart enough!

Katy: But my jeans are too tight. Tight clothes make me uncomfortable.

David: How about leggings?

Katy: Yes, OK. I'll wear my plain leggings. They're comfortable. What are you wearing?

David: Old blue jeans and a baggy cotton sweatshirt. Oh, and this striped cap.

Katy: Haha! Why are you wearing it like that?

David: This makes it more fashionable!

7 Read the dialogue again. Find two or more adjectives to describe these clothes.

1 Katy's dress: _____
2 Katy's jeans: _____
3 Katy's leggings: _____
4 David's jeans: _____
5 David's sweatshirt: _____
6 David's cap: _____

8 Choose an event, e.g. a cinema visit, a football match or a party. Say new dialogues with your partner. Help your partner decide what to wear.

Are you ready?

No, I don't know what to wear!

You could ...?

No, it's/they're too ...

How about ...?

No, it's/they're not ... enough.

Well, what about ...

Yes, OK. I'll ...

Show what you know

- Can you use adjectives to describe different clothes? ☐
- Can you use *make* + *someone/something* + adjective? ☐
- Can you help someone decide what to wear? ☐

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Think like a scientist!

How can we compare materials?

Think **1** **What do you know about materials? Can you think of different types of materials?**

Learn **2** C2.1 **Listen and read. What do we call the diagram described in the text?**

When we talk about types of materials in Science, we can compare them using different adjectives. We can then write examples of the materials in a Venn diagram. The diagram makes it easy to see what's the same and what's different between different categories of materials.

Find leggings in the diagram. They're soft and smooth, but they aren't hard. Now find bracelets. They're smooth too, but they're hard, not soft. This is how a Venn diagram helps to show what's the same and what's different.

Check **3** **Find and write the words for these clothes and accessories in the Venn diagram in Activity 2.**

1 They're made of soft material. _____
2 They're made of smooth, hard material. _____
3 They're made of soft, smooth material. _____
4 They're made of hard materials. _____
5 They're made of soft material and they've got metal on top. _____
6 They're made of soft material on top and hard material on the bottom. They've also got smooth laces. _____

4 **Describe two of the clothes or accessories in the Venn diagram. Ask your partner to guess what you describe. Use this example to help you.**

They aren't soft.
They're smooth and hard.
They're silver.

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Let's practise!

1 **Look at this Venn diagram and answer the questions.**

1 Look at the list of clothes. Which are:
- baggy and casual? (1)
- tight and smart? (2)
- baggy and casual and also tight and smart? (3)

2 Which is the odd one out? (4)

2 **Circle the adjectives which describe these clothes and accessories.**

1	a silk tie	hard	smooth	hard
2	a plastic handbag	casual	baggy	comfortable
3	woolly gloves	silver	hard	soft
4	a leather belt	tartan	brown	curly
5	gold earrings	smart	soft	baggy

Show what you know

Make a Venn diagram.

1 Complete the diagram with examples of clothes that have these patterns.

2 Swap diagrams with a partner.

3 Draw and colour clothes that match the descriptions in your partner's diagram.

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7 Entertainment

WOW! World of Wonder! Magazine

Welcome | Book Club | Culture | Over to you!

Have you ever seen singers, dancers or actors at the theatre, cinema or stadium? How many of these entertainment jobs and places do you know?

Ting loves entertainment. She wants to ask you something. Can you answer her question?

WOW! Question

Ting 7 hours ago
How can people and places entertain us?

...

...

...

...

...

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...

In this unit I will ...

- learn some words for entertainment jobs and places
- use the Present perfect tense with *for* and *since*
- use the Present continuous tense for future arrangements
- read a diary
- learn about performers from different countries
- work in a group to plan a performance
- find out how to buy tickets
- read and write adverts

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1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 7.1 Look and match. Then listen, check and repeat.

presenter performers comedian *1* clown acrobat ballet dancer ice skater composer writer costume designer make-up artist camera operator

3 7.2 Listen and read. What are Lara, Arlo, Bobby and Ting going to do in the talent show?

WOW! Blog

Ting 10 minutes ago

Are you a comedian, an acrobat, a dancer or a musician? We're looking for performers for the WOW! Talent Show. Lara wants to be the presenter. She's good at talking to the audience!

Bobby is going to be a musician in a one-man band! That's right! He's going to play three instruments at the same time! That will be interesting! He wrote the music, too, so he's also a composer!

As for Arlo, he's the clown, of course! He's going to wear a curly wig, a red nose and big shoes. He's an acrobat, too, and he can juggle! It's amazing to watch him!

I love technology, so I'll be the camera operator. I'm going to video the show and upload it to the school website so everyone can watch it. What about you? What's your talent?

4 Work in pairs. Look at the people on pages 88 and 89. Answer the questions.

1 Which people do you see on a stage?

_____

2 Which people don't you see on a stage?

_____

3 Which people make you laugh?

_____

4 Which jobs need people who are very fit?

_____

5 Play a guessing game about people who work in entertainment. Describe the people. Can your partner guess the job?

These people wear tights. They're fit and strong.

Are they ballet dancers?

Yes! Your turn.

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Ting: I like your costume, Arlo.
Arlo: Thanks! I've had it for a long time. It's a bit small now.
Ting: You're a great clown, Arlo!
Arlo: Ha ha! Thanks, Ting!
Ting: And how long have you been a juggler?
Arlo: Since I was eight. Look! I can juggle with eggs now.
Ting: Watch out! We don't want an omelette!
Arlo: Very funny, Ting. You should be a comedian!

Ting: My uncle is a comedian. He's been a comedian for ten years.
Arlo: That's cool. Is he funny?
Ting: I haven't seen his show since I was about five, but he's funny in real life ... I still remember the first joke that he told me. What do you call a man with a big nose and no body?
Arlo: I've no idea.
Ting: Nobody Nose. Do you get it? 'Nose' sounds like 'knows'.
Arlo: Yeah, yeah! I get it.
Lara: Come on, you two! It's time for the WOW! Talent Show.
Arlo: I'm ready. I've been ready since lunchtime!

1 7.3 **Listen and read. Underline two funny things that Ting says.**

2 **Work in pairs. Read the dialogue again and say *True* or *False*.**

1 Arlo's costume is too small.
2 Arlo can't juggle.
3 Ting's uncle is an acrobat.
4 Ting can remember a joke that her uncle told her.
5 Arlo doesn't understand the joke.
6 Arlo isn't ready.

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.**

That's cool. I've no idea. I get it.

1 What do you call a fish with no eye? — A fsh! (...)

2 Do you get the joke? — Yeah! (...)

3 My aunt is a TV presenter. — Wow! (...)

4 **Work in groups. Imagine a talent show at school. What jobs will you do? Why?**

I'd like to be a make-up artist. I don't want to be on the stage. What about you?

I've no idea, but Frida should be a comedian. She's good at telling jokes!

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1 **Look back at the dialogue in Lesson 2. Match the two parts of the sentences.**

1 Arlo has had his costume
2 He has been a juggler
3 Ting's uncle has been a comedian
4 She hasn't seen his show
5 Arlo has been ready

a since he was eight.
b for ten years.
c since lunchtime.
d for a long time.
e since she was five.

2 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

Grammar

Present perfect with *since* and *for*

How long	have you has he		had that costume? been a comedian? lived here?
I've/He's	had a unicycle been a comedian lived here	since	I/he was eight. lunchtime. 6 o'clock. April.
		for	a long time. ten years. two days. a week.

We use ***since*** / ***for*** before a period of time.
We use ***since*** / ***for*** before a point in time.

3 **Read the dialogue in Lesson 2 again. Underline examples of *since* and *for*.**

4 **Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.**

How long has Arlo had his costume?
He's had it for a long time.

5 **Listen to David talking to Matt about his weekend. Choose the right answer.** 7.6

1 Whose birthday was it?
a) Matt's b) his cousin's c) his sister's

2 Where did he see the acrobats and jugglers?
a) at the theatre b) in the street c) on TV

3 How long has his sister wanted to be a tiger?
a) since the weekend b) for four years c) since she was eight

4 When did David break his leg?
a) when he was eight b) when he was ten c) when he was six

5 Who is good at ice skating?
a) Matt b) his sister c) his cousin

6 **Listen again and say *True* or *False*. Then say why.** 7.7

1 Matt lives in London.
2 His sister is four.
3 Matt painted his sister's face.
4 Matt's good at ice skating.
5 Matt's cousin is a girl.

7 **Say true and false sentences about you. Use *since* and *for*. Can your partner guess which sentences are false?**

I haven't eaten meat since February.
I've lived in my house for five years.
I haven't been to the cinema since I was seven.

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My New York diary

Wednesday 29th March. Midnight!
We're here at last!!! Yes! We arrived in New York this evening for 'Mum's Big Birthday Trip of a Lifetime'! Tomorrow we're getting up early and visiting Central Park. Then we're going to a famous art gallery. Sightseeing is tiring, so I'm going to bed. Goodnight!

Thursday 30th March. Lunch time
We're back at the hotel for lunch. Central Park was amazing! There were acrobats and musicians. The art gallery was interesting, but there were so many paintings and I was a bit tired. We're spending the afternoon at the aquarium and this evening we're seeing the Big Apple Circus.

Friday 31st March. 9 pm
Oops! I didn't write my diary last night. I was too tired and we've only been here for two days! The circus was fantastic yesterday! I loved the horses. Today, we went to the science museum and the planetarium. We aren't going out tonight because it's Mum's birthday tomorrow and we're shopping at Macy's, the biggest department store in the world. Then we're having lunch. In the evening, we're watching a show at the theatre. Dad's had the tickets since last year!!! Mum's wanted to see a show at the theatre for years. She's so excited.

Saturday 1st April. Midnight
Mum's birthday!!! Soooooo tired! Mum loved Macy's! But this evening, it was so dark and comfortable in the theatre. Suddenly, I heard Dad snoring! I was so embarrassed. Then Mum joined in! Soon we were all sleeping. We missed the whole show! We're flying home tomorrow ... and I think we'll be asleep on the plane!

1 **Before you read** **Today's Book Club text is a diary. Look and circle the words that describe a diary. Then answer.**

1 There are **chapter headings** / **dates** at the beginning of each part.
2 The writer uses **the first person** *(I, my, we)* / **the third person** *(he, she, his, her)*.
3 Have you ever read a diary? Do you write a diary?

2 7.9 **Listen and read. Then answer the questions.**

1 Why did the family go to New York?
2 Which evening did they stay in the hotel?

3 **After you read** **Activity Book, page 83.**

4 **Discuss in groups.**

1 Why do you think New York is sometimes called 'the city that never sleeps'?
2 What would you like to do in New York?

5 **Work in groups. Write about an exciting day in a city. Read about your day to the class. Which group had the most exciting day?**

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Vocabulary and Grammar

1 7.10 **Look and match. Then listen, check and repeat.**

concert hall science museum 3D cinema
art gallery planetarium circus aquarium
bowling alley *1* ice rink theme park
adventure playground safari park

2 **Read the diary in Lesson 4 again. Underline the entertainment places.**

3 **Read the diary again. Match these future times to the family's arrangements.**

1 Tomorrow	**a** we're flying home.
2 On Thursday	**b** we're visiting Central Park.
3 Tonight	**c** we're seeing the Big Apple Circus.
4 On Sunday	**d** we're watching a show at the theatre.
5 On Mum's birthday	**e** we aren't going out.

4 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

Grammar

Present continuous for future arrangements

I'm We're They aren't	watching a film going to the ice rink seeing friends flying to New York	tonight/ tomorrow. next week. on Saturday. this evening.

We use the Present continuous when we **have** / **haven't** decided or arranged to do something in the future.

5 7.11 **Listen to four children. What are their birthday plans? Where are they going?**

6 **In groups, choose a great place for a birthday party. Plan your day.**

1 Where are you going? Agree on a place.
2 When are you going? Choose a date.

We're seeing the lions at a safari park.

We're going on 28th July for Mimi's birthday.

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PERFORMERS AROUND THE WORLD

Watching performers on stage can be very exciting. People in different countries enjoy watching many different kinds of performances.

Kagura is a kind of Japanese dance. People in Japan have performed Kagura for more than a thousand years. The performances tell traditional Japanese stories and they are very exciting to watch. The dancers wear masks and fantastic, expensive costumes, and the musicians play drums and other traditional instruments. Kagura is traditionally performed in villages, but now people can watch performances in towns and cities, too. After a show, people from the audience can sometimes take photos of the performers and try on their costumes!

Cirque du Soleil is a big circus from Canada. Its name means 'circus of the sun'. Two men started the circus in 1984, and now it is one of the biggest travelling circuses in the world. They put on shows with acrobats, dancers and jugglers, fantastic costumes and amazing make-up. Cirque du Soleil have had their own theatre in Las Vegas in the USA since 1993, and they also travel all around the world. They perform in every continent except Antarctica!

WOW! Fact

Cirque du Soleil don't use make-up artists. The performers have to learn to do their own make-up!

1 **Before you read** What kinds of performance have you seen? Where did you see them?

2 7.13 Listen and read.

3 **After you read** Activity Book, page 85.

4 Read and discuss the questions with your partner.

1 Have you ever been in any performances? What kind of performer were you?
2 Do you enjoy performing (singing, dancing, playing a musical instrument, etc.)? Why?/Why not?
3 Would you like to work as a performer? What kind of performer would you like to be?

Find out more! Watch the video.

Project

Make a poster for a performance.

1 In groups, find out about different kinds of performance around the world.
2 Choose the performance that you like most and plan your own version.
3 Decide who will:
- describe the performance.
- print out photos or draw pictures.
- prepare information about the dates and times of the show.

4 Design your poster.
5 Display the posters in the classroom.
6 Take a class vote to choose the performance you'd like to go to.

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English in action 7

Buying tickets

- Hello, can I help you?
- Can I have four tickets, please?
- Adults or children?
- My dad, my two sisters and me ... so one adult and three children, please.
- OK. That's forty-five pounds. Would you like to buy a programme?
- I don't know. How much is it?
- It's three pounds. There's lots of information in it about the play, and about the actors, writers and composers, too.
- OK, then. Yes, please. I want to find out about the story.
- Great. So that's forty-eight pounds in total.
- Alright. Here you are.
- Thanks. Here are your tickets. Enjoy the play!
- Thank you!

1 7.15 **Listen and read. Then read and circle.**

1 The boy is with his **dad / uncle**.
2 He's going to watch a **play / dance performance**.

2 **Read the dialogue again. Complete the sentences.**

1 The boy buys four _____ .
2 He's at the theatre with his two _____ .
3 He's going to read about the story in the _____
4 He needs to give the woman forty-eight _____ .

Say it!

Buying tickets:
Customer:
Can I have ... tickets, please?
... adults and ... children, please.
How much is it?
Here you are.
Ticket seller:
Do you want to buy a programme?
That's ... pounds in total.
Here are your tickets.
Enjoy the *play/performance*!

3 **Make a price list for a performance. Then say new dialogues with your partner. Use the *Say it!* box to help you.**

Can I have (...) tickets, please?

Pronunciation

4 7.16 **Listen and read. Listen carefully to the coloured word endings. Then listen again and repeat.**

The ice skater's hurt her foot. She's talking to the doctor.

The costume designer's designing a costume for the actor.

The jugglers are juggling with the ballet dancer's shoes!

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Literacy: adverts

Reading

tip Reading

Look at different parts of the advert to find the information that you are looking for.

1 **Before you read** **Look quickly at the advert. Answer the questions.**

1 Where is the adventure playground?
2 How do you buy tickets?

2 7.19 **Listen and read.**

Do you like being high up in the air? Do you enjoy a challenge? If the answer to these questions is yes, then visit Treetops Adventure Playground in Battington!

- Ride on our exciting zip wires high above the ground!
- Swing on the high swing and touch the trees!
- Have fun on our high ropes or low ropes; jump and swing from tree to tree, and have fun walking along the rope bridges!
- Climb on the 20-metre climbing wall and challenge yourself to climb to the top!
- Jump on our amazing trampolines ... How high can you jump?

You will wear a helmet and a special harness for all of the high activities, so you will be safe and you can't fall. Our Treetops guides will help you put on your harness and tell you what to do.

Children aged 6 or under can play in the Tiny-Tots Playground. There are lots of swings, slides and climbing frames.

New! The Treetops Maze

Go along the paths and through the tunnels. Can you find the exit?

If you get hungry or thirsty, stop for lunch or a drink in our Treetops Café, or visit our picnic area. We also have an ice cream shop, where we have made our own ice cream since 2004. It's the best ice cream in the world!

For more information and to buy tickets, visit our website or phone 0181 496 077.

Hours of fun for all the family

Words in context

zip wire trampoline climbing wall
harness maze tunnel

Activity Book, page 87

3 **Read and write *Y* (yes), *N* (no) or *DS* (doesn't say).**

1 There are two zip wires. _____
2 The climbing wall is 20 metres high. _____
3 If you're ten, you can play in the Tiny-Tots Playground. _____
4 There are tunnels in the maze. _____
5 They sell ice cream in the café. _____
6 You can phone a number to i nd out more information. _____

4 **Work in pairs. Imagine you've been to the adventure playground. Ask and answer. Add extra information.**

Did you jump on a trampoline?

Yes, I did. I jumped higher than everyone in my family!

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1 **Read and complete the advert.**

relax visit walk take watch learn

For a fantastic day out, come to City Beach Aquarium!

- **(1)** _____ through the glass tunnel: See fish, sharks and rays swimming above your head!
- **(2)** _____ divers swimming under the water, feeding the animals.
- **(3)** _____ about the most dangerous animals in the sea in our special exhibition.
- **(4)** _____ the 3D cinema and watch our new film, *The secret life of a shark.*
- **(5)** _____ a photo of yourself in front of the biggest crocodile in the world!
- **(6)** _____ in the Ocean Café and enjoy a meal, a snack or a drink.

Shark feeding at 10 am, 1 pm and 4 pm.

Special offer:
Half-price tickets in September!

City Beach Aquarium!

See the sea in the city!
You can buy tickets at our ticket office or on our website.

2 **Read. Then answer the questions about the adverts on pages 96 and 97.**

How to write... an advert

You should:
- Give people the important information.
- Think about the design of the advert. Use big and small letters and different colours.

You can:
- Use bullet points (•).
- Use a logo (e.g. *Treetops*).
- Use a slogan (e.g. *Hours of fun for all the family*).
- Include special offers.

1 How many bullet points does each advert use?

_____

2 Which logo do you like best?

_____

3 What slogans do the adverts use?

_____

Which one do you like best?

_____

4 What are the special offers?

_____

5 What important information do the adverts give us?

_____

3 **Write an advert for an attraction. Plan, write, check and rewrite. Use the *How to write...* box to help you.**

tip Writing

Use verbs (e.g. *ride, climb, jump, visit, watch*) and adjectives (e.g. *amazing, exciting, the most dangerous, the biggest*) to make your advert sound exciting!

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WOW! Over to you!

This is YOUR page! We want to hear from YOU. Send us your comments and photos like the people below!

1 **8 comments**

Sofia 5 minutes ago

We had a talent show at school. There were acrobats, ballet dancers and jugglers. My friend and I did a gymnastics show. It was good, but we didn't win. Our friend Thomas won. He's a comedian. He made everyone laugh. Do you know any jokes?

2 **4 comments**

Sam 6 minutes ago

I love plays, but I don't want to be on a stage. I'm quite creative, so I'd like to be a make-up artist. Here is a picture from my brother's party. I helped paint everyone's faces. I've loved art since I was little and I'm going to study it at college.

3 **3 comments**

Harrison 7 minutes ago

This is a photo from my birthday party at the ice rink. I've loved skating for years and this was my best party ever. We aren't good ice skaters and lots of us fell over, but no one broke anything!

4 **5 comments**

Ji-woo 3 minutes ago

I liked reading *My New York diary*. I've written a diary since I was seven. Most days are really boring, but it's more interesting when I'm on holiday. In July we're flying to Rome and visiting all the famous places there. I'm taking my diary. I'd like to be a writer when I grow up.

5 **6 comments**

Sara 9 minutes ago

We went to a small circus in our town last summer, but I'd love to go to the Cirque du Soleil. The costumes look amazing! I'd like to be a costume designer.

1 **Read the comments about the WOW! Magazine. Tick the children who talk about parties.**

2 **Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.**

1 What did you like best?
2 Which entertainment jobs or places did you find most interesting?
3 What plans do you have? Who are you seeing and where are you going for entertainment this year?

3 **Think about the WOW! Question again. Discuss in groups. Are your answers different now?**

WOW! Question

Ting 7 hours ago
How can people and places entertain us?

...

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A2 Flyers Listening Part 3

tip Exam

Listen to the dialogue very carefully. Sometimes the people talk about more than one of the places.

1 7.20 **Where did these people go at the weekend? Listen and write a letter for each name.**

Holly _____

Oliver _____

Sarah _____

Mum _____

Uncle Robert *F*

George _____

A

B

C

D

E

F

G

H

A2 Flyers Reading and Writing Part 2

tip Exam

Read all of the responses carefully before you choose. Only one of them is possible!

2 **Mehdi is asking Karim some questions. What does Karim say? Read the conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters. There is one example.**

Example
Mehdi: Where are you going on Saturday?
Karim: *C*

Questions:

1 **Mehdi:** Can I come with you?
Karim: _____

2 **Mehdi:** When are you going?
Karim: _____

3 **Mehdi:** Are you going to have lunch in the café?
Karim: _____

4 **Mehdi:** How do we buy tickets?
Karim: _____

5 **Mehdi:** Do you have a favourite animal?
Karim: _____

A In the morning, I think.
B I like them all!
C To the safari park.
D Of course you can!
E Yes, please.
F No, we're taking a picnic.
G No, it isn't.
H You have to visit the website.

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8 Awesome animals

WOW! World of Wonder! Magazine

Welcome | Book Club | Culture | Over to you!

Lots of you are interested in animals. There are so many kinds of animals in the world and they all look different. Take a look at the pictures. Do you know these animals and the parts of their bodies?

Bobby has a question for you. Do you have any answers?

WOW! Question

Bobby 5 minutes ago
Why are animals so awesome?

In this unit I will ...

- learn some words for parts of animals' bodies and what animals do
- use *might, could, may, must* and *can't* for deduction
- use the first conditional
- read a folk tale
- find out about some national animals
- make a world map of national animals
- learn how to talk about likes and dislikes
- read and write fact files

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1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 8.1 Look and match. Then listen, check and repeat.

beak tongue pouch whiskers antennae spines scales
fin paws claws *1* flippers webbed feet

3 8.2 Listen and read. Do the WOW! Quiz and write the animals.

WOW! Quiz Guess the animals!

1 **Arlo** 5 minutes ago _____
This is a small animal that has a pouch and grey fur. It has strong feet with claws for climbing trees. It eats leaves and sleeps a lot, sometimes 18 hours a day!

2 **Ting** 3 hours ago _____
I've liked these animals since I was small. They don't have feet, they have flippers. I love their faces, which have huge eyes and long whiskers. They're good at swimming and they can stay under the water for two hours.

3 **Lara** 7 minutes ago _____
These animals live in the park near our house. I often see them when I go cycling. They have a beak and webbed feet. Some are plain and brown and some have beautiful green heads.

4 **Bobby** 1 hour ago _____
I love these animals. They are very small, but they are really important because they help plants grow. They have six legs, a striped body, four wings, five eyes (yes, five!) and two antennae, which they use to smell.

4 Work in pairs. Think about the animals on pages 100 and 101. Answer the questions.

1 Which animals have scales?
_____

2 Which animals have claws?
_____

3 Which animals have a pouch?
_____

5 Play a guessing game about animals. Describe an animal. Can your partner guess the answer?

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Bobby: I love this place. There are lots of different animals here. There might be some frogs, snails and bees ...
Arlo: I haven't seen any animals yet.
Bobby: You have to look carefully and listen.
Lara: Hey! There's something over there!
Bobby: What does it look like? Does it have fur?
Lara: It might have fur. I can't see it very well.
Arlo: Watch out! It might be a bear with long claws!
Lara: It can't be a bear, Arlo. Bears don't live in this country. Duh!
Bobby: It could be a bird. Listen. I can hear birds.
Lara: You may be right, Bobby.
Arlo: It can't be a bird. It doesn't have wings.

Lara: Wait! It's moving. It's small and brown.
Arlo: Is it a snake with a long tongue?
Lara: No, Arlo! It can't be a snake. It doesn't have scales. Oh! It has spines!
Bobby: Spines? Then it must be a hedgehog.
Lara: Yes, it *is* a hedgehog. It's so cute! It has small paws and it has whiskers, too. Can I pick it up?
Bobby: No, you shouldn't touch it. It may be scared. It isn't moving now!

1 8.3 **Listen and read. Describe the animal they find.**

2 **Work in pairs. Read the dialogue again and answer.**

1 Which animals do they talk about?
2 Why hasn't Arlo seen any animals yet?
3 Why aren't there any bears there?
4 How does Bobby know it's a hedgehog?
5 What does Lara want to do?
6 How does Bobby think the hedgehog feels?

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.**

It's so cute! Watch out! Duh!

1 Where's the spider? (...) It's behind you!
2 Help! There's a small crocodile! It's a lizard. (...)
3 Look at the baby koala! (...)

4 **Have you ever found an interesting animal in an unusual place? What did it look like? Tell your partner.**

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1 **Look back at the dialogue in Lesson 2. Then match.**

1 It can't be a bear.
2 It could be a bird.
3 It can't be a snake.
4 It must be a hedgehog.
5 It may be scared.

a It doesn't have scales.
b It has spines.
c It isn't moving now.
d Listen. I can hear birds.
e Bears don't live in this country.

2 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

Grammar

may, might, could, can't, must

Present simple

It He/She You	may might could can't must	be	a bird. a hedgehog. right. scared.
		have	fur. scales.

We use ***must*** / ***may*** when we are sure something is true.
We use ***could*** / ***can't*** when we are sure something is not true.
We use *could*, *may* or *might* when we are **sure** / **not sure** if something is true.

3 **Read the dialogue in Lesson 2 again. Underline examples of *may, might, could, can't* and *must.***

4 **What did Arlo, Bobby and Lara say about the animal? Write three questions. Then work in pairs and ask and answer.**

Who said 'It might be a bear with long claws'?

Arlo.

5 **Listen and circle the correct answers.** 8.6

1 Which bird does the boy see?

2 Which is the girl's cat?

3 Which toy do they choose?

6 **Listen again and answer the questions.** 8.7

1 Where is the bird that the boy can see?
2 Does the bird have webbed feet?
3 What colour are Kiki's paws?
4 Who is the toy for?
5 Why can't the toy have paws?

7 **Look at these pictures. Say what they might/could/may be, what they can't be or what they must be. Discuss with your partner.**

It might be a snake. It can't be a bird.

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THE BEST ANIMALS ON EARTH

Long ago, all the animals on Earth were fighting. They all wanted to be the best group of animals on Earth.
'We are the most important animals,' roared the lions. 'We have fur and we can run.'

'What about the platypus?' someone asked. 'She has fur and she's a good runner.'
'True!' said the lion. He found the platypus, who was hiding, and said, 'Please join our group. If you come with us, you'll be with the best animals.'

'I'm not sure,' said the platypus. 'I can't bite like you – I don't have teeth. But if you come and see me tomorrow, I'll tell you.'

Then the fish said, 'We are the most interesting animals. We can swim and dive.'
'The platypus is a swimmer too,' someone said.
'Oh yes,' said the fish. Then he said to the platypus, 'If you join us, you'll be in the best group.'

'I'm a swimmer and a diver,' said the platypus, 'but I can't breathe underwater like you. Ask me tomorrow.'

'We are the most amazing animals,' sang the birds. 'We have beaks and we lay eggs.'
Someone said, 'The platypus has a beak and she can lay eggs.'
'You're right,' said the bird. Then he said to the platypus, 'Join our group. You'll be with the best animals on Earth.'

'I don't know,' said the platypus. 'I can't fly like you, but if you wait, I'll decide tomorrow.'

The next day, the platypus said to the animals, 'I'm sorry, but I don't want to join any group. If I join the lions, the birds won't be happy. If I don't join the fish, they'll be angry. You are all special in different ways, and I am special in my own way, too.'
Then she curled up and went to sleep.

1 **Before you read** **Today's Book Club text is a folk tale. Look and circle the words that describe a folk tale. Then answer.**

1 Folk tales are **new / old** stories.
2 Folk tales **tell a true story / teach important things**.
3 Which folk tales do you know?

2 8.9 **Listen and read. Then answer the questions.**

1 Which animals are in the story?
2 Which group does the platypus join?

3 **After you read** **Activity Book, page 95.**

4 **Discuss in groups.**

1 After reading the story, which do you think is the best group of animals?
2 What can we learn from the story?

5 **Work in groups. What do you think a group of frogs might say to the platypus? Write another paragraph. Use this information.**

Remember! Frogs and platypuses can live on land and water.

Frogs can jump. Platypuses can't jump.

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Vocabulary and Grammar

1 8.10 **Look and match. Then listen, check and repeat.**

bite sting roar fig ht dive dig hide
lay eggs curl up *1* fly away run away die

2 **Read the folk tale in Lesson 4 again. How many of the verbs in Activity 1 can you find?**

3 **Read the folk tale again. Find and match the two parts of the sentences.**

1 If you come with us,	**a** the birds won't be happy.
2 If you come and see me tomorrow,	**b** you'll be with the best animals.
3 If you join us,	**c** they'll be angry.
4 If you wait,	**d** you'll be in the best group.
5 If I join the lions,	**e** I'll decide tomorrow.
6 If I don't join the fish,	**f** I'll tell you.

4 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

Grammar

First conditional: *If ..., ... will ...*	
If you come with us,	you'll be with the best animals.
If I don't join the fish,	they'll be angry.
If I join the lions,	the birds won't be happy.

We use the first conditional to talk about something that might happen in the **present / future**.
The *if* part of the sentence is in the **present / future with *will***. The second part uses the **present / future with *will***.

5 8.11 **Listen to the interview. What can you do to get more animals to come to your garden?**

6 **What can you do in your garden at home or at school? Continue the sentences.**

If we plant more flowers, …
If we put bird food outdoors, …
If there is water, …
If we don't tidy up the dead leaves, …

If we plant more flowers, more bees will come.

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NATIONAL ANIMALS

Countries have flags and special songs, but many countries have national animals, too. Find out about three amazing national animals.

Ring-tailed lemurs are the national animal of Madagascar. They have long, striped tails that are easy to see in the forest. Lemurs communicate and fight with other lemurs with their tails, with loud noises and with horrible smells! They are very good at running, jumping and climbing.

If you look at the flag of Ecuador, you'll see this country's national bird. It's called the Andean condor, and it's one of Ecuador's national animals. These very big birds live in mountains and deserts in some South American countries. They are very important because they eat dead animals. Condors don't build nests. They lay eggs in caves or on rocks.

The national animal of Indonesia is the komodo dragon. This enormous lizard has some amazing features that help it catch animals to eat. It uses its tongue to taste the air and that helps it find animals. It also has venom in its mouth. If it bites another animal, that animal will die. It has very strong legs, too, so it's good at running. It's very difficult to run away from a komodo dragon!

WOW! Fact

Andean condors have very big wings and they can fly a long way without moving them!

1. **Before you read** **Does your country have any national animals?**
2. 8.13 **Listen and read.**
3. **After you read** **Activity Book, page 97.**
4. **Work in pairs. Talk about the animals in the photos.**
   1. Which animal do you think is the most amazing?
   2. Which animal do you think is the best national animal? Why?
   3. Imagine you are choosing a new national animal for your country. What animal would you choose and why?

Find out more! Watch the video.

Project

Make a world map of national animals.

1. In groups, choose a continent (North America, South America, Europe, Africa, Asia or Australia) and find out about the national animals of different countries.
2. Decide who will:
   - make notes about each animal.
   - print out or draw pictures.
3. Write the notes about each animal on a small piece of paper. Add pictures.
4. Sort the pictures and notes into countries.
5. Draw a map of the continent, and stick the pieces of paper on the correct country.
6. Display the maps in the classroom.
7. Which are the most popular national animals? Which countries do you think have the most interesting national animals?

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Lesson 7

English in action 8

Saying what you like and don't like

- Do you like spiders?
- No, I don't. I can't stand them! What about you?
- I don't mind them. I don't like picking them up, but I like watching them.
- Do you like ants?
- I'm not keen on them. And you?
- I find them really interesting. They're so good at carrying things and making tunnels! What animals do you like?
- I'm crazy about sea animals.
- Me too. What kinds of sea animals do you like?
- All kinds! But my favourite animals are sharks.
- Oh, I don't like sharks at all. I'm scared of them!
- You shouldn't be scared of sharks. Most of them don't hurt humans!

1 8.15 **Listen and read. Answer the questions.**

1 What animals do the children talk about?
2 What animal is one of the children scared of?

2 **Read the dialogue again. Find six sentences that use language from the *Say it!* box.**

Say it!

Saying what you like and don't like:

☺☺ I'm crazy about ...
I find ... really interesting.
☺ I quite like ...
😐 I don't mind ...
☹ I'm not keen on ...
☹☹ I don't like ... at all.
I can't stand ...

3 **Talk about animals with your partner. Use the *Say it!* box to help you.**

Do you like ... ?
Oh. Are you keen on ... ?
No, I don't!
Yes, I am!

Pronunciation

4 8.16 **Listen and read. Why is a part of each word coloured? Then listen again and repeat.**

dolphin giraffe jellyfish gorilla kangaroo alligator koala elephant

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Literacy: fact files

Reading

1 **Before you read** **Look quickly at the fact files and answer the questions. Write *frog, turtle, stick insect* or *echidna*.**

1 Which animal lives in South America? _____

2 Which is the heaviest animal? _____

3 Which is the smallest animal? _____

tip Reading

Use the headings in fact files to help you find information quickly.

2 8.19 **Listen and read.**

Name: Golden mantella frog
Type: Vertebrate amphibian
Home: forests in Madagascar
Food: insects
Size: 2–3 cm long
weighs less than 1 g
Body: yellow, orange or red
Family: lays eggs
Interesting facts: Its bright colour tells other animals that it's venomous.
It's better at climbing than jumping!

Name: Mata mata turtle
Type: Vertebrate reptile
Home: lakes, ponds and rivers in South America
Food: fish and other small animals
Size: up to 45 cm long
weighs up to 15 kg
Body: very long neck and very long nose
Family: lays eggs
Interesting facts: It hides in the water and uses its very long nose to breathe.

Name: Giant prickly stick insect
Type: Invertebrate insect
Home: forests in Australia
Food: leaves from some trees
Size: up to 20 cm long
weighs up to 20 g
Body: brown or green
long antennae
Family: lays eggs
Interesting facts: It's easy for it to hide on a tree because it looks like dead leaves or wood!

Name: Western long-beaked echidna
Type: Vertebrate mammal
Home: mountains and forests in New Guinea
Food: worms
Size: 60–100 cm long
weighs 15 kg
Body: a long beak
fur and spines on its back
strong feet and claws that are good for digging
Family: lays eggs
Interesting facts: It has a beak and lays eggs, but it's a mammal!
It uses small spines on its tongue to catch worms.
If it's frightened, it curls up in a ball.

Words in context

vertebrate amphibian invertebrate
insect reptile mammal

Activity Book, page 99

3 **After you read** **Read and answer the questions.**

1 Have you learned anything new from the text?

2 Which do you think is the most interesting animal? Why is it interesting?

3 What is the most interesting animal that you know about?

4 **Look at the fact files and try to remember the information. Then talk to your partner. Play a memory game.**

Which animal has spines on its tongue?

The echidna.

That's right!

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1 **Find the information in the text to complete the fact file.**

There are ten different types of hammerhead shark. All types of hammerhead sharks have an amazing head that looks like a hammer. The great hammerhead shark lives in warm water in oceans all around the world. An adult can be up to 6 metres long and weighs up to 450 kilogrammes. It eats crabs, lobsters, squid and many types of fish. Its favourite food is stingrays. It uses an amazing sixth sense to find stingrays when they're hiding in the sand! A hammerhead shark is a fish, but it doesn't lay eggs; it has babies, called 'pups'.

Name: (1) _____ shark

Type: Vertebrate – fish

Home: (2) _____

Food: (3) _____ shark

Size: up long
weighs up to 450 kg

Body: an amazing head that looks like a hammer

Family: (4) _____

Interesting facts: It uses a sixth sense to find stingrays in the sand.

2 **Read. Then answer the questions about the fact files on pages 108 and 109.**

How to write... fact files

- Choose headings and put colons (:) after them.
- Look at books or the internet to find information. You don't need to write in sentences.
- Find some interesting facts about the animal.
- Use abbreviations when you talk about size and weight (e.g. *m*, *cm*, *kg*).

1 How many headings do the fact files have?
2 What abbreviations do they use?
3 Which do you think is the most interesting fact?

3 **Choose an animal and find out about it. Draw or print a picture and write a fact file. Plan, write, check and rewrite. Use the *How to write...* box to help you.**

tip Writing

Remember to use *it's* and *its* correctly:
it's means *it is* or *it has*
its is for possession
It's **(It is)** *better at climbing than jumping!*
It uses ***its*** *very long nose* **(possession)** *to breathe.*

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WOW! Over to you!

This is YOUR page! We want to hear from YOU. Send us your comments and photos like the people below!

1 **4 comments**

Jing Wei 7 minutes ago

If you put food on a bird table in your garden, you'll see lots of different birds. I took this photo yesterday. I like this bird with its red face, white beak and yellow and black striped wings. It's called a goldfinch. It comes every day, so it must be hungry!

2 **3 comments**

Juan 10 minutes ago

I loved reading about national animals. Did you know that people from New Zealand are called 'Kiwis'? Kiwi birds are about the same size as a chicken, but they lay very big eggs. They have a long beak and small wings, but they can't fly. How do you think they got to the islands of New Zealand?

3 **8 comments**

Eric 5 minutes ago

I liked the folk tale about the platypus. It must be the funniest animal in the world! It has fur, so it must be a mammal, but it lays eggs! They look cute, but did you know that platypuses can sting using their back feet?

4 **1 comment**

Elisa 2 minutes ago

My cousins live in Australia where there are lots of interesting animals. There are kangaroos and koalas that have pouches, the echidna which has long spines, the emu which is a bird with wings that cannot fly, and the platypus, of course!

5 **7 comments**

Ivonne 9 minutes ago

On Wednesday afternoons we go to a lake near a forest. We walk, build shelters, make campfires and look for birds and small animals. If you look carefully, you'll find lots of different animals around the lake.

1 **Read the comments about the WOW! Magazine. Tick the comment about animals that sting.**

2 **Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.**

1 What did you like best?
2 Which animals did you find most interesting?
3 What new information did you learn?

3 **Think about the WOW! Question again. Discuss in groups. Are your answers different now?**

WOW! Question

Arlo 3 minutes ago
Why are animals so awesome?
...

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A2 Key for Schools Reading and Writing Part 3

tip Exam

If you think you have found the correct answer, look at the other two again to check that they are wrong.

1 **For each question, choose the correct answer.**

Maribel Ortega is a writer working in Antarctica. We interviewed her by phone yesterday.

Maribel got her first job as a writer twenty years ago, and now she works for a magazine. It's called *Wild Kids* and it's full of amazing information about animals. It's read by thousands of children all around the world. Some of the children take photos and send them to the magazine.

This month Maribel is working in Antarctica, writing about penguins and other animals. She's working with a team of scientists. As well as writing, she has to do other jobs. For example, she cooks dinner for the team every Monday and Friday. She's already been there for three weeks, and she's going home next week. Maribel finds Antarctica really interesting, but she doesn't like the weather. 'I'm going to Africa next,' she says. 'It's interesting there, too, and I'll be happier because it's warmer!'

1 How long has Maribel been a writer?
- **A** Since she was twenty.
- **B** For twenty years.
- **C** All her life.

2 Thousands of children
- **A** send photos to the magazine.
- **B** write information about animals.
- **C** read the magazine.

3 How often does Maribel cook dinner?
- **A** Twice a week.
- **B** Once a month.
- **C** Every day.

4 Maribel travelled to Antarctica
- **A** a month ago.
- **B** last week.
- **C** three weeks ago.

5 Maribel thinks
- **A** Africa is more interesting than Antarctica.
- **B** Antarctica is too cold.
- **C** Africa is too warm.

A2 Key for Schools Speaking Part 1 (Phase 2) / A2 Flyers Speaking Part 4

2 **Talk to your partner. Talk about animals.**

What is your favourite animal?

What does it look like?

What animals have you seen near your home?

What animal would you like to be, and why?

tip Exam

Don't worry about making mistakes. It's more important to communicate than to speak perfect English!

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9 Travel

WOW! World of Wonder! Magazine

Welcome | Book Club | Culture | Over to you!

Do you like going away? How do you travel and what do you take with you? Look at the pictures. How many of the things can you name?

Lara loves holidays and she has travelled a lot. She has a question for you. What do you think?

WOW! Question

Lara 51 minutes ago
Why do we travel?

...

...

...

...

...

...

...

...

...

...

...

...

...

In this unit I will ...

- learn words for what to take and what to do when I travel
- use *will* and *going to*
- use the Present simple for future meaning
- read a science-fiction story
- find out about two famous railways
- work in a group to make a map of a famous railway
- learn some phrases to use when talking about the future
- read and write travel itineraries

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1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 9.1 Look and match. Then listen, check and repeat.

passport guidebook charger suitcase *1* raincoat medicines
umbrella flip-flops pillow washbag toothbrush soap

3 9.2 Listen and read. What are Lara's travel tips?

WOW! Blog

1 **Lara** 3 minutes ago

Travelling is fun, but lots of things can go wrong. Read my travel tips and you'll have a good trip!

First, remember the important things like passport, ticket and money. Mum usually takes those for me, but check the date on your passport. Children need a new passport every five years, but our parents only change theirs every ten years, so they sometimes forget!

Use a rucksack or a suitcase on wheels. If you put your name and address on it, you won't lose it. Take shorts and flip-flops for sunny days. Take a raincoat or an umbrella for rainy days. Take a washbag with your toothbrush, toothpaste, shampoo and soap and don't forget medicines if you need them.

Don't take guidebooks; they're heavy and you can download apps about the places you're going to visit. But remember to take a charger for your phone or tablet! If you're travelling at night, take a pillow so you can sleep. Have a good trip!

4 Work in pairs. Look at the things on pages 112 and 113 and answer the questions.

1 Which things can you wear?
2 Which things should you take in your washbag?
3 Which things do you need for a beach holiday?

5 Think about different holidays, e.g. a skiing holiday or a beach holiday. What are you going to take? Play a guessing game.

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Lara: Are you ready for our trip, Ting?
Ting: Of course!
Lara: I'm going to take a small rucksack with my camera, my wallet, a drink ...
Ting: Good idea. I'll take a small bag, too.
Lara: Then, in my suitcase I'm going to take sweatshirts and jeans, a raincoat ...
Ting: Er ... I'll take the same clothes as you.
Lara: Are you going to take an umbrella?
Ting: No. I don't have one.
Lara: Don't worry. I'll take one. We can share it.
Ting: OK. Cool. What do I need to bring in my washbag?
Lara: Bring your toothbrush. I'll bring toothpaste, soap and shampoo. We can share those.
Ting: Good plan!
Lara: Don't forget the most important thing, Ting.
Ting: Er, a friend like you!
Lara: Ha ha! Yes, but I was thinking about your passport.

Ting: Of course! I'll go home and look for that now.
Lara: Ting! Are you sure you're ready for this trip? Do you know where we're going?
Ting: Yes! We're going to visit Madrid and practise our Spanish.
Lara: That's right. I'll download a guidebook about the city.
Ting: Thanks for your help. I'll get some sweets for the bus!

1 9.3 **Listen and read. What kind of trip are they going on?**

2 **Work in pairs. Read the dialogue again and answer the questions.**

1 Who's ready for the trip?
2 Who's going to take a small rucksack?
3 Does Ting need to take toothpaste, soap and shampoo? Why?
4 Does Ting have her passport?
5 Who will get some sweets?
6 How are they going to get there?

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.**

Of course! Thanks for your help. Good plan!

1 I'm going to take a pillow so I can sleep on the bus. (...)

2 Do you have your passport? (...)

3 There! Now you're ready. (...)

4 **Work in pairs. Choose a trip to another country. Where are you going to go? What are you going to do? What are you going to take? Tell the class.**

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1 **Look back at the dialogue in Lesson 2. Find and complete these sentences.**

1 I _____ take a small rucksack _____ .
2 I _____ take a small bag, too.
3 I _____ take sweatshirts and jeans.
4 I _____ take the same clothes as you.
5 We _____ visit Madrid.
6 I _____ get some sweets for the bus!

2 **Look at the grammar table. Then read and circle the correct options to complete the rules.**

Grammar

going to and *will*		
I'm	going to	visit Madrid.
We	aren't going to	take a guidebook.
I	'll	take a small bag, too.
She	won't	get some sweets.
		look for it now.

We use ***going to*** / ***will*** to talk about things we have already decided to do.
We use ***going to*** / ***will*** when we decide at the time of speaking.

3 **Read the dialogue in Lesson 2 again. Underline examples of *going to* and *will*.**

4 **What did Lara and Ting say about the trip? Write three questions. Then work in pairs and ask and answer.**

5 9.6 **Where did Grandma get each of these things? Listen and match.**

1 suitcase ☐

2 musical instrument ☐

3 flip-flops ☐

4 guidebook ☐

A

B

C

D

E

F

6 9.7 **Listen again and answer the questions.**

1 What's the suitcase made of?
_____

2 Which thing is from Mexico?
_____

3 What does the musical instrument look like?
_____

4 Who bought the flip-flops?
_____

5 When will the girl wear the flip-flops?
_____

6 What's Grandma going to buy?
_____

7 **Imagine you're going on a long bus trip. Choose six things to take in your small bag on the bus. Talk to your partner.**

I'm going to take a pillow.
Good idea! I'll take a pillow, too.

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Are we nearly there yet?

I was bored. 'There's nothing to do in the holidays,' I said.
'Ride your bike, Dex, or go to the park,' said Mum.
'But I want to do something exciting,' I said.
'We're going to go on an exciting journey tomorrow,' said Mum. 'Go and pack your suitcase.'

The next morning we caught a train to the launch pad and got on the rocket.
'Please take your seats. The flight leaves in ten minutes.'
There was a loud noise and suddenly we took off up into the sky. I looked out of my window and watched the Earth getting smaller and smaller.

'Are we nearly there yet?' asked my sister Molly.
'No way! We arrive tomorrow!' I said. 'Take that pillow and go to sleep.'
The sky was dark now. There were thousands of stars. It was beautiful.

'Wake up, Dex! We land in fifteen minutes,' said Molly.
We got off the rocket and travelled by Moon train to the space hotel. Our bedroom had big windows in the roof. We could see Mars from the window! It was fun for a few days floating around in the hotel and exploring the corridors, but there wasn't much to do and the food was boring. One day, Molly said, 'Can we play outdoors?'
'Well, not really,' said Mum, 'but there's a Moon walk at three o'clock.'

The Moon walk was interesting, but it took a long time to put on the space suits and the helmets were uncomfortable.
'When do we go back to Earth?' I asked.
'We leave in three days,' said Mum.
'Oh good. When we get home, I'm going to ride my bike and go to the park,' I said.

1 **Before you read** **Today's Book Club text is a science fiction story. Look and circle the words that describe a science fiction story. Then answer.**

1 They're usually **in the future / in the past**.
2 They're usually in a world that is **the same as ours / different from ours**.
3 Which science-fiction stories do you know?

2 9.9 **Listen and read. Then answer the questions.**

1 Where did they go on holiday?
2 Where did they stay?

3 **After you read** **Activity Book, page 107.**

4 **Discuss in groups.**

1 Were the children happier on their holiday or at home? Why?
2 Would you like to go on holiday to the Moon? Why?

5 **Work in groups. Write another paragraph about the journey back to Earth.**

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Vocabulary and Grammar

1 9.10 **Look and match. Then listen, check and repeat.**

pack your suitcase go on a journey
travel by train catch a bus get on *1*
get off take off land arrive leave
explore take your seat

2 **Read the story in Lesson 4 again. How many of the verbs in Activity 1 can you find?**

3 **Read the story again. Complete these sentences.**

1 The flight _____ in ten minutes.
2 We _____ tomorrow.
3 We _____ in fifteen minutes.
4 When _____ we _____ to Earth?
5 We _____ in three days.

4 **Look at the grammar table. Read and circle the correct options to complete the rules.**

Grammar

Present simple for the future		
The train	leaves	in 15 minutes.
The flight	lands takes off	at 6 o'clock. tomorrow.
What time When	does	the flight land? the bus leave?
	do	we arrive?

We use the **Present simple** / **Present continuous** when we talk about timetables and fixed plans.

5 9.11 **Listen to an interview and make notes. Then describe the journey using these verbs.**

take off land travel by train get off
catch a bus leave go home

6 **Talk to your classmates about the timetable for a journey that you're going to go on.**

1 How do you travel?
2 When do you leave?
3 When do you arrive?
4 When do you go home?

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Famous railways

People have travelled by train for more than 200 years, for work, days out and holidays. Read about two famous railways.

The **Settle to Carlisle railway** is in England. It's famous because the countryside around it is very beautiful. The railway is 115 kilometres long. It has twenty viaducts and fourteen tunnels. It's more than 140 years old, and the trains are old-fashioned, too! You catch the train in Settle, and the journey finishes in Carlisle, near Scotland. You can stay on the train for the whole journey, or you can stop at the stations and get off if you want to explore.

The **Trans-Siberian railway** from Moscow to Vladivostok in Russia is the longest railway in the world. It's more than 9,000 kilometres long. You get on the train in Europe and you get off it in Asia! You sleep on the train, so you need to bring your pyjamas and toothbrush! The train goes past Lake Baikal, the deepest lake in the world. There are restaurants on the train, but most people take lots of food in their suitcases, too.

WOW! Fact

You can get off the Trans-Siberian train to buy food, but you have to do it quickly. Sometimes the train only stops for ten minutes!

1 **Before you read** **How do you usually travel? Do you like travelling by train?**

2 9.13 **Listen and read.**

3 **After you read** **Activity Book, page 109.**

4 **Work in pairs. Ask and answer about train journeys.**

1 Which journey from the text would you prefer to go on? Why?
2 Have you ever been on a long train journey?
3 Have you ever slept on a train? If not, would you like to?

Find out more! Watch the video.

Project

Make a railway map.

1 In groups, choose a continent (North America, South America, Europe, Africa, Asia or Australia) and find out about a famous railway in your continent.
2 Decide who will:
- find out how long the route is (in kilometres and hours).
- find out where it starts and finishes.
- find out what you can do and see on the way.
- print out or draw pictures of places that you can see on the way.

3 Draw the route on a map and display the pictures next to it.
4 Display the maps in the classroom.
5 Which railways would you like to travel on? Why?

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English in action 9

Saying how you feel about the future

- I can't wait for the summer holidays.
- What are you going to do?
- We're going to go camping. I'm worried about the journey because I don't like long car journeys. But I'm excited about camping!
- Where are you going to camp?
- In a forest!
- That sounds great! We're going to go to France.
- How are you going to travel?
- By train. I love travelling by train. I'm really looking forward to it!
- How long's the journey?
- About twenty hours.
- Wow! That's a long time!
- You're right. I'll take some books to read!

1 9.15 **Listen and read. Then read and circle.**

1 The girl **likes / doesn't like** long car journeys.
2 The boy **likes / doesn't like** travelling by train.

2 **Read the dialogue again. Underline four sentences that use language from the *Say it!* box.**

Say it!

Talking about the future:

☺ I'm (really) looking forward to ...
I can't wait (for/to ...)
I'm excited about ...

☹ I'm not looking forward to ...
I'm worried about ...

3 **Say new dialogues about holidays with your partner. Use the *Say it!* box to help you.**

I'm looking forward to the summer holidays.

I'm going to (...) and I'm excited about (...)

What are you going to do?

(...) ? What an adventure!

Pronunciation

4 9.16 **Listen and read. Which words can you hear most clearly? Then listen again and repeat.**

What are you going to do?

Where are you going to sleep?

How are you going to travel?

Who are you going to go with?

When are you going to pack?

What are you going to take?

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Literacy: itineraries

Reading

1 **Before you read** **Look quickly at the itinerary. Which of these things do the children need to take?**

pencil case passport suitcase laptop
money blanket flip-flops torch

tip Reading

When you read, you can use a dictionary to look up some words. But you don't have to look up every word! Not every word is important.

2 9.19 **Listen and read.**

SCHOOL TRIP TO LONDON

Day 1

- Arrive at school at 10 am. Express bus to the airport.
- Plane takes off at 3.15 pm. We must arrive at the airport before 1.15 pm. The airport is a very busy place, so you must listen carefully to your teacher. And don't forget your passport!
- Plane lands at 4.30 pm. Underground train to the hotel. We're lucky because the hotel has a lovely swimming pool. Remember to bring your swimsuit or swimming trunks and your flip-flops, and you can swim before dinner. Dinner is at 7 pm every night.

Day 2

- Morning: Tour of the Tower of London.
- Afternoon: Walk around London. You need to bring a wallet, with enough money to buy a sandwich, a drink and a guidebook. The weather often changes in England, so bring your sunhat, some sunscreen and a raincoat or an umbrella! You must wear trainers or comfortable shoes because we're going to do a lot of walking.

Day 3

- Morning: A visit to the Tate Modern, a very famous art gallery. See some exciting, brand-new paintings. Bring enough money for lunch again.
- Afternoon: We're going to go on the London Eye. You can see wonderful views of the city from the top!

Day 4

- After breakfast, pack your suitcase and wait at the hotel entrance.
- Underground train to the airport.
- We take off at 11.30 am and land at 12.45 pm.
- Express bus arrives at school at about 3.30 pm.

Words in context

express busy lucky lovely
brand-new wonderful

Activity Book, page 111

3 **After you read** **Read and answer the questions. Compare your answers with your partner.**

1 Which do you think will be the most interesting day? Why?
2 What do you think is the most important thing to take on this trip? Why?
3 What other things do you think the children will need to take on the trip? Make a list.

4 **Work in pairs. Imagine you're on the trip. Ask and answer.**

What do you have in your bag today?

What are you going to do?

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1 **Read and complete the itinerary.**

amazing small delicious express big heavy

School trip to the Moon

Day 1

- Arrive at the launch pad at 4 am. We're going to travel by (1) *express* rocket to the Moon.
- We take our seats at 5 am and take off at 6 am. Bring a (2) ____ suitcase because the rocket isn't very big!

Day 2

- Rocket lands at 6 pm. Travel by Moon bus to the hotel. We're going to stay in the wonderful Space Hotel. It isn't very (3) ____ , but it's quite comfortable. We're going to eat special space food for dinner. It looks funny, but it's (4) ____ !

Days 3, 4 and 5

- We're going to explore the Moon! Everyone needs to wear space suits with big helmets and (5) ____ boots. We're going to walk on the Moon and travel in special space cars. Bring some very warm clothes to wear under your space suit.

Day 6

- Rocket to Earth takes off at 10 am. Enjoy the journey! If you look through the windows, you'll see (6) ____ views of Earth!

Day 7

- Arrive on Earth!

2 **Read. Then answer the questions about the itineraries on pages 120 and 121.**

How to write... an itinerary

- Use headings (e.g. *Day 1, Day 2*).
- Include important times (e.g. for the plane, train or bus).
- Explain the activities that are going to happen each day.
- Tell people what to bring for the activities.

1 How many days are there?
2 What are the important times?
3 What activities are there, and what do people need to bring for each activity?

Writing

You can give instructions in different ways:
You must *listen carefully to your teacher.*
Don't *forget your passport!*
You need to *bring a wallet.*
Bring *your sunhat.*

3 **Write an itinerary for an amazing school trip. Plan, write, check and rewrite. Use the *How to write...* box to help you.**

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WOW! Over to you!

This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!

1 **1 comment**

Rupert 3 minutes ago

My dad couldn't travel for work last summer because our dog bit his passport. He had to go to the passport office and wait for a new passport. He got on a plane two days later! He wasn't very happy with the dog.

2 **2 comments**

Carrie 7 minutes ago

This is my aunt and uncle's house by the sea. We're going to stay there this summer. It's a long journey so I'm going to take my pillow and sleep all the way in the car.

3 **4 comments**

Isabella 4 minutes ago

In the holidays we're going to fly to Italy. We're going to travel by plane. We take off on the Friday after we finish school and land that evening. We're going to stay in a hotel with a swimming pool. I'm going to take my flip-flops and my sunglasses.

4 **8 comments**

Ahmet 5 minutes ago

I love travelling by train. I'd like to go on a long train journey like the Trans-Siberian Railway. You get on in one continent and get off in another one. I'd like to go to sleep in a little bed on the train and wake up in a new place. What an adventure!

5 **9 comments**

Dylan 7 minutes ago

I don't think the story about the holiday on the Moon is science fiction. You can't pack your suitcases and catch a rocket to the Moon yet, but you can already buy a ticket for a journey into space. The tickets are very expensive!

1 **Read the comments about the WOW! Magazine. Tick the comments from children going on a trip.**

2 **Work in pairs and answer the questions. Then write your own comments about the WOW! Magazine and read them to the class.**

1 What did you like best?
2 Which is the most interesting journey in this unit?
3 What did you learn about how to pack your suitcase?

3 **Think about the WOW! Question again. Discuss in groups. Are your answers different now?**

WOW! Question

Lara 51 minutes ago
Why do we travel?
...

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A2 Key for Schools Listening Part 5

tip Exam
Read all the words carefully first, so you know what words you're going to hear.

1 9.20 **For each question, choose the correct answer.**
You will hear Isabella talking to Adi about her birthday.
What present did each person give her?

1 aunt ☐ **2** mum ☐ **3** dad ☐ **4** uncle ☐ **5** brother ☐ **6** sister ☐

A belt	**C** soap	**E** bracelet	**G** rucksack
B umbrella	**D** books	**F** sweater	**H** camera

A2 Key for Schools Reading and Writing Part 1

tip Exam
Look at each text before you read. This can help you to understand it. Think: where might I see a text like this?

2 **For each question, choose the correct answer.**
Write *A*, *B* or *C*.

1

Jakob,
Are you at the shop? My wallet is empty! Please could you get a guidebook for me? I want to read about the paintings.
Kelly

A Kelly wants Jakob's guidebook.
B Kelly doesn't have any money.
C Kelly often reads about paintings.

2

Abel's Amazing Circus starts today!
Buy your tickets here or on our website.
Only £10!
Special offer: half-price tickets for the performance on Monday!
Take your seats at 5.30 pm. Performance at 6 pm.

A You can go to the circus for five pounds on Monday.
B You have to go online to buy tickets.
C The circus starts at 5.30 pm.

3

Please take off your coat here.
Put laptops, tablets and mobile phones in a grey box.
You don't have to take off your shoes.

A You can wear your coat.
B There are boxes to put devices in.
C You mustn't take off your shoes.

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Language booster 3

1 **Which months and seasons can you name?**

2 **Listen and read. Answer the questions.**

1 What's the time diff erence between New York and Bangkok?
2 Which months are in winter in Australia?

Amazing Earth

Why do we have day and night?

The Earth turns around every 24 hours, so different parts of the planet can see the Sun at different times. It's daytime on the side that is closest to the Sun. It's night on the side that is furthest away. This is why the time is different around the world. When it's midnight in New York, it's midday in Bangkok. 8 am in Buenos Aires is 8 pm in Tokyo!

Why do we have seasons?

It takes 365 days for the Earth to go around the Sun. That's a year. It's summer in the countries that are closer to the Sun. It's winter in the countries that are further away. The calendar doesn't change around the world, but the seasons do. In Europe, there are four seasons: winter, spring, summer and autumn. June, July and August are in summer. December, January and February are in winter. Australia has the opposite seasons. So, when children are making snowmen in Europe, they're eating ice cream in Australia!

Did you know that time travel is possible?

It's true! You can celebrate New Year twice if you fly from New Zealand to Hawaii. First, have a party in New Zealand. Then, if you get on a plane that takes off on 1st January, the plane will land in Hawaii on 31st December and you can have another party! You will need to pack a big suitcase. You won't need your flip-flops, but you will need your raincoat and umbrella! When it's summer in New Zealand, it's cold and rainy in Hawaii!

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

1. When it's midnight in Bangkok, it's midday in New York. **T / F**
2. The Sun goes around the Earth. **T / F**
3. There are 365 days in a year. **T / F**
4. In Europe, June, July and August are in summer. **T / F**
5. In Australia, December, January and February are in autumn. **T / F**
6. The seasons are the same in New Zealand and Hawaii. **T / F**

4 **Talk to your classmates.**

1. What's the date today?
2. When's your birthday?
3. Which season are we in?
4. What's your favourite season? Why?

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5 LB3.2 Listen and read. Answer the questions.

1 What's the weather like where Rob is?
2 What season is it where Amy is?

Rob: Hello, Amy! Haha! You're wearing your pyjamas! What's the time?

Amy: Rob! It's quarter past two in the morning here! I've been asleep for four hours!

Rob: Oh, sorry! It's quarter past four in the afternoon here. What's the weather like?

Amy: I've no idea! It's dark outside. It's the middle of the night!

Rob: Sorry! I mean is it summer?

Amy: Yes. It is summer. It's been hot and sunny every day for a week.

Rob: Oh, lucky you. It's winter here and it's snowy. Look! You can see the snowman that we built this morning.

Amy: That's cool! Did you have a snowball fight, too?

Rob: Yes we did. It was fun.

Mum: Hey, we're going to come and visit you in the spring.

Amy: Great! It will be autumn here, but it's still warm. I'm going to go back to bed now.

Dad: Good plan. We'll call again soon!

Amy: OK, but don't call so early next time!

Dad: Sorry! How about half past nine on Sunday morning?

Amy: Er … Let's say half past eleven. My time!

Say it!

Telling the time:

It's four o'clock.

It's quarter past four.

It's half past four.

It's quarter to five.

6 Read the dialogue again and circle the correct answer.

1 It's quarter **to** / **past** two in the morning where Amy is.
2 It's **day** / **night** where Rob is.
3 It's **winter** / **summer** for Amy.
4 Rob built a snowman in the **morning** / **afternoon**.
5 When it's spring in Rob's country, it will be **autumn** / **winter** in Amy's country.
6 Dad wants to call again at **half** / **quarter** past nine on Sunday.

7 Imagine you are in Scotland and your partner is in Australia. Talk about the weather. Use these expressions, Activity 5 and the Say it! box to help you.

What's the time?
It's … in the *morning/afternoon*.
Is it *summer/winter*?
What's the weather like?
That's *cool/great/fun!* I'll call again soon.

Show what you know

- Can you say the months of the year and the seasons? ☐
- Can you understand and say the time? ☐
- Can you have a conversation about times and seasons around the world? ☐

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Think like a scientist!

How can we classify types of energy in diagrams?

Think

1 What do you know about machines? Which machines need energy to work? Which ones don't need it?

Learn

2 C3.1 Listen and read. What is the name of the diagram described in the text?

All machines need energy. Some of them need energy from electricity. Some types of entertainment also need energy from electricity to make sound and light. Diagrams can show what types of energy different places for entertainment need. Carroll diagrams show this with 'yes' information and 'no' information. For example, it needs light ('yes' information); it doesn't need light (no' information).

	it needs light	it doesn't need light
it needs sound	concert hall, cinema	street dancing
it doesn't need sound	bowling alley art gallery trampoline	zip wire

Check

3 Look back at the diagram in Activity 2. Read and say *True* or *False*.

1. A cinema needs sound and it needs light.
2. A zip wire doesn't need any light and it doesn't need any sound.
3. A bowling alley needs sound, but it doesn't need any light.
4. A concert hall doesn't need any sound and it doesn't need any light.
5. An art gallery needs light, but it doesn't need any sound.
6. Street dancing needs light, but it doesn't need any sound.

4 Make sentences about the types of energy these places for entertainment need.

A/An ... needs ... , but it doesn't need any ...

A/An ... needs ... and ...

A/An ... doesn't need any ... or ...

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Let's practise!

1 **Read and answer.**

Some machines turn energy from electricity into heat and movement. For example, in a kitchen a toaster makes heat, and a food mixer makes movement.

toaster makes heat

food mixer makes movement

Where can you put these machines in the diagram?

1 a printer
2 a vacuum cleaner
3 a dishwasher
4 a hair dryer
5 a laptop
6 an escalator

	it makes heat	it doesn't make heat
it makes movement	A	B
it doesn't make movement	C	D

2 **Copy this Carroll diagram into your notebook. Then complete it to show information about different performers. Which box has only one performer? Which box has three performers?**

	need sports equipment	don't need sports equipment
need music	A	B
don't need music	C	D

Show what you know

Make a Carroll diagram.

1 Brainstorm 8–10 jobs you know.
2 Decide how to put them into four different groups. For example: outside job and not an outside job; works with animals and doesn't work with animals.
3 Draw a Carroll diagram and label it at the top and on the left.
4 Play 'Guess the job' with another group.

Group A: It's an outside job that needs you to work with animals (e.g. a zoo keeper).
Group B: It isn't an outside job and it doesn't need you to work with animals (e.g. a TV presenter).

	outside job	not an outside job
need to work with animals		
don't need to work with animals		

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Progress path

In pairs, read and answer. Then tick (✓).

Starter Unit

Unit 1

Name three indoor and three outdoor sports and hobbies.

Unit 2

In the past people couldn't ...
They had to ...

Unit 3

It's a place ...
where you go when you are sick.
where you can do different sports.

Unit 4

What have you done today?
I've already ...
I haven't ... yet.

Unit 5

Complete the description. It's ... baggy. It isn't fashionable ...

CHALLENGE 1

Describe somebody in your class. Can your partner guess who it is?
I'm thinking about a girl/boy who ...

Unit 6

Name four things that you should take camping.

CHALLENGE 2

Describe a recipe.
Can your partner guess what you are making?
Chop ... / Cut ... / Add ... / Mix ... / Bake ...

Unit 7

Name five places of entertainment.
Choose your favourite three places.

Unit 8

Describe an animal. Can your partner guess the animal?
It has ... It can ...

Unit 9

Choose four things to take on holiday. Guess your partner's things.
Are you going to take ...?

CHALLENGE 3

You can see it at the aquarium. It can swim. It doesn't have fins. It has fur and flippers.
It's a ... ?

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Progress path

Read and write. Then tick (✓).

Starter Unit

I'm **short** / **tall**. I have **straight** / **curly** hair and **dark** / **blue** eyes. I'm **chatty** / **shy** and **quiet** / **noisy**.

Unit 1

I _____ every day.
I _____ once a week.

Unit 2

He's pressing...

a a message. ☐
b a button. ☐
c a selfie. ☐

Unit 3

What were you doing at four o'clock yesterday afternoon?

_____

What were you doing at ten o'clock last night?

_____

Unit 4

It looks _____.
It sounds _____.
It feels _____.

Unit 5

They're _____ and _____. They aren't _____

Unit 6

I can't find **nothing** / **anything** / **everywhere** to eat.
I can see **someone** / **somewhere** / **anyone** over there.

Unit 7

How long have you been at your school?
I've _____ for _____ .
I've _____ since _____ .

Unit 8

If it rains tomorrow,
_____ .
If it's sunny tomorrow,
_____ .

Unit 9

I need to **pack** / **explore** my suitcase. We're **travelling** / **catching** a bus at 5 pm. The plane **takes off** / **gets on** at 7.30 pm.

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