

CAMBRIDGE



موسسه زبان دهخدا  
dehkhodaedu.com

# SUPER Minds

Workbook 5

Herbert Puchta

Günter Gerngross

Peter Lewis-Jones



Herbert Puchta

Günter Gerngross

Peter Lewis-Jones

# Super Minds

Workbook 5



CAMBRIDGE  
UNIVERSITY PRESS



موسسه زبان دهخدا  
dehkhodaedu.com

dehkhodaedu.com



**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9780521223751](http://www.cambridge.org/9780521223751)

© Cambridge University Press 2013

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2013

3rd printing 2014

Printed in Dubai by Oriental Press

*A catalogue record for this publication is available from the British Library*

ISBN 978-0-521-22375-1 Workbook 5

ISBN 978-0-521-22335-5 Student's Book with DVD-ROM 5

ISBN 978-0-521-21616-6 Teacher's Book 5

ISBN 978-1-107-65949-0 Teacher's Resource Book with Audio CD 5

ISBN 978-0-521-21624-1 Class Audio CDs 5

ISBN 978-0-521-22376-8 Classware and Interactive DVD-ROM 5

[dekhodaedu.com](http://dekhodaedu.com)





# Contents

	The Science lesson	4
1	Disaster!	10
2	In the rainforest	22
3	The rock 'n' roll show	34
4	Space restaurant	46
5	The Wild West	58
6	In Istanbul	70
7	The story teller	82
8	Museum of the future	94
9	Mystery at sea	106
	My portfolio	118



# The Science lesson

1 Look and write the words.

1

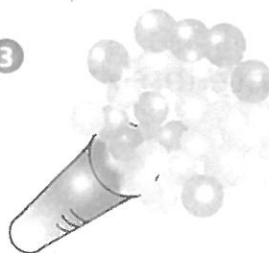


goggles

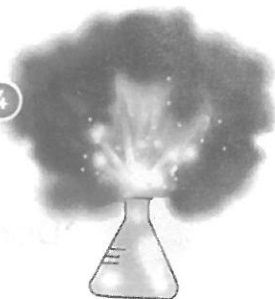
2



3



4



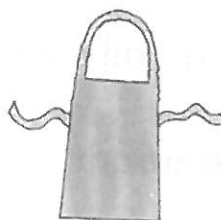
5



6



7



8



2 Read and complete the text.

Wednesday, 5 September

Alex, Phoebe and Patrick were in the <sup>(1)</sup> science lab .  
 I was near the window. All three were wearing <sup>(2)</sup> g \_\_\_\_\_ on  
 their hands. Phoebe and Alex were also wearing <sup>(3)</sup> g \_\_\_\_\_ ,  
 but Patrick wasn't. His <sup>(4)</sup> g \_\_\_\_\_ were on a <sup>(5)</sup> s \_\_\_\_\_ .  
 Patrick was holding the <sup>(6)</sup> t \_\_\_\_\_ t \_\_\_\_\_ in his left hand.  
 With his right hand he put two <sup>(7)</sup> s \_\_\_\_\_ of blue  
<sup>(8)</sup> p \_\_\_\_\_ in the <sup>(9)</sup> t \_\_\_\_\_ t \_\_\_\_\_ . Then there was  
 an <sup>(10)</sup> e \_\_\_\_\_ . Lots of <sup>(11)</sup> b \_\_\_\_\_ came out of the  
<sup>(12)</sup> t \_\_\_\_\_ t \_\_\_\_\_ . Then Mr Davis went to talk to them.

He was angry. He told Patrick to put on his <sup>(13)</sup> g \_\_\_\_\_ . When  
 Mr Davis left he said to me, 'John, get back to your place.' So I  
 left. I didn't see what happened in the <sup>(14)</sup> s \_\_\_\_\_ |  
 afterwards. That's all I can say.

John





**1 Write the verbs in the correct column. Write the base form of the verbs.**

looked came found started played heard laughed ran walked  
told waited arrived said loved took watched had went

looked (look)	came (come)

**2 Look at the pictures. Write the story.**

had laughed arrived ran rode had



Last night Susan had a dream,

---



---

**3 Write a story about a dream you had.**

Last night I had a dream,

---



---



---

**1 Remember the song. Read and complete the song with the words from the box.**

come back future last cross want late followed mate wait

Phoebe was the first one,  
She didn't <sup>(1)</sup> want to <sup>(2)</sup> \_\_\_\_\_.  
Now she's lost in time because  
She stepped into that gate.

Alex <sup>(3)</sup> \_\_\_\_\_ Phoebe  
Because he's her best <sup>(4)</sup> \_\_\_\_\_.  
Now he's lost in time because  
He stepped into that gate.

Patrick was the <sup>(5)</sup> \_\_\_\_\_ one,  
But then, he's always <sup>(6)</sup> \_\_\_\_\_.  
Now he's lost in time because  
He stepped into that gate.

The Time Travellers,  
They're lost in time,  
They'll never <sup>(7)</sup> \_\_\_\_\_  
If they <sup>(8)</sup> \_\_\_\_\_ that line.

The Time Travellers,  
Travelling so fast,  
The past is the present,  
And the <sup>(9)</sup> \_\_\_\_\_ is the past.



**2**  Listen and say the words.

**zoo you**



**Phonics tip**

Some words are easy to say because the spelling helps you. Look for rhymes to help you say more difficult words.

**3** Match the rhyming words.

- |               |           |
|---------------|-----------|
| 1 zoo _c_     | a great   |
| 2 say _____   | b come    |
| 3 mum _____   | c you     |
| 4 see _____   | d grey    |
| 5 wait _____  | e one     |
| 6 fly _____   | f friend  |
| 7 too _____   | g fruit   |
| 8 sun _____   | h I       |
| 9 end _____   | i through |
| 10 boot _____ | j me      |

**4**  Listen, check and say the words.

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

- 1 What did you do at school today?
- 2 Did you like the film?
- 3 What was it about?
- 4 That's interesting. When did they live?
- 5 Where did they live?
- 6 How long was the film?
- 7 Why didn't you see the whole film?

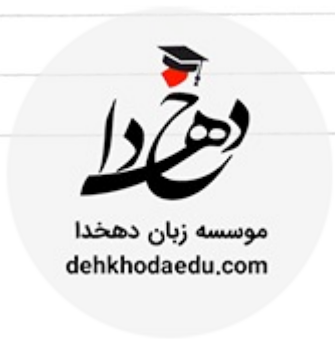
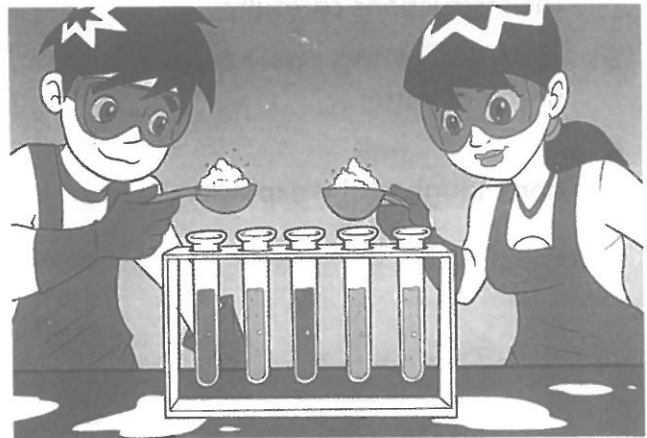
- e a Yes, it was great.
- b About 700 years ago.
- c Because it was longer than the lesson.
- d I don't know. We didn't see the whole film.
- e We watched a film in Geography.
- f The Aztecs.
- g In Mexico.

**2 Make questions.**

- 1 happen / did / When / accident / the / ?  
When did the accident happen?
- 2 did / you / put / goggles / Where / your / ?  
\_\_\_\_\_
- 3 was / test tube / What / the / in / ?  
\_\_\_\_\_
- 4 wear / in / science lab / Did / gloves / you / the / ?  
\_\_\_\_\_
- 5 you / Why / teacher / angry / Science / was / the / with / ?  
\_\_\_\_\_
- 6 How / spoons / did / many / put / you / of / powder / blue / test tube / in the / ?  
\_\_\_\_\_

**3 Read and write the questions.**

- 1 What did you do on Saturday?  
On Saturday? Holly and I did an experiment.
- 2 \_\_\_\_\_  
At Holly's place. In the cellar.
- 3 \_\_\_\_\_  
We tried to make gold.
- 4 \_\_\_\_\_  
No, it wasn't dangerous. There were a few bubbles but no explosion.
- 5 \_\_\_\_\_  
Then we asked Holly's father to help us.
- 6 \_\_\_\_\_  
He showed us how to make special ink for secret messages.





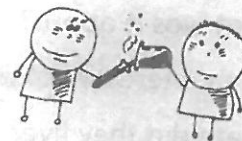
**1 Think!** Remember the story. Put the story in order.

- A strange yellow gate appears.
- Phoebe can't read the instructions.
- There is a red flash.
- The children make a brick get bigger.
- Mr Davis talks to the children.
- Alex puts different coloured powders into a test tube.
- 1 Phoebe adds the yellow powder to the blue liquid.
- Patrick starts doing an experiment.

**2 Complete the sentences with the children's names.**

- 1 Phoebe turns the red brick purple.
- 2 \_\_\_\_\_ doesn't think the experiment is very exciting.
- 3 \_\_\_\_\_ follows Patrick's instructions.
- 4 \_\_\_\_\_ tells them to read the instructions carefully.
- 5 \_\_\_\_\_ knocks over a bottle of water.
- 6 \_\_\_\_\_ and \_\_\_\_\_ don't laugh at the explosion.

**3 Complete the instructions and the answers to the questions.**



**Experiment 1**

- Add one spoon of <sup>(1)</sup> yellow powder to the blue liquid.
- Add a few drops of the liquid (which should now be <sup>(2)</sup> \_\_\_\_\_) to the red brick.

What happens to the brick?

<sup>(3)</sup> \_\_\_\_\_



**Experiment 2**



- Take a test tube and put in <sup>(4)</sup> \_\_\_\_\_ spoons of white powder and one spoon of <sup>(5)</sup> \_\_\_\_\_ powder.
- Add some <sup>(6)</sup> \_\_\_\_\_ liquid into the test tube.
- Now pour some of the new liquid (which should now be <sup>(7)</sup> \_\_\_\_\_) onto the brick.

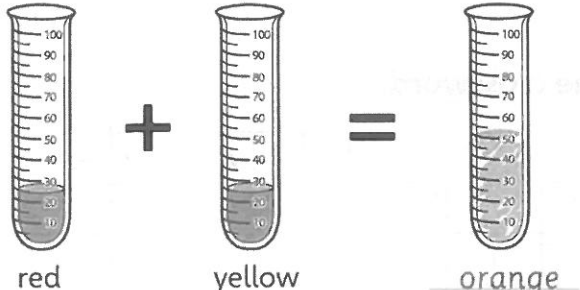
What happens to the brick?

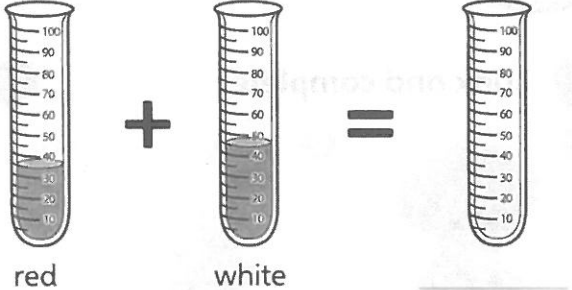
<sup>(8)</sup> \_\_\_\_\_

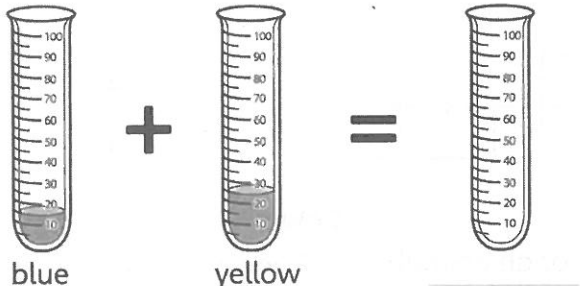


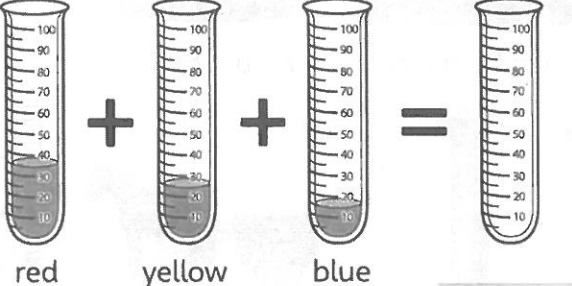
**4 Invent an experiment and write the instructions for it.**


**1 Think!** Complete the chemistry sums and colour the test tubes.

1  red + yellow = orange

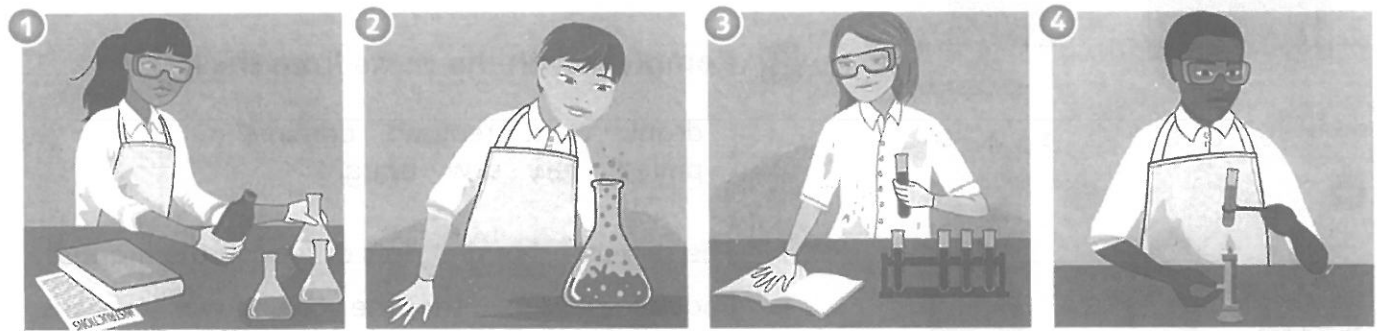
2  red + white = \_\_\_\_\_

3  blue + yellow = \_\_\_\_\_

4  red + yellow + blue = \_\_\_\_\_

**2 Values** What are the students doing wrong? Look, read and write the sentences. Use the words from the box.

apron goggles gloves instructions



- 1 She isn't following the instructions.      3 \_\_\_\_\_
- 2 \_\_\_\_\_      4 \_\_\_\_\_

**3** Write what the teacher says to the children in Activity 2.

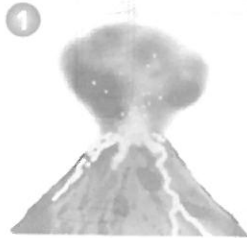
1 Read the instructions.      2 \_\_\_\_\_

3 \_\_\_\_\_      4 \_\_\_\_\_

# 1

# Disaster!

1 Look and complete.



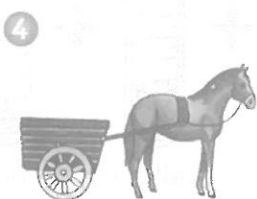
volcano



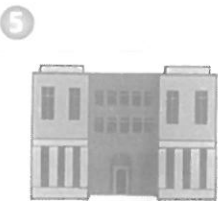
f u t i



c l m



horse and c r



t e t e



s a u



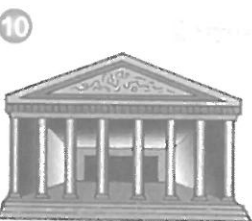
s r a t



v s

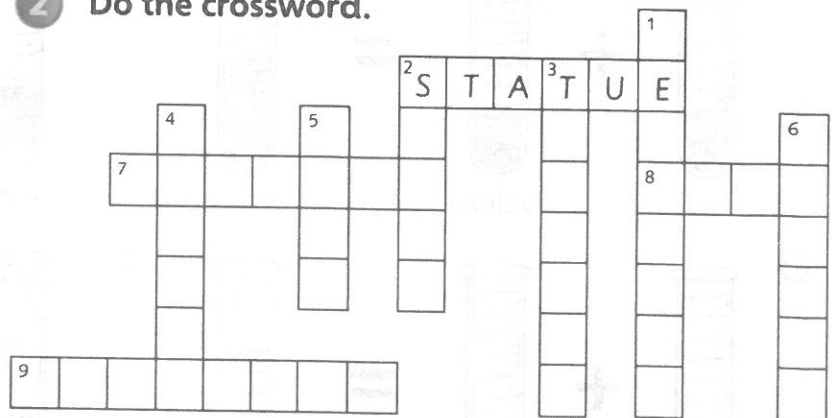


s o e



t m l

2 Do the crossword.



Across

- 2 A person or an animal made of stone.
- 7 A mountain with a large hole at the top.
- 8 You put flowers in it and water.
- 9 Water is pushed up into the air from it.

Down

- 1 They work for other people.
- 2 You get it when you make a fire.
- 3 People go there to see a play.
- 4 A tall stone post.
- 5 Horses pull it.
- 6 The house of a god or gods.

3 Complete with the verbs from the box.

drank went realised admired  
pulled left saw bought

- 1 The servant bought lots of food in the market.
- 2 Phoebe \_\_\_\_\_ that the volcano was Vesuvius.
- 3 Patrick and Alex \_\_\_\_\_ the fountain in the middle of the square.
- 4 Our friends \_\_\_\_\_ to the theatre last night to see a play by Shakespeare.
- 5 Two horses \_\_\_\_\_ a cart loaded with melons.
- 6 When an old man \_\_\_\_\_ the temple in the square Alex went over to him.
- 7 Phoebe \_\_\_\_\_ the water from the fountain.
- 8 The friends were scared because they \_\_\_\_\_ smoke coming from the volcano.



1 Play the game.

Guess what I was doing on Saturday at five o'clock.

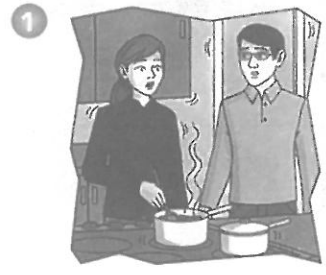


Were you playing computer games?



2 Write what the family was doing when there was an earthquake.

read cook play do listen watch



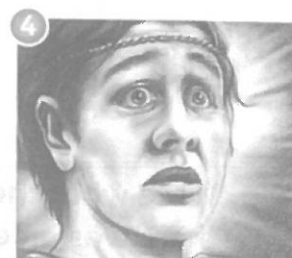
3 What were you doing at the weekend? Write sentences about you.

- 1 On Saturday morning at 10 o'clock I \_\_\_\_\_.
- 2 At lunchtime \_\_\_\_\_.
- 3 At 3 o'clock \_\_\_\_\_.
- 4 At 6 o'clock \_\_\_\_\_.
- 5 On Sunday morning at 11.30 \_\_\_\_\_.
- 6 At 2 o'clock \_\_\_\_\_.
- 7 At 5 o'clock \_\_\_\_\_.

- 1 Dad and Mum were cooking \_\_\_\_\_.
- 2 Emily \_\_\_\_\_.
- 3 Lily \_\_\_\_\_.
- 4 The grandparents \_\_\_\_\_.
- 5 Tom \_\_\_\_\_.
- 6 Oliver \_\_\_\_\_.

1 Remember the song. Look and write the sentences.

- 1 He was working in the garden when the ground began to shake \_\_\_\_\_.
- 2 A statue \_\_\_\_\_.
- 3 I \_\_\_\_\_.
- 4 I was \_\_\_\_\_.
- 5 A girl \_\_\_\_\_.
- 6 She looked \_\_\_\_\_.
- 7 She could see \_\_\_\_\_.
- 8 The volcano \_\_\_\_\_.



2 <sup>CD 1</sup> Listen and say the words.  
cap cape cut cute



**Phonics tip**

An e at the end of a word often makes the vowel sound long.

3 Complete the sentences.

lake nine smoke tube  
shakes inside safe time

- 1 When there's an earthquake, the ground shakes.
- 2 What \_\_\_\_\_ is it? It's \_\_\_\_\_ o'clock.
- 3 Can you see the \_\_\_\_\_ from that fire?
- 4 Let's take our boat out on the \_\_\_\_\_.
- 5 It's starting to rain. Let's go \_\_\_\_\_.
- 6 Don't touch that wire. It isn't \_\_\_\_\_.
- 7 Put some green powder in the test \_\_\_\_\_.

4 <sup>CD 1</sup> Listen, check and say the sentences.

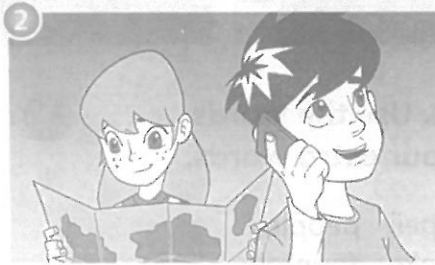
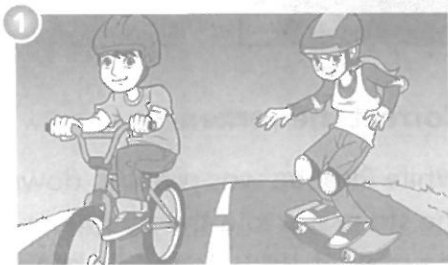
**Word watch**

Some words don't follow the pattern: *have, come*.

### 1 Read and match.

- |  |                          |   |  |
|--|--------------------------|---|--|
| 1 While Jessica was working in the garden, | <input type="checkbox"/> | c | a the parrot was hiding behind the curtains.       |
| 2 While Harry was watching TV,             | <input type="checkbox"/> |   | b sleeping, his little boy was painting the walls. |
| 3 While Sophie and Jack were fighting,     | <input type="checkbox"/> |   | e the parrot was digging a big hole.               |
| 4 While Dad was                            | <input type="checkbox"/> |   | d film, Mark was sleeping.                         |
| 5 While our teacher was showing a          | <input type="checkbox"/> |   | e the parrot was eating his birthday cake.         |
| 6 While I was talking on my mobile         | <input type="checkbox"/> |   | f phone, my brother was trying on my new pullover. |

### 2 Look and write the sentences about John and Ava.



- 1 While John was riding his bike, Ava was riding her skateboard.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

### 3 Complete the sentences with your own ideas.

- 1 While Mr Black was swimming in the lake, \_\_\_\_\_.
- 2 While I was cooking spaghetti, \_\_\_\_\_.
- 3 While Lea was doing her Maths homework, \_\_\_\_\_.
- 4 While our teacher was talking about Pompeii, \_\_\_\_\_.
- 5 While my brother was playing football, \_\_\_\_\_.
- 6 While Mum was working on the computer, \_\_\_\_\_.



**1 Remember the story. Put the pictures in order.**



**2 Read and write the words. Use the words from the box. There are four extra words.**

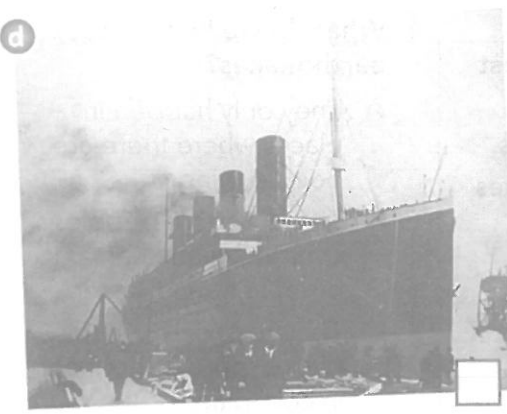
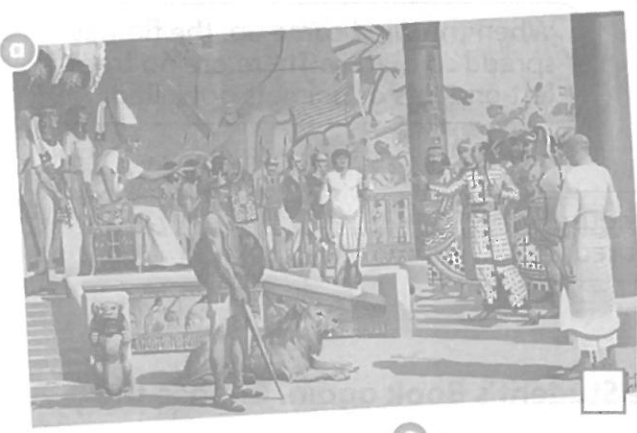
vase erupts gate Pompeii people  
volcano hill statue smoke fountain  
danger column

**3 Correct the sentences.**

- 1 While Phoebe was running down the stairs she told the people in the market boys to follow her.
- 2 While Alex and Patrick were following Phoebe they ran past carts and horses.
- 3 When the children reached the top of the hill they built a fire.
- 4 While Phoebe was telling the boys about Pompeii they heard people shout.
- 5 When the children looked at the volcano they saw a lot of animals.
- 6 While the children were trying to talk to the people a statue fell down.
- 7 When the volcano exploded the people were very angry.
- 8 While the children were thinking about what to do Alex saw lots of birds in the sky.

The children are in a strange city. Phoebe starts to run and she tells the boys to follow her. They run up a <sup>(1)</sup> hill. The boys don't understand. When they get to the top Phoebe explains everything to the boys. She tells them the city is called <sup>(2)</sup> Pompeii. She shows them a <sup>(3)</sup> volcano called Vesuvius and says that it is going to erupt. There is a loud noise and lots of dark grey <sup>(4)</sup> smoke starts coming from the volcano. Then they see lots of animals running away from the volcano. Phoebe explains that animals often run away when there is <sup>(5)</sup> danger. The children decide to go back to the city to tell the <sup>(6)</sup> people about the danger but nobody understands them. The volcano <sup>(7)</sup> erupts and the children are very scared. Alex notices the yellow glowing <sup>(8)</sup> lava. The children decide that it is their only escape. They jump through it and disappear.

- 1 **Think!** Work in pairs. You and your partner speak different languages. Use mime or drawing to show your message.
- 2 **Think!** Where will the children go next? Put these times in order of age. Start with the oldest.



3 **Read.** Which of the pictures is it about?  
 In my story the children go to Egypt. They get lost in a pyramid and they have a really exciting adventure. The gate saves them at the end of the story.

4 **Where would you like to send the children? Write sentences in your notebook about your story.**

5 **Values** What can we learn from the text on page 14 in the Student's Book? Colour the words.

- don't
- help
- run
- child
- people
- quickly
- at
- them
- in
- volcano
- danger
- disaster

1 What natural disasters are the people talking about? Write the words.

1 It started at two o'clock in the morning. The whole house was shaking!

an earthquake

2 It snowed heavily for three days before the catastrophe happened.

3 There was water everywhere, and they had to rescue some people by helicopter.

4 When the wind came up, the flames spread so quickly. There are no trees left and lots of animals got killed.

5 The wind was so strong. It destroyed houses and cars, and several people were injured.

2 Read the text about natural disasters in the Student's Book again. Choose the correct answers.

1 Scientists can't do this with volcanoes and earthquakes.

- A watch them carefully and write reports about them
- B compare them with disasters in the past
- C say exactly when they will happen

2 This disaster happens because of the weather and also when it is very dry and people are not careful enough.

- A an avalanche
- B an earthquake
- C a forest fire

3 This disaster costs the most money.

- A forest fires
- B earthquakes
- C floods

4 What do we know about earthquakes?

- A They only happen in places where there are people living.
- B They kill more people over the years than any other natural disaster.
- C They happen in warm places more often than in cold places.

3 Use the Internet to find out about one of the disasters in the list below. Make notes.

	When / Where?	Danger
thunderstorms	often during hot summers, in many countries of the world	lightning – wild fires, can kill people and destroy houses
floods		
avalanches		
hurricanes		



Listen and draw lines.

Mr Roberts

Mr Richards

Harry



William

David

Helen

2 Look and read. Write yes or no.

- 1 Four trees are on fire. no
- 2 The fire isn't in the park. \_\_\_\_\_
- 3 There are two fire engines in the street. \_\_\_\_\_
- 4 All the firemen are wearing helmets. \_\_\_\_\_
- 5 One fireman is talking to a boy on a skateboard. \_\_\_\_\_
- 6 There are two boys with bikes. \_\_\_\_\_
- 7 A boy has a hurt arm. \_\_\_\_\_
- 8 Some people are running from a café in the park. \_\_\_\_\_
- 9 One fireman is in a fire engine. \_\_\_\_\_

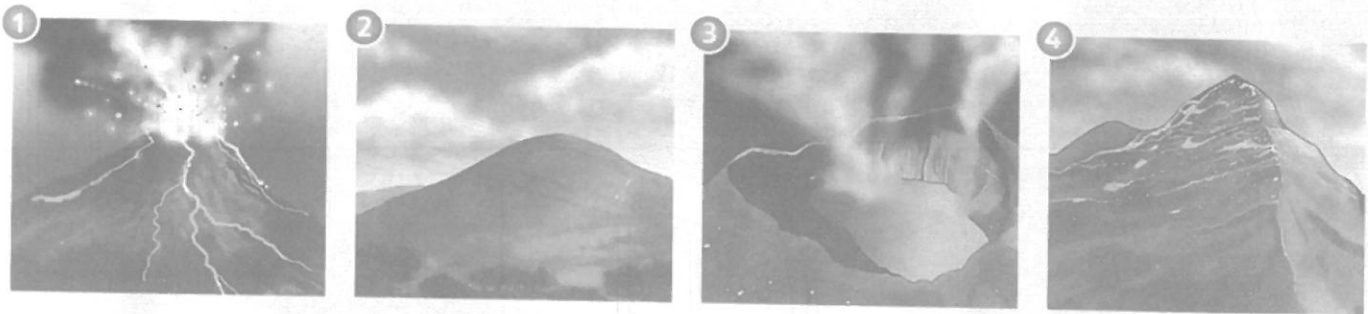


موسسه زبان دهخدا  
dekhodaedu.com

**1 Read and match.**

- |                  |                          |   |  |
|------------------|--------------------------|---|--|
| 1 magma chambers | <input type="checkbox"/> | e | a It's inside a volcano and it's very hot.                       |
| 2 volcano        | <input type="checkbox"/> |   | b A very small mountain.   |
| 3 eruption       | <input type="checkbox"/> |   | c The hole on top of a volcano where the magma comes out.        |
| 4 magma          | <input type="checkbox"/> |   | d When ash clouds and magma come out of a volcano.               |
| 5 mountain       | <input type="checkbox"/> |   | e Big holes inside Earth.  |
| 6 crater         | <input type="checkbox"/> |   | f Higher and larger than a hill.                                 |
| 7 lava           | <input type="checkbox"/> |   | g A mountain with a hole on top where flames and smoke come out. |
| 8 hill           | <input type="checkbox"/> |   | h Magma running down the volcano's sides.                        |

**2 Look and write four words from Activity 1.**



volcano

**3 Think! Put the phrases and sentences in order.**

- |   |  |         |
|---|--|---------|
| 1 | A The lava goes cold and becomes stone.    | _____   |
|   | B Magma forms in big caves.                | 1 _____ |
|   | C Lava comes out of the crater.            | _____   |
| 2 | A The earth is hot inside.                 | _____   |
|   | B There is an eruption.                    | _____   |
|   | C Gas develops.                            | _____   |
|   | D Big magma chambers form.                 | _____   |
| 3 | A The pressure in the bottle goes up.      | _____   |
|   | B The gas and the cola come out very fast. | _____   |
|   | C Shake a bottle with cola.                | _____   |

## Tungurahua volcano erupts again

Quito, Ecuador

The people of the provinces of Sierra Centro and Pastaza in Ecuador saw a lot of white ash fall down on their houses yesterday. More than 5,000 students in the towns of Baños and Agua Santa had to stay at home. They couldn't go to school because it was too dangerous.

The eruption started on Sunday afternoon. There was a lot of white ash in the streets, parks, on the terraces and the roofs of buildings in Baños and Agua Santa. The people working in shops, hotels and restaurants were very busy cleaning the ash from the streets, the cars and the houses.



The eruption was still going on this morning with lots of explosions and ash showers. This morning at eight o'clock, the sky was cloudy and the volcano was not active any more. The police told tourists to stay away from the dangerous parts of the volcano as nobody knows how the situation will develop.

### 1 Read and write the questions.

- |   |                                 |  |
|---|---------------------------------|--|
| 1 | What happened yesterday _____ ? | White ash fell in two provinces in Ecuador.      |
| 2 | Why _____ ?                     | Because it was too dangerous.                    |
| 3 | Who _____ ?                     | People working in shops, hotels and restaurants. |
| 4 | When _____ ?                    | This morning at eight o'clock.                   |
| 5 | What _____ ?                    | They told tourists to stay away.                 |
| 6 | How _____ ?                     | Nobody knows.                                    |



1 Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

- 1 While I was playing
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



2 Draw lines and complete the sentences with the words from the box.

walked I was TV football cleaning volcano its food

1 While he was playing	watching _____,	broke his leg.
2 While they were	washing up, Mum was	was eating _____.
3 While the _____	was sleeping, the cat	the phone rang.
4 While Dad was	_____ football, he	_____ into a window.
5 While the dog	was erupting, the villagers	_____ the kitchen.
6 While _____ walking	down the street, I	were sleeping.

3 Complete the sentences with your own ideas.

- 1 While our teacher was \_\_\_\_\_.
- 2 While I was talking \_\_\_\_\_.
- 3 While Mr Davidson was watching a film \_\_\_\_\_.
- 4 While I was listening to \_\_\_\_\_.
- 5 While the boys were playing football \_\_\_\_\_.
- 6 While Mia was sleeping \_\_\_\_\_.



1 Find and write the words.

1 e v  
a s

2 n s  
r s v e  
t a

3 a a m  
m g

4 o c  
a l o  
v n

5 k  
m s o  
e

6 h e  
v n a  
a l c  
a

7 n e  
r a i h  
u c i r

- 1 vase \_\_\_\_\_ 5 \_\_\_\_\_
- 2 \_\_\_\_\_ 6 \_\_\_\_\_
- 3 \_\_\_\_\_ 7 \_\_\_\_\_
- 4 \_\_\_\_\_

2 Complete the sentences with the words from Activity 1.

- Look, the volcano is going to erupt.
- There's lots of black \_\_\_\_\_ coming out of the volcano.
- We couldn't go skiing because there was a danger of an \_\_\_\_\_ in the mountains.
- We could see the red hot \_\_\_\_\_ bubbling in the volcano crater.
- The rich Romans had lots of \_\_\_\_\_ who worked for them.
- The \_\_\_\_\_ blew the roofs off many houses and turned cars upside-down.

3 Look at the pictures and write the story. Use the ideas to help you write about each picture.



Mr Wilson was cooking steaks on the barbecue

The dog ran into \_\_\_\_\_

When Mr Wilson's neighbour looked over

The fire brigade arrived \_\_\_\_\_

- 1 Find eight countries in the word search. Write them on the map. Look → and ↓.

(1) n z \_\_\_\_\_

(2) y n \_\_\_\_\_

(3) u n e \_\_\_\_\_

(4) l mb \_\_\_\_\_

(5) Ecuador

(6) z \_\_\_\_\_

(7) e \_\_\_\_\_

(8) o i \_\_\_\_\_

e	c	u	a	d	o	r	v	c	s
b	r	a	z	i	l	g	e	o	p
b	r	a	n	c	h	b	n	l	s
s	l	o	t	h	v	e	e	o	u
b	o	l	i	v	i	a	z	m	r
p	e	r	u	t	a	k	u	b	i
<del>p</del>	<del>o</del>	<del>o</del>	<del>t</del>	v	x	s	e	i	n
t	e	i	p	e	s	h	l	a	a
c	r	e	e	p	e	r	a	i	m
g	u	y	a	n	a	p	e	r	e

- 2 Now find five jungle words in the word search in Activity 1. Write the words.

- 1 It's a place with water. pool
- 2 You use these when you climb a tree.  
\_\_\_\_\_
- 3 They hang from trees and you can swing on them. \_\_\_\_\_
- 4 It's a very lazy animal that lives in trees and eats leaves. \_\_\_\_\_
- 5 Birds eat with them. \_\_\_\_\_

- 3 Write the words in the correct column.

anaconda woodpecker sloth jaguar  
owl crocodile turtle seagull  
lizard tiger toucan anteater

### Reptiles

anaconda

### Mammals

### Birds

1 CD 1  
30

## Listen and circle.

- |   |   |            |   |            |
|---|---|------------|---|------------|
| 1 | a | 100,000    | b | 10,000     |
| 2 | a | 350,000    | b | 35,000     |
| 3 | a | 4,000,000  | b | 14,000,000 |
| 4 | a | 7,000      | b | 70,000     |
| 5 | a | 13,500     | b | 35,000     |
| 6 | a | 6,000,000  | b | 16,000,000 |
| 7 | a | 40,900     | b | 14,900     |
| 8 | a | 80,000,000 | b | 18,000,000 |

## 2 Write the words.

- |   |           |                 |
|---|-----------|-----------------|
| 1 | 80,000    | eighty thousand |
| 2 | 5,640     | _____           |
| 3 | 15,648    | _____           |
| 4 | 79,400    | _____           |
| 5 | 181,979   | _____           |
| 6 | 2,180,432 | _____           |
| 7 | 4,360,000 | _____           |

## 3 Think! Read. Which continent has the longest rivers in total?

## THE WORLD'S LONGEST RIVERS

## AFRICA

The longest river in the world is in Africa. It's the Nile. Africa has three very long rivers. The Nile is about 6,600 km long, the Congo is about 4,700 km and the Niger in western Africa is about 4,200 km long.

## AMERICA

The longest rivers in America are the Amazon in South America, the Mississippi-Missouri in North America and the Rio-Paraná in South America. The Amazon is about 6,400 km, the Mississippi-Missouri is about 6,200 km and the Rio-Paraná is about 4,900 km long.

## ASIA

Asia has also got lots of long rivers. The Yangtze in China is about 6,300 km long, the Yellow River is about 5,400 km and the Lena in Russia is about 4,400 km long.

The Yangtze River

**1 Read and complete the dialogue.**

**John** Do we have to be here at six?

**Teacher** <sup>(1)</sup> No, you don't have to be here at six . The bus leaves at eight.

**Andy** <sup>(2)</sup> \_\_\_\_\_  
bring a tent?

**Teacher** No, we have tents.

**Carol** <sup>(3)</sup> \_\_\_\_\_  
a rucksack?

**Teacher** Yes, of course. You need a rucksack for your camera, an extra shirt and a snack.

**Anna** So, do I <sup>(4)</sup> \_\_\_\_\_  
an extra shirt?

**Teacher** That's right.

**Robert** <sup>(5)</sup> \_\_\_\_\_ boots?

**Teacher** No, wear trainers, please. And don't forget your water bottle.

**John** So, do I <sup>(6)</sup> \_\_\_\_\_  
a water bottle?

**Teacher** Yes, that's what I said.

**Lily** I haven't got a water bottle.

**Teacher** Well then <sup>(7)</sup> \_\_\_\_\_  
one. Ask your parents to get you one.

**Lily** All right.

2 CD 1 3

**Listen and say the words.**

**cheap jeep**



**Phonics tip**

Say *ch* and *j*. Can you hear that the *ch* sound is unvoiced but the *j* sound is voiced? That's the only difference!

3

**Choose and write.**

bridge dangerous match watch giraffe  
jumper language fridge children jam

- 1 Chelsea won the football match .
- 2 The jeep crossed the \_\_\_\_\_ to go over the river.
- 3 A \_\_\_\_\_ is a brown and yellow animal.
- 4 Let's \_\_\_\_\_ the children's channel on TV.
- 5 Two sweet foods are \_\_\_\_\_ and jelly.
- 6 Do you enjoy learning another \_\_\_\_\_ ?
- 7 Could you put the orange juice in the \_\_\_\_\_ , please?
- 8 The \_\_\_\_\_ like Mr Church, their new teacher.
- 9 Put on your \_\_\_\_\_ or you'll catch a cold.
- 10 Don't touch that wire – it's \_\_\_\_\_ !

4 CD 1 3

**Listen, check and say the sentences.**





**1 Remember the story. Put the lines in order to make the story.**

- hot and scared of meeting any wild animals. They hear a
- they meet an old man who is the chief. Patrick gives him a
- have to swing from a tree on a creeper. Alex and
- a tree. In the tree the noise gets even louder. Then they
- penknife and the man invites them to sit by the fire and
- 1 The children are in the jungle. They are hungry so they
- gate. The children climb to the top. To get to the gate they
- ground they meet a man. He takes them to a village where
- decide to follow the river to find a village. They are
- Phoebe are a bit scared but Patrick shows them the way.
- eat. One of the men then takes the children to the bottom of a
- noise. Patrick thinks it is a jaguar and tells them to climb
- waterfall. He shows them a yellow light at the top. It's the
- see it is a monkey and they all start to laugh. Back on the

**2 Match the questions with the answers. There are two extra answers.**

- |  |                            |                                      |
|--|----------------------------|--------------------------------------|
| 1 Why do the children follow the river?                | <input type="checkbox"/> d | a To hide from the jaguar.           |
| 2 Why do the children climb the tree?                  | <input type="checkbox"/>   | b To make friends with him.          |
| 3 Why do the children put their hands on their chests? | <input type="checkbox"/>   | c To look for fruit.                 |
| 4 Why does Patrick give the old man a penknife?        | <input type="checkbox"/>   | d To try to find a village.          |
| 5 Why does the old man point to the fire?              | <input type="checkbox"/>   | e To show them where the food is.    |
| 6 Why do the children climb the waterfall?             | <input type="checkbox"/>   | f To show the man they are friendly. |
|  |                            | g To make friends with the monkey.   |
|  |                            | h To get to the gate.                |

**3 Think! How did the children feel?**

happy scared hungry nervous excited

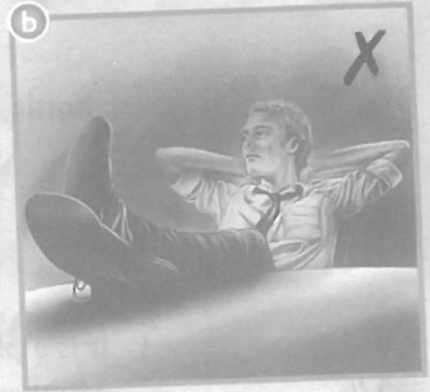


- 1 In the jungle? *I think they felt hungry when they were in the jungle.*
- 2 In the tree? \_\_\_\_\_
- 3 When they met the Indian? \_\_\_\_\_
- 4 By the fire? \_\_\_\_\_
- 5 At the top of the waterfall? \_\_\_\_\_

**1 Values** Look and read. Match the text with the pictures.

When you meet people from different countries, remember that they might have different habits from you. Here are some things to know if you are in Thailand.

- 1 Thai people like to smile. They smile for many different reasons. When you meet someone from Thailand, a smile is always a good start. *d*
- 2 Don't shout. Thai people don't like to show when they are angry. If you want something, a smile always works better than getting angry.
- 3 Never touch a Thai person on the head. It is very rude.
- 4 Never show the bottom of your feet to people in Thailand. They think that the feet are the dirtiest part of the body.
- 5 When you enter a house in Thailand, always take your shoes off and leave them outside the front door.
- 6 The proper way to say 'hello' in Thailand is to do the 'wai'. Put your fingers together just below your face and lower your head.



**2 Complete the sentences about your country.**

When you meet a new person ...

- 1 ... you should \_\_\_\_\_.
- 2 ... you don't have to \_\_\_\_\_.
- 3 ... it's very rude to \_\_\_\_\_.
- 4 ... you should also remember to \_\_\_\_\_.

1 Look and read. Choose the correct words and write them on the lines.

bottle

noise

fire

jungle

1 It is a plant and it hangs from trees.  
Monkeys use it for climbing.

creeper

mosquito

2 It keeps us warm. You can cook on it.

\_\_\_\_\_

creeper

3 There are 13 of these in South America.  
Brazil is the biggest.

\_\_\_\_\_

pool

4 Trees have a lot of these. Leaves  
grow on them.

\_\_\_\_\_

countries

5 It's a big cat. It lives in South America.

\_\_\_\_\_

butterfly

6 It's an insect and it bites. It isn't popular.

\_\_\_\_\_

7 There is water in it. You can swim in it.

\_\_\_\_\_

frog

8 You speak one. English is one of them.

\_\_\_\_\_

snakes

9 It's a beautiful insect that can fly. It doesn't bite.

\_\_\_\_\_

10 You can carry water in it.

\_\_\_\_\_

11 They are reptiles. Some are poisonous.

\_\_\_\_\_

branches

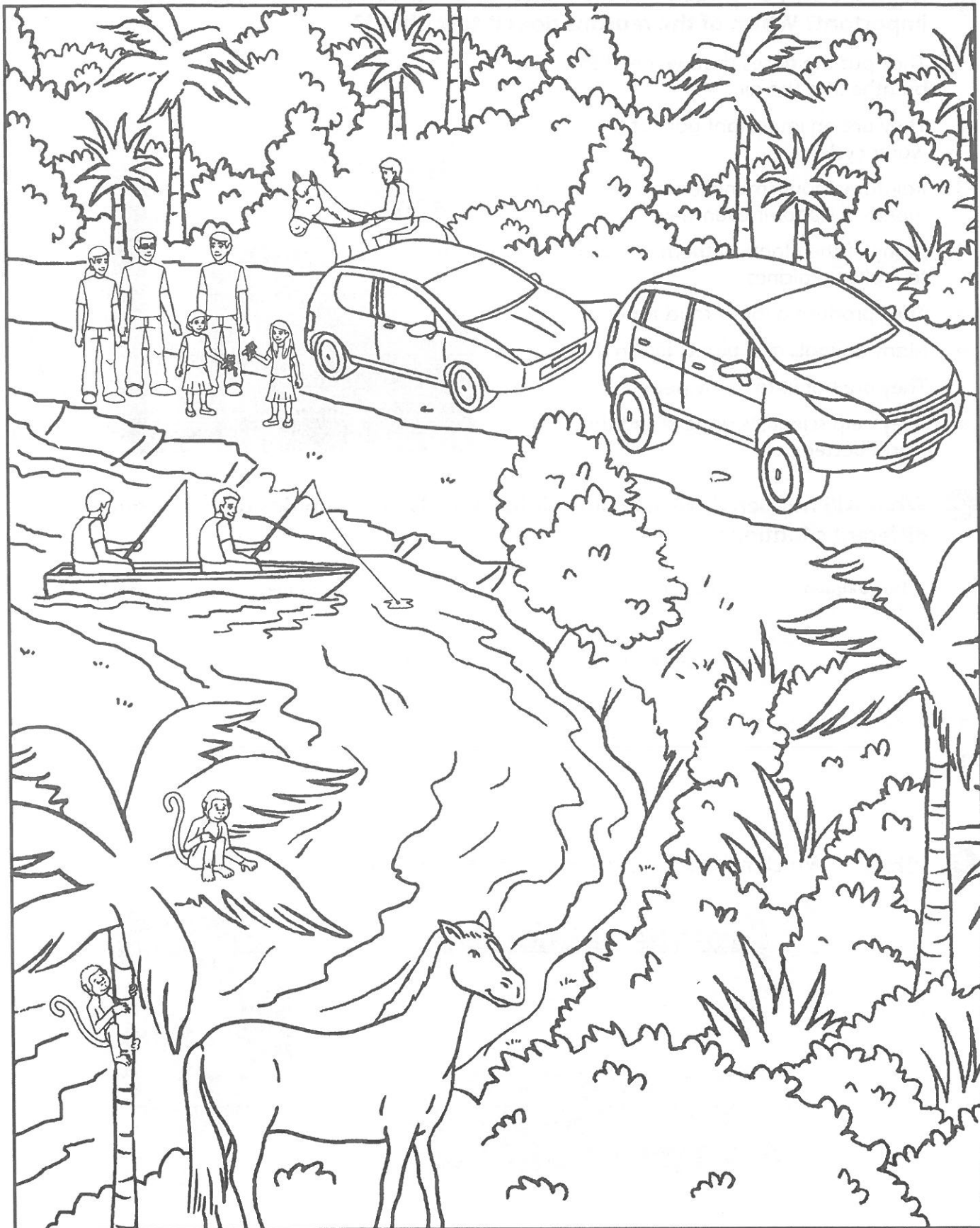
jaguar

languages

sloth



Listen. Colour, draw and write.



1 Read the text on page 30 in the Student's Book again. Why are rainforests important? Which of the reasons does it talk about?

- 1 They put the gases that we need to breathe into the air.
- 2 They are an important part of the water cycle.
- 3 Rainforest tourism makes lots of money for poorer countries.
- 4 Many of the plants in them are used to make medicines.
- 5 They produce a lot of food for us.
- 6 Many animals and plants live in them
- 7 They are home to many people.
- 8 They help scientists understand the world better.



2 What will happen if we lose our rainforests? Use the bubbles to talk about two different situations.

less oxygen

not enough clean air

lots of animals die

less rain

not enough crops

not enough food for everyone

1 There will be less oxygen and then we won't have enough clean air.

2

3

3 Think! Which rainforest slogan do you think is best? Why do you think so?



- 1 Read and write the words. Use the words from the box. There are three extra words.

good farming quality vegetables  
logging meat bad expensive

People are cutting down the trees in the rainforests. It's called <sup>(1)</sup> logging and they are doing this for two main reasons. Firstly, they want to sell the wood. The wood from rainforest trees is <sup>(2)</sup> \_\_\_\_\_ because it is very good <sup>(3)</sup> \_\_\_\_\_. They are also cutting down the forest to make more space for <sup>(4)</sup> \_\_\_\_\_. They use this land to raise cattle and produce more <sup>(5)</sup> \_\_\_\_\_. This is not good for our world, but what can we do? We can make sure we don't buy wood that has come from the rainforests and we shouldn't buy meat from rainforest areas.

- 2 Do some research. Tick (✓) the countries which have rainforests in them.

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> France      | <input checked="" type="checkbox"/> Brazil |
| <input type="checkbox"/> Australia   | <input type="checkbox"/> Indonesia         |
| <input type="checkbox"/> Madagascar  | <input type="checkbox"/> South Africa      |
| <input type="checkbox"/> New Zealand | <input type="checkbox"/> Norway            |
| <input type="checkbox"/> Colombia    |  |

- 3 Find the names of four more countries which have rainforests in them.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

- 4 Read the advert. Underline four mistakes.



## Rainbow Tours

### The Rainforests Experts

Come with us on a fantastic tour into the English rainforests. Our forests are about 2,000 years old and full of natural history. We can't promise to show you all of the 30,000 plants that grow in the world's rainforests but we can show you many. And of course they are full of wonderful animals and birds. If you are lucky, you might see a polar bear.

**So why are you waiting – book with us today!**

**1 Choose six words or phrases to complete the sentences.**

- |   |  |   |
|---|--|---|
| <p>have to</p> <p>doesn't have</p> <p>are six</p> <p>million people</p> <p>hundred and eighty</p> | <p>1 The Amazon river <u>is six</u> thousand four hundred kilometres long.</p> <p>2 More than eight _____ live in London.</p> <p>3 The book I'm reading has got more than two _____ pages.</p> <p>4 Do I _____ bring a warm jacket?</p> <p>5 John _____ to wash the dishes because he helped to make dinner.</p> <p>6 When you get home _____ to feed the dog immediately.</p> | <p>fifty</p> <p>is six</p> <p>you have</p> <p>do you have</p> |
|---|--|---|

**2 There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.**

to kinds had don't and 2012

- 1 You have wear a shirt with long sleeves.  
*You have to wear a shirt with long sleeves.*
- 2 You have to cook the sausages. They are already cooked.
- 3 When we arrived at the campsite we to put up the tent.
- 4 There are about 10,000 of birds in the world.
- 5 In the Olympic Games were in London.
- 6 There are three hundred sixty-five days in a year.



**3 Complete the sentences with your own ideas.**

- 1 Do we have to \_\_\_\_\_ to the party?
- 2 You don't have to \_\_\_\_\_ I bought some yesterday.
- 3 I have to \_\_\_\_\_ . It's so hot.
- 4 She was really ill, so she had to \_\_\_\_\_ .
- 5 Do I have to \_\_\_\_\_ ? I'm so tired.

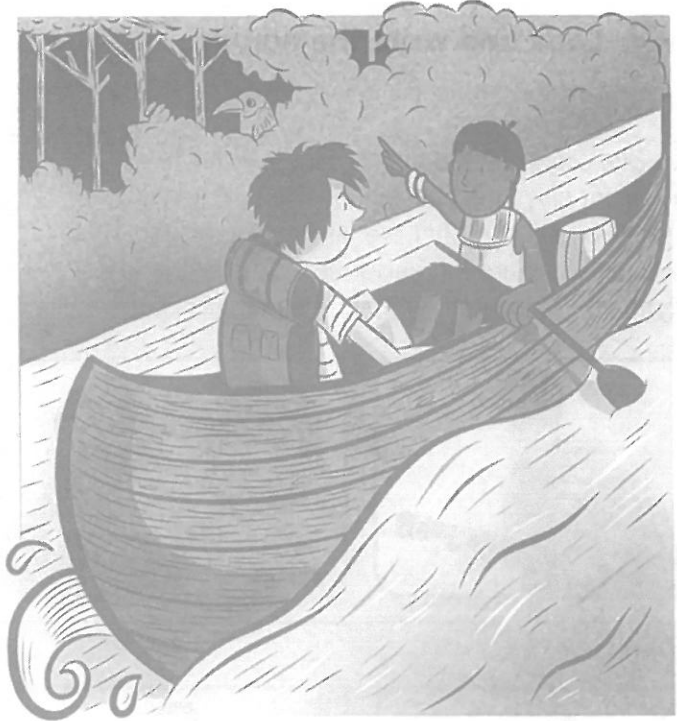


1 Find and write the words.

rain for  
 ana per  
 logg est  
 can conda bra  
 nch cree ing  
 tou

rainforest \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3 Imagine you went on an expedition in the Amazon rainforest for a week. Write in your diary what happened.



2 Complete the sentences with the words from Activity 1.

- 1 The monkey grabbed the creeper and swung across the river.
- 2 There was a beautiful red bird sitting on the biggest \_\_\_\_\_ of the tree.
- 3 The \_\_\_\_\_ is one of the most important habitats on our planet.
- 4 The \_\_\_\_\_ is a beautiful bird of the South American rainforests.
- 5 The \_\_\_\_\_ is the biggest snake in the Amazon forest.
- 6 We are losing a lot of our rainforest because of \_\_\_\_\_.

- say where you went
- where you spent the nights
- what you ate
- what you did all day


# The rock 'n' roll show

## 1 Look and write the names.

Davy Dee plays electric guitar in the band 4U. Tony Scoot plays the bass and Richie Fuzz plays the drums. Lola and Cher are his backing singers. Grace and Ruby are the performers. Buster Big is his bodyguard. Donna and Ruth are their biggest fans.



Davy Dee



## 2 Read and complete.

Dear Emma,

Thank you for your birthday card. Guess what we did for my birthday? Dad and I went to a concert. Mum didn't go. She says some concerts are too loud for her. The band was called The Dizzy Dodos. Miss D is the lead <sup>(1)</sup> singer and there was another girl on the <sup>(2)</sup> d\_\_\_\_\_, a boy with an <sup>(3)</sup> e\_\_\_\_ g\_\_\_\_ and a girl with a <sup>(4)</sup> b\_\_\_\_\_. Dad and I were close to the <sup>(5)</sup> s\_\_\_\_. It was really loud. The <sup>(6)</sup> f\_\_\_\_\_ were screaming and some wanted to climb on the <sup>(7)</sup> s\_\_\_\_, but the <sup>(8)</sup> b\_\_\_\_\_ g\_\_\_\_\_ held them back.

We had lots of fun. When we left I couldn't <sup>(9)</sup> h\_\_\_\_\_ anything because we were standing so close to the <sup>(10)</sup> sp\_\_\_\_\_. Can you download The Dizzy Dodos' album? Let me know what you think of them.

Hugs

Lindsay

## 3 Look and match.

- |            |                            |                 |
|------------|----------------------------|-----------------|
| 1 go       | <input type="checkbox"/> c | a for an hour   |
| 2 do       | <input type="checkbox"/>   | b on a creeper  |
| 3 wear     | <input type="checkbox"/>   | c a tree        |
| 4 walk     | <input type="checkbox"/>   | d shopping      |
| 5 swing    | <input type="checkbox"/>   | e for help      |
| 6 cut down | <input type="checkbox"/>   | f your homework |
| 7 ask      | <input type="checkbox"/>   | g boots         |

**1 Make questions from an interview with a rock star.**

- 1 are / new / you / album / to call / going / What / your / ?  
What are you going to call your new album?
- 2 out / it / to come / is / When / going / ?
- 3 give / in London / Are / to / a concert / you / going / ?
- 4 a holiday / you / the concert / have / going / to / Are / after / ?
- 5 are / holidays / you / going / Where / your / to spend / ?
- 6 are / going / you / with / Who / take / you / to / ?



**2 What are they going to do at the weekend? Look and write sentences.**



Tom 's going to ride his bike



Eva



Harry



Mia



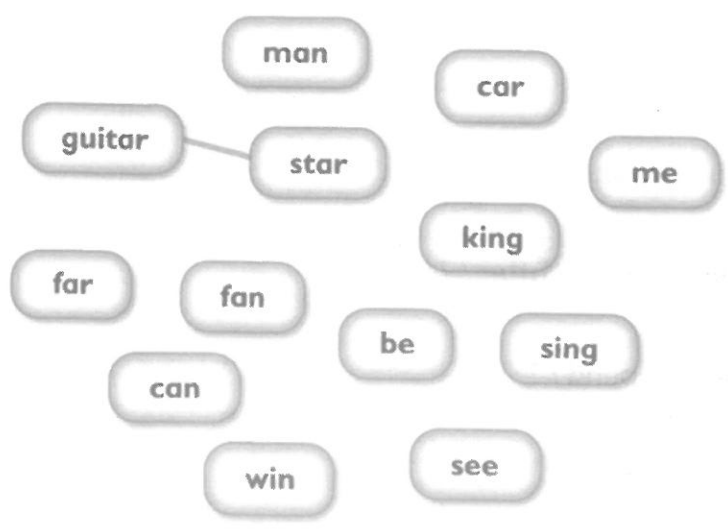
Daniel



Amy

**3 What are you going to do at the weekend? Write four sentences.**


Listen to the song again and draw the lines to link the words that rhyme. Write the groups of words.

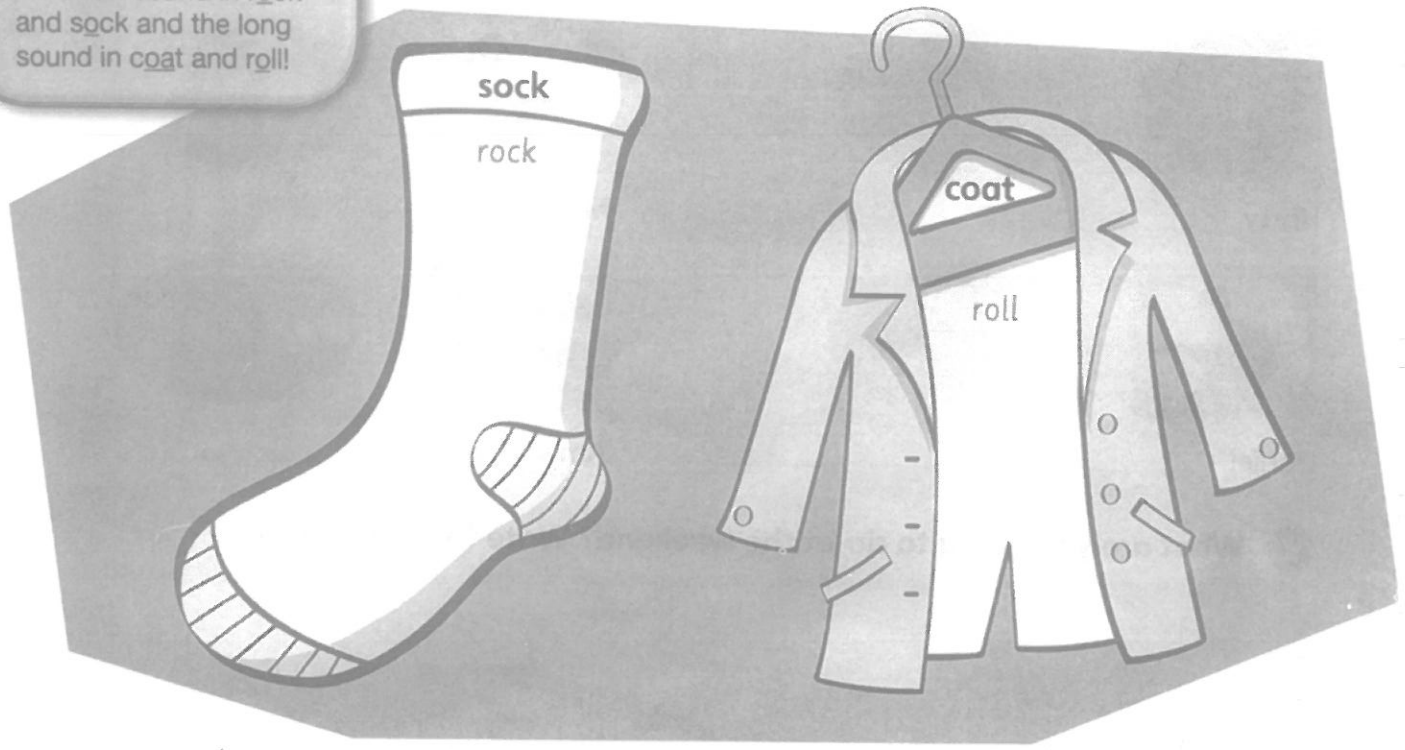


<b>Group one</b> guitar _____ _____ _____	<b>Group two</b> fan _____ _____ _____
<b>Group three</b> me _____ _____ _____	<b>Group four</b> _____ _____ _____

Listen and say the words.  
rock sock coat roll

Write the words in the sock or the coat.  
 rock drop hot dog roll won't long  
 old lost glow bottle cold ago sorry  
 forest explosion

**Phonics tip**  
 Listen carefully to hear the short sound in rock and sock and the long sound in coat and roll!



Listen, check and say the words.

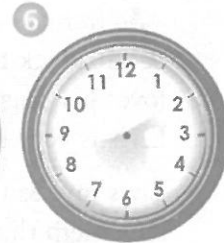


1 Write the times.



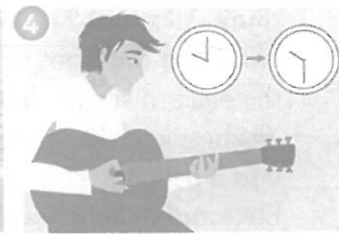
- 1 It's five to eight.    2 \_\_\_\_\_    3 \_\_\_\_\_    4 \_\_\_\_\_    5 \_\_\_\_\_    6 \_\_\_\_\_

2 Draw the times.



- 1 At eight o'clock Mr Ferguson opened his shop.  
 2 You're late. It's already half past eleven.  
 3 At ten to nine I was watching TV.  
 4 Please be at the meeting point at quarter to six.  
 5 'What's the time?' – 'Five past twelve.'  
 6 She is going to arrive at quarter past seven.

3 Look and write about Harry's day.



Harry gets up at \_\_\_\_\_



1 Remember the story. Read and complete the text with words from the box.

wig chat screaming dressing room coat confused

We had a <sup>(1)</sup> chat in the <sup>(2)</sup> \_\_\_\_\_ with Elvis. When we talked about CDs Elvis was very <sup>(3)</sup> \_\_\_\_\_. Then Elvis said, 'How am I going to leave the theatre? I can already hear the fans <sup>(4)</sup> \_\_\_\_\_.' Alex had an idea. He put on a long <sup>(5)</sup> \_\_\_\_\_, glasses and a <sup>(6)</sup> \_\_\_\_\_.

2 Read the summary and underline seven mistakes.

After the show they talk to Elvis. Patrick tells Elvis that his grandfather loves his music and has got all of his CDs. Elvis is very happy, but a bit angry too.

Elvis invites the children to his house. He tells them that being famous isn't always fun. Sometimes he wants some peace and quiet but it's difficult with all his fans. He doesn't know how to leave the theatre without his fans seeing him. Alex thinks of a plan. He sits on Patrick's shoulders and puts on a hat and glasses. They wear a long coat and leave the theatre. The fans are waiting and screaming. They think Alex and Patrick are Elvis. All the fans from the front of the theatre run to the back to see Elvis. Alex takes off his disguise and the fans are sad. The boys get into a helicopter. At the same time the real Elvis and Phoebe leave through the front door. There are no fans waiting.

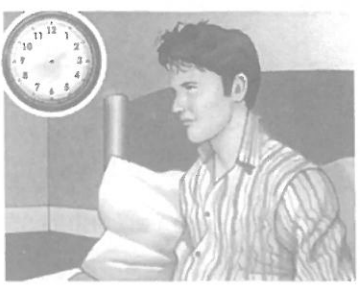
Back at his hotel Elvis thanks the children and they all eat pizza. Then the light appears, the children say goodbye and walk through the gate. Elvis was very confused when the friends were suddenly not there any more.

3 Think! Read and choose the best answer.

- 1 Why is Elvis happy when the children talk to him?  
A Because he likes talking to fans.  
B Because they call him 'king'.
- 2 Why is he confused that Patrick's grandmother likes him?  
A Because his fans are usually much younger.  
B Because he doesn't know what a CD is.
- 3 Why don't the fans follow Alex and Patrick's car?  
A Because they're not famous.  
B Because the car is too fast.
- 4 Why don't the boys want to go through the gate?  
A Because they are still eating.  
B Because they are having a good time.



**1 Think!** Read and draw the times on the clocks.



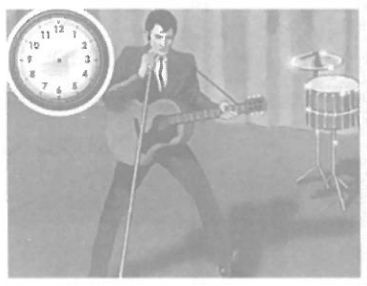
1 Elvis gets up at twenty-five past nine.



2 Two hours later he does a radio interview.



3 Forty-five minutes before he starts his show he has a hamburger and milkshake.



4 The show starts at eight o'clock.



5 The show lasts for 95 minutes.



6 His journey to the hotel takes 25 minutes.



7 He watches TV for 80 minutes then goes to bed.

**2** Read Elvis's answers and write the questions.

1 Alex Can you play the guitar?

Elvis Yes, I can play the guitar.

2 Patrick \_\_\_\_\_

Elvis Yes, I always wanted to be a singer.

3 Phoebe \_\_\_\_\_

Elvis My favourite singer is Chuck Berry. He's the best.

4 Alex \_\_\_\_\_

Elvis I like action films.

5 Patrick \_\_\_\_\_

Elvis No, I'm not married.

6 Phoebe \_\_\_\_\_

Elvis Yes, of course you can have my autograph. Where do you want me to write it?

**3** Write six questions you would like to ask your favourite singer.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



1 Put the dialogue in order.



- Ben No, they didn't have CD players in the fifties. It plays old records.
- Ben No, not a car. He got a jukebox.
- Ben No, it's something from the fifties.
- 1 Ben Lisa, you'll never guess what my grandpa got as a birthday present.
- Ben It's a machine that plays music.
- Lisa Oh, those old round things. Great, I really want to see it.
- Lisa A jukebox? What's that?
- Lisa From the fifties? An old car?
- Lisa Did he get an MP3 player?
- 8 Lisa So it's a CD player, right?

2 Read the email and write the missing words. Write one word on each line.

Dear Sarah,

1 We are back at our hotel.

2 We \_\_\_\_\_ to see a very interesting exhibition with Grandpa and Grandma.

3 There \_\_\_\_\_ cars, chairs, tables, beds and lots of other things from the fifties.

4 Grandpa \_\_\_\_\_ photos of all the cars. I think he would really like to have one of those old cars.

5 Grandma wasn't very interested, \_\_\_\_\_ she loved the clothes exhibits. We both thought the swing skirts were fun!

6 I'll \_\_\_\_\_ you the photos when we're back in London.

Love  
Emma





1 Read and complete the sentences with the words from the box.

join true loud arranged well introduced

- 1 A well-dressed man came up to her and introduced himself.
- 2 'I would really like to \_\_\_\_\_ the band Girlz,' Misha told her best friend.
- 3 I can't hear you. You're not \_\_\_\_\_ enough.
- 4 Misha phoned her friend and \_\_\_\_\_ to meet her at the Golden Goose restaurant.
- 5 A dream came \_\_\_\_\_ for Misha when she played her first concert.
- 6 'You sing \_\_\_\_\_ enough, but you don't look right,' Katia said to Misha.

2 **Values** What can we learn from Misha's story? Colour the words.

don't

always

listen

give

over

up

on

their

your

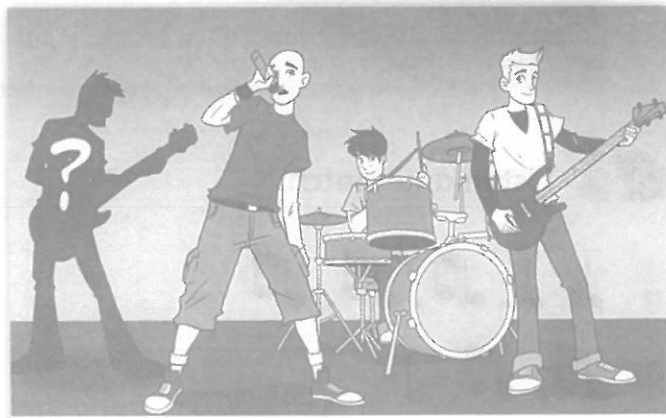
people

dreams

3 Write a short advert for the two bands.



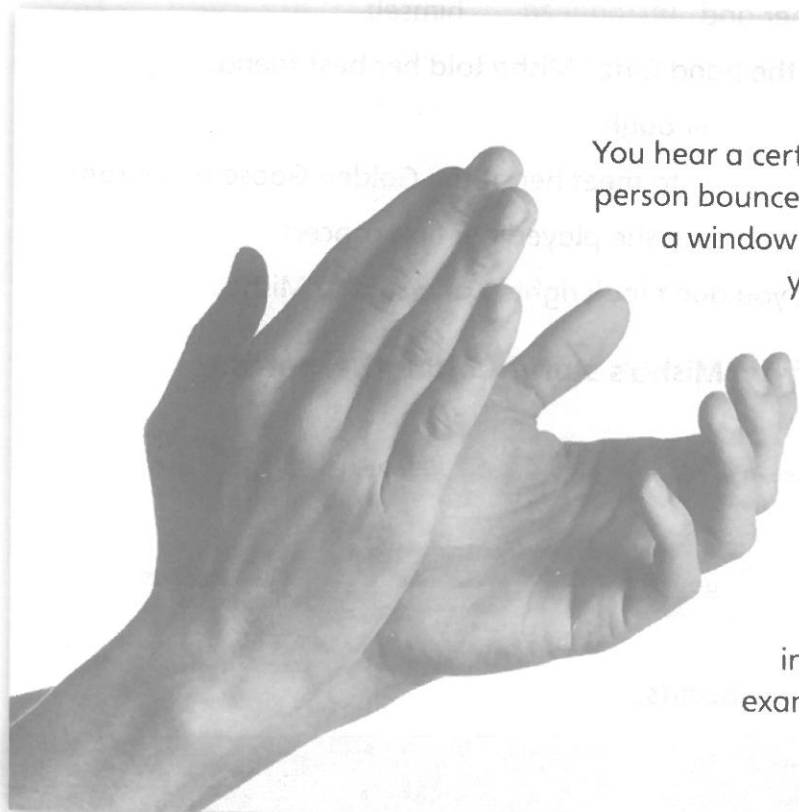
**Wanted!**



**Wanted!**







1 Read and complete the text with the words from the box.

silences quieter clap shorter use rhythm



You hear a certain <sup>(1)</sup> rhythm when a person bounces a ball, when raindrops hit a window or when you <sup>(2)</sup> clap your hands. Rhythm is made of sounds and <sup>(3)</sup> silences. Sounds can be louder or <sup>(4)</sup> quieter and silences can be <sup>(5)</sup> shorter or longer. When the sounds and silences are repeated we get a pattern which is called rhythm. To show rhythm in music we <sup>(6)</sup> use, for example, crotchets and quavers.

2  Listen and match.

- a  \_\_\_\_\_
- b  \_\_\_\_\_
- c  \_\_\_\_\_
- d  \_\_\_\_\_
- e  \_\_\_\_\_
- f  \_\_\_\_\_



1 CD2  
25

Read the poems. Then listen and say which poem it is.

**Breakfast**

Coffee or tea?  
Coffee or tea?  
Tea, tea?  
Coffee, coffee?  
No, no, no,  
I want milk.

**Snack**

How about an apple?  
Yes, please.  
How about an orange?  
Yes, please.  
How about a mango?  
Yes, yes, what about fruit salad?

**Lunch**

A sandwich,  
A sandwich  
With butter and cheese,  
With butter and cheese.  
A sandwich, please.

**Dinner**

Chicken curry, chicken curry,  
Rice and beans, rice and beans.  
Now some steak,  
And at last,  
Chocolate cake.

2 Now try to clap the other three poems.



3 Write your own poem about music. Ask your classmates to clap it.

The violin, the violin.  
Yes, I play the violin.  
Bang! Bang! Bang!  
My brother plays the drums.

موسسه زبان دهخدا  
dekhodaedu.com

1 Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

- 1 I'm going to be there \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



2 Draw lines and complete the sentences with the words from the box.

going going to be a great to buy past eight seven

1 There's going _____	_____ to play	York soon.
2 We're going _____	need to go – it's ten	concert next Saturday.
3 The lessons at my school _____	start at _____	past _____.
4 They're _____	_____ Susie	twenty _____.
5 Is Harry _____	move to New	in your team?
6 I think we _____	to be a great _____	a nice birthday present.

3 Complete the sentences with your own ideas.

- 1 Next weekend \_\_\_\_\_.
- 2 Tomorrow I'm not going to \_\_\_\_\_.
- 3 In my next holidays \_\_\_\_\_.
- 4 Last night at twenty past ten \_\_\_\_\_.
- 5 Yesterday morning at ten to seven \_\_\_\_\_.
- 6 Tonight at ten to nine \_\_\_\_\_.



1 Find and write the words.

1 j k  
o b x  
e u

2 y u d d  
o d r g  
b s a

3 h  
y r h  
t m

4 p r  
a s e e  
k s

5 p l t  
s o h  
g i s t

6 r c t e  
o t e  
h c

- 1 jukebox      4 \_\_\_\_\_  
2 \_\_\_\_\_      5 \_\_\_\_\_  
3 \_\_\_\_\_      6 \_\_\_\_\_

2 Complete the sentences with the words from Activity 1.

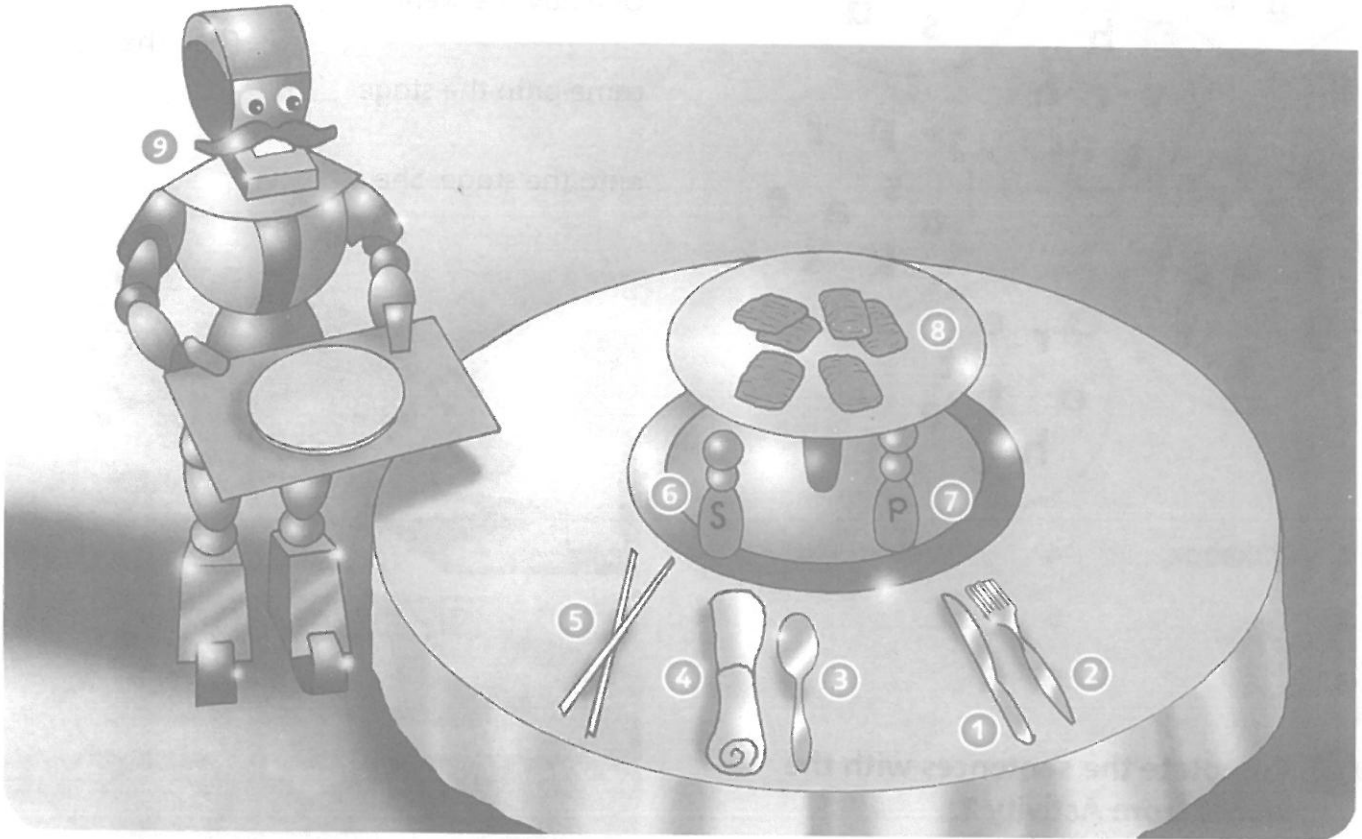
- My dad bought an old jukebox \_\_\_\_\_ so he can play all his ancient records.
- The concert was great but we were close to the \_\_\_\_\_ so the music was too loud.
- When Jay-Z arrived, his \_\_\_\_\_ didn't allow people to get close to him.
- I'm terrible at performing. I can't follow the \_\_\_\_\_ of the music and people say I've got two left feet!
- When Elvis walked onto the stage, all the \_\_\_\_\_ were on him.
- The only thing I remember from music lessons is that two quavers make a \_\_\_\_\_.

3 Look at the pictures and write the story. Use the ideas to help you write about each picture.

Lisa loved playing the electric guitar. Every day \_\_\_\_\_  
One day she went \_\_\_\_\_ . Then the singer came onto the stage \_\_\_\_\_ . Lisa got onto the stage. She \_\_\_\_\_ .



## 1 Look and write the words.



- |   |       |   |       |   |       |
|---|-------|---|-------|---|-------|
| 1 | knife | 4 | _____ | 7 | _____ |
| 2 | _____ | 5 | _____ | 8 | _____ |
| 3 | _____ | 6 | _____ | 9 | _____ |

## 2 Read and write the words from Activity 1.

- 1 You use it to cut your meat. knife
- 2 You wipe your mouth with it. \_\_\_\_\_
- 3 You hold this in your left hand and use it when you put food in your mouth. \_\_\_\_\_
- 4 You find it on the table. It's white. You mustn't eat a lot of it. \_\_\_\_\_
- 5 You hold these and use them to put food in your mouth. \_\_\_\_\_
- 6 You eat soup with it. \_\_\_\_\_
- 7 This person asks you what you want to eat and drink. \_\_\_\_\_

- 1 Write the days for the dates marked with a tick (✓).

## OCTOBER

1 Saturday ✓	8 Saturday
2 Sunday ✓	9 Sunday
3 Monday	10 Monday
4 Tuesday	11 Tuesday ✓
5 Wednesday	12 Wednesday ✓
6 Thursday ✓	13 Thursday
7 Friday	14 Friday

1 The 1st of October is a Saturday.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

- 2 **Think!** Read and work it out.

Tom and Amy are Oscar's brother and sister. Tom's birthday is on Wednesday the 15th of June. His sister's birthday is on the 1st of July, a Friday. Oscar's birthday is exactly between his brother's and his sister's birthday. What date is Oscar's birthday and what day is it on?

- 3 Read about Miguel. Look at his diary and write sentences.



Miguel Ganador loves his job. He eats in new restaurants and writes about them in newspapers. He doesn't often have to cook at home!

## SEPTEMBER

1 Saturday	12
2 new French restaurant	13 new Brazilian restaurant
3	14 new Italian restaurant
4	15
5 new Turkish restaurant	16
6	17
7	18
8 new Egyptian restaurant	19
9	20
10	21
11	22 new Mexican restaurant

1 Miguel Ganador is going to eat in a new French restaurant on the 2nd of September. It's a Sunday.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**1 Match the dialogue.**

- 1 Hey Holly, isn't it your birthday soon?  d
- 2 What! That's on Saturday next week.
- 3 Are you going to have a party?
- 4 Cool. What film?
- 5 I really want to see that one.

- a Yeah, I know.
- b *The Secret of the Sphinx.*
- c You will. You're first on my list, Lucy.
- d Yes Lucy. It's on the 6th.
- e No, Mum said I can take five friends to the cinema. I had to write a list.

**2 Read and complete the dialogue with the words from the box.**

want meet food get for more number next birthday

**John** For my <sup>(1)</sup> birthday on Saturday I'm going to have dinner at the Palace Gardens with friends. We'll <sup>(2)</sup> \_\_\_\_\_ at my house at six.

**Tom** Excellent, I love that restaurant. They've got the best Chinese <sup>(3)</sup> \_\_\_\_\_ in town.

**John** Yes, it is pretty good.

**Tom** So what do you <sup>(4)</sup> \_\_\_\_\_ for a birthday present?

**John** I finished *Wolf Brother* by Michelle Paver last week. There are five <sup>(5)</sup> \_\_\_\_\_ in the series.

**Tom** Cool. What's the title of the <sup>(6)</sup> \_\_\_\_\_ book in the series?

**John** *Spirit Walker.*

**Tom** I'll <sup>(7)</sup> \_\_\_\_\_ it for you.

**John** There's a problem. Lily's getting it <sup>(8)</sup> \_\_\_\_\_ me.

**Tom** What! So what's <sup>(9)</sup> \_\_\_\_\_ three in the series?

**John** *Soul Eater.*

**Tom** So, I'll get that one.

**John** Brilliant.

**3 Listen and say the words.**

city centre



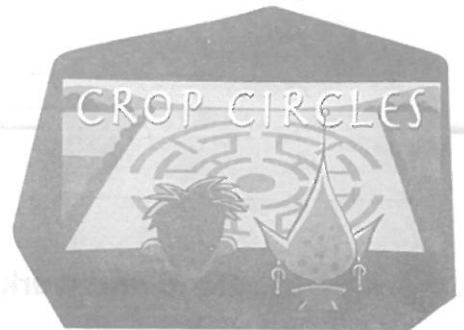
**Phonics tip**

The letter c has the s sound before an i or an e!

**4 Circle the c letters with a s sound.**

Ben was walking in the city when suddenly an alien stopped him. She said she was called Celia.

It was her birthday and she asked Ben to celebrate it with her. They climbed inside her spaceship. There was a cinema screen and a table with bowls of ice cream. Ben gave the alien his trading cards. She said they were really cool. They watched an exciting film about crop circles. It was an excellent party!



**5 Listen, check and say the words.**



### 1 Match the sentences.

- |                                     |                            |                              |
|-------------------------------------|----------------------------|------------------------------|
| 1 If you want an apple,             | <input type="checkbox"/> d | a you can have a pudding.    |
| 2 If you don't like the ice cream,  | <input type="checkbox"/>   | b I can't get to sleep.      |
| 3 If you don't have a first course, | <input type="checkbox"/>   | c don't eat it.              |
| 4 If I eat too much,                | <input type="checkbox"/>   | d take one from the kitchen. |

### 2 Read and write the words in the correct form.

go (2x) rain be (4x) take need (3x) want (2x) talk (2x) phone

- If you need help, please phone me. You have got my number.
- If you \_\_\_\_\_ happy, I \_\_\_\_\_ happy.
- If the weather \_\_\_\_\_ fine, I \_\_\_\_\_ for long walks with the dog.
- If it \_\_\_\_\_, I \_\_\_\_\_ my umbrella when I go out.
- If you \_\_\_\_\_ to talk to someone, \_\_\_\_\_ to me now.
- If I \_\_\_\_\_ some exercise, I \_\_\_\_\_ running in the forest.
- If you \_\_\_\_\_ to learn the guitar, you \_\_\_\_\_ to practise every day.
- If you \_\_\_\_\_ angry with Jack, \_\_\_\_\_ to him.

### 3 Complete the sentences.

- If you dial 911, you get the emergency services in the USA.
- If you dial 999 in Britain, \_\_\_\_\_.
- If you put soft chocolate in the freezer, \_\_\_\_\_.
- If you heat water up to a hundred degrees, \_\_\_\_\_.
- If you eat too much chocolate, you \_\_\_\_\_.
- If there is no rain, the grass \_\_\_\_\_.



**1 Remember the story. Read and complete the summary of the story.**

The children waited <sup>(1)</sup> t en \_\_\_\_\_ minutes for the first course. It was a soup but it was too <sup>(2)</sup> h \_\_\_\_\_ to eat with a spoon. The <sup>(3)</sup> w \_\_\_\_\_ told the children to throw it into the air. They did this and the soup broke into hundreds of little <sup>(4)</sup> b \_\_\_\_\_. They ate them with their chopsticks.

The second course was very strange. It was different coloured <sup>(5)</sup> s \_\_\_\_\_ which tasted of different things. You had to eat it very <sup>(6)</sup> q \_\_\_\_\_.

The children got really excited by the last course. It was a type of <sup>(7)</sup> b \_\_\_\_\_ cake in the shape of a <sup>(8)</sup> s \_\_\_\_\_. It was made of <sup>(9)</sup> c \_\_\_\_\_ and there was <sup>(10)</sup> i \_\_\_\_\_ inside. The children ate loads of it.

When the bill came the children had to explain that they didn't have any <sup>(11)</sup> m \_\_\_\_\_. The waiter took them to the <sup>(12)</sup> k \_\_\_\_\_ to <sup>(13)</sup> w \_\_\_\_\_ the dishes. Luckily the <sup>(14)</sup> g \_\_\_\_\_ appeared and the children escaped.

**2 Read and complete the menu.**

**RESTAURANT  
AT THE EDGE OF THE UNIVERSE**

**MENU**

1st course

Orange <sup>(1)</sup> \_\_\_\_\_ with fish and <sup>(2)</sup> \_\_\_\_\_

2nd course

Beef, <sup>(3)</sup> \_\_\_\_\_, broccoli and <sup>(4)</sup> \_\_\_\_\_

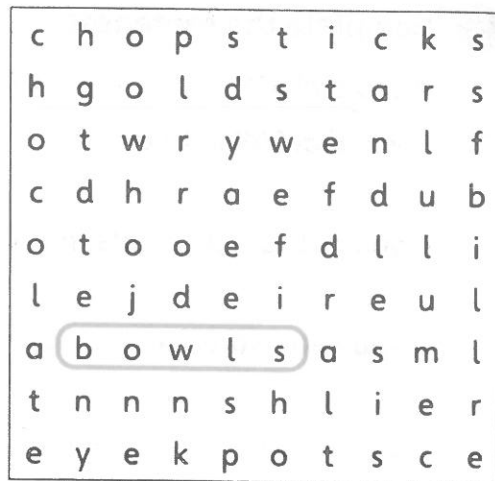
3rd course

A <sup>(5)</sup> \_\_\_\_\_ spaceship full of <sup>(6)</sup> \_\_\_\_\_

Price per person <sup>(7)</sup> \_\_\_\_\_ goldstars

**3 Find the answers to the clues in the word search. Look → and ↓.**

- The soup came in bowls.
- The soup tasted like \_\_\_\_\_ and pepper.
- The children ate the soup with \_\_\_\_\_.
- The second course came in big \_\_\_\_\_.
- There were lots of \_\_\_\_\_ on top of the spaceship.
- You spend \_\_\_\_\_ at the restaurant.
- The waiter gave the children the \_\_\_\_\_ at the end of the meal.
- The cake was made of \_\_\_\_\_ and ice cream.



- 1 **Think!** Think of three ways for the children to pay the restaurant for their meal. Write the sentences.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

- 2 Look at the pictures and find five differences.



- 1 In picture A, the man is wearing a napkin.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

- 3 **Think!** Put the sentences in order to make a story.

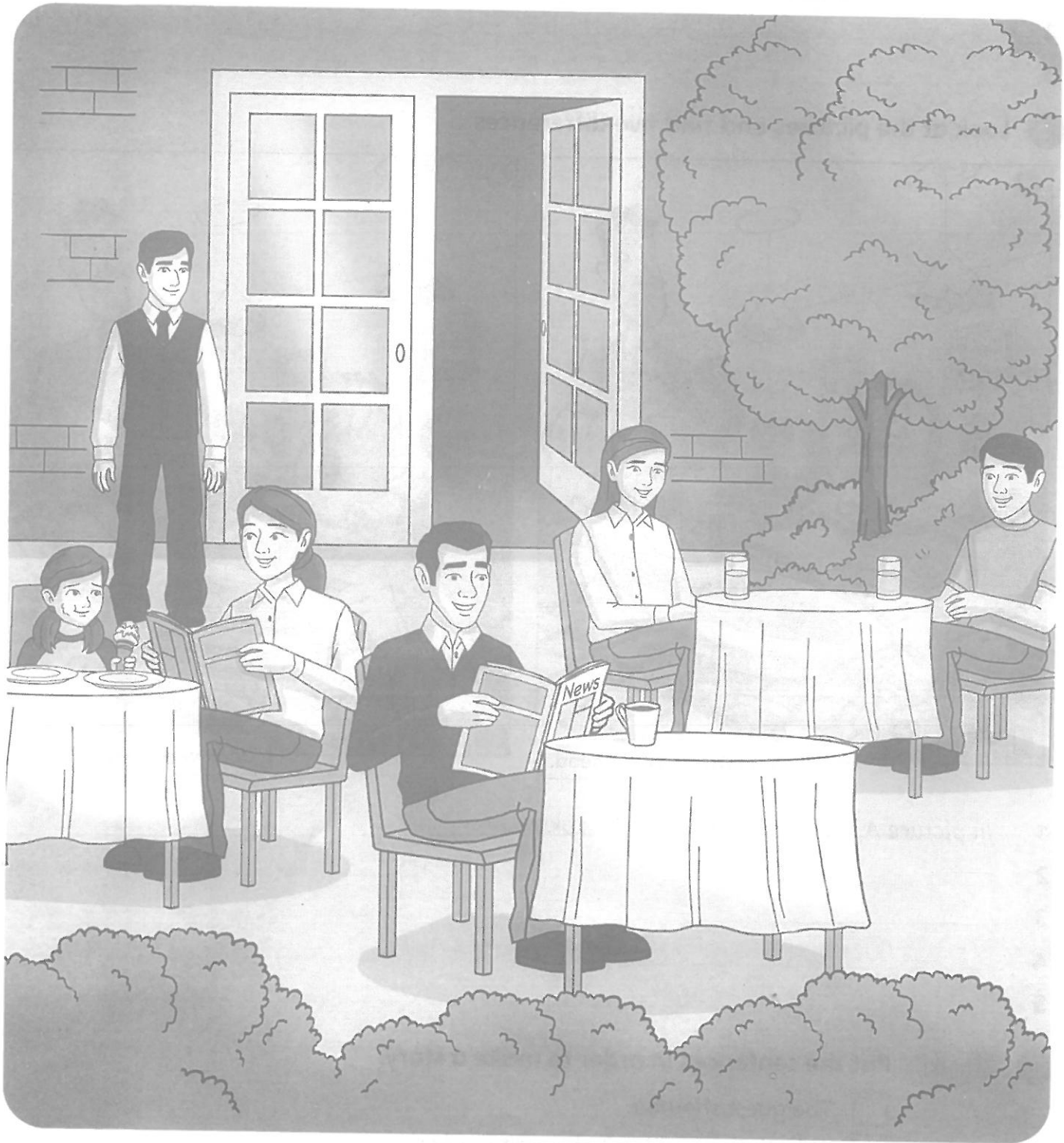
- The guest shouted.
- 'What's the problem?' the waiter asked.
- The guest showed the waiter a frog.
- The guest started to eat.
- 1 The waiter served the tomato soup.

Listen and draw lines.

Robert

David

Betty



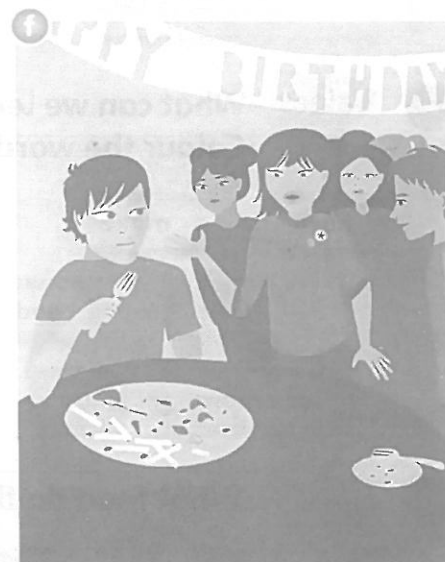
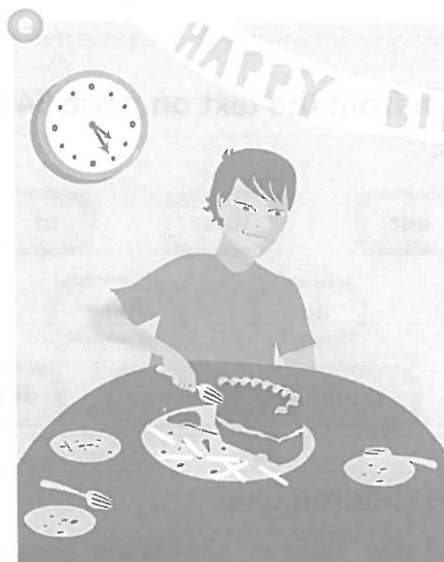
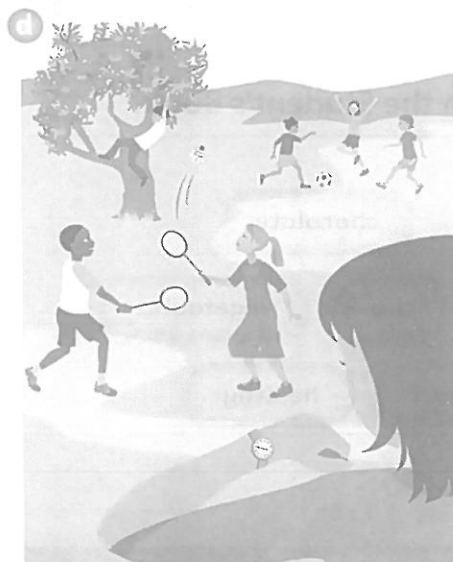
Katy

Harry

Helen



1 Look at the pictures and tell the story.



2 Correct the sentences. Write the correct word.

licking taste invent flavour dessert sweet delicious

- 1 I love this ice cream. It's sweets. It's really the best. delicious
- 2 This chocolate is great. It's really delicious in my mouth. \_\_\_\_\_
- 3 Invent the soup. It's a new recipe. What do you think? \_\_\_\_\_
- 4 'What dessert do you like best?' 'Vanilla and strawberry.' \_\_\_\_\_
- 5 'Look, the dog is tasting your cake!' 'Oh, no.' \_\_\_\_\_
- 6 I would like to lick a hat that made me invisible. \_\_\_\_\_
- 7 'What's for flavour?' 'Blueberry cake.' \_\_\_\_\_

1 Write the words in the correct column.

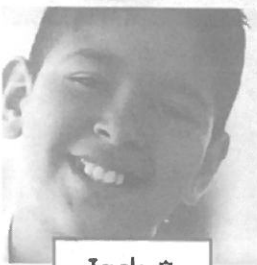
blueberries fish potatoes beef spinach pineapples turkey peas chicken  
milk beans peppers mangoes cream apples cheese bananas yoghurt  
grapes carrots butter oranges onions pears plums

meat	fruit	vegetables	dairy products
	blueberries		

2 **Values** What can we learn from the text on page 54 in the Student's Book? Colour the words.

have make eat lots of chocolate  
fruit and eat these the vegetables  
ice cream to think keep dessert healthy

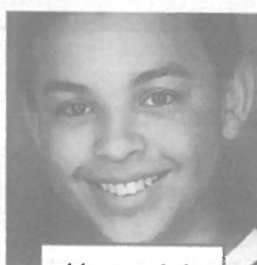
3 **Think!** What food do the children like?



Jack ◉



Mia ❖◉



Harry +❖



Grace ◉❖



Dylan ❖+

- Jack's favourite food is chicken.
- Mia loves potatoes and \_\_\_\_\_. She often has them.
- Harry likes fish and \_\_\_\_\_. He doesn't like chicken.
- Grace likes \_\_\_\_\_ and rice. She never has fish.
- Dylan likes \_\_\_\_\_ and \_\_\_\_\_. He doesn't like potatoes.

# 1 Read and write t (true) or f (false).

## Packing your lunchbox

When you (or your mum) pack your lunchbox make sure that you have:

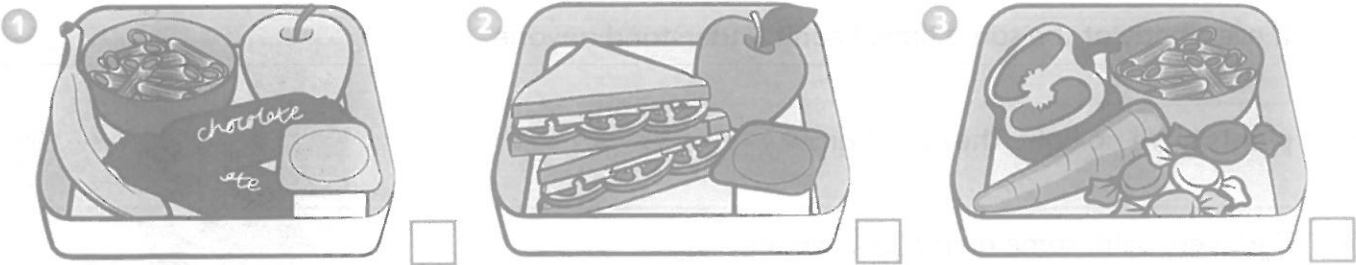
- Foods like bread, rice, potatoes and pasta.
- Proteins. These are meat, fish, eggs, beans and others.
- A dairy product. This could be cheese.
- Vegetables or salad, and a portion of fruit.

Foods like bread, rice, potatoes or pasta are good for your energy. They should make up a third of the lunchbox. Use wholegrain bread if possible. Two thirds should be protein, dairy products, vegetables and fruit. Instead of chocolate bars, sweets and cakes put fresh fruit, dried fruit or nuts in your lunchbox.

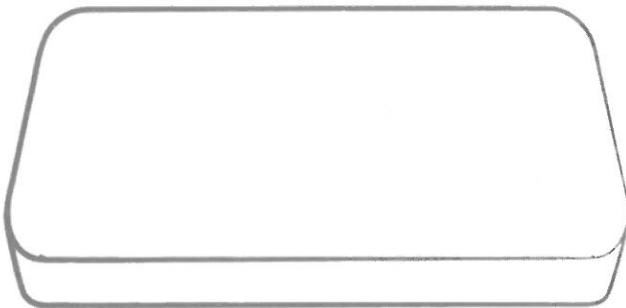


- 1 You shouldn't put bread in your lunchbox.  f
- 2 Don't put cheese in your lunchbox.
- 3 Potatoes or pasta are good for energy.
- 4 Put wholegrain bread in your lunchbox.
- 5 Put lots of chocolate in your lunchbox.
- 6 It's OK to put nuts in your lunchbox.

# 2 Look at the three lunchboxes and tick (✓) the one which is the best for your health.



# 3 Draw the food in your lunchbox and write what's in it.




---



---



---



---



---

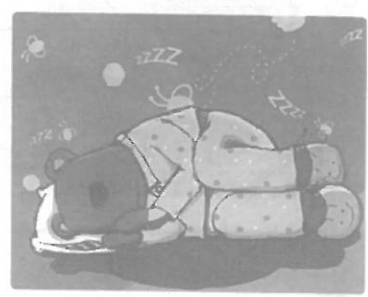
**1 Choose six words or phrases to complete the sentences.**

- 15th      1 If it's very cold, you need a coat.      20th of the
- gives me      2 \_\_\_\_\_ too much salt in your      If you put
- it's      3 If you put a bottle of water into the freezer, the bottle      opens
- 21st of      4 My brother's birthday is on the \_\_\_\_\_ June.      breaks
- eat too much      5 If you \_\_\_\_\_ chocolate, you feel sick.      eat too many
- 6 It's Pam's \_\_\_\_\_ birthday on Sunday. Let's get her a card.

**2 There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.**

speaks 11th sleep If pour need

- 1 Is your birthday on the 10th or the? Is your birthday on the 10th or the 11th?
- 2 If you hot water on ice, it melts.
- 3 If it rains, you don't to water the garden.
- 4 If everybody at the same time, I can't understand anyone.
- 5 plants have no light, they can't grow.
- 6 If it's very cold, some animals all winter.

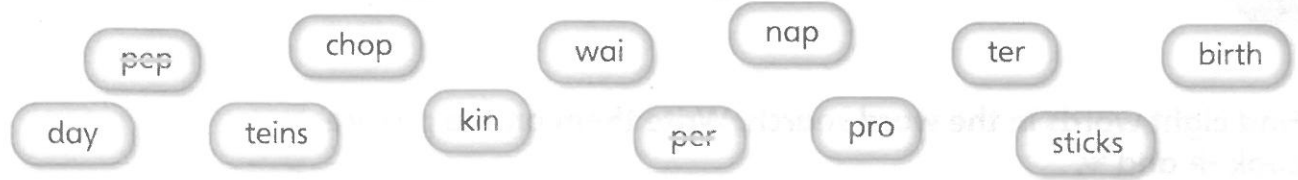


**3 Complete the sentences with your own ideas.**

- 1 In the classroom you shouldn't \_\_\_\_\_ .
- 2 You should \_\_\_\_\_ when you are bored.
- 3 I'm hungry. Could you \_\_\_\_\_ ?
- 4 I really want to see the film. Could I \_\_\_\_\_ ?
- 5 I'm a bit tired. Would you mind \_\_\_\_\_ ?
- 6 My birthday's \_\_\_\_\_ .



1 Find and write the words.



pepper \_\_\_\_\_  
\_\_\_\_\_

2 Complete the sentences with the words from Activity 1.

- 1 Don't put so much pepper in your soup because it gets too hot.
- 2 We went to a Chinese restaurant last weekend and I learned how to eat with \_\_\_\_\_.
- 3 Can you ask the \_\_\_\_\_ for a glass of water, please?
- 4 \_\_\_\_\_ are very important because they give you energy.
- 5 Before you drink you should use your \_\_\_\_\_ to wipe your mouth.

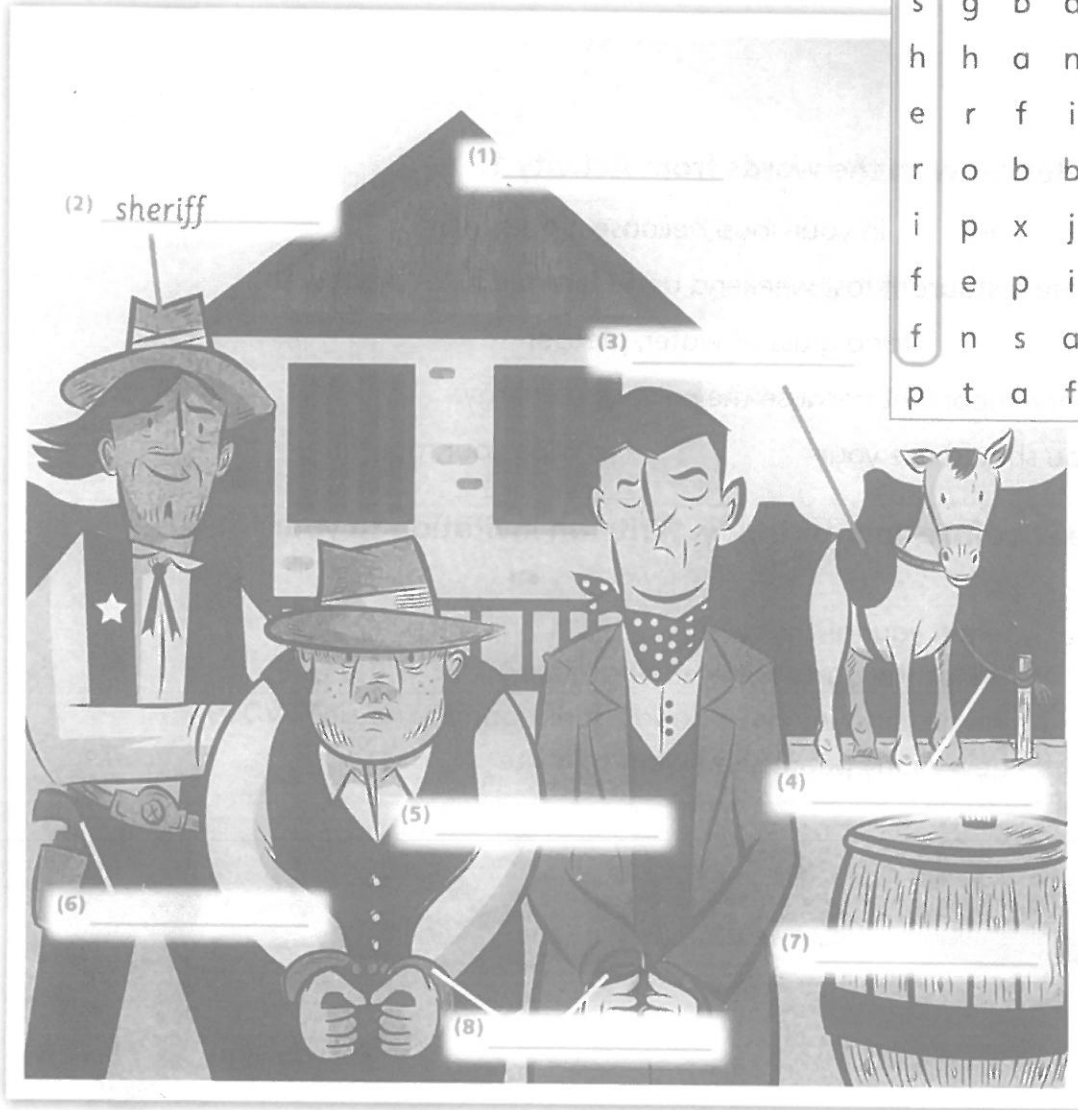
3 Imagine it's a week before your birthday. Write an invitation to your friends for your party.

- Tell your friends:
- when your birthday is
  - about the party (where? what time?)
  - what plans you have (food? drink? games? music? DVDs?)
  - how many people you want to invite



- 1 Find eight words in the word search. Write them on the picture.  
Look → and ↓.

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



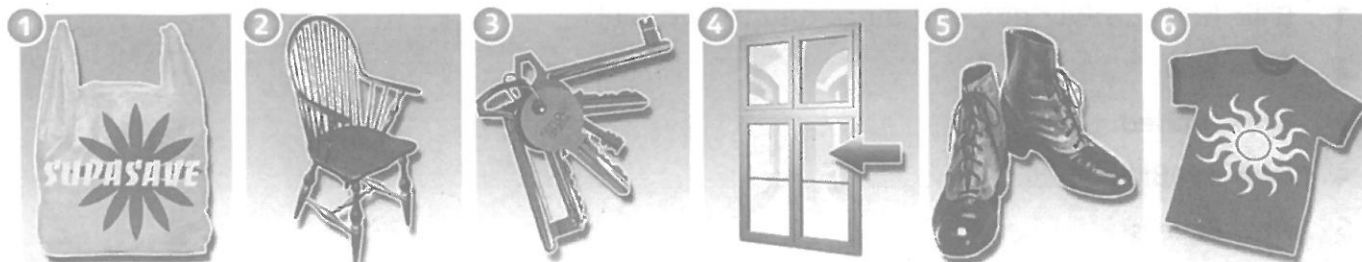
- 2 Match the sentences.

- |                     |                          |   |                          |
|---------------------|--------------------------|---|--------------------------|
| 1 The men look like | <input type="checkbox"/> | e | a looks around.          |
| 2 The people        | <input type="checkbox"/> |   | b look nervous.          |
| 3 The sheriff       | <input type="checkbox"/> |   | c the sheriff's pistol.  |
| 4 He looks as       | <input type="checkbox"/> |   | d there are the robbers! |
| 5 She looks at      | <input type="checkbox"/> |   | e trouble.               |
| 6 Look,             | <input type="checkbox"/> |   | f scared as her.         |



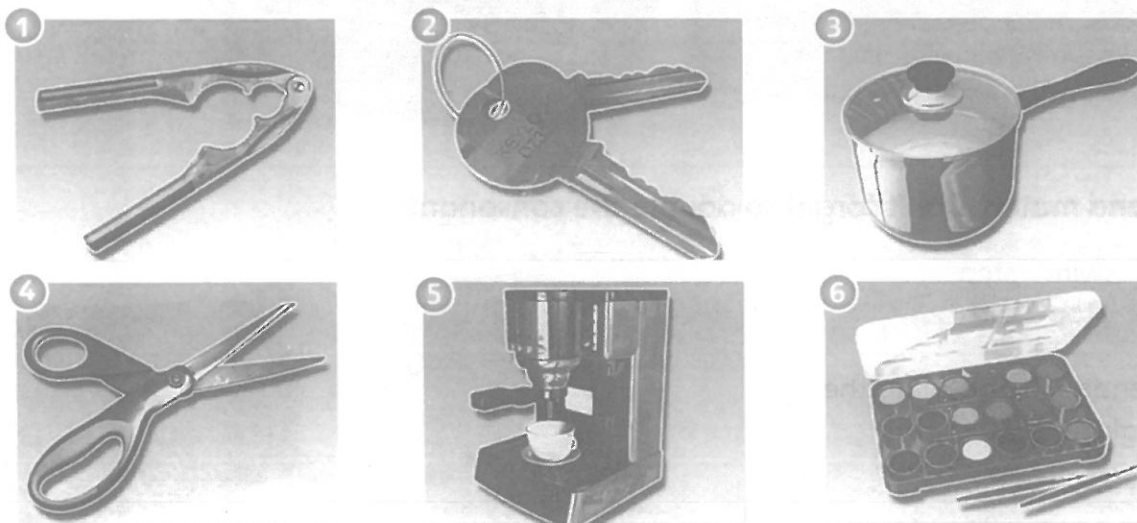
موسسه زبان دهخدا  
dehkhodaedu.com

1 Look and write the sentences.



- 1 It's made of plastic. \_\_\_\_\_ 4 \_\_\_\_\_  
 2 \_\_\_\_\_ 5 \_\_\_\_\_  
 3 \_\_\_\_\_ 6 \_\_\_\_\_

2 Look and write the sentences.



- 1 It's used for opening nuts. \_\_\_\_\_ 4 \_\_\_\_\_  
 2 They're used for opening doors. \_\_\_\_\_ 5 \_\_\_\_\_  
 3 \_\_\_\_\_ 6 \_\_\_\_\_

3 Draw three objects. What are they made of and what are they used for?


1 CD3 05

Listen to the song again and complete the sentences.

- 1 Billie had a silver gun and black and brown teeth
- 2 Billie was \_\_\_\_\_
- 3 Billie robbed \_\_\_\_\_
- 4 One day Billie \_\_\_\_\_
- 5 Now Billie is \_\_\_\_\_

2 CD3 07

Listen and say the words.

rob - robber sun - sunny  
sit - sitting

**Phonics tip**

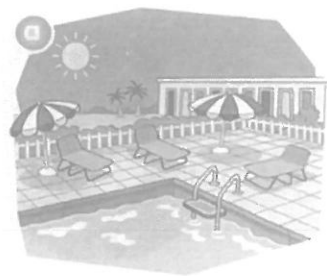
We double the consonant to show the first vowel sound is short.



3 Write and match. Don't forget to double the consonants.

clap swim step  
shop stop run

- 1 The friends stepped into the yellow glow. d
- 2 The children went \_\_\_\_\_ for clothes.
- 3 The sheriff \_\_\_\_\_ the robber from escaping.
- 4 It's getting hotter. Let's go to the \_\_\_\_\_ pool.
- 5 Everyone \_\_\_\_\_ at the end of the play.
- 6 No \_\_\_\_\_, please! You must walk in the corridor.



**Word watch**

We don't double some consonants even when the vowel sound is short: *having, mixing.*

4 CD3 08

Listen, check and say the sentences.



**1 Choose the correct word.**

- 1 Amelias' / Amelia's pony is six years old.
- 2 The sheriffs / sheriffs' badges are made of silver.
- 3 The cowboys' / cowboys horses are very fast.
- 4 John's / Johns saddle is very heavy.
- 5 The robbers / robbers' scarves are black.
- 6 My sister's / sisters guinea pig is black and white.

**2 Rewrite the sentences.**

- 1 Her new jeans are green. (Susan)  
Susan's new jeans are green.
- 2 His bike is broken. (Jack)  


---
- 3 Her cat is called Snowshoe. (Mary)  

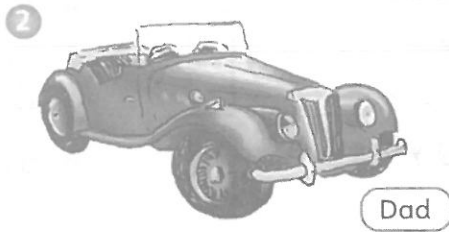

---
- 4 Their favourite card game is called Uno. (the children)  


---
- 5 Wizard Race is their favourite computer game. (my friends)  


---
- 6 The water in their swimming pool is very cold. (my grandparents)  


---

**3 Write sentences about the cars.**



Mum's car is new.

---



**1 Remember the story. Read the summary and write the missing letters.**

The children arrived in town in the middle of a <sup>(1)</sup> b ank robbery. They went and spoke to the sheriff. He told the <sup>(2)</sup> ch ildren that the robbers were called the <sup>(3)</sup> Da lton brothers and that there was nothing he could do because they were too dangerous. Patrick had a <sup>(4)</sup> p an. While the brothers were doing the <sup>(5)</sup> robber \_\_, he tied a rope around the legs of their horses. Alex also cut the <sup>(6)</sup> s \_\_raps of their saddles. When the <sup>(7)</sup> brot \_\_ers left the bank they saw the <sup>(8)</sup> rop \_\_ around the legs and cut it off with a <sup>(9)</sup> \_\_nife. They got on their horses and rode away. When they jumped over a fence, the saddles came off and the robbers fell to the ground. The <sup>(10)</sup> sher \_\_ff put <sup>(11)</sup> han \_\_cuffs on them and put them in jail.



B \_\_\_\_\_

**2 Write the missing letters under the picture in Activity 1 to find the famous bank robber from the Wild West.**

**3 Match the sentences.**

- 1 The townspeople are worried because
- 2 Phoebe is nervous because
- 3 The sheriff wasn't interested in the children's story because
- 4 The children are scared because
- 5 The sheriff is happy because
- 6 The children are happy because
- 7 The Dalton brothers are angry because
- 8 Phoebe isn't scared because

- a the Daltons are too dangerous.
- b the children catch the Daltons.
- c the sheriff gives them a badge.
- d the children tricked them.
- e the Daltons have a big knife.
- f the Dalton brothers are in town.
- g the gate is glowing.
- h a robbery is going to happen.

**4 Who do these things belong to? Write noun phrases.**



- 1 The Dalton brothers' scarves.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**1 Think!** Read about the Dalton brothers and complete the table.

	Tim	Jim	Slim
Age	35		
Height			
Horse's name			
Banks robbed			



- 1 Slim is the youngest of the brothers. He is five years younger than Jim and eight years younger than Tim.
- 2 The oldest brother's horse is called Trigger.
- 3 The horse called Saddle belongs to the brother who is 27.
- 4 The horse called Pistol belongs to the tallest brother.
- 5 One of the brothers is 2m, one is 1.75m and one is 1.5m.
- 6 The oldest brother is not the shortest brother.
- 7 Jim is taller than Slim.
- 8 The shortest of the brothers has robbed eight banks.
- 9 Jim has robbed nine banks.
- 10 One of the brothers has robbed three more banks than Jim.

**2 Read Phoebe's diary and complete. Use Activity 1 to help you.**

What an amazing day. The gate took us to the Wild West. We saw three men go into a bank. (We found out later they were the <sup>(1)</sup> Dalton brothers and they were very dangerous!) They were wearing <sup>(2)</sup> \_\_\_\_\_ to hide their faces. I told Alex and Patrick it was a <sup>(3)</sup> \_\_\_\_\_ and I was right. The boys had a plan. I told them to <sup>(4)</sup> \_\_\_\_\_ - the robbers were coming. The robbers came out and saw the boys. The tallest one called <sup>(5)</sup> \_\_\_\_\_ had a big <sup>(6)</sup> \_\_\_\_\_ - I was very scared. They jumped on their horses, called Trigger, Pistol and <sup>(7)</sup> \_\_\_\_\_, and rode away. Luckily the <sup>(8)</sup> \_\_\_\_\_ plan worked and the robbers fell off their horses. The <sup>(9)</sup> \_\_\_\_\_ put them in jail. When we were walking past the jail the shortest one, whose name was <sup>(10)</sup> \_\_\_\_\_, shouted at us but I wasn't scared. The gate was already glowing.

**3 Think!** Write a short diary entry for Alex or Patrick about the day.

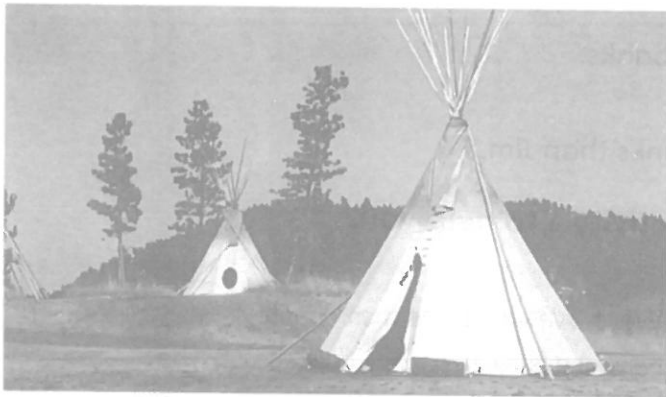

## The American Indian Museum

- 1 Expensive?
- 2 Where is it?
- 3 Open which days?
- 4 Times?
- 5 Guided tours?
- 6 Phone number

Free for children under 15  
 Next to the \_\_\_\_\_  
 From \_\_\_\_\_ to Wednesdays  
 Opens \_\_\_\_\_ Closes 3p.m.  
 Contact Mr \_\_\_\_\_  
 \_\_\_\_\_



## 2 Look, read and write the missing letters.



1 This is a t e e p e e, a kind of tent  
u s e d for living and sleeping in.



2 This is a traditional headdress from the  
\_\_\_ i o u \_\_\_ tr \_\_\_ b \_\_\_.



3 \_\_\_ i \_\_\_ o \_\_\_ skins \_\_\_ used for  
 making clothes.



4 This is a modern house on an Indian  
\_\_\_ e \_\_\_ e \_\_\_ a \_\_\_ i o \_\_\_.



**1 Values** Read and write the names by the correct person.



Dear Annie,

I recently read about how the American Indians gave names to places and how these names meant something in their language. For example, Kansas means 'people of the south wind'. I thought this sounded fun and so I decided to use the idea and do a 'translation' of some of my friends' names.

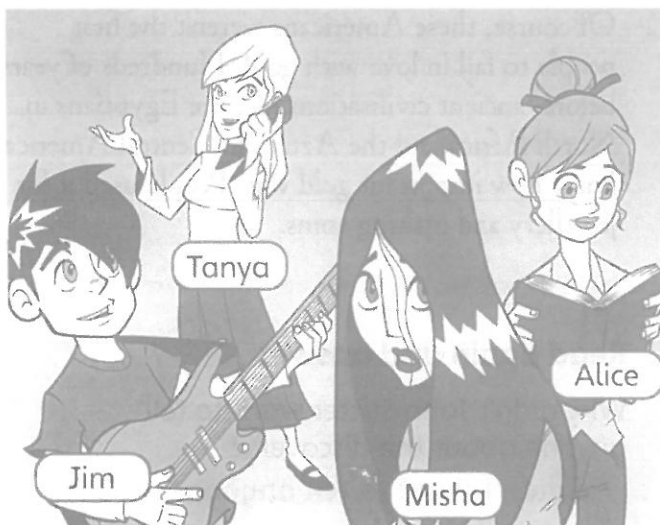
So, I've decided that David means 'boy of great height'. See how it works? Here are some more examples:

Ana – girl with a lot of energy  
 James – friend of the animals  
 Lucy – girl with windows in front of her eyes  
 Trevor – boy with wheels under feet

I had loads of fun doing this and I don't think I upset any of my friends. Why don't you try it too?

Love Beth

**2 Think!** Look at the picture of Beth's friends. Write a translation for each one.



Jim \_\_\_\_\_

Tanya \_\_\_\_\_

Misha \_\_\_\_\_

Alice \_\_\_\_\_

**3 Think!** Write translations of the names of people in your family.

	Dad – Man who likes news.
	Brother – Boy who never asks before taking.

**1** Read and choose the best title for the story. Tell your partner why you chose that title.

- The start of something big     A greedy man     The history of gold

On 24th January 1848, James Marshall was working on a farm in California when he saw something shining in the water. He got down and picked a small piece of yellow metal out of the water. He showed it to his boss, a man called John Sutter, and both men agreed it was gold. Sutter was greedy and so he asked Marshall to keep it secret, but soon people began to hear about the discovery. When the news reached San Francisco hundreds of men left their jobs and families to come and look for gold. They wanted to be rich and they were looking for adventure. It was the start of the great Californian gold rush. Over the next few years people came from all over the USA to try to find a fortune. A few men found a lot of gold, but most went back home with nothing.

Of course, these Americans weren't the first people to fall in love with gold. Hundreds of years before, ancient civilisations like the Egyptians in North Africa and the Aztecs in Central America knew how important gold was. People used it for jewellery and making coins.



**2** Read again and answer.

1 Why didn't John Sutter want to tell anyone about the discovery?

He didn't want to tell anyone because he was greedy.

2 What kind of men came on the gold rush?

\_\_\_\_\_

3 Were all the men made rich?

\_\_\_\_\_

4 What was gold used for?

\_\_\_\_\_

**3** Read the text on page 66 in the Student's Book again. Write *t* (true), *f* (false) or *ds* (doesn't say).

1 Not all metals are found underground.  *ds*

2 Gold is sometimes found under water.

3 Gold is expensive because most of it is deep underground.

4 There is a lot of gold in the world.

5 A lot of gold comes from South America.

1 Read the text on page 67 in the Student's Book again. Write the words.

- 1 not cheap \_\_\_\_\_
- 2 easy to change the shape of \_\_\_\_\_
- 3 allows electricity to move through it \_\_\_\_\_

2 Complete the sentences.

Gold can be used ...

1



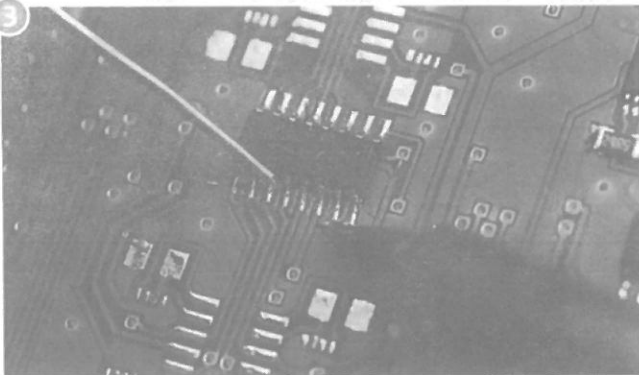
1 as \_\_\_\_\_

2



2 to \_\_\_\_\_

3



3 in \_\_\_\_\_

4



4 to \_\_\_\_\_

3 Write a short text to say who the trophy is for.



This trophy is for  
because

**1** Make three sentences with the phrases in the diamond.  
Use three different phrases in each sentence.

- 1 My mum's favourite \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



**2** Draw lines and complete the sentences with the words from the box.

hobby make trophies made of arresting people called machines are used

1 The sheriff's gun is	to dig out the gold	Rex.
2 Handcuffs	_____ is	to _____.
3 Big _____	is used	and wood.
4 My parents'	made of metal	for _____.
5 Our teacher's dog	are used	cooking.
6 Gold	is _____	from the earth.

**3** Complete the sentences with your own ideas.

- 1 \_\_\_\_\_ is made of \_\_\_\_\_.
- 2 \_\_\_\_\_ are made of \_\_\_\_\_.
- 3 \_\_\_\_\_ is used for \_\_\_\_\_.
- 4 \_\_\_\_\_ are used for \_\_\_\_\_.
- 5 My friend's \_\_\_\_\_.
- 6 My parents' \_\_\_\_\_.



1 Find and write the words.

1 s b n e i

2 h f u n c s a f d

3 a d d e l s

4 r t h p y o

5 j l e r e w l e y


6 w n g a o


- 1 bison      4 \_\_\_\_\_
- 2 \_\_\_\_\_      5 \_\_\_\_\_
- 3 \_\_\_\_\_      6 \_\_\_\_\_


2 Complete the sentences with the words from Activity 1.


- 1 There used to be millions of bison living in North America. These days they are quite rare.
- 2 The sheriff put the \_\_\_\_\_ on his horse and rode away.
- 3 The sheriff got out his \_\_\_\_\_ and put them on the robber.
- 4 He held the \_\_\_\_\_ above his head and the fans cheered.
- 5 When the three travellers got out of the \_\_\_\_\_ lots of people in the Western town were waiting for them.
- 6 Most of the gold in the world is made into rings, bracelets and other \_\_\_\_\_.


3 Look at the pictures and write the story. Use the ideas to help you write about each picture.

1 

2 

3 

4 

5 

It was a sunny day in Sandstone. A robber

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tim and Julia

They stood \_\_\_\_\_

\_\_\_\_\_

Five minutes later

\_\_\_\_\_

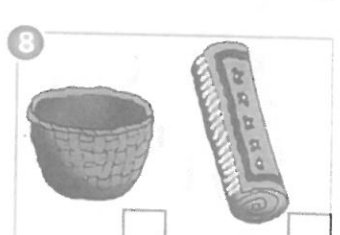
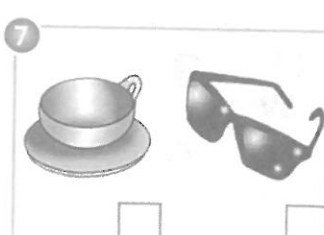
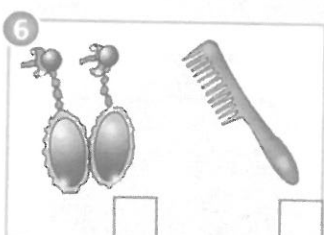
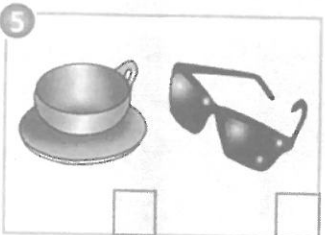
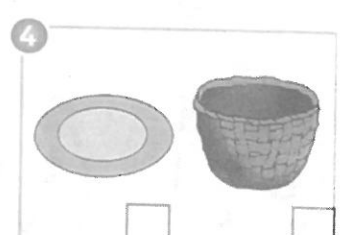
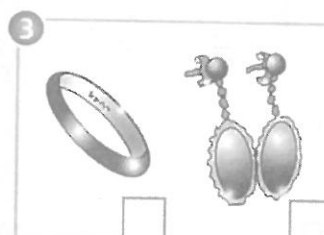
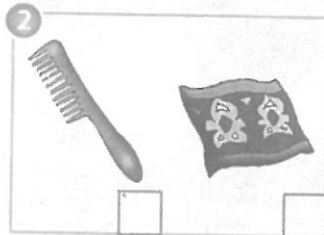
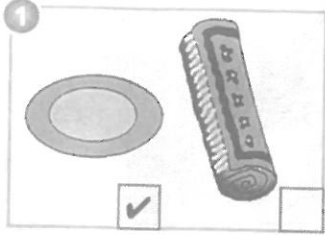
Sheriff Hardy arrived

\_\_\_\_\_



CD 3  
17

1 Listen and tick (✓) the correct word.



2 Read and write the words from Activity 1.

- 1 You take it with you when you go to the market. You put things into it.  
basket
- 2 It's on your breakfast table. You drink tea from it. \_\_\_\_\_
- 3 It's on the floor in the living room.  
\_\_\_\_\_
- 4 You use it to wash your hands with.  
\_\_\_\_\_
- 5 You put it on a chair or sofa.  
\_\_\_\_\_
- 6 You wear them when the sun is shining. \_\_\_\_\_
- 7 Jewellery that people wear in their ears. \_\_\_\_\_
- 8 You use it to tidy your hair.  
\_\_\_\_\_

3 Read and complete the text with the words from the box.

sea because world Capital most  
river bridge Asia largest

www.tipsfortourists.com

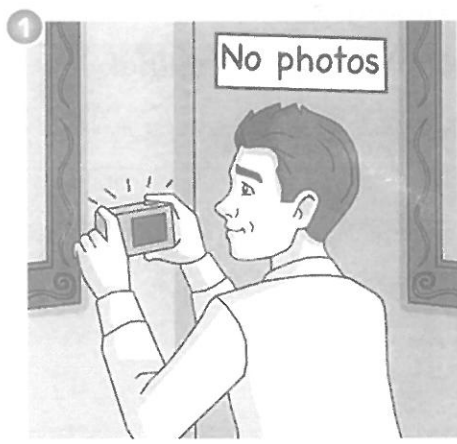
Istanbul is one of the world's  
(1) largest and (2) \_\_\_\_\_  
attractive cities. It is the only city in  
the (3) \_\_\_\_\_ that is built on two continents  
– Europe and (4) \_\_\_\_\_. The continents are  
divided by a bit of the (5) \_\_\_\_\_ that looks  
like a very big (6) \_\_\_\_\_. It's called the  
Bosphorus Strait. A long (7) \_\_\_\_\_ connects  
the two continents. Tourists love Istanbul  
(8) \_\_\_\_\_ it offers a mixture of Western  
and Eastern traditions. In 2010 Istanbul became the  
European (9) \_\_\_\_\_ of Culture.

**1 Match the sentences.**

- 1 My feet hurt. I can't walk any more.  e
- 2 I'm very cold.
- 3 It's raining outside.
- 4 My hand hurts.
- 5 One of my teeth hurts.
- 6 I feel sick.
- 7 Dad's angry with me.
- 8 The dog isn't in the house.

- a You should take your raincoat.
- b You shouldn't make a mess in your room.
- c You should see a dentist.
- d You shouldn't eat so much ice cream.
- e You should wear comfortable shoes when you go for a walk.
- f You shouldn't leave the door open all the time.
- g You should wear a jumper in the winter!
- h You shouldn't play computer games all day.

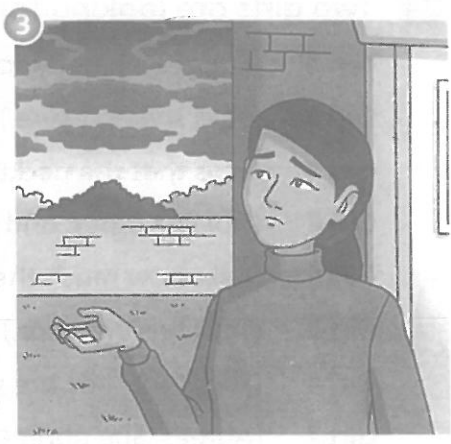
**2 Write sentences using *shouldn't* or *should*.**



1 He shouldn't take photos



2 They \_\_\_\_\_



3 She \_\_\_\_\_



4 He \_\_\_\_\_



5 She \_\_\_\_\_



6 They \_\_\_\_\_

1 Look at the pictures and talk in pairs.



- A I prefer the T-shirt with the owl on it.  
 B I agree. / I disagree. I prefer the T-shirt with the lion on it.

2 Two girls are looking for a present for a friend. Write a dialogue.

- Girl 1 (Suggests a necklace.) Let's get Anne a necklace. That one there is beautiful.  
 Girl 2 (Says she isn't sure.) \_\_\_\_\_  
 Girl 1 (Says that the necklace is perfect.) \_\_\_\_\_  
 Girl 2 (Doesn't agree and suggests earrings.) \_\_\_\_\_  
 Girl 1 (Asks how much they are.) \_\_\_\_\_  
 Girl 2 (Tells her the price.) \_\_\_\_\_  
 Girl 1 (Says that they are very expensive.) \_\_\_\_\_  
 Girl 2 (Agrees. She agrees to get the necklace.) \_\_\_\_\_

3 <sup>CD 3</sup><sub>20</sub> Listen and say the words.

sugar    statue



**Phonics tip**

The *sh* and *ch* sounds are sometimes spelled in different ways.

4 Read. Write the underlined words in the table.

The children went to a shop to buy a present for their teacher. Everything was too expensive, so they went to a cheaper shop between the church and the train station. They saw a machine which made tiny statues out of sugar. The girls were sure that Miss Saunders would like such a special machine!



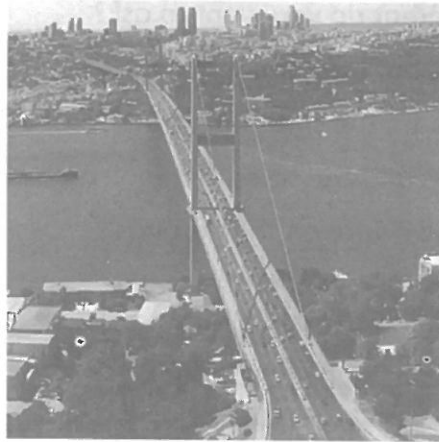
<b>sh sounds</b>	shop,
<b>ch sounds</b>	children,

5 <sup>CD 3</sup><sub>21</sub> Listen, check and say the words.





1 Write the names of the places under the photos.



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

2 Remember the story. Read the summary. Write the sentence numbers in the boxes.

- 1 They don't find Phoebe anywhere.
- 2 It is very busy.
- 3 ~~They make a list of all the places they want to go.~~
- 4 They think this is the best way to find Phoebe.

The children are in Istanbul in Turkey. They get a guidebook from the tourist office and go to the park to read it.  3 Phoebe is very excited and wants to go sightseeing. They decide to take the underground and go to Taksim station.  The boys get on the train but Phoebe is too slow and she gets left behind. The boys decide to go to all the places they wanted to visit.  They go to the Blue Mosque, Bosphorus Bridge and the Spice Market.  They meet a Turkish boy called Ali. He says they should go back to Taksim station. They all go there and find Phoebe. Ali invites Phoebe to see the sights with him the next day but Phoebe says she can't. She can see the gate glowing at the top of the escalator.

3 Write the names.

- 1 'Have you got a guidebook about the city?' Phoebe \_\_\_\_\_
- 2 'Hurry up, Phoebe.' \_\_\_\_\_
- 3 'Oh no. The train's leaving without me.' \_\_\_\_\_
- 4 'That's a good idea. She'll definitely be at one of them.' \_\_\_\_\_
- 5 'We're looking for our friend.' \_\_\_\_\_
- 6 'Can I come with you?' \_\_\_\_\_
- 7 'But thank you for the invitation.' \_\_\_\_\_
- 8 'Where did they go?' \_\_\_\_\_



**1 Values** Look at the photos of famous places. Write a sentence about each one.

It's amazing! That's so cool. I'd love to go there. What a wonderful place. I'd love to take a photo.



The Iguazu Falls in Brazil and Argentina



The Taj Mahal in India



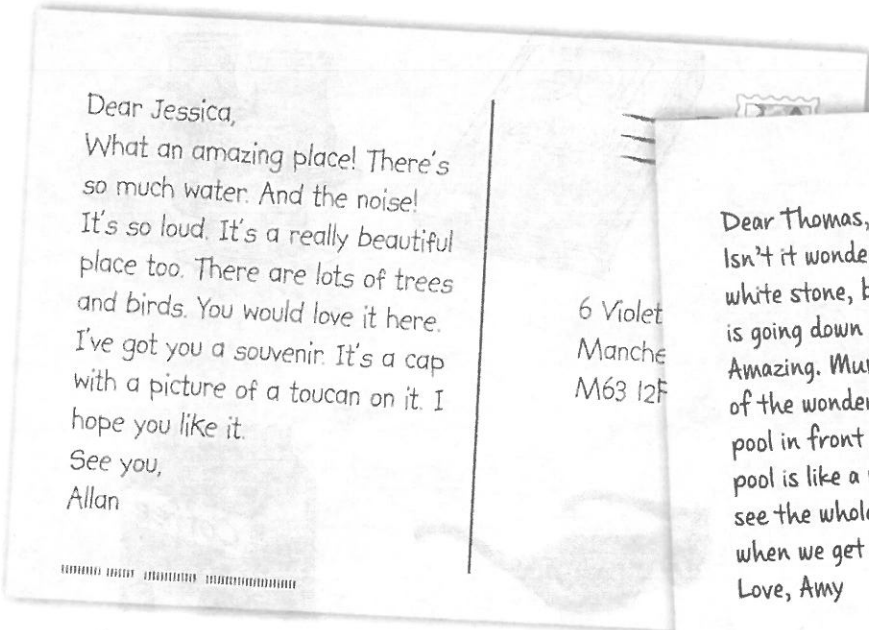
The Burj Khalifa in Dubai



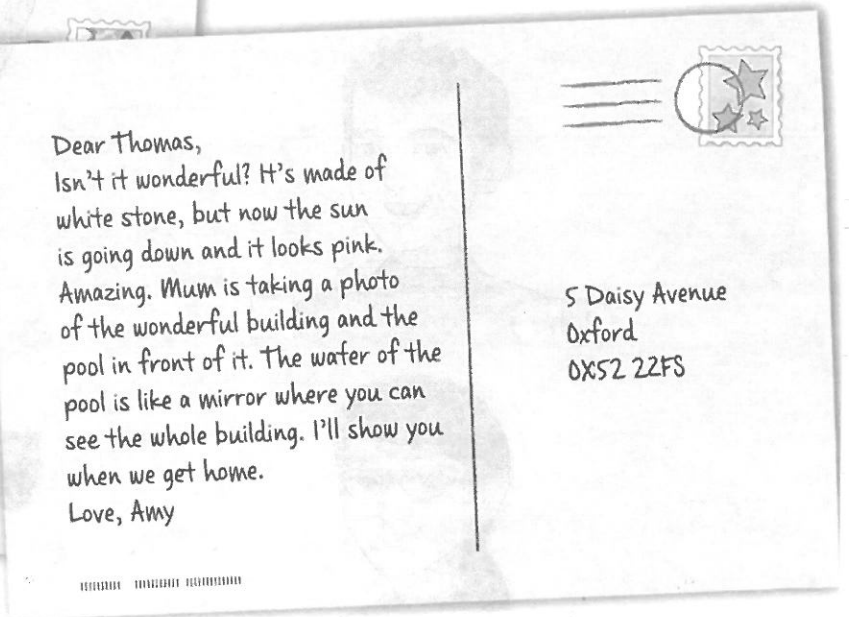
Mount Bromo in Indonesia

- 1 They're beautiful. I'd love to go there.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**2** Read the postcards. Which of the places in Activity 1 are Allan and Amy visiting?

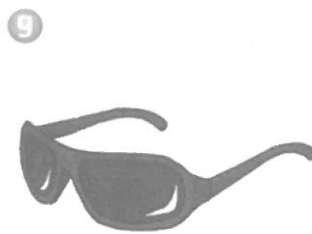
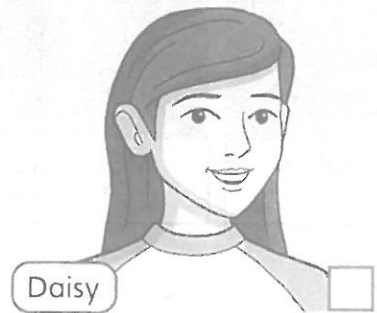
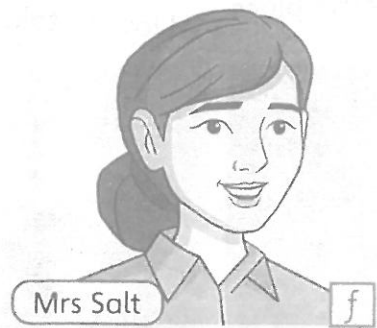


1 \_\_\_\_\_



2 \_\_\_\_\_

Listen and look. What did each person in Mrs Salt's family buy in the souvenir shop?





1 Work with a partner. Ask and answer.



Boy's name	Fred
How many friends	
What favourite sport	
Book interesting / boring	
What time go to bed	

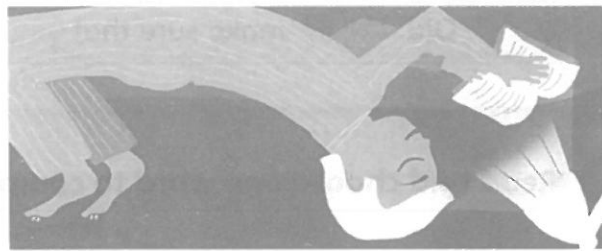


Girl's name	Sarah
How many friends	11
What favourite sport	volleyball
Book interesting / boring	interesting
What time go to bed	9.15

What time go to bed	
Book interesting / boring	
What favourite sport	
How many friends	
Girl's name	Sarah



What time go to bed	8.45
Book interesting / boring	interesting
What favourite sport	swimming
How many friends	6
Boy's name	Fred



2 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.

**Peter** It's Nick's birthday on Monday.  
Let's buy him a present.

**Timmy** G

**Peter** I'm not sure. Have you got any ideas?

**Timmy** \_\_\_\_\_

**Peter** He doesn't really like reading.

**Timmy** \_\_\_\_\_

**Peter** Okay. How about a football?

**Timmy** \_\_\_\_\_

**Peter** Yes, there's one in Green Street.  
Have you got any money?

**Timmy** \_\_\_\_\_

- A OK. How about sport? He loves that.
- B Yes, my father works in the city.
- C I'm sure he'd like that! Do you know a good sports shop?
- D I'm sure it's Friday. After school.
- E Yes, I've got two pounds.
- F That's a great idea.
- G OK, but what can we get him?
- H Well, we could buy him a book.

1 Look and write the words.



underground

2 Values What makes a town planner's job important? Colour one brick in each column to make a sentence.

Big	blocks of flats	live	near	like living there.
New	shops	people	time	jobs.
Town planners	well-planned	underground	in a town	libraries.
Old	make sure that	buildings	supermarkets	get to work.

3 Read and choose one word to complete the sentences.

1 Town planners think a lot about the quality of life in a town or city.

have to  
think  
make sure

4 People need parks, playgrounds and swimming pools so they can \_\_\_\_\_ in their free time.

have fun  
live  
think about

2 An important \_\_\_\_\_ for them is how people go to work.

place  
question  
work

5 Schools, libraries, supermarkets and hospitals are all important \_\_\_\_\_ for a town.

jobs  
places  
shops

3 People who have cars need places where they can \_\_\_\_\_ their cars.

trees  
flower  
park

6 People want to live in places that are not too \_\_\_\_\_ from where they work.

far  
near  
difficult

**1 Think!** Work with a partner. Read and write positive and negative sentences.

1 You live in a flat very close to the station.

😊 You don't have to walk very far to catch a train.  
There are shops near the train station. You can go shopping there.

☹️ It could be noisy.  
There may be lots of cars and a big car park.

2 Your school is next to a football stadium.

😊 \_\_\_\_\_

☹️ \_\_\_\_\_

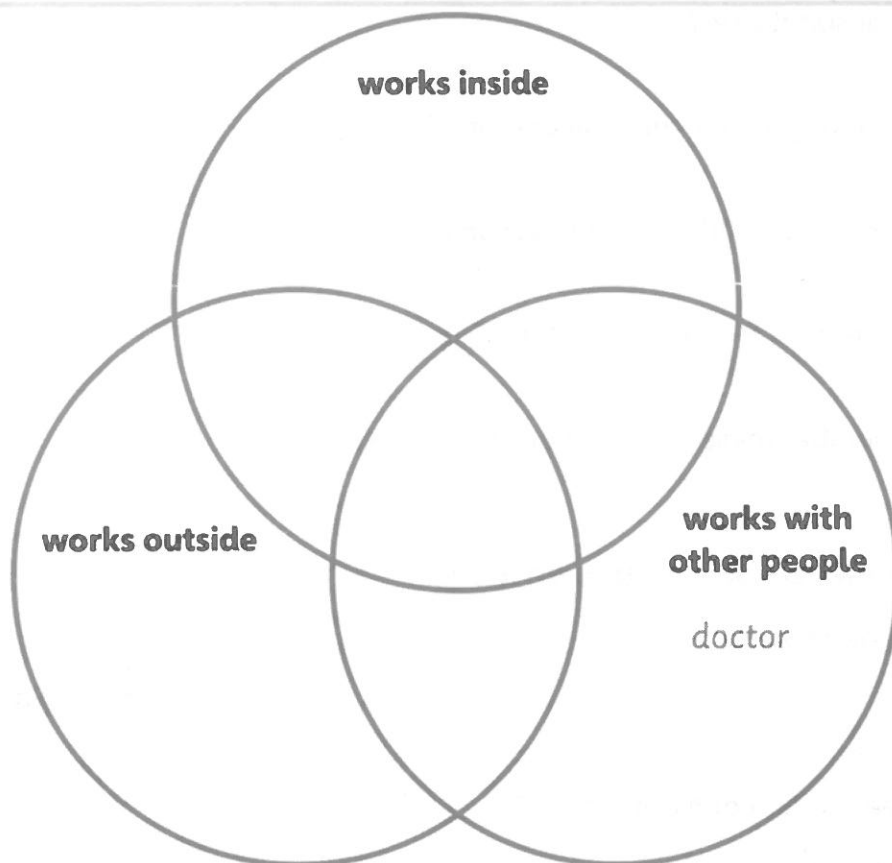
3 There is no sweetshop in your street.

😊 \_\_\_\_\_

☹️ \_\_\_\_\_

**2** Where do these people work most of the time? Write the jobs in the right places.

doctor nurse vet sports coach waiter police officer town planner



**1 Choose six words or phrases to complete the sentences.**

should you

1 You shouldn't feed wild animals.  
They need to find their own food.

You shouldn't

you could

2 \_\_\_\_\_ run around in a museum.

should we

shouldn't feed

3 Do \_\_\_\_\_ if I close the  
window? I'm cold.

Could I

you mind

4 \_\_\_\_\_ help me with my  
homework, please?

Could you

mind

5 \_\_\_\_\_ use your phone?  
I need to call home.

mind if

6 Do you \_\_\_\_\_ if I turn  
on the light? It's a bit dark.

**2 There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.**

help try sure have shouldn't mind

1 Could I a cheese sandwich, please?

Could I have a cheese sandwich, please?

2 Do you if I use your sunglasses?

3 You worry that you forgot your cap. Use one of mine.

4 Make that you bring a coat. It's cold at the moment.

5 Could you come over and me for a moment, please?

6 You should to remember these words. They are very useful.

**3 Complete the sentences with your own ideas.**

1 In the classroom you shouldn't \_\_\_\_\_.

2 You should \_\_\_\_\_ when you are bored.

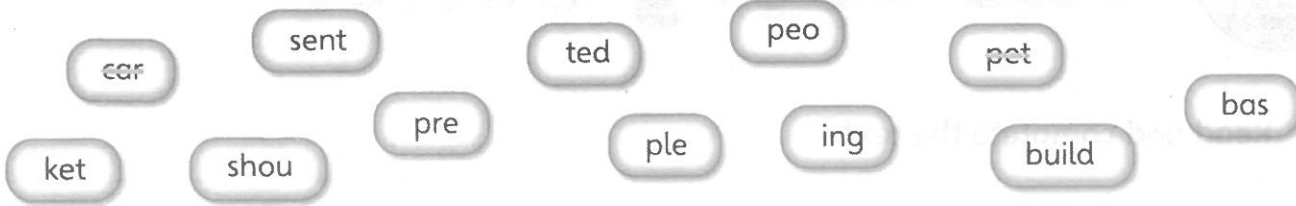
3 I'm hungry. Could I \_\_\_\_\_ ?

4 I really want to see the film at eight. Could I \_\_\_\_\_ ?

5 I'm a bit hot. Do you mind \_\_\_\_\_ ?



1 Find and write the words.



carpet

2 Complete the sentences with the words from Activity 1.







- 1 My dad bought a present for Mum in Istanbul. It's a necklace.
- 2 'Hurry up,' he \_\_\_\_\_, 'the underground is coming.'
- 3 I'm terribly sorry. I made some marks on your \_\_\_\_\_ with my shoes.
- 4 There were lots of \_\_\_\_\_ waiting for the underground.
- 5 Put the cheese, the bread and the apples into the \_\_\_\_\_. We'll have a picnic.
- 6 That modern \_\_\_\_\_ over there is the new hospital.

3 Your friends don't know what to do for their holiday. Write an email to give them advice.

- Where should they go (the mountains, the beach, a sailing boat, a farm)?
- What should they do?
- What shouldn't they do?
- What should they take?




## 1 Read and complete the text.

Shakespeare was one of the greatest writers of all times. Even today theatres all over the world put his plays on stage. In Shakespeare's time there were only male  (1) actors. When they acted women's roles they wore a  (2) \_\_\_\_\_ and women's  (3) \_\_\_\_\_. And when they played men's roles they didn't wear trousers, they wore  (4) \_\_\_\_\_. The actors sometimes wore a  (5) \_\_\_\_\_ too. In Shakespeare's time most of the  (6) \_\_\_\_\_ stood. They talked and ate and shouted when they didn't like what they saw.

## 2 Use a verb from box A and a noun from box B to complete the sentences.

A wear be stand up  
gets light makes

B audiences candle actor  
tights costumes mask

- Can you light a candle, please? It's getting a bit dark in here.
- Many superheroes \_\_\_\_\_ a \_\_\_\_\_ so no one can see their face.
- When I grow up I want to \_\_\_\_\_ an \_\_\_\_\_.
- \_\_\_\_\_ often \_\_\_\_\_ and clap when they really like a show.
- My gran \_\_\_\_\_ all the \_\_\_\_\_ for our school plays.
- Mum gets cross when she \_\_\_\_\_ a hole in her \_\_\_\_\_.

## 3 Write the words in the correct column.

earrings costume jail sheriff  
robber tights tourist office  
museum waiter necklace  
cowboy wig vet train driver  
underground station mask  
bridge theatre

Things to wear	People	Buildings
earrings		

**1 Match the sentences.**

- 1 It's cold in here.
- 2 I'm hungry.
- 3 I can't find my mobile phone.
- 4 I feel ill.
- 5 I'd like to visit Grandma at the weekend.
- 6 Can we go to the football on Saturday, Dad?

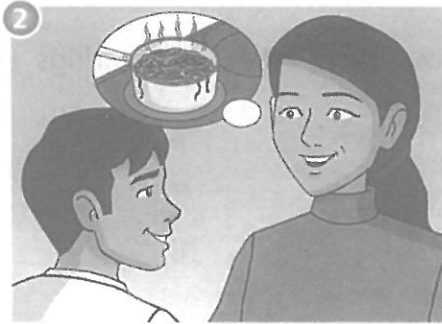
c

- a I'll help you to look for it.
- b OK, I'll ask her.
- c I'll close the window.
- d I'll see if I can get some tickets.
- e I'll phone the doctor.
- f I'll get you a sandwich.

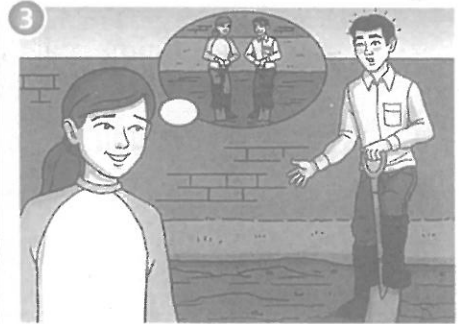
**2 Look and write sentences.**



Girl What about Lea's birthday?  
 Boy I'll bake a cake for her.



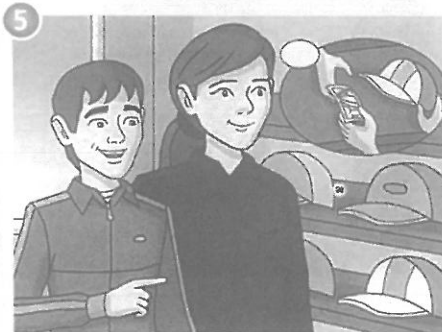
Boy I'm hungry.  
 Mum \_\_\_\_\_



Boy I'm tired.  
 Girl \_\_\_\_\_



Girl The bus didn't come, so I'm late for school.  
 Dad \_\_\_\_\_



Boy I really like that cap.  
 Mum \_\_\_\_\_



Girl My bike is broken.  
 Boy \_\_\_\_\_

**3 Your mum asks you to help in the house. Write four things you'll do.**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

CD3  
37

1 Listen to the song again and correct the sentences.

- 1 The man promises to buy the woman a dress. hat
- 2 He also promises to buy her a dog. \_\_\_\_\_
- 3 He promises to write her an email. \_\_\_\_\_
- 4 He promises to play her a song. \_\_\_\_\_
- 5 He promises to build her a house. \_\_\_\_\_
- 6 He promises to take her to the cinema. \_\_\_\_\_



2 Write the rhyming pairs. Find one more rhyme for each pair.

zoo hat things all you buy take make rings small cat fly

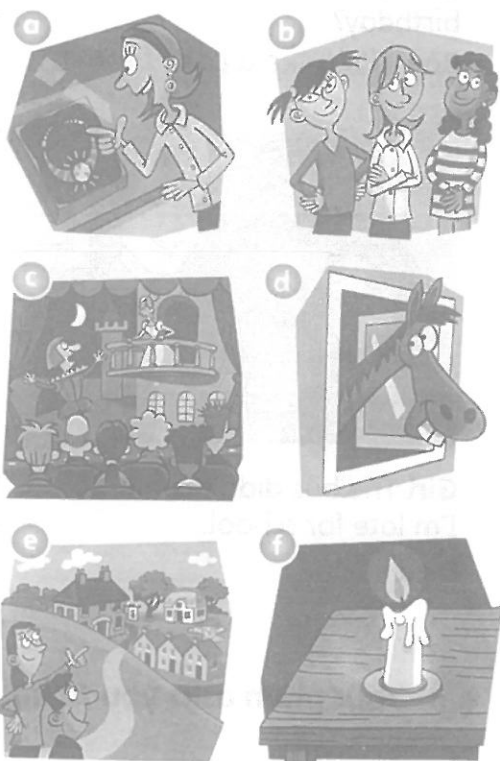
- 1 zoo / you two 4 \_\_\_\_\_ / \_\_\_\_\_
- 2 \_\_\_\_\_ / \_\_\_\_\_ 5 \_\_\_\_\_ / \_\_\_\_\_
- 3 \_\_\_\_\_ / \_\_\_\_\_ 6 \_\_\_\_\_ / \_\_\_\_\_

CD3  
38

1 Listen and say the words.

little mouse

**Phonics tip**  
Sometimes an e at the end of a word is silent. It doesn't change the pronunciation of the rest of the word.



4 Complete the words with the endings from the box. Match the sentences with the pictures.

ce le re se de ge

- 1 There's a horse in the hou \_\_\_\_ ! d \_\_\_\_
- 2 The audien \_\_\_\_ watched the play in the theat \_\_\_\_ .
- 3 Can you blow out that cand \_\_\_\_ on the tab \_\_\_\_ ?
- 4 I like that neckla \_\_\_\_ with the purp \_\_\_\_ stones in it. \_\_\_\_
- 5 The girl with blon \_\_\_\_ hair is in the midd \_\_\_\_ .
- 6 How many peop \_\_\_\_ live in this villa \_\_\_\_ ?

CD3  
39

5 Listen, check and say the sentences.



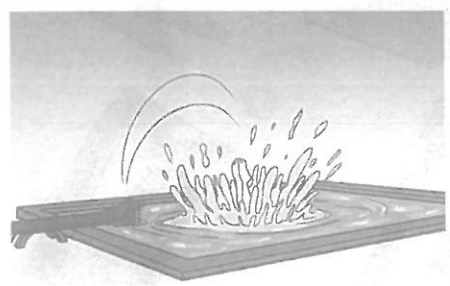
**1 Match the sentences.**

- |                                  |                          |   |                                     |
|----------------------------------|--------------------------|---|-------------------------------------|
| 1 My hands are clean.            | <input type="checkbox"/> | e | a They've just had a big breakfast. |
| 2 They're not hungry.            | <input type="checkbox"/> |   | b I've just tidied my room.         |
| 3 Their car is really clean.     | <input type="checkbox"/> |   | c I've just walked 15 kilometres.   |
| 4 My mum's happy with me.        | <input type="checkbox"/> |   | d They've just gone to the park.    |
| 5 I'm tired.                     | <input type="checkbox"/> |   | e I've just washed them.            |
| 6 Bill and Jane are not at home. | <input type="checkbox"/> |   | f I've just washed it for them.     |

**2 Read and complete the sentences.**

- Don't make a mess in the kitchen – I 've \_\_\_\_\_ just cleaned it. (clean)
- I \_\_\_\_\_ just \_\_\_\_\_ some really good news. (hear)
- We can't buy that book for Ellie's birthday – she \_\_\_\_\_ just \_\_\_\_\_ it. (read)
- Paul \_\_\_\_\_ just \_\_\_\_\_ – he was really tired. (get up)
- He \_\_\_\_\_ just \_\_\_\_\_ his arm. Get a plaster, please. (cut)
- The baby \_\_\_\_\_ just \_\_\_\_\_ his first word. (said)
- I \_\_\_\_\_ just \_\_\_\_\_ your favourite cup – sorry, Mum. (drop)
- Sorry, Mia isn't in. She \_\_\_\_\_ just \_\_\_\_\_ for the supermarket. (leave)

**3 Look and write sentences.**



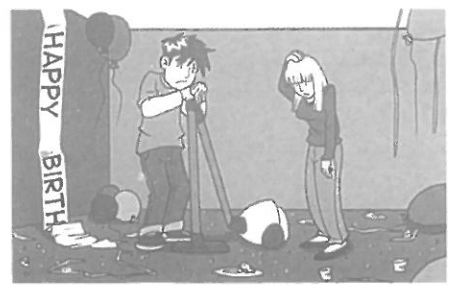
1 He's just jumped in the swimming pool.



2 \_\_\_\_\_



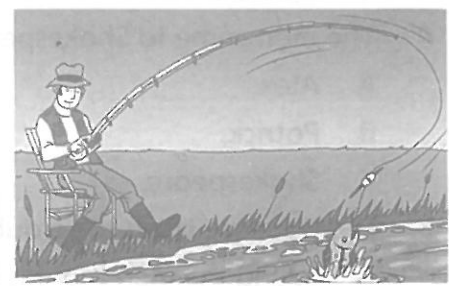
3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

**1 Remember the story. Match the sentences to make the summary.**

- 1 The children are at the theatre watching
- 2 The audience don't like the play
- 3 At the end the children go
- 4 Just then some angry men come onto the stage
- 5 Patrick trips one of the men up with a sword
- 6 The children go to Shakespeare's house
- 7 There is a knock at the door. It is the men again
- 8 This time Shakespeare
- 9 Shakespeare changes the end of the play
- 10 As the children walk on stage to join Shakespeare,

- i
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

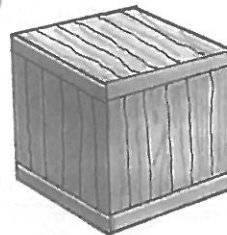
- a and ask for their money back.
- b and tell him to change the end of the play.
- c saves the children.
- d and start shouting.
- e and he chases the rest of them away.
- f the gate appears and they disappear.
- g and talk to Shakespeare.
- h and they are still very angry.
- i William Shakespeare and his new play
- j and it is a big success.

**2 Think! Read and choose the best answer.**

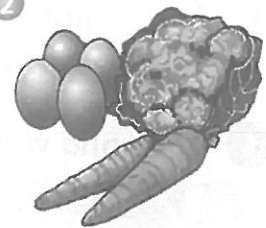
- 1 The children talk to Shakespeare because ...
  - A he looks sad.
  - B they want to meet a famous person.
  - C he is on his own.
- 2 Shakespeare invites the children to dinner because ...
  - A they are hungry.
  - B he wants to hear their ideas.
  - C he wants to thank them for their help.
- 3 The children tell Shakespeare to make his play ...
  - A happier.
  - B sadder.
  - C shorter.
- 4 The men come to Shakespeare's house to get ...
  - A Alex.
  - B Patrick.
  - C Shakespeare.
- 5 Shakespeare stops the trouble by ...
  - A telling the men that his play has a new end.
  - B offering the men cheap tickets.
  - C calling the police.

**3 How do these items appear in the story? Write sentences.**

1



2



3



4



1 Alex hides behind the box.

2 \_\_\_\_\_

3 \_\_\_\_\_

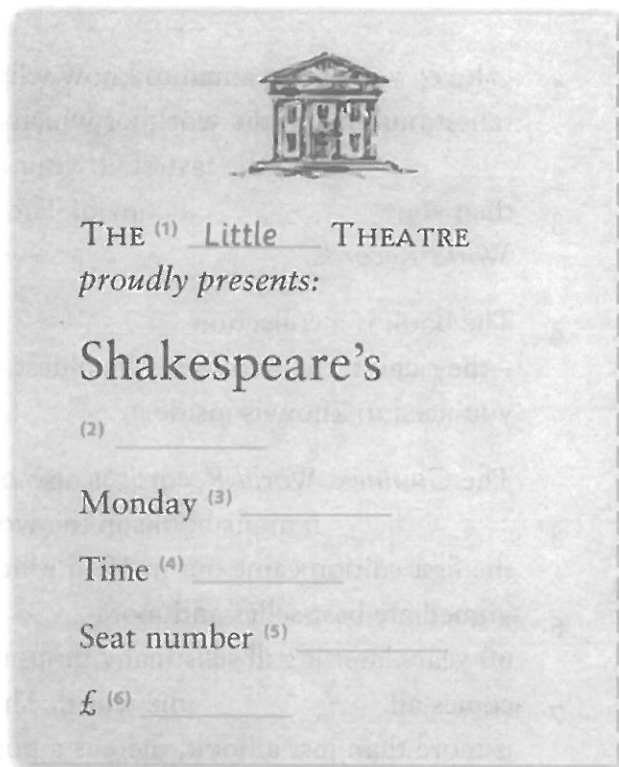
4 \_\_\_\_\_

- 1 **Think!** How many words can you make from the word SHAKESPEARE?

press \_\_\_\_\_

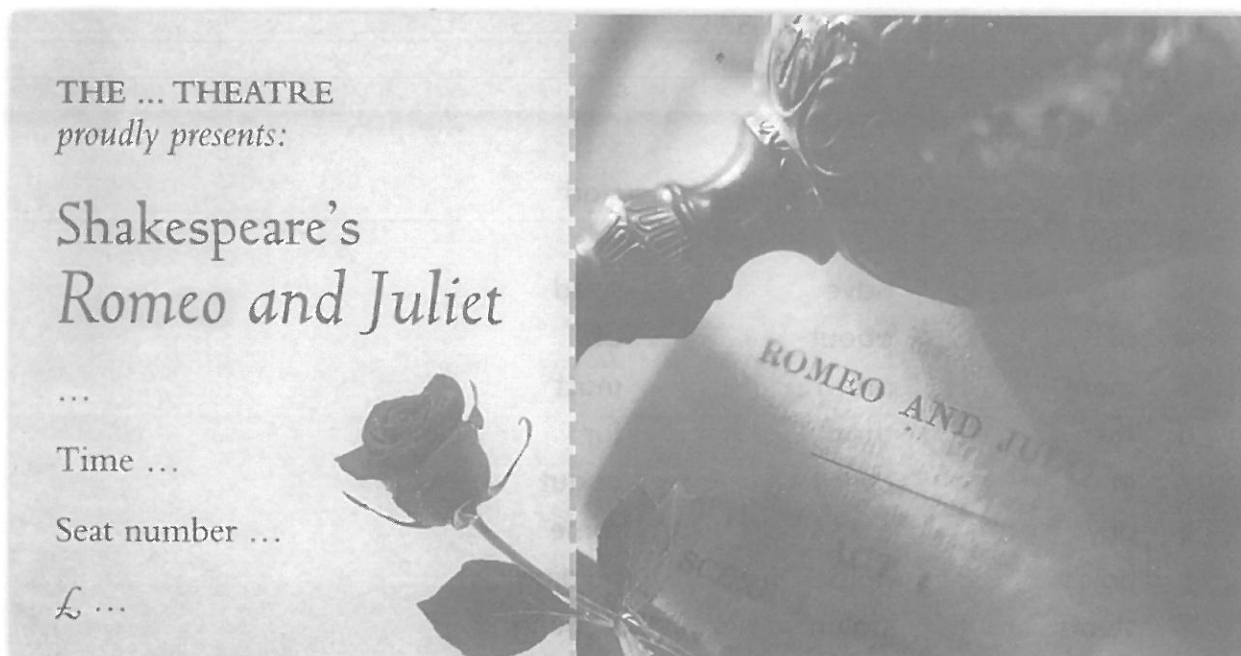
- 2 **Read the dialogue and use it to complete the ticket.**

- Billy** I've just got a ticket to see Shakespeare's *King Lear*.  
**Julia** Really? Where is it on?  
**Billy** It's at the Little Theatre in Bridge Street.  
**Julia** And what day are you going to see it?  
**Billy** I'm going on Monday 8th of June.  
**Julia** What time does it start?  
**Billy** 8 p.m.  
**Julia** Have you got good seats?  
**Billy** I think so. I'm in row B, seat number 24. I hope that's at the front.  
**Julia** And how much did it cost?  
**Billy** £12.  
**Julia** I think I'll go too.  
**Billy** Well, you should hurry up. The tickets are selling fast.



THE <sup>(1)</sup> Little THEATRE  
 proudly presents:  
 Shakespeare's  
<sup>(2)</sup> \_\_\_\_\_  
 Monday <sup>(3)</sup> \_\_\_\_\_  
 Time <sup>(4)</sup> \_\_\_\_\_  
 Seat number <sup>(5)</sup> \_\_\_\_\_  
 £ <sup>(6)</sup> \_\_\_\_\_

- 3 **Complete the ticket with your own ideas and talk in pairs. Use Activity 2 to help you.**



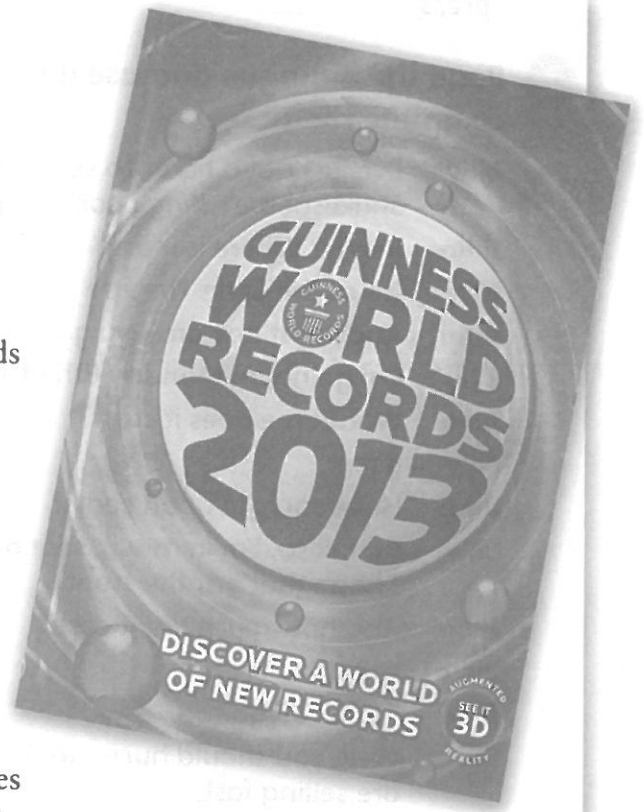
THE ... THEATRE  
 proudly presents:  
 Shakespeare's  
*Romeo and Juliet*  
 ...  
 Time ...  
 Seat number ...  
 £ ...

- A I've just got a ticket to see *Romeo and Juliet*.  
 B Really? Where is it on?

1 Read the text. Choose the right words and write them on the lines.

- 1 Have you ever wanted to know what is the tallest building in the world or which animal  
 2 \_\_\_\_\_ run the fastest? If your answer is yes,  
 3 then you \_\_\_\_\_ a copy of *The Guinness World Records*.  
 4 The book is a collection \_\_\_\_\_ world records – the richest, the strongest, the oldest – everything you need to know is inside it.

The *Guinness World Records* is also one of the  
 5 \_\_\_\_\_ famous books in the world. When the first edition came out in 1955 it became an  
 6 immediate best-seller and more \_\_\_\_\_  
 60 years later it still sells many thousands of  
 7 copies all \_\_\_\_\_ the world. These days it is more than just a book, there is a popular TV series  
 8 based on it and even \_\_\_\_\_ museums. Finally,  
 9 the book itself also \_\_\_\_\_ a rather strange  
 10 world record – it's the book that is \_\_\_\_\_ most often from libraries in the USA!



- |    |        |        |          |
|----|--------|--------|----------|
| 1  | Has    | Have   | Had      |
| 2  | can    | is     | has      |
| 3  | buy    | have   | need     |
| 4  | of     | about  | off      |
| 5  | more   | much   | most     |
| 6  | then   | than   | for      |
| 7  | in     | over   | about    |
| 8  | any    | a      | some     |
| 9  | holds  | hold   | holding  |
| 10 | steals | stolen | stealing |

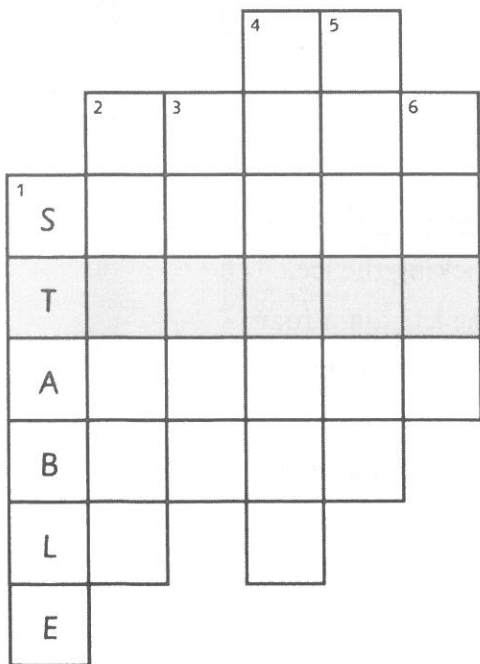


1 **Values** Read the story on page 89 in the Student's Book again. Circle the words to make the moral of the story.

- That's      It's      always      never      best      worse
- being      can be      to be      brave      honest      clever

2 Read the sentences. Do the puzzle. Find the name of the thief.

- 1 A place where a farmer keeps horses and cows.
  - 2 A place where people sell things (especially from a farm).
  - 3 To take what is not yours.
  - 4 To take what is not yours.
  - 5 A man who works for a rich person and does what that person asks him to do.
  - 6 To run your hand across a dog's fur.
- The noise a dog makes.



T \_ \_ \_ \_ \_

3 Look at the pictures to help you write the end of the story.






**1 Read the poems on page 90 in the Student's Book again. Answer the questions.**

- 1 What does Jack's mother make him? She makes him chicken.
- 2 What does he think she should do? \_\_\_\_\_
- 3 Why do people turn around in *Fame*? \_\_\_\_\_
- 4 What happens to these people? \_\_\_\_\_
- 5 What's the problem with Shel's house? \_\_\_\_\_
- 6 What caused this problem? \_\_\_\_\_

**2 Read the poems again and complete the table.**

	Does it rhyme?	Number of lines?	Do you think it's funny?
<i>My Mother Makes Me Chicken</i>			
<i>Fame</i>			
<i>Spaghetti</i>			

**3 Read and complete the poem with the words from the box.**

dish door there meat rice scare

*Bear In There* by Shel Silverstein

There's a Polar Bear  
In our Frigidaire –  
He likes it 'cause it's cold in <sup>(1)</sup> there .  
With his seat in the <sup>(2)</sup> \_\_\_\_\_  
And his face in the fish  
And his big hairy paws  
In the buttery <sup>(3)</sup> \_\_\_\_\_ ,  
He's nibbling the noodles,  
He's munching the <sup>(4)</sup> \_\_\_\_\_ ,

He's slurping the soda,  
He's licking the ice.  
And he lets out a roar  
If you open the <sup>(5)</sup> \_\_\_\_\_ ,  
And it gives me a <sup>(6)</sup> \_\_\_\_\_  
To know he's in there –  
That Polary Bear  
In our Fridgitydaire.



- 1 Make three sentences with the phrases in the diamond.  
Use three different phrases in each sentence.

- 1 Our class \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



- 2 Draw lines and complete the sentences with the words from the box.

finished a new tell from London which some cheese

1 I've just finished	have just come	tasted wonderful.
2 I'll _____	mango _____	_____ car.
3 Mum has _____	Dylan that _____	back _____.
4 I've just eaten a _____	reading a _____	to the party.
5 My sisters _____	bring _____ sandwiches	the party is on Saturday.
6 We'll _____	just bought _____	great book.

- 3 Complete the sentences with your own ideas.

- 1 I'll get \_\_\_\_\_ for you.
- 2 Sandra is angry. She's just heard that \_\_\_\_\_.
- 3 I'll tell my best friend \_\_\_\_\_.
- 4 I've just \_\_\_\_\_ so can I watch some TV now?
- 5 I'll ask my parents if \_\_\_\_\_.
- 6 My brother has just \_\_\_\_\_.



1 Find and write the words.

1 e k  
t r  
a m

2 s l  
b a e  
t

3 s o  
r t  
k e

4 m a  
s k

5 i d  
n u e  
c a e

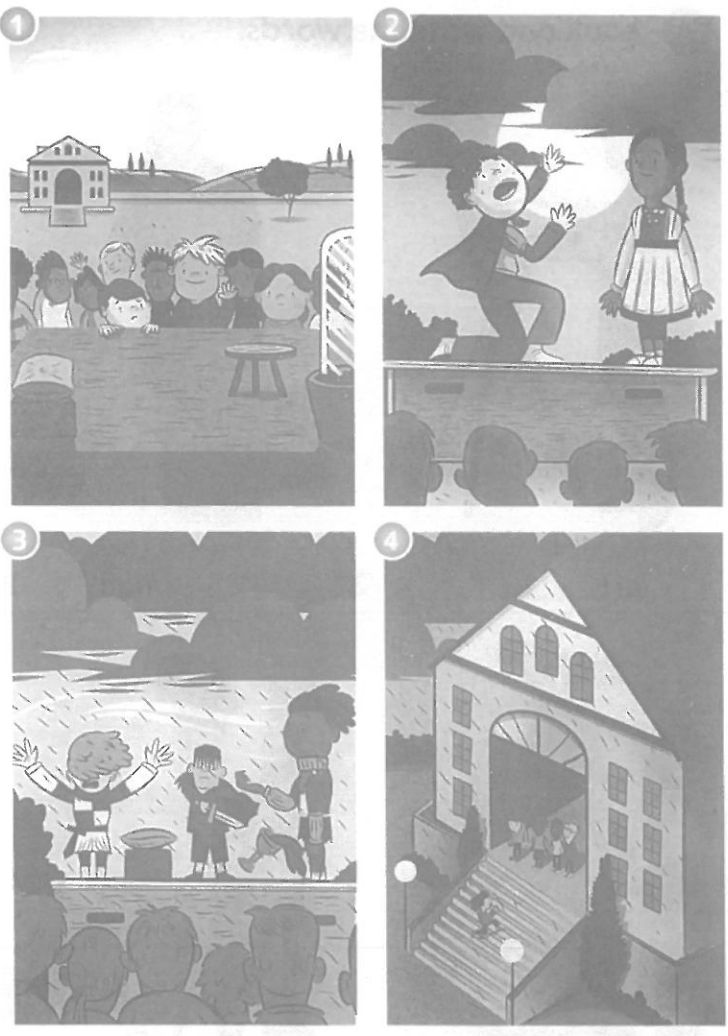
6 d l  
a c s  
n e

- 1 market 4 \_\_\_\_\_  
2 \_\_\_\_\_ 5 \_\_\_\_\_  
3 \_\_\_\_\_ 6 \_\_\_\_\_

2 Complete the sentences with the words from Activity 1.

- 1 The farmer sold six cows at the weekly market .
- 2 I bought a very unusual \_\_\_\_\_ the other day. It was in the shape of a banana.
- 3 The \_\_\_\_\_ liked the play very much and they clapped for a long time.
- 4 Don't \_\_\_\_\_ the dog. It might bite you.
- 5 We didn't have any electricity last night. Mum lit \_\_\_\_\_ .
- 6 We've got three horses in our \_\_\_\_\_ .

3 Look at the pictures and write the story. Use the ideas to help you write about each picture.



It was at the end of the school year. We were \_\_\_\_\_  
Romeo was kneeling in front of Juliet when \_\_\_\_\_  
Only a short time later \_\_\_\_\_  
All the actors and the audience \_\_\_\_\_

## 1 Look and write the words.



1 art ist



2 \_\_\_\_\_ man



3 \_\_\_\_\_ woman



4 \_\_\_\_\_ eer



5 \_\_\_\_\_ ic



6 \_\_\_\_\_ er



7 \_\_\_\_\_ ist



8 \_\_\_\_\_ er

## 2 Read and write the words from Activity 1.

- 1 His paintings are wonderful. artist
- 2 He repairs cars. \_\_\_\_\_
- 3 He looks after his cows. \_\_\_\_\_
- 4 She builds bridges. \_\_\_\_\_
- 5 She works for a big company and she travels a lot. \_\_\_\_\_
- 6 He cleans offices before the people arrive. \_\_\_\_\_
- 7 She looks after your teeth. \_\_\_\_\_
- 8 He works for a big company and he travels a lot. \_\_\_\_\_

## 1 Look and match.



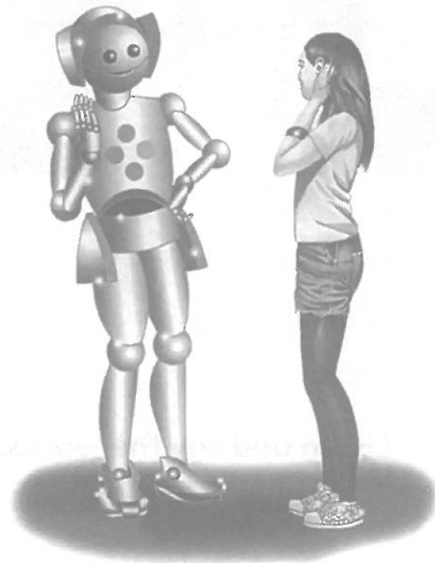
- 1 If you can't do your Maths homework,
- 2 If the bus is late,
- 3 If Music Club finishes late,
- 4 If you want to go swimming,
- 5 If you want to go out in the rain,
- 6 If you want to learn to play the guitar,
- 7 If you want to plant a tree,
- 8 If you want to be an astronaut,

- h a I'll take you to the swimming pool.
- b I'll get an umbrella.
- c I'll show you.
- d I'll wait for you.
- e I'll dig a hole in the garden.
- f I'll take you to school in the car.
- g I'll build you a rocket.
- h I'll help you.

## 2 Read and write the words. Use will.


repair put up tidy carry find  
play fight look it up

- 1 If you're scared of monsters, I'll fight them.
- 2 If you lose your pen, \_\_\_\_\_ it for you.
- 3 If you're bored, \_\_\_\_\_ with you.
- 4 If your bike is broken, \_\_\_\_\_ it for you.
- 5 If you don't know a word in English, \_\_\_\_\_ for you.
- 6 If your room is messy, \_\_\_\_\_ it for you.
- 7 If you want to go camping, \_\_\_\_\_ the tent.
- 8 If your schoolbag is very heavy, \_\_\_\_\_ it for you.




## 3 Read the poem and then write your own.

If you're ...

If you're sad   
I'll sing a song for you.

If you're angry  
I'll make you smile.

If you're scared   
I'll hold you in my arms.

And if you're happy  
I'll laugh with you.



If you're ...

If you're sad

If you're angry

If you're scared

And if you're happy

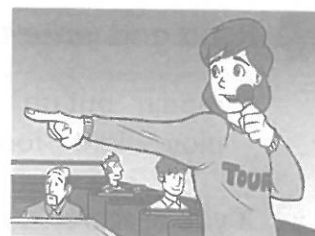
**1 Put the dialogue in the correct order.**

- Boy** I hate homework. Why do we have to do it?
- Boy** Practise? What's Geography good for?
- Boy** Why don't we play a game?
- Boy** Mmm, I suppose so.

- Girl** We need to practise.
- Girl** For knowing about the world, of course. Don't you want to understand more about other countries?
- Girl** No, I think we should do our Geography homework first.

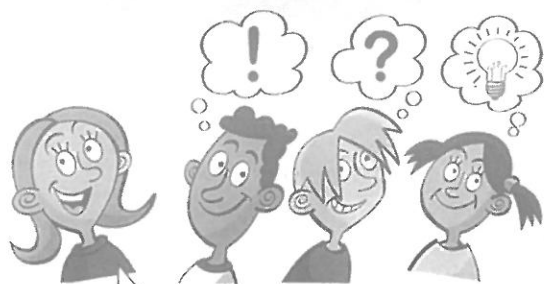
**2 Use the words in the box to write sentences.**

scientist / Maths    explorer / Geography    doctor / Biology    tour guide / languages



- 1 You'll never be a scientist if you don't know any Maths.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**3 Listen and say the words.**  
**they think**



They're thinking.

**Phonics tip**

The letters *th* can have the voiced sound: *they* or the unvoiced sound: *think*.

**4 Read. Write the underlined words in the table.**

It was Thelma's father's birthday on Thursday. Thelma wanted to buy him a leather belt, so her mother took her to a clothes shop in town. While they were walking past the theatre, she saw that The Three Brothers was playing there. Thelma thought going to see a play together was the best thing she could give her father!

<b>they</b>	father,
<b>think</b>	Thelma,

**5 Listen, check and say the words.**



**1 Read and complete the dialogue with the words from the box.**

food visit home be 'll what ge

Dad Let's <sup>(1)</sup> go \_\_\_\_\_ to the museum.

Boy But <sup>(2)</sup> \_\_\_\_\_ if it is closed?

Dad Then we'll <sup>(3)</sup> \_\_\_\_\_ Grandpa.

Boy But what if he isn't at <sup>(4)</sup> \_\_\_\_\_ ?

Dad Then we <sup>(5)</sup> \_\_\_\_\_ go to a restaurant.

Boy But what if I don't like the <sup>(6)</sup> \_\_\_\_\_ there?

Dad Then you'll <sup>(7)</sup> \_\_\_\_\_ hungry for the rest of the day.



**2 Write questions. Use a different verb for each question.**



1 What will you do if the bridge is broken?

2 What \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

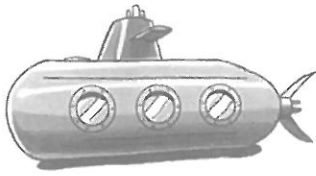
5 \_\_\_\_\_

6 \_\_\_\_\_

**3 Think about what you would do and write the answers.**


1 Remember the story. Who hides in or on these vehicles? Write names. There is one extra picture.

1



2



3



4



Don \_\_\_\_\_

2 Complete the summary with the missing letters. Each letter of the alphabet is missing once. Tick (✓) each letter when you use it in the grid below.

The children are in a museum full of amazing cars and motorbikes. They see a door with a sign that says, 'Don't enter' but Patrick decides to go in. The others follow. Inside the room they hear a robot talking about taking over the world. They leave the room. Suddenly they hear someone calling for help. They find a man trapped inside a submarine. Patrick gets a box of tools from the room with the models and they free the man.

His name is Don and his job is to program the robots. He tells them that his best robot is dangerous. He also tells the children about the only way to stop them. At exactly 6.55 while the robots are recharging their batteries, Don and the children enter the computer room. Don works quickly on a program to shut down the robots. It works and the world is saved.

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

3 Write questions for these answers.

1 What do the children see in the museum \_\_\_\_\_ ?

They see sports cars and motorbikes.

2 What does \_\_\_\_\_ ?

It says, 'Don't enter.'

3 Where does \_\_\_\_\_ ?

He finds it in the room with the models in it.

4 What is \_\_\_\_\_ ?

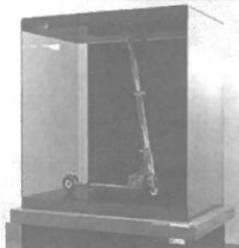
His job is to program the robots.

5 What time \_\_\_\_\_ ?

They go there at exactly 6.55 a.m.

1 **Think!** Match the exhibits with the rooms in the museum from 2531AD. Then write four more items.

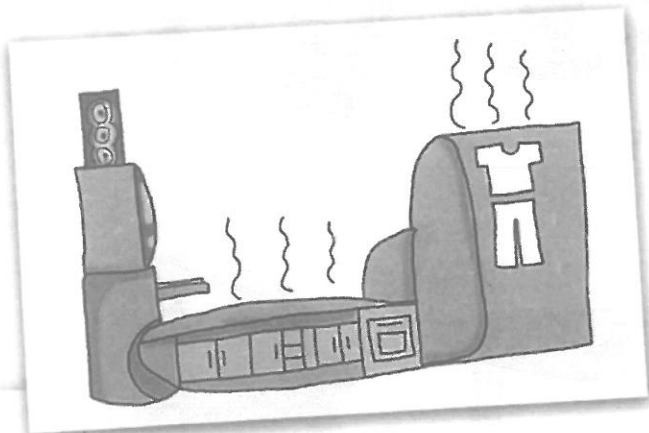
music	transport	school	furniture	gadgets
an electric guitar				



2 **Values** What can we learn from the text on page 98 of the Student's Book? Colour the words.

- try
- do
- to
- help
- his
- your
- robots
- friends

3 Choose one of the items from Activity 1. Imagine what it will look like in the year 2531AD. Draw a picture and write about it.

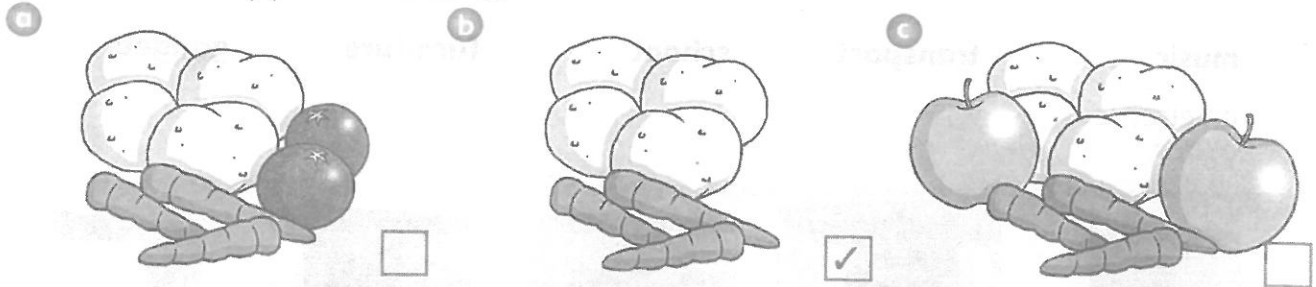


This is a bed from 2531AD. It has a computer in it. If you can't get to sleep it will play your favourite music to help you. In the morning it wakes you up with breakfast. It then puts your clothes on for you. They are nice and warm. You never have to get out of bed feeling cold or hungry!



1 Listen and tick (✓) the box.

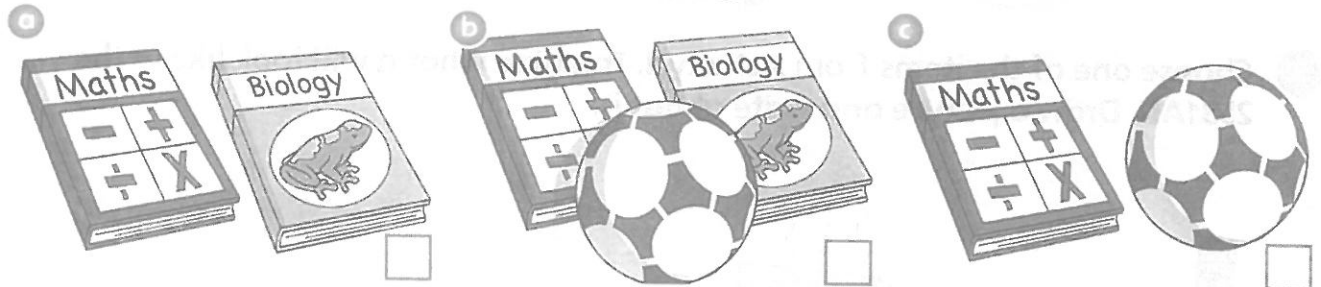
1 What should Katy put on the table?



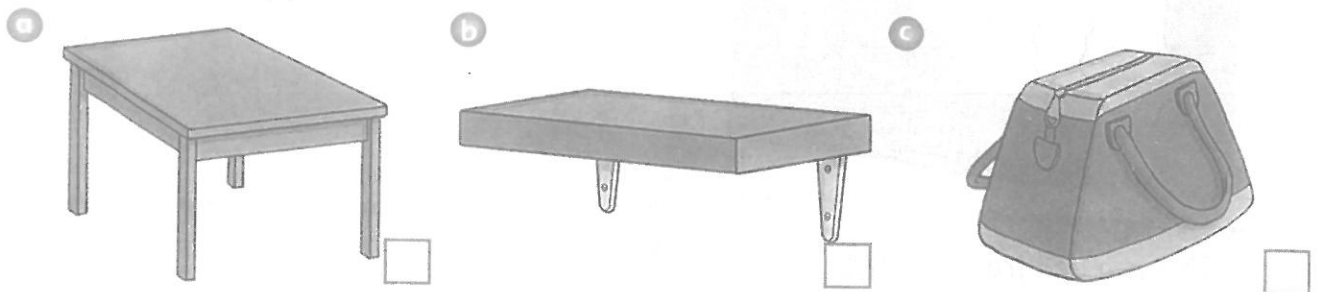
2 Which is William's bike?



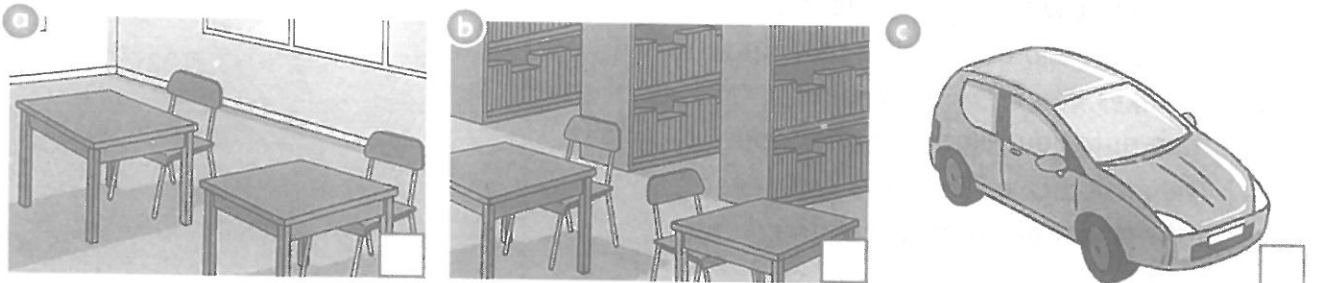
3 What subjects will Richard's class study this morning?



4 Where should Lucy put the notebook?



5 Where has the teacher left his car keys?





- 1 Work with a partner. One of you uses picture A, the other one looks at picture B. Don't look at each other's pictures. Talk about the picture and find the differences.

A In my picture, the man is in the car.

B In my picture, the man is in front of the car.



- 2 **Values** Complete the story with five words from the box.

great car nervous opened games closed behind rain above parents

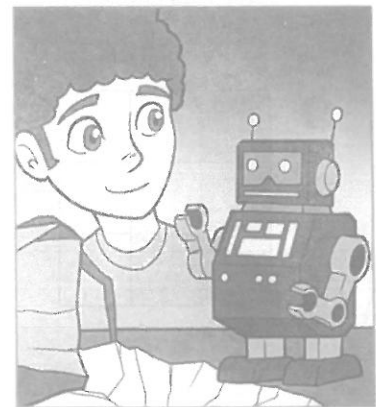
My last birthday was really cool. Mum invited all my friends from my class – there were 12 boys and 8 girls. First we played in the garden with my sister, Jane. Jane is 17. She knows lots of great <sup>(1)</sup> games. We had a fantastic time, but then it started to <sup>(2)</sup> . 'Why don't you come into the house?' my mum said. 'I'm sure you're all very hungry!'

She was right. We were all very, very hungry. The food was <sup>(3)</sup> . We had hot dogs and drank orange juice, but there was more. We had the best birthday cake in the world! Yummy!

Later, my sister said to me, 'Now you can look at your presents.' There was a big box with my name on it. I was so excited. When I <sup>(4)</sup> it, I couldn't believe what I saw. In the box, there was a robot. 'If you press the buttons,' my sister said, 'it'll do great things!'

We went out into the garden again. 'Press the green button,' my friends said, but I didn't. I pressed the yellow button. The robot started to run very fast. It ran through the garden gate and down the street. 'Come back!' I shouted. But it didn't come back.

The next morning when I went to school I saw the robot. It was lying <sup>(5)</sup> a bush near the park. The battery was flat.



- 3 Now choose the best name for the story. Tick (✓) one box.

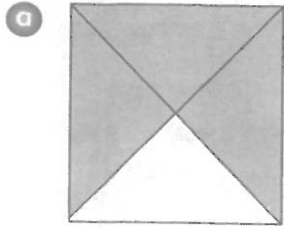
That was great fun!

The birthday present

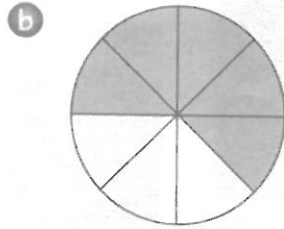
Playing with my sister

**1 Write the fractions.**

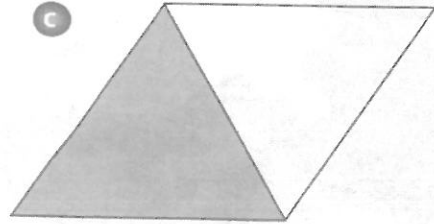
two quarters two quarters three sixths five eighths a half one sixth  
 four ninths ~~three quarters~~ two fifths five sixths three eighths two halves



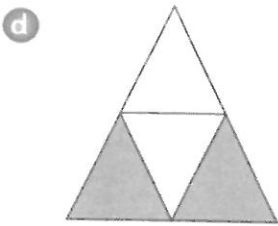
three quarters



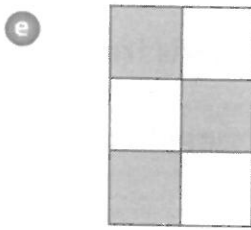
\_\_\_\_\_



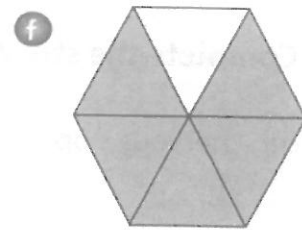
\_\_\_\_\_



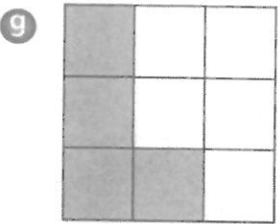
\_\_\_\_\_



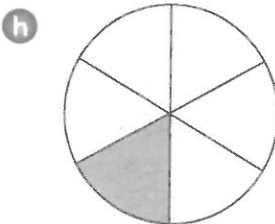
\_\_\_\_\_



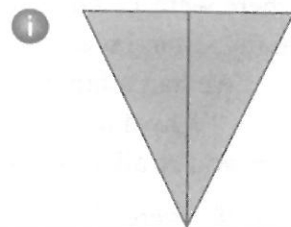
\_\_\_\_\_



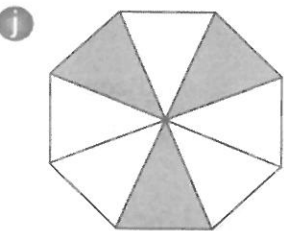
\_\_\_\_\_



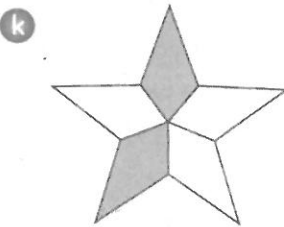
\_\_\_\_\_



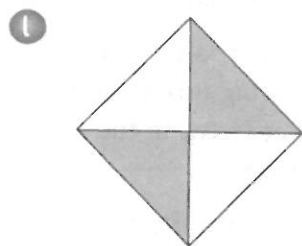
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**2 Think! Read and think. Write the answers.**

- 1 two thirds of nine six
- 2 three quarters of 12 \_\_\_\_\_
- 3 one half of 40 \_\_\_\_\_

- 4 two fifths of ten \_\_\_\_\_
- 5 three sixths of 24 \_\_\_\_\_
- 6 two tenths of 30 \_\_\_\_\_

**1 Think!** Read, think and complete the tables.

Kate has got 24 old Roman coins. She gives her friend Rick a third of her 24 coins. Rick gives half of his coins to his sister Barbara. Barbara gives half of her coins to her friend Kylie. How many coins has each of them got in the end?



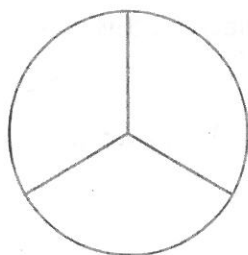
	How many?
Kate	16
Rick	
Barbara	
Kylie	
<b>Total coins</b>	<b>24</b>

Mr Carrots, the greengrocer, has got a dog, Blackie. Blackie is alone in the shop. He jumps on the table. All the boxes with the fruit fall off the table. Altogether there are 49 pieces of fruit on the floor. Three sevenths of them are apples. There are some pears too. The number of pears is two thirds of the number of apples. There are also some peaches and some plums. The number of peaches is three sevenths of the number of pears. The number of plums is two thirds of the number of peaches. There are also some bananas – two sevenths of the number of pears.



	How many?
Apples	21
Pears	
Peaches	
Plums	
Bananas	
<b>Total fruit</b>	<b>49</b>

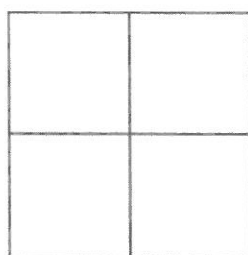
**2 Read and colour the sections.**



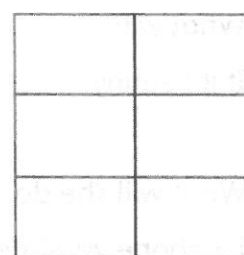
two thirds



one third



three quarters



one sixth

**1 Choose six words or phrases to complete the sentences.**

- |             |          |  |          |
|-------------|----------|--|----------|
| father says | <b>1</b> | If you are hungry, the robot <u>will cook</u> a meal for you.      | don't do |
| will cook   | <b>2</b> | What will he do if his _____ no?                                   | if Jane  |
| do          | <b>3</b> | If Paul doesn't understand his homework, the robot _____ help him. | will     |
| will she do | <b>4</b> | What _____ if her friend doesn't come?                             | comes    |
| will be     | <b>5</b> | What _____ doesn't like her present?                               | say      |
|             | <b>6</b> | If I _____ my homework, the teacher will be angry.                 |          |

**2 There is a word missing from these sentences. Write each sentence with a word from the box in the correct place.**

say   have   rains   if   stops   will

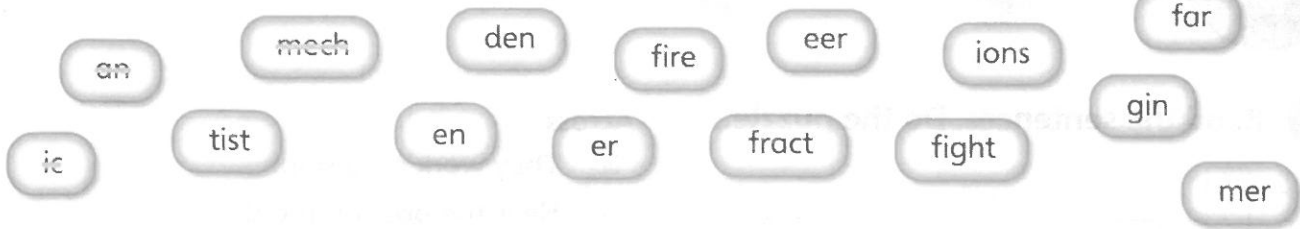
- 1** What will we do the museum is closed?  
What will we do if the museum is closed?
- 2** If she's bored, the robot play the piano for her.  
 \_\_\_\_\_
- 3** What will you if he asks us about the party?  
 \_\_\_\_\_
- 4** If it tomorrow, we will stay at home.  
 \_\_\_\_\_
- 5** If we win the match on Saturday, we will a big party.  
 \_\_\_\_\_
- 6** What will you do if your computer working?  
 \_\_\_\_\_

**3 Complete the sentences with your own ideas.**

- 1** What will \_\_\_\_\_ doesn't give us any homework this weekend?
- 2** If it's sunny \_\_\_\_\_ the beach.
- 3** \_\_\_\_\_ we don't get any homework tonight?
- 4** What will she do \_\_\_\_\_ ?
- 5** I'll phone you later if \_\_\_\_\_ .
- 6** If you're hungry \_\_\_\_\_ .



**1 Find and write the words.**



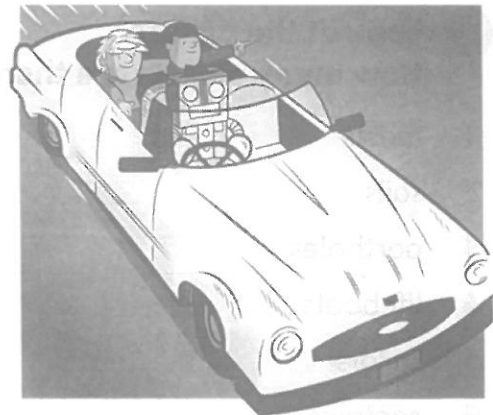
mechanic

**2 Complete the sentences with the words from Activity 1.**

- 1 I need a mechanic . My car has broken down.
- 2 One of my teeth hurts. I am seeing my \_\_\_\_\_ tomorrow.
- 3 Sue's dad is an \_\_\_\_\_. He builds aeroplanes.
- 4 Tom's dad is a \_\_\_\_\_. He has lambs, cows and chickens.
- 5 I'd love to be a \_\_\_\_\_. I know it's a bit dangerous but it's such an exciting job.
- 6 A half and a third are examples of \_\_\_\_\_ .

**3 Imagine that you and your friend went for a drive with your robot. Write what happened.**

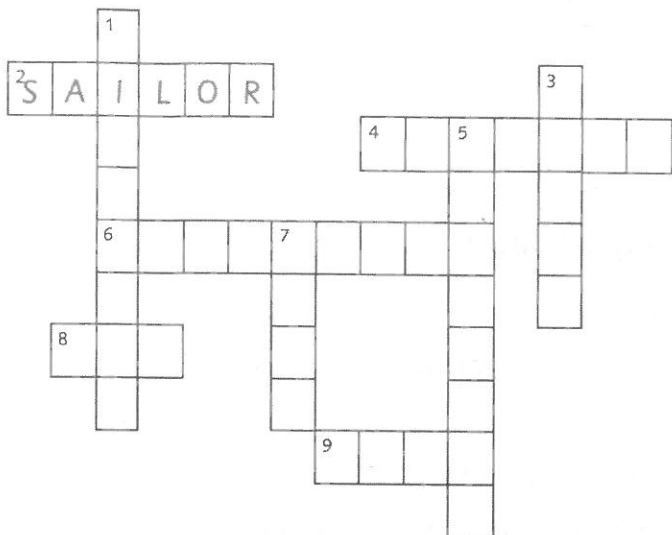
- Where were you going when you left the house?  
/ What did you see?
- Say if you enjoyed the ride.
- The car stopped working – say what happened.
- Say how you all got home.
- Say what you all did when you were at home.



موسسه زبان دهخدا  
dehkhodaedu.com

# Mystery at sea

1 Read the sentences. Do the puzzle.



Across

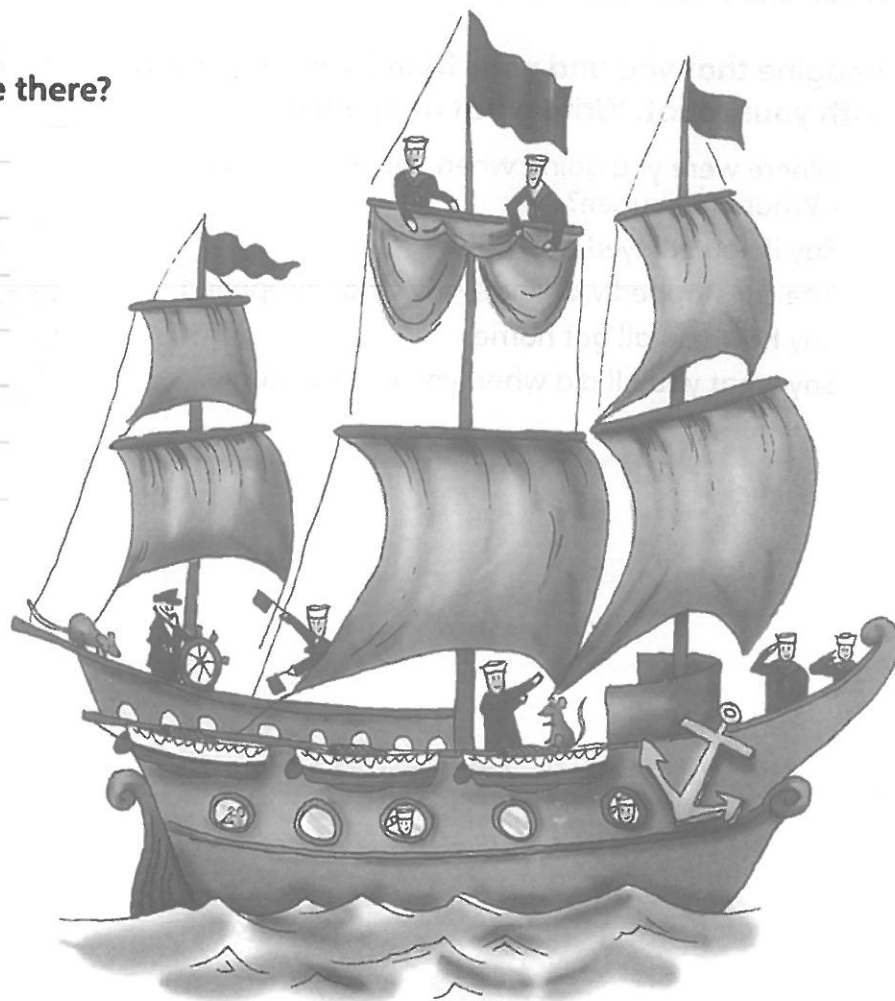
- 2 They work on a ship.
- 4 He is the boss on the ship.
- 6 It shows you what the weather will be like.
- 8 This is a small animal, but bigger than a mouse, with a long tail.
- 9 When the wind blows, the sailors put this up.

Down

- 1 You get into this if the ship starts to sink.
- 3 This is where you sleep on a ship.
- 5 This is a window in a ship.
- 7 This is a long pole where the sails are fastened.

2 Look at the picture. How many objects are there?

- 1 masts three
- 2 sails \_\_\_\_\_
- 3 portholes \_\_\_\_\_
- 4 lifeboats \_\_\_\_\_
- 5 sailors \_\_\_\_\_
- 6 captains \_\_\_\_\_
- 7 rats \_\_\_\_\_





1 Remember the song. Complete the words from the song to find where Grandma was.

f\_uss    t\_l\_ scope    Gran\_ ma    f\_ sh    fro\_ t    a\_ ain  
 cap\_ ain    anc\_ or    whal\_  
 \_oat    sa\_ l    \_ubbed    \_rop    \_ea

F \_ \_ \_ \_ \_

2 <sup>CD4</sup><sub>28</sub> Listen and write the numbers.

- |  |   |
|--|---|
| <input type="checkbox"/> Some sailors jumped into the water to look for Grandma.                             | <input type="checkbox"/> Grandma was standing beside Jimmy at the rail of a ship. Both were looking out at the sea. |
| <input type="checkbox"/> Suddenly Grandma was standing next to Jimmy and asked, 'What's all the fuss about?' | <input type="checkbox"/> When Jimmy turned round Grandma was not there any more.                                    |
| <input type="checkbox"/> The captain dropped the anchor.   | <input type="checkbox"/> Jimmy thinks his grandma might be inside a whale.  |
| <input type="checkbox"/> Jimmy ran to the telescope to check where Grandma was.                              |   |

3 <sup>CD4</sup><sub>29</sub> Listen and say the words.

foot    could    boot    you



**Phonics tip**

The short sound in foot is the same as put and could. The long sound in boot is the same as in zoo and you.

4 Write the words in the columns.

put moon should woman rule  
 pull soup choose wood glue pool  
 school would stood blew took

foot	boot
put	moon

5 <sup>CD4</sup><sub>30</sub> Listen, check and say the words.



**1 Make sentences and questions.**

1 dog / Have / walked / yet / you / the / ?

Have you walked the dog yet?

2 tried / I / bike / have / out / new / already / Mia's / .

3 seen / you / new / *Treasure Island* / the / Have / film / yet / ?

4 I / already / my / tidied / have / room / .

**2 Read and write the answers.**

1 Have you read the last Harry Potter book yet? (No / see the film)

No, I haven't read the last Harry Potter book yet, but I have already seen the film.

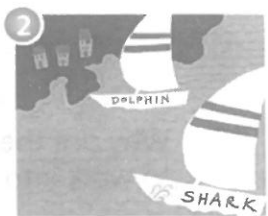
2 Have you been to New York yet? (No / go to Los Angeles)

3 Have you fed the cat yet? (No / tidy bedroom)

4 Have you done your Maths homework yet? (No / do English homework)

5 Have the Bensons sold their house yet? (No / sell car)

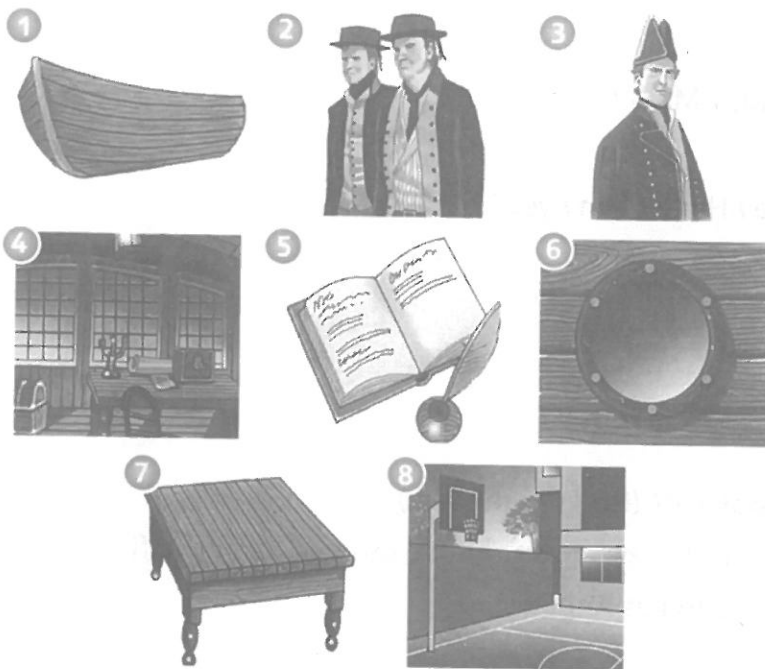
**3 Look and write.**



1 Tom has already had a bath, but Harry hasn't had a bath yet.

- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**1 Remember the story. Look at the pictures and complete the text.**



**2 Read the text in Activity 1 again. Who (or what) do the underlined words refer to?**

- 1 they (line 2) the children
- 2 He (line 6) \_\_\_\_\_
- 3 It (line 8) \_\_\_\_\_
- 4 them (line 9) \_\_\_\_\_
- 5 them (line 15) \_\_\_\_\_
- 6 it (line 17) \_\_\_\_\_
- 7 it (line 18) \_\_\_\_\_
- 8 they (line 19) \_\_\_\_\_

**3 Read and answer.**

- 1 Where are the children?  
They are on a big sailing boat.
- 2 Why does the sailor find the children?  
\_\_\_\_\_
- 3 What do the children read?  
\_\_\_\_\_
- 4 Why does Patrick tell the other two to come to the porthole?  
\_\_\_\_\_
- 5 Why are the children careful not to walk into a green light?  
\_\_\_\_\_
- 6 Why do the children think that something is wrong when they get back to school?  
\_\_\_\_\_

The children are on a big sailing ship. The crew doesn't look very friendly so they hide in a <sup>(1)</sup> lifeboat. Unfortunately, Patrick sneezes and some <sup>(2)</sup> \_\_\_\_\_ find them. They take the children to the <sup>(3)</sup> \_\_\_\_\_ who tells them to lock them in his <sup>(4)</sup> \_\_\_\_\_. He seems very worried.

Inside the cabin Phoebe finds the captain's <sup>(5)</sup> \_\_\_\_\_. It says that he thinks something strange is going to happen. Patrick tells them to come and look out of the <sup>(6)</sup> \_\_\_\_\_. Outside, they can see a light, but it's not yellow like their gate, it's green.

The children decide to escape and break down the door with a <sup>(7)</sup> \_\_\_\_\_. They race outside. There are lots of green lights on the ship and the sailors are walking through them and disappearing. Alex then remembers about the *Mary Celeste*, a ship they found with no one on it. Then they see the yellow glow of their gate. They walk through it and find that they are back in the <sup>(8)</sup> \_\_\_\_\_ of their school. Home at last ... or ... are they?

**1 Read the captain's diary and write the words.**

Things are strange. There is something wrong about this ship. I have a strong feeling that something bad is going to happen to my ship and my men.

Last night I had a dream. It was a very strange dream, a terrible dream. There were <sup>(1)</sup> green lights all over the ship.

My men and I walked into them. We didn't want to but we <sup>(2)</sup> \_\_\_\_\_ stop - we had to walk.

We walked through the lights and suddenly we were in a very strange place. We weren't on the <sup>(3)</sup> \_\_\_\_\_ any more. We were on dry land. We <sup>(4)</sup> \_\_\_\_\_ on

the side of a mountain and there was <sup>(5)</sup> \_\_\_\_\_ coming from the top of it.

I looked <sup>(6)</sup> \_\_\_\_\_ my men. They were frightened. Below us we could see a small town. It wasn't like any town I have ever seen. Suddenly there was a huge <sup>(7)</sup> \_\_\_\_\_ and a giant fire ball shot out of the mountain into the sky.

And that is when I woke up. I know it was only a dream but it seemed so real. This <sup>(8)</sup> \_\_\_\_\_ when I woke up, I found the ship's cat was missing. She is my lucky charm and now I am afraid for the safety of my <sup>(9)</sup> \_\_\_\_\_ and my men.

**2 Think! Imagine you are the captain. Write a message in a bottle.**




**3 What places/times would you like the children to visit? Write a list.**

I think they should go to Roman times in 750BC.

---



---



---



---

**1 Look and read. Write words to complete the sentences about the story.**

Grace Darling was born in 1815. She had five brothers and three sisters. When she was ten her family moved to the island of Longstone on the northern coast of England. On the island there was a lighthouse and Grace's father was the lighthouse keeper. All the children helped their father to check the lamps. Some years later her brothers and sisters left the island to get jobs. Only one brother stayed on the island with Grace and her parents.

On the night of Wednesday 5th September a ship left the city of Hull. There were 60 people on board. On Thursday the engines stopped in a storm and the captain could not start them again. Early on Friday morning the ship hit the rocks of a small island. The ship broke and 40 people fell into the icy water. The ship had a lifeboat, but only a few people could get into it.

On Thursday night the Darling family could hear the storm and when they looked out of their home in the morning they could see the broken ship. They could also see nine people who were holding on to the rocks. Grace's brother was away and so Grace knew that only she and her father could save the people on the rock.

Grace and her father got into their wooden boat and after a long time they reached the people on the rock. As they reached the rock her father jumped out to help the people. Grace stayed in the boat. She rowed very hard so that the waves didn't throw her boat against the rocks. They put five people into the boat and rowed to the lighthouse. Then they made the trip again to save the rest of the people.

Grace and her father became very famous. The town gave her a gold medal, the story was in all the papers, and Grace had lots of presents from people.



- 1 Grace's parents had nine children.
- 2 Grace's family moved to an island when Grace \_\_\_\_\_.
- 3 When Grace was older only \_\_\_\_\_ stayed with Grace and their parents on the island.
- 4 The ship left Hull with \_\_\_\_\_ on board.
- 5 When the ship hit the rocks it \_\_\_\_\_.
- 6 Only a few people managed to \_\_\_\_\_.
- 7 Grace and her father \_\_\_\_\_ nine people.
- 8 People read about Grace in the newspaper and sent her \_\_\_\_\_.





**1 Underline the mistakes and correct the sentences.**

Oceans cover about 40% of Earth's surface. They contain more than 80% of Earth's water. There are seven oceans. The smallest is the Indian Ocean around the North Pole. The biggest is the Pacific Ocean between Asia and America. The Atlantic Ocean lies between east Africa and Europe and North and South America. The Indian Ocean borders east Europe, south Asia, west Australia and the Arctic. Finally, there is the Southern Ocean, which is around America.

70% of Earth's surface.

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

**Keep the oceans clean**

Every day we use plastic: plastic pens, plastic bottles, plastic bags, plastic lunchboxes and lots of other things that are made of plastic. There is nothing wrong with plastic if we recycle it, but lots of plastic finds its way into the oceans. There's a floating island of plastic more than twice the size of France in the northern Pacific Ocean. Birds and fish eat the plastic and then they die slowly.

What can we do? When you are on a boat or on the beach, don't throw things made of plastic into the water. Tell other people not to do it. Think of ways to reduce the amount of plastic that your family uses.

- 1 What should we do with things made of plastic?  
We should recycle them.
- 2 How big is the floating island of plastic in the Pacific?  
\_\_\_\_\_
- 3 What happens when fish and birds eat plastic material?  
\_\_\_\_\_
- 4 What shouldn't you do when you are on a boat or on the beach?  
\_\_\_\_\_

**3 Look at the pictures. Write the story.**



John was on a boat trip. He finished his sandwich and threw the bag into the sea.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1 Look at the pictures. Put the sentences in order.**



- People collect the salt.
- The hot sun evaporates the water.
- The salt remains in the basins/pools.
- 1 Lots of water from the sea flows into pools that are not very deep.

**2 Use the Internet to find the answers to these river questions.**

- 1 What is the longest river in the world?
- 2 Which continent has no rivers?
- 3 On what river did Flight 1549 land in 2009?
- 4 In which continent is the river Ganges?
- 5 What river runs through the German towns of Bonn and Cologne?
- 6 Which river in China is the muddiest in the world?
- 7 What river in the world has the most water?
- 8 Which American river has four 's's in it?

**1** Make three sentences with the phrases in the diamond.  
Use three different phrases in each sentence.

- 1 *Have you* \_\_\_\_\_
- \_\_\_\_\_
- 2 \_\_\_\_\_
- \_\_\_\_\_
- 3 \_\_\_\_\_
- \_\_\_\_\_



**2** Draw lines and complete the sentences with the words from the box.

tidied up we hasn't been new film haven't done

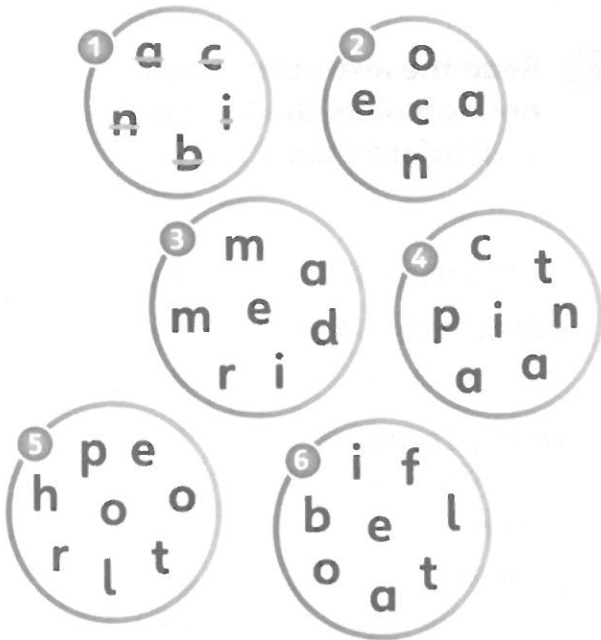
1 My sister has	the _____	bedroom yet?
2 Have they seen	been to the USA, but	yet.
3 I _____	_____ your	her homework.
4 Have you	already done _____	he _____ to New York yet.
5 He's	eaten my	yet?
6 _____ haven't	done our homework	soup yet.

**3** Complete the sentences with your own ideas.

- 1 This week I've already \_\_\_\_\_.
- 2 This week I haven't \_\_\_\_\_ yet.
- 3 This month my friend has already \_\_\_\_\_.
- 4 My friend hasn't \_\_\_\_\_ yet.
- 5 This year my family and I have already \_\_\_\_\_.
- 6 We haven't \_\_\_\_\_ yet.



**1 Find and write the words.**

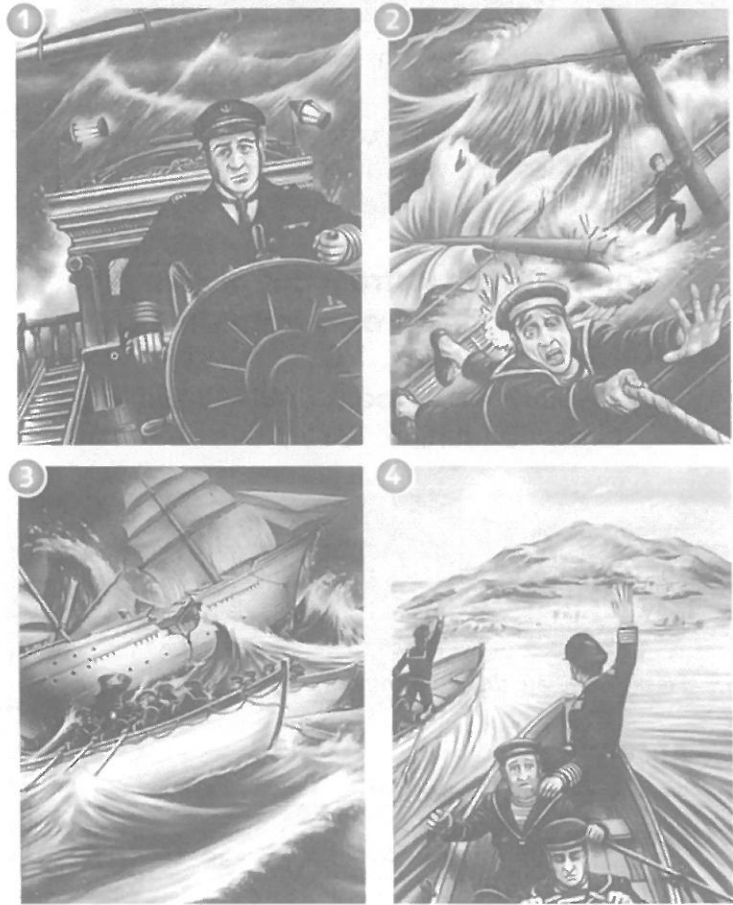


- 1 cabin      4 \_\_\_\_\_  
 2 \_\_\_\_\_      5 \_\_\_\_\_  
 3 \_\_\_\_\_      6 \_\_\_\_\_

**2 Complete the sentences with the words from Activity 1.**

- 1 My grandmother has a house with a wonderful view of the Atlantic ocean.
- 2 When we got on board, the \_\_\_\_\_ proudly showed us his ship.
- 3 Luckily there was room for me in the last \_\_\_\_\_.
- 4 A \_\_\_\_\_ is half woman, half fish.
- 5 When we looked through the \_\_\_\_\_ we could see the big waves.
- 6 Sailors sleep in a \_\_\_\_\_ on ships.

**3 Look at the pictures and write the story. Use the ideas to help you write about each picture.**



The weather was terrible. Ian McIver, the captain of the *Adventure*, an old sailing boat, was really worried. The weather \_\_\_\_\_

Suddenly one of the sailors saw that \_\_\_\_\_

They didn't have much time to \_\_\_\_\_

A few days later \_\_\_\_\_

# 1 Filling in a form

## Tips for writers

- When you fill in a form, follow all the instructions carefully.
- Sometimes you have to write in small spaces, so your writing should be tidy.

1 Complete the instructions on Eva's form with the phrases from the box.

20–30 words **black** CAPITAL LETTERS  
Circle Underline YYYY

**HARDWICK HOUSE**

**Language School**

Please complete this form with a <sup>(1)</sup> **black** pen.

**ABOUT YOU**

Please complete this section in <sup>(2)</sup> \_\_\_\_\_.

Last name: SANTOS

First name: EVA

Date of birth: D D M M <sup>(3)</sup> \_\_\_\_\_

2 8    0 3    2 0 0 2

**DATES FOR YOUR LANGUAGE COURSE**

<sup>(4)</sup> \_\_\_\_\_ the right month:

December January July August

**OTHER SUMMER SCHOOL ACTIVITIES**

<sup>(5)</sup> \_\_\_\_\_ three activities:

swimming tennis painting football

volleyball singing cooking hiking

**YOUR LANGUAGES**

Tell us about the languages which you speak.

Write <sup>(6)</sup> \_\_\_\_\_.

I speak Spanish at home with my family and I started English lessons when I was six. I know some French words because my grandmother is French.

2 Read the instructions carefully and complete the form with your information.

## Tottlebank Language School



Please complete this form in BLUE.

### YOUR DETAILS

Please use CAPITAL LETTERS.

First name: \_\_\_\_\_

Last name: \_\_\_\_\_

Date of birth: D D M M Y Y Y Y

□ □    □ □    □ □ □ □

### CIRCLE YOUR MONTH

January July August December

### OTHER ACTIVITIES ON YOUR COURSE

Underline your two favourite activities:

volleyball singing cooking hiking  
swimming tennis painting football

### YOU AND LANGUAGES

Write 15–25 words about the languages that you speak.



## Check your writing

- Did you use the correct colour? \_\_\_\_\_
- Did you circle and underline correctly? \_\_\_\_\_
- How many words are there in your last answer? \_\_\_\_\_ words

# 2 A description

**Tips for writers**

- When you write a description, use *who*, *which* and *where* to give more information.
- Use different adjectives to make your work more interesting.

**3** Describe or imagine something which you enjoy as a family: a special meal, a festival, a holiday or your own ideas. Use *who*, *which*, *where* and different adjectives to make your work interesting.

**1** Complete Ryan's description with the phrases from the box.

who calls the restaurant    who is sitting  
 which Auntie Sue always makes  
 where you can have parties  
 which is from all the family    which plays music

When it's Grandma's birthday, we all go to a nice restaurant with a special room <sup>(1)</sup> where you can have parties. Uncle Andrew is usually the one <sup>(2)</sup> \_\_\_\_\_ and he tells them how many people are going to come. It's always a nice meal and we finish with a nice cake, <sup>(3)</sup> \_\_\_\_\_. Every year, we sit in different places, but the person <sup>(4)</sup> \_\_\_\_\_ next to Grandma gives her a nice present, <sup>(5)</sup> \_\_\_\_\_. Last year, it was my turn and we gave Grandma a very old machine from the 1920s <sup>(6)</sup> \_\_\_\_\_ and we all danced! It was an unusual and noisy present, but she loved it.

Blank writing area with a toolbar at the top containing icons for bold (A), italic (I), and underline (A).

**2** Ryan uses the adjective *nice* four times. Find and rewrite the phrases with different adjectives. Use a dictionary to help you. Remember to change *a* to *an* before a vowel sound.

- 1 a nice restaurant > an amazing restaurant
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**Check your writing**

- How many times did you use *who*, *which* or *where*? \_\_\_\_\_
- How many different adjectives did you use? \_\_\_\_\_











# Helping a friend



## Tips for writers

- When a friend asks you for advice, give ideas with *should* and other language to sound friendly.

*Talk to more people.*

*You should talk to more people.*

*Try to talk to more people.*

*Why don't you talk to more people?*

*Maybe you should talk to more people?*

- 1 Luke is a new boy at Kirkston School. He explained on a school web forum that he wasn't happy. Read his classmates' emails and complete the sentences below.**

- A** I'm sorry that you're sad. I moved from a new town and I wasn't happy at first. You should talk to more people. You'll make new friends soon.
- B** Try not to worry. It's always difficult to start a new school. Maybe you shouldn't read every breaktime? You should try to talk to more people. Then you can find friends who like the same things as you. Why not join an after-school club? I'm sure you'll make new friends soon.
- C** Why don't you like our school? Make more friends. Talk to people at breaktime. Don't worry. You're sad because you don't try. That's stupid.

- 1 Email  doesn't help at all.
- 2 Email  is kind, but it doesn't help much.
- 3 Email  is the best because it gives good ideas.

- 2 Complete these friendly ways of giving advice from the best email in Activity 1.**

- 1 \_\_\_\_\_ worry.
- 2 \_\_\_\_\_ read every breaktime?
- 3 \_\_\_\_\_ an after-school club?

- 3 Make this advice friendly.**

- 1 It's wrong to be sad.

*Try not to be sad.*

- 2 Join the school team.

- 3 Talk to a teacher.

- 4 You'll be OK.

- 4 Read the situation. Write an email giving ideas in a friendly way.**

A new boy/girl is scared of someone in your class who always says horrible things. This person sits with the new boy/girl at lunchtime and asks for sweets. The new boy/girl can't say no. Now the person is asking for money. The new boy/girl asks you for advice.

## Check your writing

- How many different ways did you use to sound friendly? \_\_\_\_\_
- Swap emails with a partner. Does your partner think your advice is good? \_\_\_\_\_



# A biography



## Tips for writers

- Vary your sentences with time phrases at the start or the end to make a biography more interesting: *at the age of, from (1920–1935), he/she spent (two) years after that, (two) years later.*
- Try to include some interesting or unusual details.

**1** Look at the notes about Cervantes, a famous Spanish writer. Complete the biography.

### Miguel de Cervantes

- 1547: Born Alcalá de Henares, near Madrid. Six brothers and sisters; his father was a travelling doctor
- 1567: Studied for a year at a college in Madrid
- 1569: Went to work for a rich man in Italy
- 1570: Joined the Spanish army
- 1571: Hurt his left hand and couldn't use it again
- 1575–80: In prison for 5 years, got ideas for his books
- 1584: Got married
- 1588: Got a job in the south of Spain
- 1605: Wrote Part 1 of *Don Quijote*
- 1609–16: Lived in Madrid, wrote short novels
- 1614: Another author wrote Part 2 for *Don Quijote*
- 1615: Cervantes wrote his Part 2
- 1616: Died (the same day as Shakespeare? but no one knows)

Cervantes <sup>(1)</sup> was born in 1547. At the age of <sup>(2)</sup> \_\_\_\_\_ in Madrid. After that, he <sup>(3)</sup> \_\_\_\_\_ . In 1570, he <sup>(4)</sup> \_\_\_\_\_ , but a year later, he <sup>(5)</sup> \_\_\_\_\_ . He spent five years <sup>(6)</sup> \_\_\_\_\_ from 1575 to 1580, which gave him <sup>(7)</sup> \_\_\_\_\_ . Cervantes <sup>(8)</sup> \_\_\_\_\_ in 1584 and four years later, <sup>(9)</sup> \_\_\_\_\_ <sup>(10)</sup> \_\_\_\_\_ Part 1 of his most famous book, *Don Quijote*, and then from 1609 to 1616, <sup>(11)</sup> \_\_\_\_\_ , where he wrote short novels. In 1614, another author <sup>(12)</sup> \_\_\_\_\_ , so Cervantes <sup>(13)</sup> \_\_\_\_\_ a year later. He died <sup>(14)</sup> \_\_\_\_\_ , possibly on the same day as Shakespeare, but <sup>(15)</sup> \_\_\_\_\_ .

**2** Interview an older relative or ask your mum or dad about someone. Write a biography. Use time phrases to vary your sentences.

### Check your writing

- Show your text to someone in your family. Are the dates and facts correct? \_\_\_\_\_
- In how many different ways have you started your sentences? \_\_\_\_\_





# An advertisement



## Tips for writers

- When you write an advertisement, make sure people know why they will want your product.
- Use comparative or superlative adjectives and adverbs such as *faster*, *cheaper*, *more quickly*, and *best* to describe your product.

### Do you hate writing? Do you need a faster way to write?

If you want to do your homework more quickly, you'll love the Think-write-o-matic! You wear it like an mp3 player with earphones, but it's smaller than a mobile phone.

This amazing gadget 'reads' the ideas in your head and writes on a computer as quickly as you think!

The best homework invention of the 21st century!

### 1 Read the advertisement. Are the sentences below *t* (true) or *f* (false)?

- 1 This gadget is for people who write slowly. *t*
- 2 It's bigger than a mobile phone. \_\_\_\_\_
- 3 It writes more quickly than you can. \_\_\_\_\_

### 2 Write *If* clauses to complete these advertisements. Use your own ideas with the words in the box.

don't like ... want to ... more quickly  
need a better way to ... hate (+ *-ing*)

1 If you don't like walking your dog ,  
you'll want the Dog-walk-o-matic! [£89.99]

2 \_\_\_\_\_ ,  
you'll love the Bedroom-tidy-matic! [£149.99]

3 \_\_\_\_\_ ,  
you'll buy the Cook-o-matic! [299.99]

### 3 Complete the sentences with the names of the gadgets in Activity 2 and comparative or superlative forms.

- 1 The Cook-o-matic is the most expensive gadget.
- 2 The Bedroom-tidy-matic is \_\_\_\_\_ than the Cook-o-matic.
- 3 The \_\_\_\_\_ is the best way to exercise your pet.
- 4 The \_\_\_\_\_ invention is the Dog-walk-o-matic.

### 4 Invent an amazing gadget. Write an advertisement using an *If* clause and comparative and superlative forms.

---

---

---

---

---

---

---

---

### Check your writing

- Did you explain who will want your product? \_\_\_\_\_
- How many forms did you use? comparative \_\_\_\_\_ superlative \_\_\_\_\_
- Compare your advertisements in groups. Which other gadgets do you like?



# A summary



## Tips for writers

- When you write a summary, choose the most important details.
- Don't include direct speech.
- Start your summary with an opening sentence that gives the scene (where), the characters (who) and the most important part of the plot (what's happening).
- If you have a word limit for summaries, count your words carefully.

**1** Read the story on Student's Book pages 86 and 87 again. Tick (✓) the eight most important things that happen in the story.

- a  Phoebe says, 'Let's go and talk to Shakespeare.'
- b  The friends climb onto the stage.
- c  Shakespeare was sitting on a big box.
- d  Phoebe tells Shakespeare that they can help.
- e  With a loud crash, the two men fell off the stage.
- f  The two men shout, 'Give us our money back!'
- g  Two angry men arrive, but the three friends save Shakespeare from them.
- h  He invites the children home for dinner.
- i  Phoebe suggests a different ending.
- j  They hear voices and Shakespeare opens the door.
- k  The two men from the theatre arrive with some of their friends.
- l  One man knows that Patrick had the sword.
- m  The men are angry but Shakespeare invites them to come and see the new ending.
- n  At the end of the play, the audience claps and Shakespeare is happy.
- o  The kids see the gate on the stage and step through it.

**2** Look at Student's Book page 82. Which of these opening sentences tells you the most important things at the start of this episode?

- 1  Phoebe is talking about studying Shakespeare in English lessons.
- 2  The Time Travellers are watching the end of *Romeo and Juliet* in the Globe Theatre, but the audience don't like it.
- 3  The three friends are in the Globe Theatre and the actor in tights is holding hands with the actress.

**3** Choose the story on Student's Book pages 98–99 or pages 110–111. Make notes about the important things that happen.

**4** Now write an opening sentence for the story that you chose in Activity 4. Use 15–25 words.

## Check your writing

- How many words did you use? \_\_\_\_\_
- Did you talk about who, where and what?
- Find a partner who chose the same story. Did you use the same details?

Yes \_\_\_\_\_ No \_\_\_\_\_

I wrote about \_\_\_\_\_  
and my partner wrote about \_\_\_\_\_

Verb	Past	Past participle	Verb	Past	Past participle
be	was/were	been	lay	laid	laid
become	became	become	leave	left	left
begin	began	begun	lie	lay	lain
bet	bet	bet	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
come out	came out	come out	resell	resold	resold
cry	cried	cried	ride	rode	ridden
cut	cut	cut	run	ran	run
cut down	cut down	cut down	run away	ran away	run away
cut out	cut out	cut out	run down	ran down	run down
die	died	died	say	said	said
dig	dug	dug	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	serve	served	served
drink	drank	drunk	shut down	shut down	shut down
drive	drove	driven	sing	sang	sung
drive away	drove away	driven away	sit	sat	sat
eat	ate	eaten	sit down	sat down	sat down
fall	fell	fallen	sleep	slept	slept
fall off	fell off	fallen off	spend	spent	spent
feed	fed	fed	spit out	spat out	spat out
feel	felt	felt	stand	stood	stood
find	found	found	steal	stole	stolen
find out	found out	found out	stick	stuck	stuck
fly	flew	flown	sweep	swept	swept
forget	forgot	forgotten	swing	swung	swung
get	got	got	take	took	taken
get out	got out	got out	take off	took off	taken off
get up	got up	got up	tear	tore	torn
give	gave	given	tell	told	told
go	went	gone	think	thought	thought
grow	grew	grown	throw	threw	thrown
grow up	grew up	grown up	tidy	tidied	tidied
have	had	had	tie	tied	tied
hear	heard	heard	try	tried	tried
hide	hid	hidden	wake up	woke up	woken up
hold	held	held	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written

# Thanks and acknowledgements

## Authors' thanks

We would like to thank our editorial team very warmly: Aldona Gawlinski and Bridget Kelly. You have worked extremely hard and with a lot of dedication to make this course a success. It was a pleasure working with you on this project. Thank you for your commitment, and for your great sense of humour!

We would also like to thank Maria Pylas, Regional Publishing Director, for many interesting discussions and for choosing us as the author team for this project. It's been a great experience, Maria!

## The publishers are grateful to the following contributors:

Emma Szlachta: freelance editor  
Oliver Design: concept design  
Blooberry Design: cover design, book design and page make-up  
Hilary Fletcher: picture research  
John Green and Tim Woolf, TEFL Tapes: audio recordings  
Tim Woolf: song writing

## Special thanks to Karen Elliott for developing and writing the phonics material.

## Special thanks to Pippa Mayfield for writing the *My portfolio writing practice section*

## The publishers and authors are grateful to the following illustrators:

Shane Clester (Advocate Art), Colin Howard (Advocate Art), Robin Boyden (Pickled Ink), Kate Rochester (Pickled Ink), Peter Dobbin (Pickled Ink), Alan Rowe, Mark Duffin, Graham Kennedy (Dirty Vectors), Simon Rumble (Beehive Illustration), Maurizio (Beehive Illustration), Rupert Van Wyk (Beehive Illustration), Jessica Secheret (Bright Agency), Jamie Pogue (Bright Agency), Richard Watson (Bright Agency), Katie Mac (NB Illustration), Jo Goodberry (NB Illustration), Sam Church (Organise Art), Lucy Dean

## The publishers and authors would like to thank the following teachers and reviewers for their help in developing the course:

**Argentina:** Liliana Amado, María Silvia Caride, Gabriela Finkelstein, Susana Lagier, Gladys Ledwith, María Sol Luppi, Mónica Marinakis, Silvia Miranda, Natalia Monty, Pamela Pogré, Adriana Raffo, Viviana Rondina, Inés Salomón, Stella Maris Schulte, María Teresa de Vido de Stringa, María Marta Taurozzi

**Chile:** Sandra Durán Vega, Fernanda Tornero

**Egypt:** Nabil Ezz-el Deen, Iglal El Gamel, Ghada Farouk, Nemat Matta, Sonia Abdul Rahman, Daniel Rolph, Amy Sarkiss

**Mexico:** Claudia Mejía Escalante, Lucía García, Imelda Calderón Gómez, Laura Landa Herrera, Yeymi Ortiz Iberra, Claudia Camacho Jiménez, Rosa María Martínez Maldonado, José Antonio Martínez, Guadalupe Mejía, María Teresa Moguel, María del Rosario Limón Ortiz, María Teresa Patrón, Yara Gil Pérez, Lorena Sánchez Pérez, Ivette Portales, Yolanda Gómez Saldana, Diana Naim Suvar

**Poland:** Ewa Orłowska-Przezdziecka

**Portugal:** Niki Joseph

**Qatar:** Eilidh Hamilton

**Spain:** Arantxa Abalos, Julius Krajewski, Ángela McClenaghan, Ken O'Carroll, Noreen O'Donnell, John West, Valerie Weston

**Turkey:** Deniz Altiparmak, Lisa Broomhead, Celia Gasgil

**UK:** Lucy Frino, Pippa Mayfield, Susannah Reed, Hilary Ratcliff, Melanie Williams

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

T = Top, C = Centre, B = Below, L = Left, R = Right, B/G = background

p 8 Shutterstock.com/Bukhavets Mikhail; p 11 (L, R). Thinkstock/Stockbyte; p 15 (TL). The Bridgeman Art Library/National Geographic Image Collection/Seated on a throne, Ramesses II receives an envoy from a Hittite king (colour litho), Herget, Herbert M. (1885-1950); p. 15 (TC): The Bridgeman Art/©Look and Learn Library/Private Collection/Cavemen, Jackson, Peter (1922-2003); p. 15 (TR). Getty Images/Visuals Unlimited, Inc./Victor Habbick; p. 15 (BL). Getty Images/Roger Viollet; p. 15 (BR): Photoshop/©Imagebrokers; p. 16 Thinkstock/iStockphoto; p. 19 (L): Press Association Images/AP/DOLORES OCHOA R.; p. 19 (R) Getty Images/Vetta/Elena Kalistratova; p. 23. Getty Images/View Stock; p. 30: Rex Features/Sutton-Hibbert; p. 31 (T): Thinkstock/Stockbyte; p. 31 (BL): Getty Images/Blend Images/John Lund/Sam Diephuis; p. 31 (BR): Thinkstock/Hemera; p. 40 (TL): Thinkstock/Photodisc; p. 40 (BR): Alamy/©Corbis Flirt; p. 42 (T): Thinkstock/iStockphoto; p. 42 (B): Corbis/©Estelle Klawitter; p. 54 (Jack, Mia): Thinkstock/Monkey Business; p. 54 (Harry): Thinkstock/Photodisc; p. 54 (Grace, Dylan): Thinkstock/iStockphoto; p. 55: Getty Images/Digital Vision/Phil Boorman; p. 57: Thinkstock/liquidlibrary;

p. 62: Alamy/©GL Archive; p. 64 (TR): Thinkstock/iStockphoto; p. 64 (CL): Alamy/© Danita Delimont; p. 64 (CR): ©Corbis; p. 64 (BL): Getty Images/Dorling Kindersley/Geoff Brightling; p. 64 (BR): Corbis/Nativestock Pictures/© Marilyn Angel Wynn; p. 66: Getty Images/Hulton Archive; p. 67 (TL): Alamy/© Caro; p. 67 (TR): Alamy/© Vadim Ponomarenko; p. 67 (BL): Getty Images/Michaela Begsteiger; p. 67 (BR): Thinkstock/PhotoObjects net; p. 74 (L): Getty Images/Tetra Images; p. 74 (C): Corbis/© Ali Kabas; p. 74 (R): Photoshop/© Eye Ubiquitous; p. 75 (1): SuperStock/age fotostock/David Lyons; p. 75 (2): Thinkstock/iStockphoto; p. 75 (3): Corbis/© Jose Fuste Raga; p. 75 (4): SuperStock/Hemis fr; p. 87 (R): Thinkstock/Comstock; p. 87 (L): Thinkstock/iStockphoto; p. 88: www.guinnessworldrecords.com; p. 112: The Bridgeman Art Library/The Stapleton Collection/Private Collection/Grace Darling (1815-41) and her father rescuing survivors of the shipwrecked steamship 'Forfarshire', September 7th 1838, from 'Peeps into the Past', published c 1900 (colour litho), Trelleek (fl.c.1900); p. 114: Still Pictures/BIOphoto/Pierre Hugué /© Biosphoto.

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

David Grossman Literary Agency for the poem on p. 90 'Bear In There' from *A Light in the Attic* by Shel Silverstein, copyright © 1981 Evil Eye Music, Inc. and 2009 Evil Eye, LLC. Used by permission of David Grossman Literary Agency Ltd and HarperCollins Publishers.



# super minds

Workbook 5

Are you ready to  
become one of the Super Minds?

This exciting seven-level course, from a highly experienced author team, enhances your students' thinking skills, improving their memory along with their English.

- Develop language creatively with activities like role play and project work.
- Focus on functional language with communicative activities
- Explore social values through the stories and fascinating cross-curricular sections

This Workbook features a page of activities to accompany each page of the Student's Book along with extra writing practice.

FREE extra resources can be downloaded from  
[www.cambridge.org/elt/superminds](http://www.cambridge.org/elt/superminds)



موسسه زبان دهخدا  
dekhodaedu.com

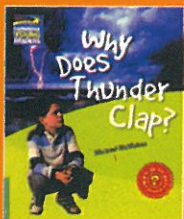
Super Minds Level	CEF Level	Cambridge ESOL exams
Level 6	A2-B1	Towards Preliminary
Level 5	A2	Flyers/Key
Level 4	A1	Movers
Level 3		
Level 2		Starters
Level 1		
Starter		

## Level 5

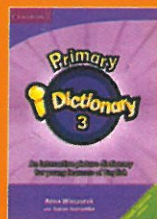
Student's Book with DVD-ROM  
Workbook  
Teacher's Book  
Teacher's Resource Book  
with Audio CD

Class Audio CDs  
Classware and  
Interactive DVD-ROM

Other resources you can use:



ISBN 978 0521 13737 9



ISBN 978 0521 17587 6



ISBN 978 0521 13410 1



CAMBRIDGE  
UNIVERSITY PRESS  
[www.cambridge.org](http://www.cambridge.org)

ISBN 978-0-521-22375-1



9 780521 223751 >