CAMBRIDGE

Super Minds

Student's Book 6

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Map of the book

Back to school (pages 4–9)

Vocabulary	Grammar	Story and values	Thinking skills
Outside at school	*Patrick has already had an accident in the lab.* *Has Phoebe seen the Bosphorus Bridge yet?* *They haven't met an alien yet.* *which / who / where* revision	*Back in time again* Thinking about what you're doing	Understanding character and situation

Song: The Time Travellers **Phonics:** Spelling patterns

1 The treasure (pages 10–21)

Vocabulary	Grammar	Story and values	Skills	Thinking skills	English for school
Pirates	*I've been interested in music since I was ten.* *He's known his friend Charlie for six years.* *How long have you had your new laptop?*	*The pirates' treasure* Being honest	Reading Listening, speaking and writing	Hypothesising	**Literature:** *Treasure Island*

Song: Get on board! **Phonics:** *-sure* and *-ture* **Communication** **Revision:** My portfolio

2 Future transport (pages 22–33)

Vocabulary	Grammar	Story and values	Skills	Thinking skills	English for school
Travel	*You need / don't need to …* *Cities of the future will have monorails.* *People won't have to work so hard.*	*A problem for Patrick* Listening carefully	Reading Listening, speaking and writing	Inferencing meaning	**History:** The history of the car

Functional language dialogue **Creativity** **Revision:** My portfolio

3 Ancient Egypt (pages 34–45)

Vocabulary	Grammar	Story	Skills and values	Thinking skills	English for school
In Egypt	*The pyramids were built by slaves.* *The slaves weren't paid any money.* *How was it done?* *a lot of / lots of / a few / a little*	*The mummy's tomb*	Speaking, reading and listening Respecting differences	Paying attention to visual details Reasoning	**Maths:** 3D shapes

Song: In old Cairo **Phonics:** *-ed* endings **Communication** **Revision:** My portfolio

4 Olympic sports (pages 46–57)

Vocabulary	Grammar	Story and values	Skills	Thinking skills	English for school
Sports	*We could go and see the long jump.* *I'm visiting my grandparents on Sunday.* *My dad's coming back from New York on Monday.*	*Not the best day* The sporting spirit	Reading and speaking Listening and speaking	Mathematical thinking Sequencing Lateral thinking Applying knowledge	**Biology:** Muscles

Functional language dialogue **Creativity** **Revision:** My portfolio

5 In London (pages 58–69)

Vocabulary	Grammar	Story and values	Skills	Thinking skills	English for school
Shops	*Have you ever seen a big fire?* *Yes, I have. / No, I haven't.* *She has never made a film. /* *She's never made a film.* *Have you ever been to Mexico?* *No, I haven't, but my cousins went there last year.*	*The Great Fire* Thinking of others	Reading Listening, reading and speaking	Understanding character and situation	**Art:** Impressionism

Song: Have you ... ? **Phonics:** *s* and *z* sounds **Communication** **Revision:** My portfolio

6 Crazy inventions (pages 70–81)

Vocabulary	Grammar	Story	Skills and values	Thinking skills	English for school
Tools and machines	*too many / not enough* *Can you tell me what this machine is? / ... lever does? / ... switch is for?*	*Professor Potts*	Reading and speaking Speaking, listening and writing The benefits of technology	Logical thinking Evaluating	**Physics:** Levers

Functional language dialogue **Creativity** **Revision:** My portfolio

7 This is Houston (pages 82–93)

Vocabulary	Grammar	Story	Skills and values	Thinking skills	English for school
Moon landing	*Going on a space trip is exciting.* *The alien said that he was from the moon.*	*Alex, the engineer*	Listening, writing and speaking Reading Admitting mistakes	Sequencing Logical thinking Hypothesising Creative thinking	**Physics:** The moon

Song: Can you hear us? **Phonics:** /ʌ/ **Communication** **Revision:** My portfolio

8 A cold place (pages 94–105)

Vocabulary	Grammar	Story and values	Skills	Thinking skills	English for school
In the Arctic	*It isn't warm here, is it?* *The ice may / might melt.* *Polar bears may not / might not find enough food.*	*Rescuing the seal pups* Caring for the environment	Speaking and listening Reading, speaking and writing	Mathematical thinking Evaluating Sequencing	**Environmental studies:** Glaciers

Functional language dialogue **Creativity** **Revision:** My portfolio

9 The Jurassic Age (pages 106–117)

Vocabulary	Grammar	Story	Skills and values	Thinking skills	English for school
Natural features	*If I saw a dinosaur, I'd run away.* *If I had ... , If I went ... ,* *If I were ... ,* *What would you do if you met an alien?*	*The chase*	Reading Listening, reading and writing Taking an interest in nature	Making visual connections Visualising spelling Understanding textual cohesion	**Biology:** Fossils

Song: I'd like to be ... **Phonics:** /ɔ:/ **Communication** **Revision:** My portfolio

Grammar focus: pages 118–127

Back to school

Alex, Phoebe and Patrick are back from their time-travelling adventures.
It's lunchtime and they are in the school playground waiting for the bell to ring.
They're happy to be back, but they have a strange feeling that something is wrong ...

1 CD 1 02 Listen and say the words. Check with your partner.

2 CD 1 03 **Read, listen and answer the questions.**

1 What does Alex think is strange?
2 How does Patrick explain their adventures?
3 What day is it?
4 What lesson have they got next?

3 **Choose a word. Draw it for your partner to guess.** Is that a ... ?

1 CD 1 04 **How much do you remember about the Time Travellers? Do the quiz. Write *t* (true) or *f* (false). Listen and check.**

1 They've already been to Turkey. ◯

2 They've already been to China. ◯

3 They've already had dinner in space. ◯

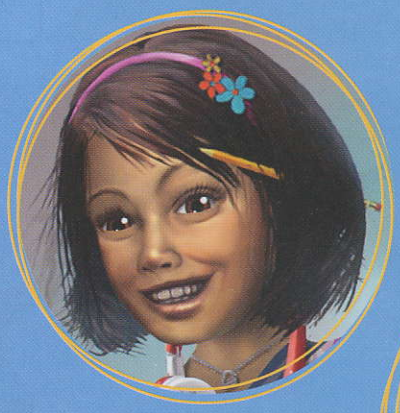
4 Patrick has already given someone a penknife. ◯

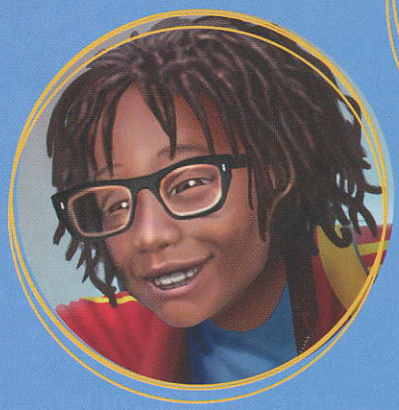
5 They haven't been to Australia yet. ◯

6 They haven't been to the USA yet. ◯

7 They haven't met a famous person yet. ◯

8 Phoebe hasn't bought a city guidebook yet. ◯





2 CD 1 05 **Grammar focus** **Listen and say the sentences.**

Patrick **has already had** an accident in the lab.
Has Phoebe **seen** the Bosphorus Bridge **yet?** No, she hasn't.
They **have already had** some adventures.
They **haven't met** an alien **yet.**

3 **What other things can you remember? Who can make the longest list?**

- What have the Time Travellers already done?
- What haven't the Time Travellers done yet?

They've already travelled on the Turkish underground.
They haven't seen a dinosaur yet.

1 CD 1 06 **Listen and number the people and the places. Then sing the song.**

a ☐ a rainforest
b ☐ robbers, cowboys and the sheriff
c ☐ a 1950s music star
d ☐ a mysterious ship
e ☐ a restaurant at the edge of the universe
f ☐ a town in Ancient Italy

They've already been to Pompeii
And seen fights in the old Wild West
And they've been lost at sea
On board the *Mary Celeste*.

They've already talked to Elvis
And had some cake in space.
They've walked in the rainforest –
A really amazing place!

Have they been to Africa?
Will they go there? Yes or no?
Come along and let's find out
The places where they'll go.

The Time Travellers –
They're lost in time.
They'll never come back
If they cross that line.

The Time Travellers –
Travelling so fast.
The past is the present
And the future is the past.

2 CD 1 08 **Listen and say the dialogue.**

Patrick It's nice to follow the light through time.
Phoebe Nice? It's exciting!
Patrick And the cake in space was tasty.
Phoebe Tasty? It was amazing!

1 Read the dialogue and answer the questions.

Pepe Did you enjoy the Time Travellers story in *Super Minds 5*?

Ana Yes, I did. My favourite episode was the one in the rainforest.

Pepe Was that the place where they had to jump off the waterfall?

Ana Yes, that's right. What was your favourite?

Pepe I like the episode when they met Elvis.

Ana That was good too.

Pepe I also like the one about the *Mary Celeste*.

Ana The ship which disappeared?

Pepe Well, the ship didn't disappear. The captain and the sailors disappeared.

Ana Ah yes, that's right. Who's your favourite character?

Pepe I like Patrick, the boy who always wants to do brave things.

Ana I like Phoebe because she's the one who always knows where they are.

Pepe Do you think they're going to do more time travel in this book?

Ana I hope they do.

1 What was Ana's favourite episode?

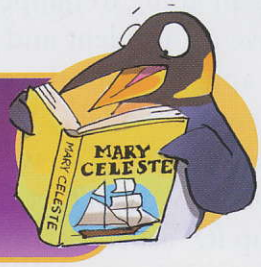
2 What was Pepe's favourite episode?

3 Who was Ana's favourite character?

4 Who was Pepe's favourite character?

2 CD 1 • 11 Grammar focus Listen and say the sentences.

The *Mary Celeste* is the ship which disappeared.
Phoebe is the one who always knows where they are.
The rainforest is the place where they jumped off the waterfall.



3 Complete the sentences. Compare with your partner.

1 Istanbul is the city where _____.

2 Alex is the Time Traveller who _____.

3 The gate is the thing which _____.

4 Patrick is the one who _____.

5 Pompeii is the place where _____.

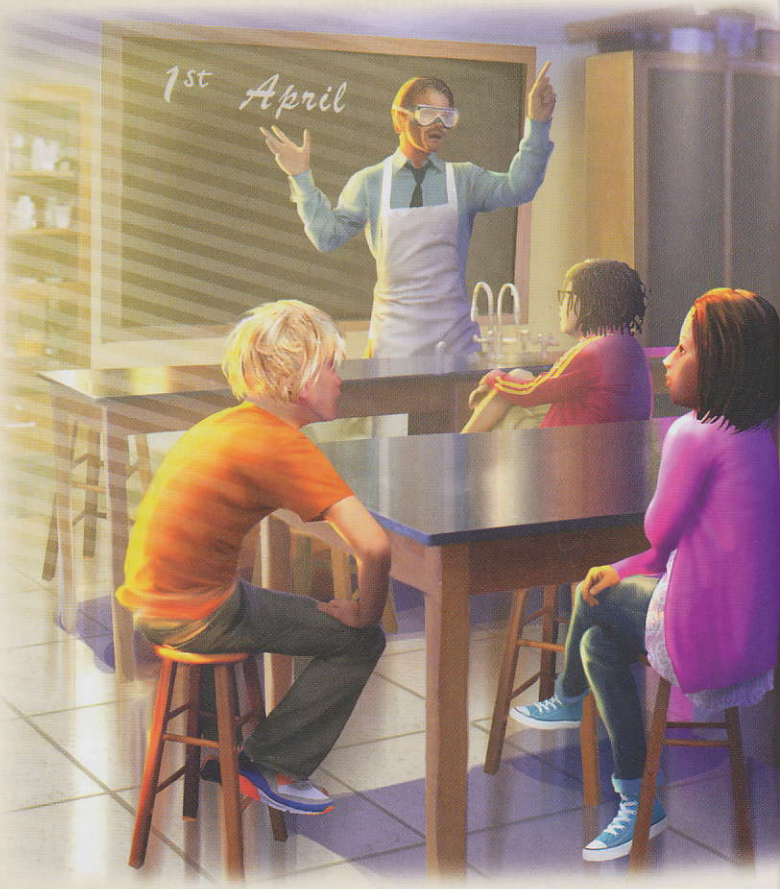
6 A penknife is the present which _____.

1 **Go through the text quickly and find the answers to the questions.**

1 Why did the experiment go wrong last time?
2 What causes an accident this time?

2 CD 1 • 12 **Read and listen to the story to check your answers.**

Back in time again



The children went into the class and they sat down. 'Why did we have to come back in time for a Science lesson?' complained Patrick. 'I don't like Science.' Mr Davis, the Science teacher, walked in and started to explain, 'Today, we're going to do some experiments with liquids and powders and I want you to follow my instructions very carefully.' Alex and Phoebe looked at each other. 'This is strange,' said Alex. 'Yes,' Phoebe agreed, 'and look at the date. It's 1st April. That's the same day that we started our time-travelling!'

Mr Davis told the children to put on their aprons and safety goggles. 'What are we going to do?' said Alex. 'I'm worried that it's all going to happen again. We're going to have an accident and the yellow light is going to appear.' 'Not if we do things differently,' answered Phoebe. 'Last time Patrick knocked the water over, so we got the experiment all wrong. We can't let that happen again.' 'How are we going to stop it?' asked Patrick. 'Easy! You're not going to do any of the experiments!' answered Phoebe. 'That's not fair!' Patrick protested. 'It's boring doing nothing!'

The children went back to their desks. 'Sit there,' Phoebe said to Patrick, 'and don't touch anything!' Patrick sat down and he took off his goggles. Alex and Phoebe started doing the experiments. They did the experiment which made the brick change colour and then they did the next one, which made the brick get bigger. 'OK. Time for the last experiment,' said Alex. 'Let's read the instructions very carefully.'

They mixed the blue powder, the orange powder and the right amount of green powder. Then they carefully measured the green liquid and they put the mixture down on the desk.

Just then, Mr Davis came up to them. 'Everything OK?' he asked. 'Yes,' said Phoebe, 'we're fine.' 'Excellent,' said Mr Davis and then he looked at Patrick. 'Stop fiddling with your safety goggles and put them on, please.'

Patrick started to put his goggles on, but they went flying up into the air and hit the big jar of blue powder at the front of the shelf above the desk. The jar fell over and all the powder started to fall down into the mixture on the desk below. 'Oh dear … ,' said Patrick.

Suddenly there was a big explosion. 'Oh no! What have you done?' shouted Phoebe. 'I'm sorry,' answered Patrick. 'It was an accident.' At that moment, the yellow light appeared and started to glow. The children looked at each other. 'Shall we … ?' Phoebe started to say. Alex looked into the light and then back at his friends. 'What will happen if … ?' They all knew what they had to do. Together they walked into the light. They were gone in a flash!

3 **Answer the questions.**

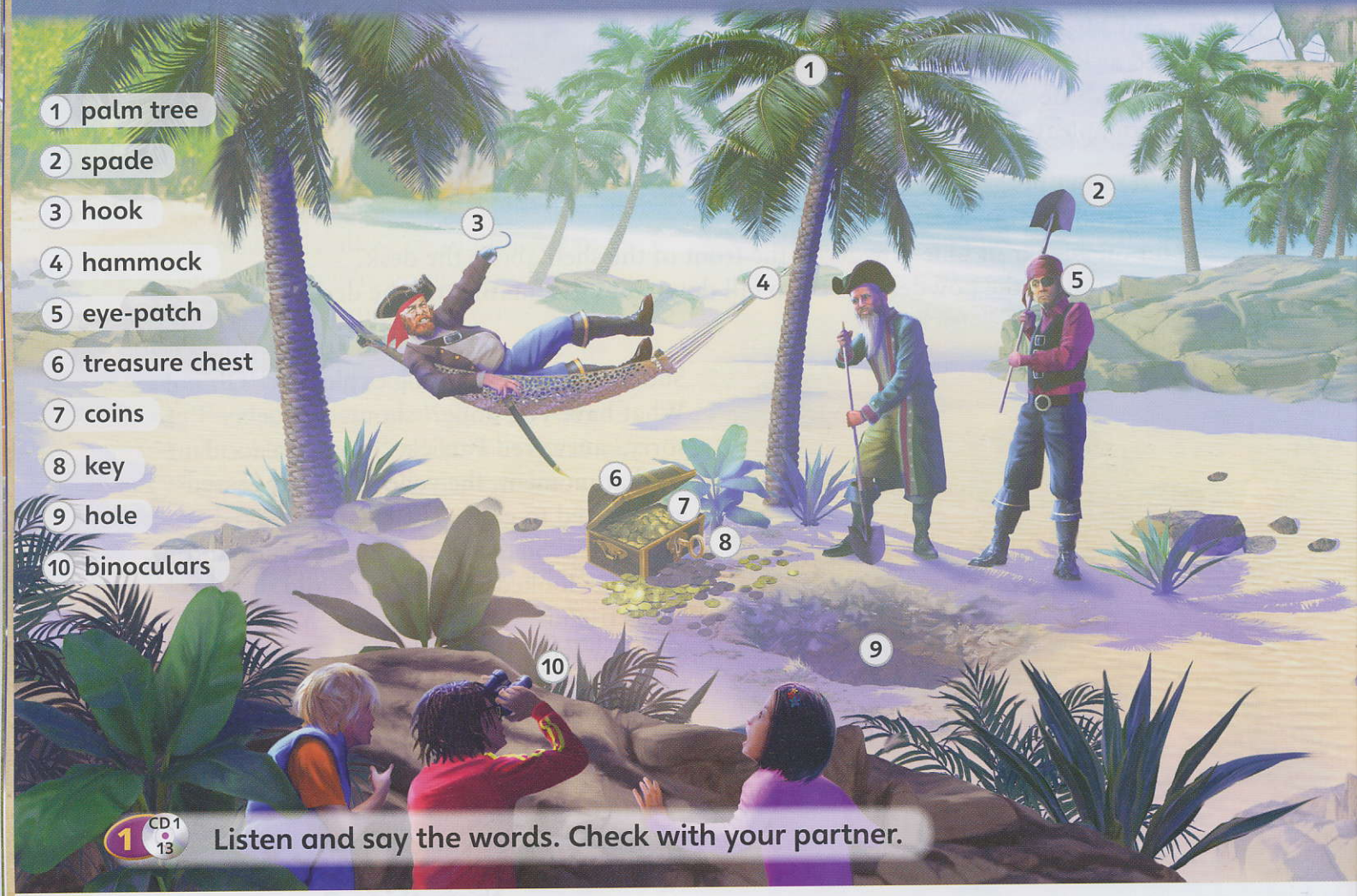
1 Who doesn't like Science?
2 What's the date?
3 What do they put on before they do their experiment?
4 Who doesn't help with the experiments?
5 What did the goggles hit?
6 Where did Alex, Phoebe and Patrick go?

4 **Think!** **Who do you think says these things?**

1 'Go and get your aprons.'
2 'You always think it's my fault.'
3 'Please read the instructions very carefully.'
4 'How many spoons of orange powder do we need, Alex?'
5 'Can you pass me the green liquid, Phoebe?'
6 'Science is boring.'

1 The treasure

There were lots of pirates in the Caribbean Sea from around 1500 until the 1700s. The pirates robbed lots of ships, but they didn't always steal gold coins and jewels. Very often they stole food, water, weapons and clothing. They even stole things like soap, ropes and anchors. Sometimes they used to keep the ship which they captured and then sell it. On other occasions, they kept the ship because it was better than theirs.



1 CD 1 • 13 **Listen and say the words. Check with your partner.**

2 CD 1 • 14 **Read, listen and complete the sentences.**

1 The treasure chest is full of _____ .
2 The pirates are _____ the treasure.
3 The captain has got a _____ and a _____ .
4 The children plan to _____ the treasure.

3 **Choose a word. Mime it for your partner to guess.**

Look! Can you guess the word?

I'm not sure. Is it ... ?

1 Read the magazine article and match the names with the jobs.

Film director **Bruce Stevens** has been in the Caribbean for more than six months now.

His new project is a film about the famous French pirate Jean Fleury, who robbed a Spanish ship in 1523. 'I've loved pirates since I was ten,' explains Bruce. Jack Collins is playing the part of Jean Fleury. 'I've known Jack since 2003,' Bruce tells us. 'He's a great friend and he's perfect for the part.'

1	Bruce Stevens	a	a pirate
2	Jack Collins	b	a film director
3	Jean Fleury	c	an actor

2 CD 1 15 Grammar focus Listen and say the sentences.

I've been interested in music since I was ten.
He's known his friend Charlie for six years.
They have lived in Mexico for three months.
She has had her gold bracelet since her 11th birthday.

3 Play the *for* and *since* game.

1 CD 1 16 Listen and answer the questions. Then sing the song.

1 What bird has the pirate got?
2 Has the pirate got an eye-patch, a wooden leg or a hook?
3 What languages does the pirate speak?

I've known my parrot Polly
Since she was an egg.
I've walked around for years and years
On a wooden leg.

Pirates, pirates, pirates,
Get on board the ship!
It's a pirate, pirate, pirate
Caribbean trip.

I've learned to say 'We're pirates!'
In Spanish, French and Portuguese.
I've robbed lots and lots of ships
On the seven seas.

Pirates, pirates, pirates ...

I've looked for gold and silver
For years and years and years.
I've found a lot of treasure
On islands far and near.

Pirates, pirates, pirates ...

All about music: Reggae

In the late 1960s, a new sound started coming from the Caribbean island of Jamaica. It was called reggae and had a very different rhythm from other music of the times. Singers such as Bob Marley and Peter Tosh brought the music to an international audience and these days reggae is popular all over the world.

What I think
- It's great.
- It's OK.
- I don't really like it.

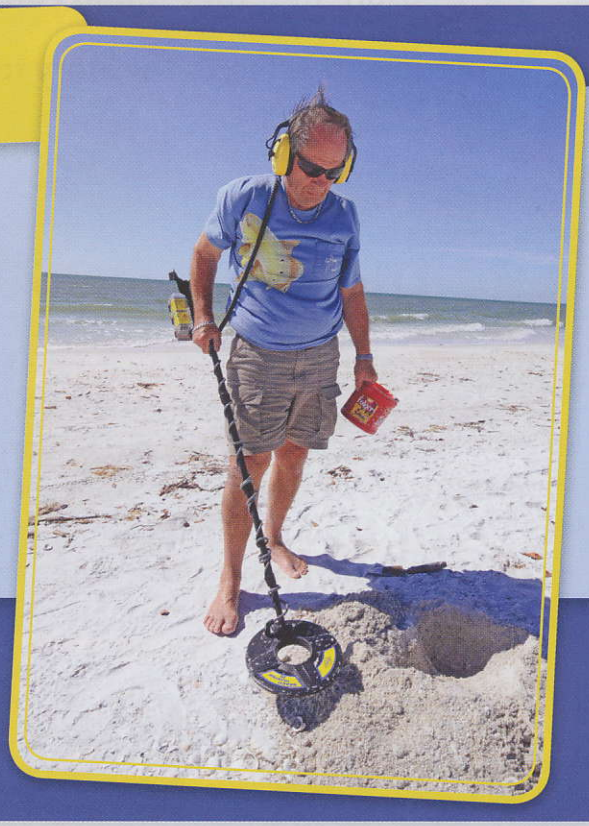
2 CD 1 18 Listen and say the dialogue.

Woody We love finding treasure ...
Polly And being in nature!
Woody Gold gives us such pleasure ...
Polly And life's an adventure!

1 Read the magazine interview and correct the sentences.

Carlos Santana is well known on the beaches of Cancún. Most days you can find him there with his metal detector. We decided to find out more.

Q How long have you had this hobby?
A For about nine years.
Q Right. And for how long have you lived in Cancún?
A Since 1990.
Q How long have you had this metal detector?
A Since my birthday, six months ago. My son and my daughter bought it for me.
Q Do you always go metal-detecting on your own?
A No, I usually go with my friend Pedro. I've known him since I was ten.



1 The machine in the photo is nine years old.
2 Carlos has one child.
3 Pedro bought the metal detector.

2 CD 1 • 21 Grammar focus Listen and say the questions and the answers.

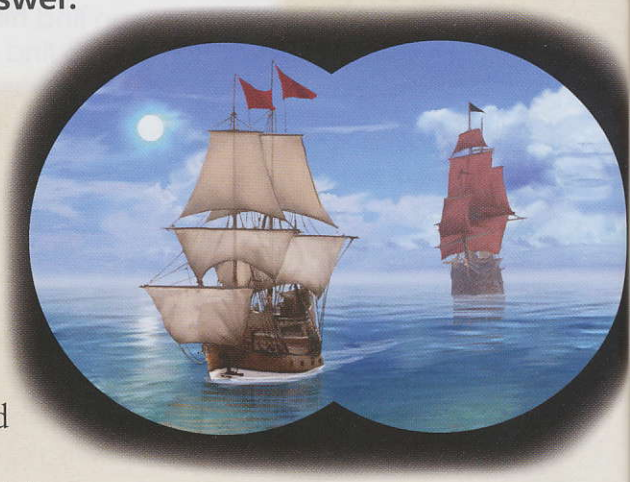
How long have you had your new laptop? **For** three weeks.
How long has she known Tim? **Since** she was ten.
How long have you lived in Brazil? **For** eight years.
How long have you been keen on swimming? Only **since** February.

3 Write a list of four objects which you have. Look at the pictures or use your own ideas. Then show your partner your list. Ask and answer.

How long have you had your rucksack, Eva? Since Christmas.

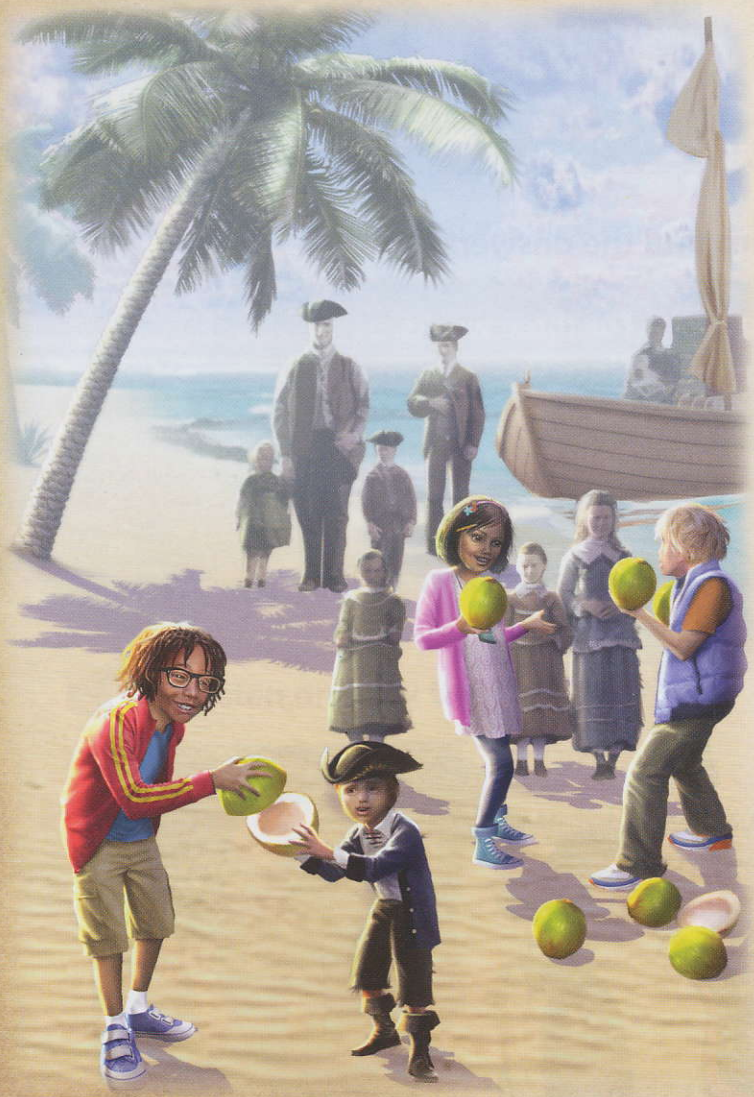
1 **Look at the pictures. What do you think the children do with the treasure that they found earlier?**

2 CD 1 • 23 **Read and listen to the story to check your answer.**



The pirates' treasure

'Let's climb that hill,' suggested Alex. 'Maybe we can see if the pirates are still here.' Through their binoculars, they could see the pirate ship sailing away to the south. 'What's that other ship with the red sails and the black flag, behind the pirate ship? I wonder who they are,' said Phoebe. 'Well, we'll never know,' answered Patrick, 'but let's check in the other direction. Are there any more pirates coming?'



They looked to the north, but they could only see a bigger island with a town. 'OK, great,' said Alex. 'No pirates around.'

They walked back to the treasure. By now, they were thirsty, so they cracked open some coconuts and drank the milk. After that, they started to dig up the treasure chest. Two hours later, they pulled it out, opened it with the key which was in the lock and found that it was full of gold coins. 'What are we going to do?' asked Phoebe. 'Well, the treasure's ours now!' Patrick said. 'We didn't steal it!' 'No, *we* didn't,' said Phoebe, 'but those pirates did. It isn't *ours*.' At that moment, Patrick shouted, 'A boat!' Alex looked through the binoculars. 'They aren't pirates, I can see some children.'

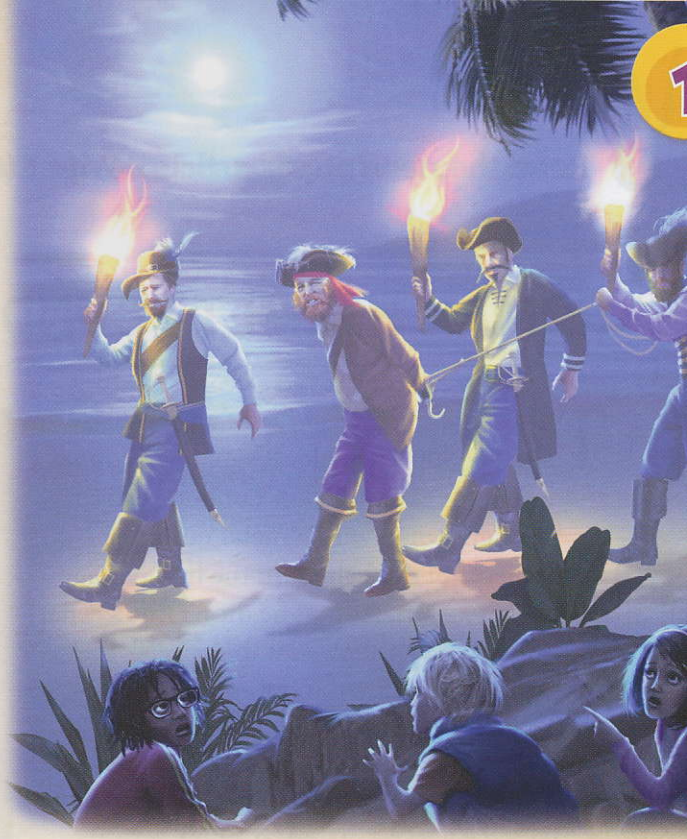
The three friends ran to the beach and saw lots of families arriving on a boat. They were thirsty and tired, so Patrick gave them some coconuts.

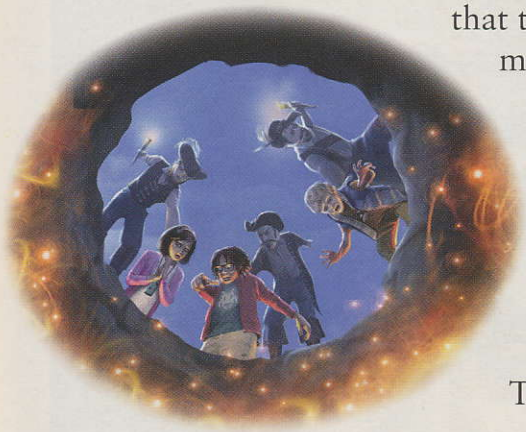
'Pirates have stolen our gold coins,' one woman said. 'We wanted to buy farms in America and now we've got nothing.' She started to cry. 'We watched the pirates hide some treasure and we dug it up,' said Patrick. 'Maybe it's yours. You can have it.'

They fetched the treasure chest and the men loaded it onto the boat. 'There's a town on an island to the north. Go there,' Patrick suggested, 'and I'm sure you'll find a bigger ship to take you to America. But be quick – the pirates aren't far away.'

After the boat left, they found some bananas to eat and when it was dark, they lay down on the sand.

At midnight, they heard some people shouting, so they got up and quickly hid in some bushes. There were three men with torches and, with them, they had the pirate captain with the hook as their prisoner. 'Where did you bury it?' one of the men shouted. 'Over there,' the pirate captain answered, 'next to that tree.' The three men walked over to the tree, but they could only see a big hole.





At that moment, Alex sneezed. Waving their swords, the men ran over to where the three friends were hiding. They grabbed the children and took them to the hole. 'If you don't take us to the treasure, we'll throw you in and cover you with sand,' one of the men shouted.

The three friends looked into the hole and saw a yellow glow. They jumped in. They were gone in a flash.

3 **Match the sentence halves.**

1	The three friends watch as pirates	a	out the treasure chest.
2	From a hill the friends watch	b	treasure chest to the people.
3	The three friends dig	c	have to stand at the edge of the hole.
4	A boat with men, women	d	are burying a treasure chest.
5	The three friends give the	e	who want the treasure chest.
6	At midnight more pirates arrive	f	jump into the hole.
7	They grab the three friends and they	g	and children arrives.
8	The three friends	h	the pirates sail away.

4 Think! **Read the story again. Think of answers to the questions.**

1 What was the ship with the red sails?

2 Why is the captain now a prisoner?

Skills

1 **Read the newspaper article. Write *t* (true), *f* (false) or *ds* (doesn't say).**

ROMAN HELMET FOUND BY METAL DETECTOR

This Roman helmet, with a face mask, is about 2,000 years old. It's made of copper and it sold for £2,281,250 in London yesterday.

An Englishman with a metal detector found pieces of the helmet in the little village of Crosby Garrett. At first he didn't know what it was, but he then showed it to experts. They put the pieces together and were excited.

The helmet is a wonderful example of Roman art and extremely rare. The Roman soldier with curly hair is wearing a cap. On the cap there is an animal with the body of a lion and the head and wings of an eagle. Experts think that the soldier did not wear the helmet when fighting. They think he wore it during military parades.

There are only two other similar helmets with face masks and they are in the British Museum in London and in Edinburgh's Museum of Antiquities.

Every year thousands of objects are discovered by people with metal detectors, but people who go walking or who work in their gardens or fields also sometimes find interesting objects.

When you find objects made of gold or silver that are more than 300 years old, you must report your find. You usually get half of the money if a museum buys the object. The other half goes to the government.

1 A man found a Roman helmet in his garden. ☐
2 The man showed it to his friend first. ☐
3 The soldier wore the helmet to fight. ☐
4 There is a mythical beast on the cap. ☐
5 The man has found treasure before. ☐
6 You don't get any money when a museum buys the find. ☐

Skills

1 CD 1 24 **Listen to a radio show about people finding valuable objects and choose the correct answers.**

1 Who found a valuable object?
- a Mrs Vincent.
- b Mr Vincent.
- c Their daughter, Ruby.

2 Who was driving the tractor?
- a Mrs Vincent.
- b Mr Vincent.
- c Ruby.

3 Why didn't Mrs Vincent think the object was valuable?
- a Because it was old.
- b Because it was dirty.
- c Because it was small.

4 Where did Mr Vincent put it?
- a In the kitchen.
- b On the tractor.
- c In the tool shed.

5 What did Ruby want to do with the bracelet?
- a Wear it.
- b Sell it.
- c Give it to a friend.

6 Who borrowed the bracelet from Ruby?
- a Her best friend.
- b Her mum.
- c A teacher.

7 Who bought the Roman bracelet?
- a A rich man.
- b A museum.
- c Ruby's teacher.

8 What did Ruby buy with the money?
- a Clothes, jewellery and a laptop.
- b A watch and a laptop.
- c Books, clothes and jewellery.

2 **Work in pairs. One of you has found an object with your metal detector. Discuss the questions.**

- How long have you had your metal detector?
- Where were you?
- What did you hope to find?
- What time of day was it?
- What did you find?
- How did you feel?

3 **Act out an interview between the person who found the object and a radio presenter. Use your ideas from Activity 2.**

4 **Write a story about your find in Activity 2.**

I've had my metal detector for two years. I got it from my mum for my tenth birthday. I love it. On Saturday I was at my grandma's farm. I went into the woods behind the house. There are some bushes and I used my metal detector on the ground below the bushes, where I was hoping to find some gold coins. Suddenly I heard a loud sound: beep – beep – beep. What was that? I was very excited. I ran back to my grandma's house and I got a spade. I started to dig. While I was digging, I saw something. It was an old silver vase. It's very beautiful!

Treasure Island

1 **Do you know the names of any famous pirates? What do you know about them?**

2 CD 1 25 **Read and listen to the beginning of *Treasure Island* by Robert Louis Stevenson. Answer the questions.**

1 The story is in the first person. This means that the main character in the book is writing the story. Which words tell us this?

2 Which of these pictures is 'the captain'?

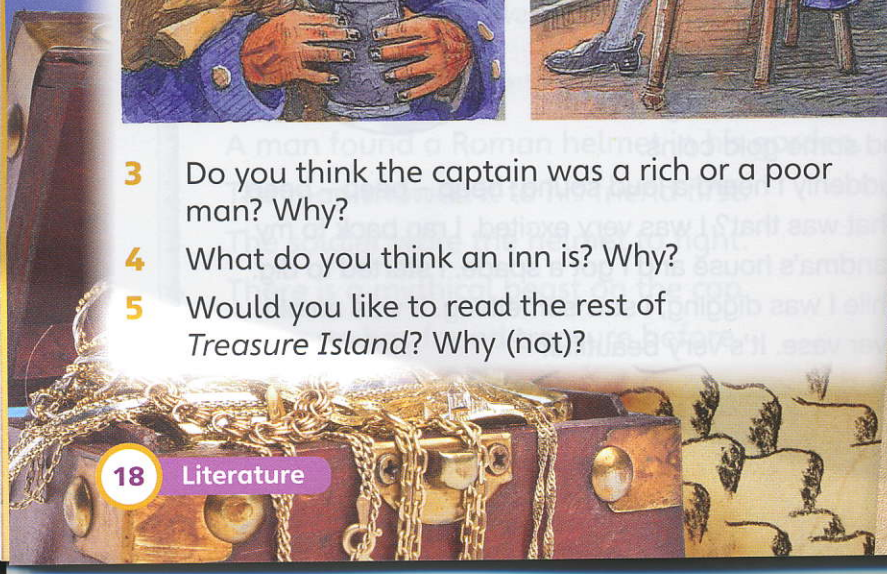
a

b

3 Do you think the captain was a rich or a poor man? Why?

4 What do you think an inn is? Why?

5 Would you like to read the rest of *Treasure Island*? Why (not)?



Many people have asked me to tell the story of Treasure Island. It starts at my home, the Admiral Benbow Inn. It was my father's inn and that's where I first saw the old seaman. He came in dragging his sea-chest behind him. He was a tall, strong, heavy, nut-brown man with a pigtail that fell over the shoulders of his dirty blue coat. His hands were covered with scars and he had black, broken nails. There was a big scar on one of his cheeks. He looked around the room, whistling to himself. Then he broke out into that old sea-song that he sang so many times later, after his adventures.

'Fifteen men on the dead man's chest
Yo-ho-ho …'

After looking around, he decided to stay. 'You can call me captain,' he said as he tossed down some gold pieces to pay for his room and his meals.

Learn and think

1 **Read the definitions of different types of writing. Are the words similar in your language?**

blurb a short text which tells you what a book is about. It's often found on the back cover of the book.

biography a book which tells you about the life of a person.

review a text which tells you what someone thinks about a book, a film, a play, etc.

2 **Read the three texts about *Treasure Island*. Which one is:**

a a review?
b a blurb?
c from a biography?

1

After the death of the famous pirate Captain Flint, young Jim Hawkins finds himself with a map to the legendary Treasure Island and a fortune of gold, but before he can get to the treasure, he has to face many enemies and wild animals. After that, he has to face the most dangerous pirate of all, Long John Silver …

2

The book wasn't bad. The story was interesting and quite exciting, but the descriptions were a little long at times. The beginning is quite slow and it took me a long time to get through the first couple of chapters. I recommend this book to people who like pirates and adventure stories.

3

The idea for *Treasure Island* came from a map of an imaginary island that Robert Louis Stevenson drew for the son of a friend. Stevenson took this map and decided to write an action story. The story first appeared in a magazine for young people in several episodes. It was called *The Sea-Cook*, but it wasn't very successful. In 1883, he changed the title to *Treasure Island* and published it as a book. It became a best seller and made Stevenson very famous.

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

1 Who is the hero of *Treasure Island*?
2 What dangers does he face?
3 What did the reviewer like about the book?
4 What didn't the reviewer like about the book?
5 Where did Robert Louis Stevenson get the idea for *Treasure Island*?
6 What was the story first called?

4 **Project** **Write three texts about your favourite book.**

- A blurb for the book: Tell the reader what the book is about in a couple of sentences. It should make the reader want to read the book.
- A review of the book: Write about what you liked/didn't like about the book.
- A biography: Use the Internet to find out about the author and where the idea for the book came from.

Time to present

A show and tell

1 CD 1 • 26 **Treasure is something special to you. It doesn't have to be gold coins. Listen to Daniel talking about the paintings that he and his brother Christopher did on an art course and answer the questions.**

1 What is Daniel's treasure?
2 When did they paint them?
3 What do they show?
4 Where does it hang?

Think about it

- Think about your 'treasure'. It could be an object or a pet.
- Think about why it's valuable to you.
- Think about how to present it. Can you bring it to the presentation or show a photo?

Prepare it

- Think about the questions and make notes.
  - Where did you get your treasure from? Did you get it as a present? Did you create it? Did you buy it?
  - How long have you had it?
  - Why is it important for you?
  - Is it also important for your family?
  - Have any of your friends already seen it? What did they say?
- Decide if you want to show the treasure or a photo of it at the beginning or at the end of your presentation.

Present it

- You should talk for about a minute. Think about questions that you can ask your classmates.
  - What do you think about my treasure?
  - Would you like to see it? (if you have only shown a photo)

Tips for presenters

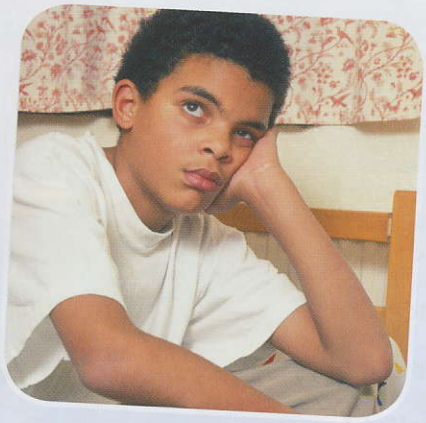
When you finish a talk, say 'Thank you for listening'. Then ask your classmates if they want to ask any questions.

A blog entry

1 **Start a new portfolio for this year. Write your profile.**

2 **Look at the photos and read the two blog entries. Who wrote them: Katie or James? How do you know?**

Katie



James

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

1 What's James' problem?
2 How long has he lived in the new town?
3 What's he done since he came here?
4 How did Katie get her metal detector?
5 Does Katie know James well?
6 What does she think of him?

4 **Write a blog entry about today. You can invent the information if you want.**

Sign In

MY BLOG

27th March – another great day. I'm so happy. This morning I got a metal detector! It used to be my uncle's, but Mum said he's given it to me! I've already tried it out, but I haven't found any gold yet. Oh, by the way, today I worked with the new boy in our class. His name's James. He's been with us since the beginning of January. I think he's very nice. Tomorrow I'll ask him if he wants to come to my birthday party next week. Do you think he'll say yes?

Sign In

MY BLOG

Today is 27th March – another boring day for me. I'm writing this in my bedroom. We've lived in this new town for three months now and I haven't made any friends. I've watched twelve films, I've read six books, I've written a lot of emails and I've listened to hundreds of songs, but I haven't made any friends and that's BORING! I've spoken to my dad about it. He says I need to wait. I hope he's right.

Tips for writers

When you write a blog on the Internet, make sure that you don't give your full name, your real address or information about where you live (e.g. opposite Castle Park School).

2 Future transport

It's the year 2090 and the world's a beautiful place. People have lots of free time and many of them spend it in the big parks which you find in every city. They enjoy doing sports activities. Some of these are very different from the activities that we have today. For example, people don't skateboard any more. Instead they 'floatboard' and it's great fun.

1 CD 1 • 27 Listen and say the words. Check with your partner.

2 CD 1 • 28 **Read, listen and answer the questions.**

1 Why does Phoebe think that they are in a big city?
2 What does Patrick think about flying a microlight?
3 What do the children decide to do?
4 What does the yellow button on the jet pack do?

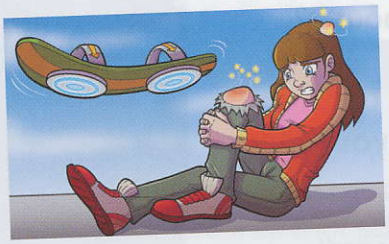
3 **Choose a word. Describe it for your partner to guess, but you mustn't use the words *fly* or *transport*.**

It looks like ... but it's got ...

1 Read the adverts and complete the sentences.

It's easy to fly our jet pack! You don't need to be a scientist, but you need to have a lot money. It costs $100,000.

You don't need to be an acrobat to ride a floating skateboard, but you need to wear a helmet!



A child can fly our microlight! You don't need to be a pilot, but you need to wear warm clothes. It's cold up there in the clouds.

You don't need to be a bird to use our parachute, but you need to know how to land.

1 You don't need to know how to fly a plane if you want to use the _____.
2 You need to have a lot of money to buy a _____.
3 You need to know how to land when you use a _____.
4 You don't need to be an acrobat to fly a _____.

2 CD 1 29 Grammar focus Listen and say the sentences.

You need to be a pilot to fly a plane.
You don't need to wear a helmet to drive a car.

3 Work in pairs. Make a funny TV advert.

This is our new sports car. It's fantastic. You don't need to be a Formula One driver to drive this car.

But you need to have a lot of money. It costs $1,000,000.

Communication

1 **Look at the photo and answer the questions.**

1 What's Mia's new hobby?
2 What does Josh think about it?

2 CD 1 30 **Read and listen to the dialogue to check your ideas.**

Josh Hi, Mia! Cool skateboard!
Mia Thanks. I've just got it.
Josh Why aren't you wearing a helmet?
Mia I don't need a helmet.
Josh Are you sure? It's dangerous.
Mia Don't be silly. I'm not scared.
Josh Well, what about knee pads? You need knee pads.
Mia No, I don't. Anyway, they don't look very good.
Josh That doesn't matter. You still need to be safe.
Mia Don't worry about me. I'll be fine.
Josh Are you good at it?
Mia Not yet, but I'm going to be. I'm going to be a professional.
Josh I see.
Mia Yeah, I'm going to win loads of competitions.
Josh Really? Tell me more.
Mia I'm going to travel all over the world.
Josh Wow!
Mia And I'm going to go to loads of different countries.
Josh Er, Mia, I don't want to be rude, but there's only one place you're going to go.
Mia Where's that?
Josh Hospital ... if you don't wear a helmet or any knee pads.

3 **Work in pairs.**

a Practise the dialogue.
b One of you has started a new hobby. Choose a hobby and think about:
- what you need to do it
- what you have or haven't got

c Make up your own dialogue.
d Act out your dialogue for the class.

What to say

Expressing interest
I see.
Really?
Tell me more.
Wow!

1 **Read Jake's post on a forum. Then tick (✓) the true sentences. Correct the others with ideas from his post.**

Author	Thread: How people will get around
	Hi, I'm Jake. Of course we don't know how people will get around in the future, but I think there'll be big changes. I think people will move around without polluting the air and transport will be a lot safer than it is today. Cars, for example, will be emission-free, and they'll be driverless because a computer will drive these cars of the future. There won't be any accidents. Tell me what you think!

Are these Jake's ideas about the future?

1 There will be big changes in travel. ☐
2 People will pollute the air when they travel. ☐
3 Transport won't be safer. ☐
4 Cars will be emission-free. ☐
5 People will drive cars in the future. ☐
6 There won't be any accidents. ☐

2 CD 1 33 **Grammar focus** **Listen and say the sentences.**

Cities of the future will have monorails.
There'll be lots of parks in the cities.
People won't have to work so hard.

3 **Work in pairs. One of you is Jake's friend, who has read the post and calls him to talk about it. The other is Jake. Act out a dialogue. Use the ideas to help you.**

Friend	Jake
Hi, Jake. I've read your …	That's great, thanks. What did you think?
I think you're right that …	Ah, that's interesting.
There'll be …	Do you really think so?
People will …	I agree.
I don't think there'll …	I don't quite agree. I think there'll …

Do you think there'll be … ?

Do you think people will … ?

1 **Go through the text quickly and answer the questions.**

1 What happens to Patrick?

2 Who saves him and how do they do it?

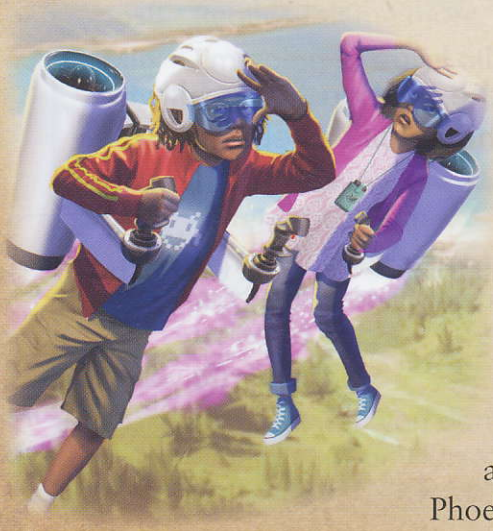
2 CD 1 • 34 **Read and listen to the story to check your answers.**

A problem for Patrick

Phoebe and Alex read the instructions very carefully. They were both a bit nervous, but they understood how to fly the jet packs now. Phoebe looked up at the sky, but she couldn't see Patrick anywhere. 'OK, this is it,' she said. '1, 2, 3 – go!' Alex and Phoebe pressed the yellow button and up they went. It was an amazing feeling as they went higher and higher.

'Where shall we go?' Alex called out to Phoebe. 'Let's fly to the mountain over there,' Phoebe shouted back. They pressed the orange button to go higher. 'Look at the cable car!' exclaimed Phoebe. They also saw some people climbing, who looked so small below them. 'Isn't this fantastic?' Alex shouted. 'Yes, it's so exciting!' replied Phoebe.

The two children flew twice around the big mountain with their jet packs. Then they pressed the green button because they wanted to fly more quickly. They were heading back towards the park and then past the park towards the sea.

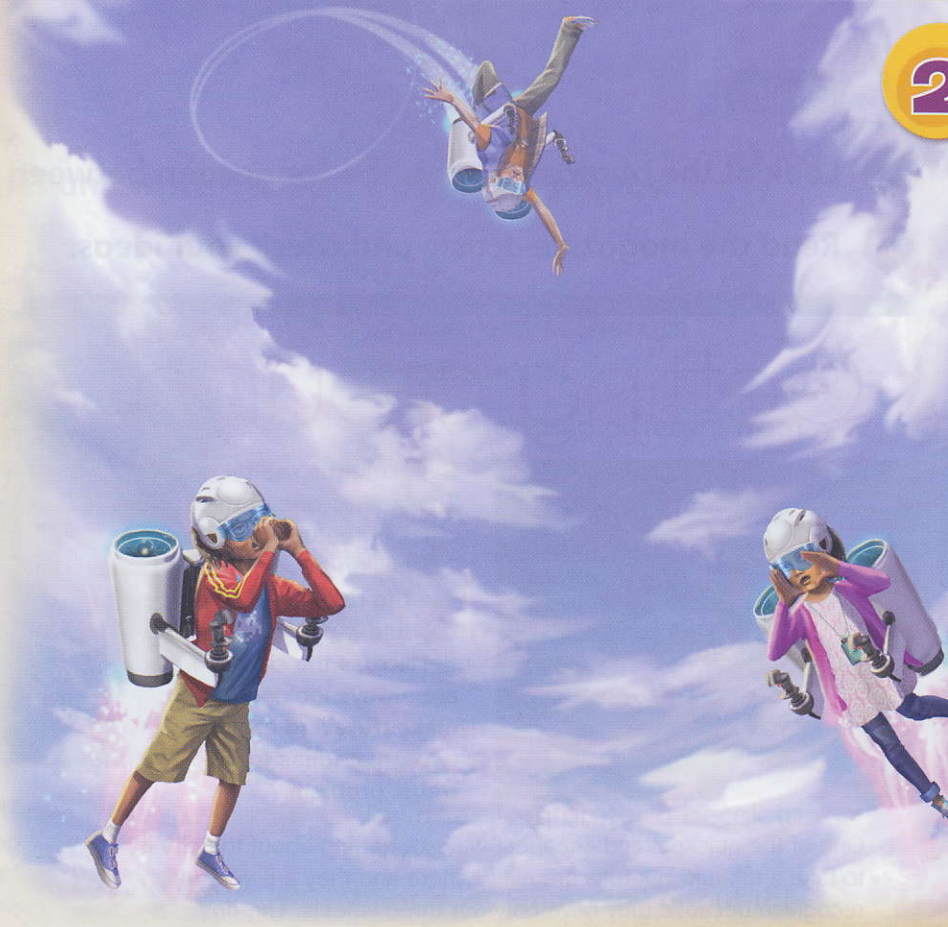


'Hey, Alex!' shouted Phoebe. 'Where's Patrick? I can't see him anywhere!' 'Don't worry,' answered Alex. 'I'm sure he's OK.' Alex and Phoebe flew over the beaches and the sea and then over the fields and the woods. Finally, they followed the river and flew back out over the sea, but there was still no sign of Patrick. Phoebe was getting worried. 'He was too impatient to listen, so he doesn't really know how to fly his jet pack,' she thought.

A second later, Alex saw Patrick. He was high up, but he was falling down through the sky very fast because he had no control over his jet pack. With his arms, he was making movements like a swimmer, but much faster. It looked funny, but Alex and Phoebe didn't laugh. They knew that their friend was in trouble.

'We need to get closer to tell him what to do!' Phoebe shouted. She and Alex stayed side by side. They pressed the orange button and then the green one, to fly up nearer Patrick. Then they pressed the blue button so that they started going down next to him. Patrick looked very scared.

'Quick! Press the yellow AND the blue buttons together!' Alex and Phoebe shouted. They heard a 'whoosh' as Patrick's parachute opened and they knew that their friend was now safe.



As Alex and Phoebe landed safely with their jet packs next to Patrick and his parachute, the man from the jet hire stall was walking over to them. 'Well done, young man,' he said to Patrick. 'I was worried for a few moments, but it's great that you knew about the emergency buttons!' Alex and Phoebe looked at each other and Patrick was very quiet. He was glad to see a yellow glow nearby. 'Thanks, you two,' he said, as they walked together towards the gate. 'That was close.' Then they were gone in a flash.

3 **Answer the questions.**

1 How did Phoebe and Alex feel about flying the jet packs?
2 Where did they fly first?
3 Why did Alex know that Patrick was in trouble?
4 How many different colour buttons did Alex and Phoebe use?
5 How did Alex and Phoebe help Patrick?
6 Did Alex and Phoebe use parachutes?

4 **Think!** **Work in pairs. What do we learn about the characters?**

1 Why did Patrick not want to get a lesson about the jet pack?
2 How did Alex and Phoebe react when they saw Patrick falling through the sky?
3 Why was Patrick very quiet when he landed?

Skills

1 **Look at the photos. What is the connection between them?**

2 **Read the magazine article and check your ideas.**

Getting around

Bangkok, the capital of Thailand, is one of the busiest cities in the world. More than 2.6 million buses, cars and taxis use the roads of Bangkok every day and it can take hours to get across the city. Thai people are always looking for a way to make travelling easier. Here are two great ideas to help with the traffic problem.

One of the quickest and cheapest ways of getting about the city is to take a tuk-tuk. Tuk-tuks are everywhere and they are very easy to recognise because they have only got three wheels. The driver sits in a small space at the front and uses a handlebar (like a motorbike) to steer. The passengers sit in the back behind him. There's usually only room for two.

There are a few things that you need to know about tuk-tuks. They are very powerful and they can go quite fast. They will always take you where you want to go more quickly than a taxi because the drivers go between the cars and buses on the road. It can be quite scary. One other thing that you need to remember: if you agree the price for your journey before you start, you won't have to argue with the driver at the end.

The newest, quickest and cleanest way of getting about the city is to take the skytrain. Many years ago, Bangkok had trams to take people through the city. They were slow and when more and more cars came onto the streets, the trams started to make the traffic really bad, so they took the trams off the streets. Then the Bangkok Transit System began and looked at ways of making it easier to get about the city. Their big idea was to build a very different kind of tram and in 1999 the first part of the skytrain opened. This train really looks like something out of the future. It runs above the city and the traffic below. The skytrain can't take you everywhere in Bangkok, but it has already got 23 stations and carries 50,000 people every hour. The trains are electric, so they don't cause much pollution. They are also very comfortable and you can usually find a seat.

3 **Read the article again and write *t* (tuk-tuk) or *s* (skytrain).**

1 You can get frightened on this. ☐
2 It doesn't go all over the city. ☐
3 You have to decide with the driver how much the journey will cost. ☐
4 It's good for the environment. ☐
5 It took the place of another kind of transport. ☐
6 You always sit down to travel. ☐

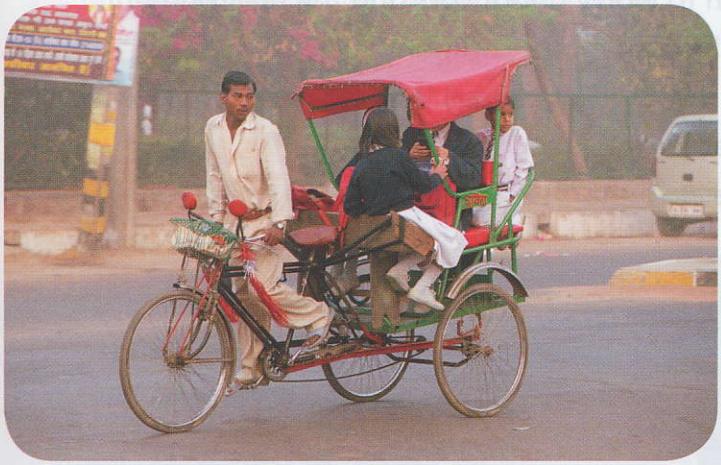
4 **Work in pairs. Discuss the questions.**

1 Which of these types of transport would you like to go on most? Why?
2 How do people get about in your town/city?
3 How can they make traffic better where you live?

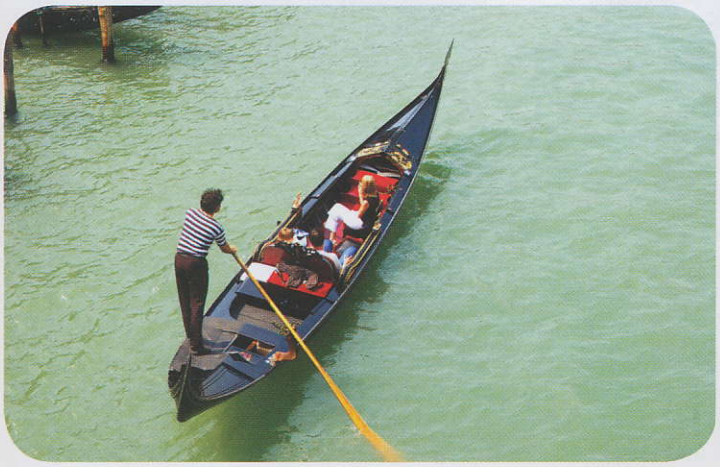
1 CD 1 • 36 **Listen to the travel stories and write the words under the photos.**

gondola becak pedicab

1 _____



2 _____



3 _____

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

1 How is a gondola different from the others?

2 How is a pedicab different from a becak?

3 CD 1 • 37 **Listen again and answer the questions.**

1 What is the problem with gondolas that Anna talks about?

2 Why does Tom prefer a becak to a taxi?

3 What does Emma say about the drivers of the pedicab?

4 **Find out the most popular and least popular types of transport in the class.**

a Work in pairs. Make a list of all the different types of transport that you have been on.

b Think of advantages and disadvantages for each one.

c Put them in order from best to worst.

d Compare your ideas with the rest of the class.

5 **Write a short text about your favourite type of transport. Answer the questions.**

- How often do you use it?
- Why do you like it?
- What problems has it got (if any)?
- How could transport be better in the town/city where you live?

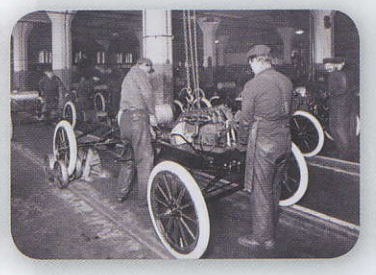
The history of the car

1 **When do you think these events in the history of the car happened?**

The nineteen forties (1940s)?

The eighteen nineties (1890s)?

the first speed limits



the first car company

thinking about pollution

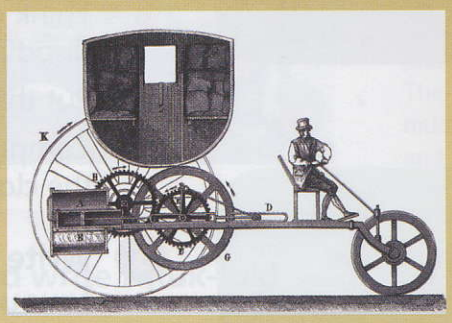
2 CD 1 • 38 **Read, listen and match the people, speeds and places with the facts.**

1	Nicolas Cugnot	a	the speed the flag-waving man could walk in 1865
2	Richard Trevithick	b	home to the first motor company
3	3 km/h	c	people began to worry about cars and the environment
4	6.5 km/h	d	home to the biggest motor company
5	France	e	the speed of the car that caused the first pedestrian death
6	the USA	f	made it easier for the French to go to war
7	California	g	made life easier for horses

1769 → 1801 → 1865

The first self-propelled car

Nicolas Cugnot was an engineer in the French army. In 1769 he used a steam engine to power a three-wheeled cart so that it moved by itself. The cart travelled at walking speed and the army used it to pull heavy cannons into battle. At that time, no-one thought about transporting people with the cart.



The first UK steam cars

Before 1801, many people in the UK travelled about in carriages pulled by horses. Then Richard Trevithick found a way of making steam engines much smaller and he put one of these engines on a carriage. His new 'horseless carriage' was called the Puffing Devil. More and more people could now travel in carriages.

The first speed limits

Engines continued to get better and horseless carriages became faster. The Locomotive Law in 1865 set the maximum speed of these vehicles at 3 km/h in towns and 6 km/h in the country. You also had to have someone to walk in front waving a red flag. No-one could imagine that a hundred years later cars would travel at far greater speeds.

Learn and think

1 Write two questions about the information to ask your partner.

How many ...

What did ...

2 Think! Work in pairs. Imagine that you can add an event to the timeline. Discuss and decide which of these is the most important.

2006 The Pixar animated film *Cars* was a hit all over the world.

1837 The first taxi company started in Toronto, Canada.

1997 Electric cars went on sale.

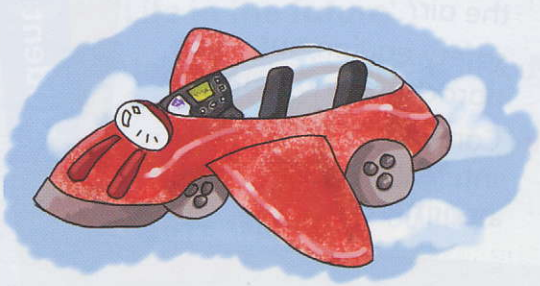
1911 People first used car keys.

1969 Seven-times F1 champion Michael Schumacher was born.

3 Project Imagine it is the year 2200. Write and draw two more events for the timeline.

2050: The first flying robot car

Japanese inventors created the world's first flying robot car. You spoke to a robot and the vehicle changed from a car to a plane in seconds. Ten years later, 50% of Japanese families travelled in these cars.



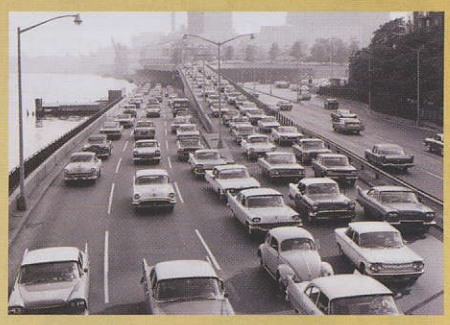
1896 → **1903** → **1965**

The first motor car death

On 17th August 1896, Bridget Driscoll stepped out into the road and a car killed her. This was the first fatal road accident. The car was travelling at a speed of 6.5 km/h. The police investigator described it as an accident and he didn't expect it to happen again. Unfortunately the police investigator was totally wrong. Between 1951 and 2006, a total of 309,144 people died in accidents on British roads.

The world's biggest motor company begins

Ford wasn't the first motor company. The French were the first to open a car factory in 1889, but Ford, in the USA, quickly became the biggest. The factory opened in 1903 and in the next 24 years, they built 15 million Model Ts. It took workers just 93 minutes to make each car. Ford made it possible for lots of people to buy a car.



Pollution control

Until 1965, no-one worried about air pollution from traffic. In that year, California passed laws to control the pollution from cars. The rest of the world soon followed their example and driving became a little greener. The rise in the price of oil in the 1970s made driving more expensive too. These days, making cars greener is the biggest challenge for the car industry.

Act out

Hiring a jet pack

1 **Work in pairs.**
Choose a role card.

Student A

You are the customer.

You and your friend want to hire a jet pack. Think about the following:

- price per hour
- cheaper for half a day?
- deposit
- How long does it take to fly a kilometre up in the air?
- safety equipment: parachute and helmet
- Can you fly over any interesting sights near here?

Student B

You are the owner of the jet pack hire.

Tell the customer:

- the price for an hour
- a cheaper price for half a day
- that they don't need to pay a deposit
- that it takes twenty minutes to fly a kilometre up in the air
- that they have to put on a parachute and a helmet
- that a very big volcano is about thirty minutes to the south

2 **Act out your dialogue.**

Useful language

Student A

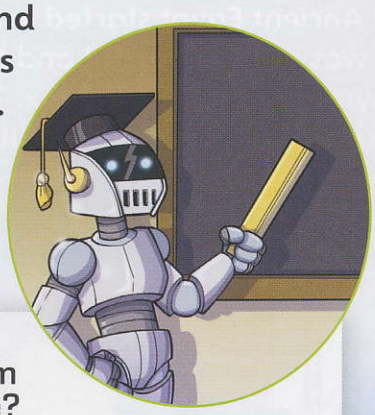
How much is it to … ?
What if … ? Is it cheaper?
Do we need to … ?
Do we have to … ?
Are there … ?

Student B

It's … per hour.
If you hire it for … ,
It will take you …
Yes, you have to …
You'll see …

A questionnaire

1 **Work in pairs. Ask and answer the questions in the questionnaire. Tick (✓) your partner's answers, not your own.**



1 What will a classroom of the future look like?

a There'll be no books, only computers. ☐

b There'll be no classrooms. Students will learn from home. ☐

c Students will learn by downloading from a computer into their brains. At school they'll only play. ☐

2 What will the teachers of the future be like?

a The teachers will be robots, not humans. ☐

b Students will learn at home and parents will be their teachers. ☐

c Children will be the teachers and the students will be adults. ☐

3 How much time will students spend learning every day?

a Students will only do two things in their lives: sleep and learn. ☐

b Only ten minutes every day. The rest of the time they'll have fun. ☐

c They'll spend six hours at school every day, but they'll have lots of homework. ☐

Tips for writers

When you write a questionnaire, check the word order in your questions.

*What **will** the houses **look** like?*

*How much time **will** people **spend** at home?*

*How often **will** students **go** to school in a week?*

2 **Work with a different partner. Tell them what you have found out.**

David thinks that in the future there'll be …

He says that the teachers …

He believes that students will …

3 **Write a questionnaire about 'Life in the future'.**

a Make notes of topics that you could ask about.

food
free time
towns
buildings

b Write a question for each topic.

What will people eat in the future?

c Write three different possible answers. Try to make some of them funny.

a They'll eat pills and no real food.

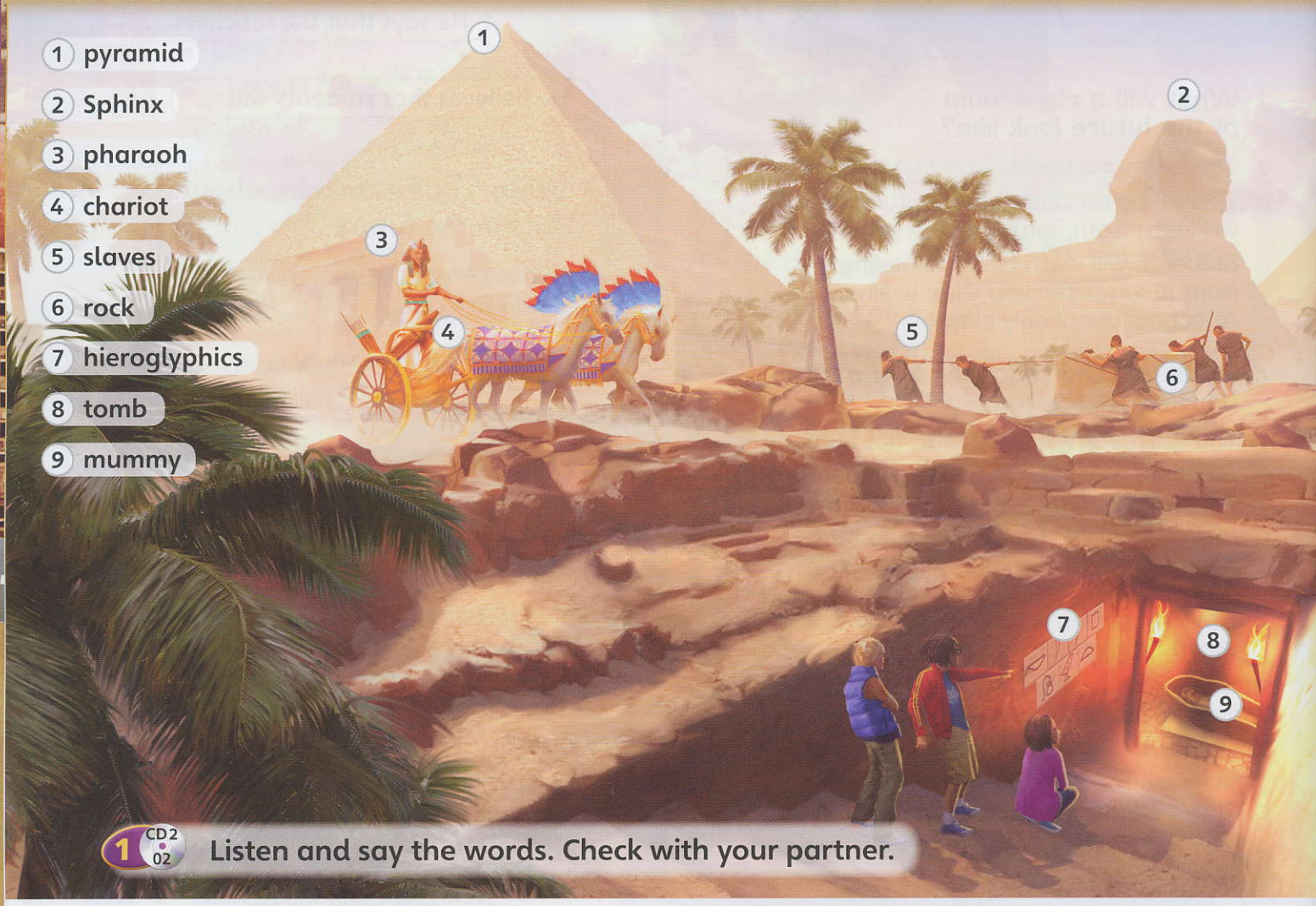
b They'll only eat fruit and vegetables and no meat.

c They'll eat the same food all the time: chicken and chips.

4 **Swap questionnaires and answer your partner's.**

3 Ancient Egypt

The civilisation which we call Ancient Egypt started in around 3150 BC and lasted for more than 3,000 years. It was very successful and the Egyptians built some amazing buildings, like the pyramids and the Sphinx. The most famous pyramids are the ones in Giza, just outside Cairo. Every year millions of tourists visit them. The rulers of Ancient Egypt were the pharaohs. When they died, people buried them in the pyramids.



1 CD 2 02 Listen and say the words. Check with your partner.

2 CD 2 03 **Read, listen and complete the sentences.**

1 Phoebe has always wanted to see _____ .
2 Phoebe explains that a pharaoh is _____ .
3 Phoebe wants to _____ .
4 Alex thinks that going to the pyramid is a bit _____ .

3 **Choose a word for your partner to spell.**

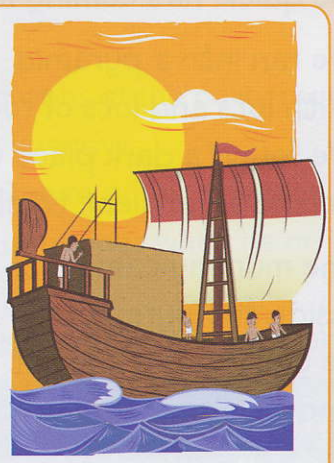
1 CD2 • 04 **Read the magazine article and complete the sentences with the verb forms from the box. Listen and check.**

were taken off were pulled were cut were put

Here is how the pyramids of Giza were built. They were made from big blocks of rock.

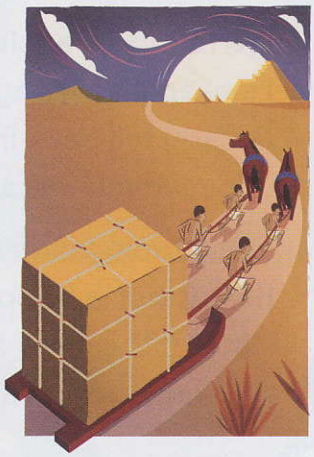
First, they had to find ways of taking the big blocks to Giza. Here's how they did it:

The blocks (1) _____ from the sides of mountains.



Then the blocks (2) _____ onto boats and taken to Giza.

The blocks (3) _____ the boats and put onto special sledges.



The sledges (4) _____ by horses and slaves.

Archaeologists know how the blocks of rock were brought to Giza, but there is still one big mystery. How were they put on top of each other?

2 CD2 • 05 **Grammar focus** **Listen and say the sentences.**

The pyramids were built by slaves.
The slaves weren't paid any money.
How was it done?

3 **How did they get the blocks of rock to the top? Discuss the ideas.**

- pull up / with rope
- carry / by slaves
- lift / UFOs

I think that the blocks …

Me too.

I don't think …

I agree. That's a silly idea.

1 CD2 06 **Listen and tick (✓) the words that you hear. Then sing the song.**

pharaoh ☐ Sphinx ☐ tomb ☐ hieroglyphics ☐ mummy ☐ slave ☐

On holiday in old Cairo,
My friend and I went in
A shop where tourists never go,
Which sold a few old things.

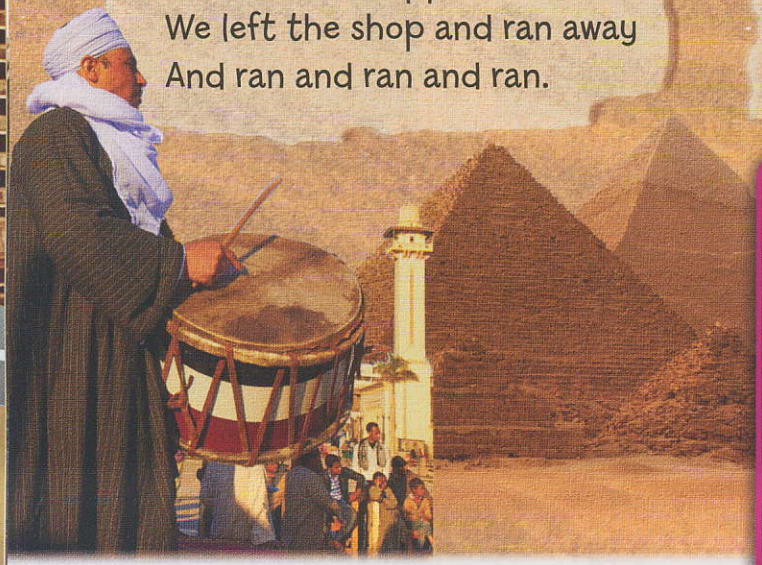
We found an ancient mummy there.
I looked into its eyes.
I nearly fell back in a chair.
The mummy was alive!

The mummy didn't want to play.
He was not a happy man.
We left the shop and ran away
And ran and ran and ran.

We stopped and talked to Pharaoh
And asked him what to do.
He smiled and told us where to go.
'Be quick! He's coming after you!'

We ran into a pyramid
With lots and lots of rooms.
We found a dark place where we hid
Behind an ancient tomb.

The mummy came into the room
Inside the pyramid.
He got into his ancient tomb
And we slammed down the lid.



All about music: Folk

Folk music is used to describe the traditional music of a country, so folk music from England, for example, might sound very different from folk music in your country. Many folk songs are very old and no-one knows who wrote them. They often tell the story of poor country people who have very difficult lives.

What I think
- It's great.
- It's OK.
- I don't really like it.

2 CD2 08 **Listen and say the dialogue.**

Enid How was your holiday, Eldrid?
Eldrid Well … everywhere I went, people shouted and screamed. They chased me all the way home.
Enid Were you frightened?
Eldrid Frightened? Enid, I was petrified!

1 Read the email. Then tick (✓) the true sentences. Correct the others.

Last week, I went to an Egyptian fancy dress party. A lot of my friends went as pharaohs and a few people went as slaves, but I wanted to go as something different, so I decided to go as a mummy. I spent a little money on some bandages and then I spent a lot of time wrapping them around me. I looked great. There was one problem. While I was walking to the party, it started to rain and I didn't have an umbrella. When I got to the party, I was covered in lots of wet bandages. I didn't look like a mummy. I was a mess!

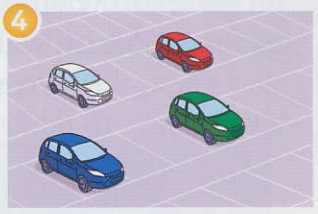
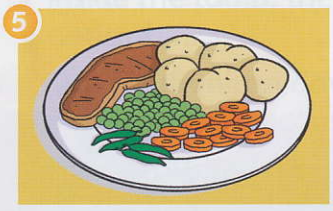
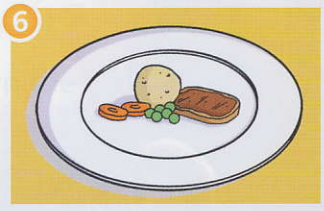
1 There were more pharaohs at the party than slaves. ☐
2 The bandages were expensive. ☐
3 It didn't take a long time to put on the mummy costume. ☐
4 He was wearing wet bandages when he arrived. ☐

2 CD2 • 11 Grammar focus Listen and say the sentences.

There were **a lot of** people at the party.
There were **lots of** my friends at the party.
There was **lots of** food at the party.
There were **a few** bandages on the floor after the party.
There was **a little** food left after the party.

3 Work in pairs. Take it in turns to close your eyes. Point to a picture, open your eyes and describe it.

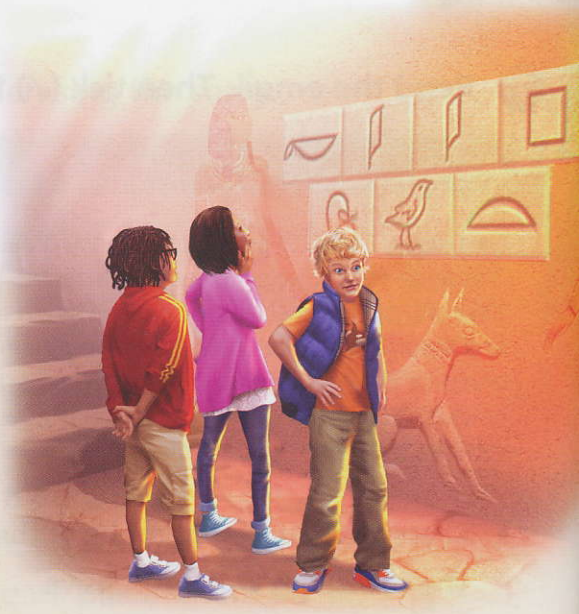
Number twelve … that's a little money.

1 **Look at the pictures and find these things.**

a mummy a scorpion hieroglyphics

2 CD 2 • 12 **Read and listen to the story.**



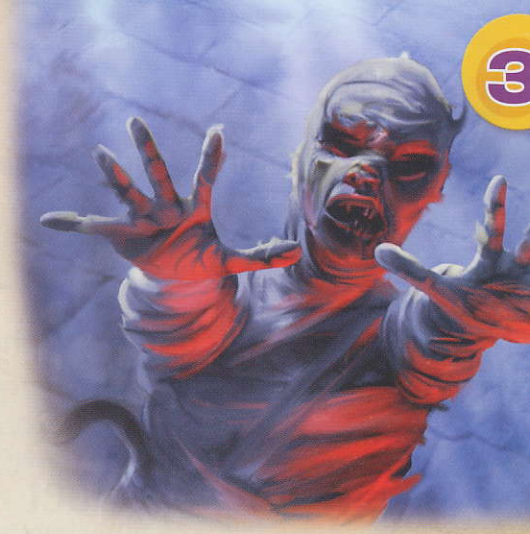
The mummy's tomb

The children walked up to the tomb and looked in through the doorway. 'Let's go in,' said Patrick. 'But what if it's dangerous or we get lost?' replied Alex. 'Hang on, let's look at these hieroglyphics,' said Phoebe. 'What do you think they say?' 'Welcome?' suggested Patrick. 'It's "Keep out", I think,' answered Alex. 'Well, I'm going in,' said Patrick. 'If I don't come out in a few minutes, come and find me.' 'Don't be silly, we're coming with you,' said Phoebe.

It was dark inside, but they could see a little. They walked for a few minutes when suddenly Phoebe screamed. 'Something fell on my head!' She touched the top of her head and a black creature fell onto the ground and ran away. 'Hey,' said Alex, 'there are more on Patrick's back. And on mine. What are they?' He took one from Patrick's back and looked at it closely. 'Ah. It's a scorpion. There are lots of them. They're everywhere.' 'Scorpions? I hate bugs!' said Phoebe. 'Let's go. Oh, where's that gate?'

The children started running down the dark corridor to escape from the scorpions, but they came to a wall where they couldn't go any further. 'Now what?' asked Phoebe. 'I'm not going back to those scorpions.' Alex was looking at a big button on the wall. 'What do you think this is?' he asked. 'Shall we … ?' … but before he could finish his question, Patrick walked up and pushed it. The floor under their feet disappeared and the next thing they knew, they were sliding very fast down a tunnel deep into the pyramid. 'Patrick! Why do you always have to fiddle with things?' exclaimed Phoebe. 'We'll never get out of here!' shouted Alex.

The children landed on a hard stone floor in a dark room. 'OK, Patrick,' said Alex, 'you got us in here. You can get us out.' 'Ssh!' said Phoebe. 'I can hear something coming from over there.' They all looked to where she was pointing. There was something big and white walking towards them. It got closer and closer, holding its two arms out in front of it. 'Run!' screamed Phoebe. 'It's a mummy!' The children ran towards a light which they could see and they found themselves in a small room. 'Quick, Alex,' said Patrick. 'Help me block the door with this rock.'



When the door was blocked, they turned around and looked. They couldn't believe their eyes. All around them, there were gold and silver objects, which were glowing in the sunlight that was mysteriously lighting the room. The children noticed a few hieroglyphics on the walls too. 'Oh, it's beautiful!' gasped Phoebe. 'It's a tomb. I'd like to stay here for hours now.' Just then, another glow appeared. It was the yellow glow of the gate. 'I don't believe it!' said Phoebe. 'Come on.' The children walked into the light. They were gone in a flash.

3 **Complete the sentences.**

1 When Alex heard that Patrick wanted to go into the tomb, he …
2 As soon as they were inside the tomb, they noticed …
3 The children ran down the dark corridor because …
4 Patrick pushed a button on the wall and a moment later …
5 Phoebe got really scared when …
6 Before they saw the gate, the children …

4 **Think!** **Look at the hieroglyphics that they saw in the doorway. Who do you think was right: Patrick or Alex?**

5 **Think!** **What are these words?**

1

2

Skills

1 **Work in pairs. Describe the hieroglyphics.**

It looks like ...

It's a kind of ...

2 **Read the text and draw the missing symbols in the chart.**

Hieroglyphic alphabet

The Ancient Egyptians had their own alphabet, with symbols for different sounds. We call these symbols hieroglyphics. We can recognise many of them because they are pictures of animals or everyday objects, but some are more difficult to understand.

It is impossible to match the English alphabet with the symbols, but historians have studied for many years to work out the sounds which the symbols represent. For example, the hand symbol has a *d* sound and the leg symbol has a *b* sound.

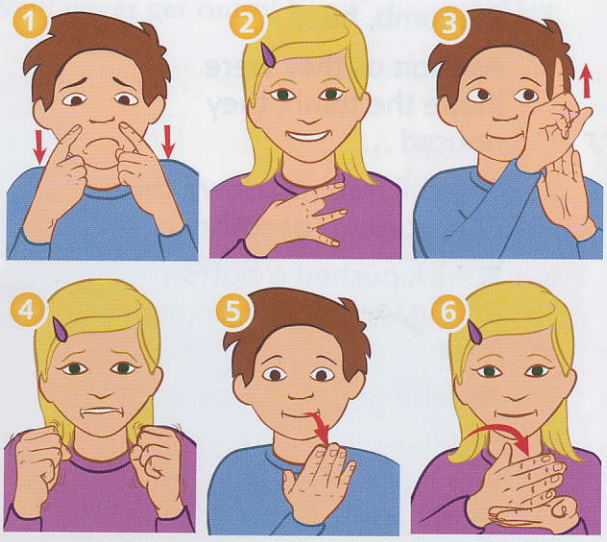
The square symbol is a *p* sound and *r* looks like an open mouth. The top half of a circle represents a *t*, the lion symbol is *l* and *m* looks like an owl.

Some letters have the same symbol, for example *f* and *v* are both represented by a snake with horns on its head.

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	CH	KH	SH	

3 **Look at the pictures. Discuss the questions.**

- Who uses this language?
- Have you seen it on television?
- Do you know anyone who uses it?



4 CD 2 • 13 **Match the signs with the words from the box. Listen and check.**

tall thank you cry stop like cold

5 **Work in pairs. Take it in turns to make the signs and say the words.**

Skills

1 Look at the pictures. What do you think the story is about?

2 CD 2 14 Read and listen to the story to check your answers.

The Ancient Egyptians told many stories. Here is one. Do you recognise the story?

1 Rhodopis was a servant in the house of an old man. She was Greek and she looked different from all the other girls in the house, so they laughed at her and called her bad names. However, the old man liked Rhodopis, so the other girls in the house were jealous of Rhodopis and were mean to her. They made her work hard and shouted at her. Rhodopis was very sad about that, but she never said a bad word.

2 The old man didn't know how mean the other girls were to Rhodopis. Her only friends were the birds and an old hippo and she told them about the other girls when no-one was listening. One day, the old man walked past when Rhodopis was dancing near the river. He thought that such a good dancer should have shoes, so he bought her a beautiful pair of golden shoes. Now the other girls were even more jealous.

3 A few days later, a messenger arrived and told them that the Pharaoh was having a party and that everyone was invited. Rhodopis really wanted to go, but the other girls told her to get on with her work. While she was washing her clothes, the hippo jumped into the river and splashed water over her new shoes. She took them off to dry in the sun, but a large bird flew off with one of them.

4 In Memphis, the Pharaoh was sitting on his throne watching the party. Suddenly a bird flew down and dropped a shoe on him. The Pharaoh knew that the bird was Horus, the God of the Sky, and that the shoe was a sign. He sent for the captain of his royal boat and started searching the country for the owner of the shoe.

5 When the royal boat arrived at the old man's house, the Pharaoh showed everybody the shoe. The girls saw it and knew that it belonged to Rhodopis, but they said nothing. The Pharaoh was leaving the house when suddenly he saw Rhodopis. He invited her to try on the shoe. The shoe fitted and he asked her to be his wife. 'But she's just a servant!' the other girls said. The Pharaoh looked at them. 'To me, she is the most beautiful woman in Egypt and she is going to be my queen.'

3 In which part of the story do these things happen? Write the numbers.

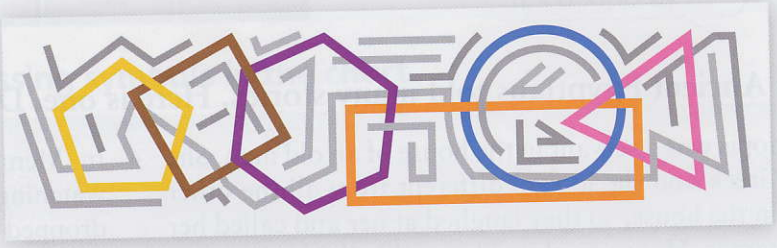
a The old man gives Rhodopis a present. ☐
b The other girls were always unkind to Rhodopis. ☐
c The Pharaoh meets Rhodopis for the first time. ☐
d Rhodopis hears about the Pharaoh's party. ☐
e The bird drops the shoe. ☐

4 Think! Work in pairs. Who do you think was invited to the wedding? Why?

1 the old man 2 the other servants 3 the bird 4 the hippo

3D Shapes

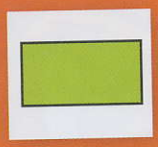
1 What shapes can you see? Are the words similar in your language?



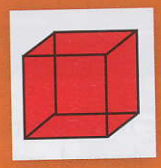
2 Read about 3D shapes. Then look at the shapes below. Are they 2D or 3D? Copy and colour them green or red.

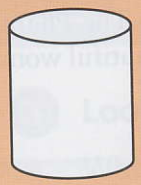
A line —— has got one dimension. It's got the dimension of length.

A rectangle ▭ has got two dimensions: length and width. This is a 2D shape. The space between the lines is the area of the shape. The area of this rectangle is coloured green.



A cube ⬚ has got three dimensions: length, width and depth. This is a 3D shape. The space between the lines is the volume of the shape. The volume of this cube is coloured red.

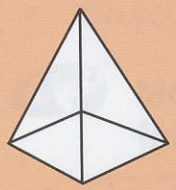




cylinder

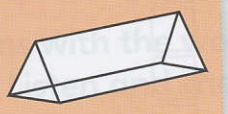
square

hexagon



square-based pyramid

circle



triangular prism

3 Look at the pictures and complete the table

Common 3D shapes

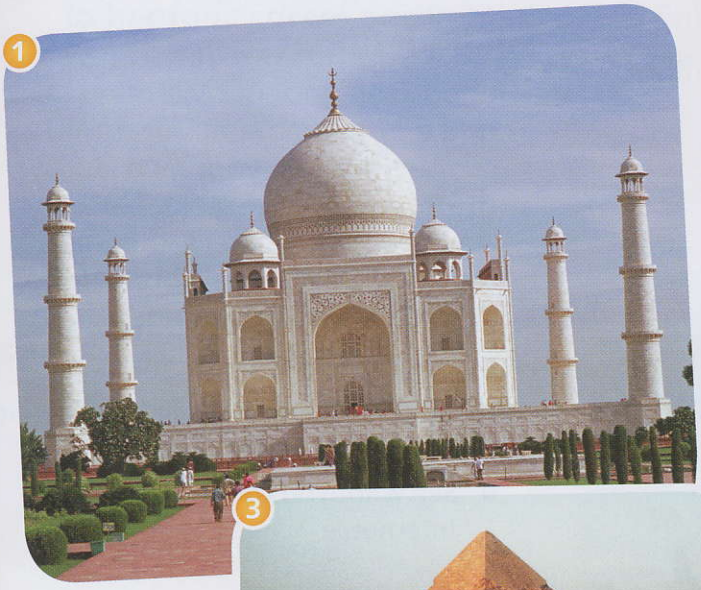
Shape	Corners	Edges	Sides
cone	0	1	2
cube	8		
cylinder			
cuboid			
triangular prism			
square-based pyramid			

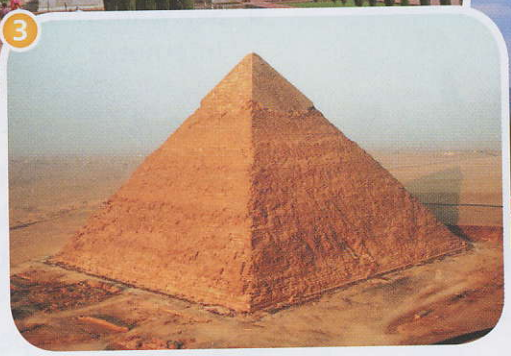
4 CD 2 15 Listen and say the shapes. Check your answers.

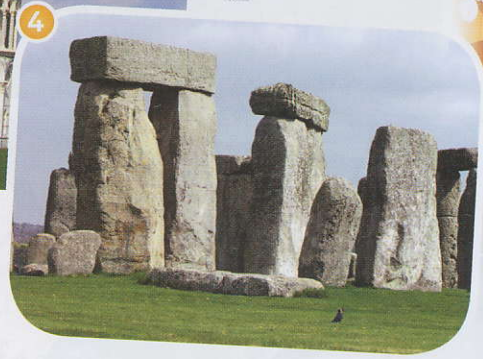
1 **Look around your classroom. How many 3D shapes can you find?**

2 **Look at the photos of famous buildings. What 3D shapes can you see?**

Look, that's a kind of cylinder.

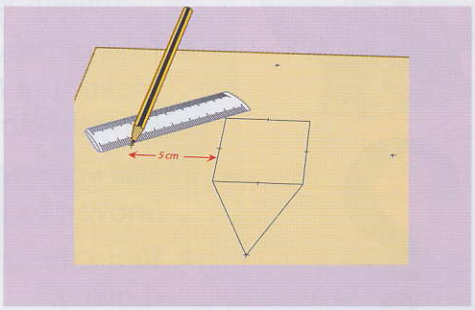


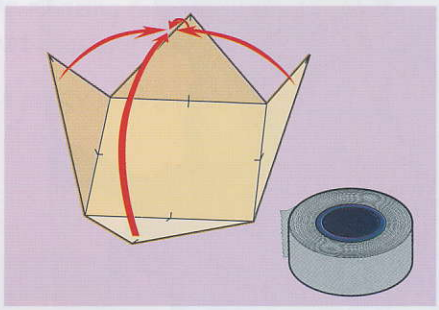




3 **Project** **Make a paper pyramid.**

You need:
- a sheet of paper
- a ruler
- a pencil
- scissors
- tape





1 Draw a square in the centre of the paper with 5 cm sides. Mark the 2.5 cm point at the centre of each side of the square.

2 Make another mark exactly 5 cm above each 2.5 cm mark. Use a ruler to draw diagonal lines \ and / down to the corners of the square. You will now have four triangles around the square.

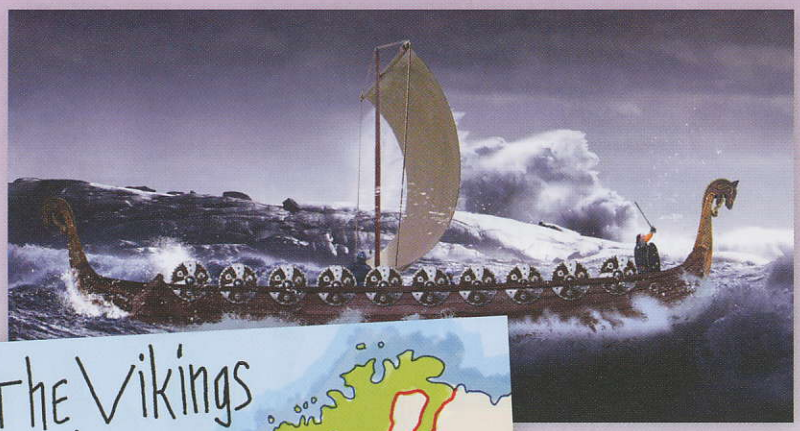
3 Cut out the 'star' shape. (Don't cut out the square! Keep it with the triangles.) Fold each triangle, along the side of the square, towards the middle.

4 Tape the sides of the pyramid together, along the edges, so that they meet to make a point at the top.

A talk about an ancient civilisation

1 CD2 • 16 **Listen to Ellie's presentation about the Vikings and answer the questions.**

1. Why is Ellie interested in the Vikings?
2. In which continent are the countries on the map?
3. When did the Vikings start to attack other countries?
4. What's the special name for a Viking boat?
5. Why has Ellie put a question mark under the helmet?



Find out about it

- Choose an ancient civilisation and find out more about it. You can use these or your own ideas: the Romans, the Greeks, Native Americans, the Aztecs, the Incas, the Phoenicians, the Aborigines of Australia, the Ming dynasty.
  - Use books and magazines.
  - Go to a library and ask the librarian for information.
  - See what you can find on the Internet.

Prepare it

- Organise the information that you found and make notes.
  - When was this civilisation very important?
  - Where did the people live?
  - What are they famous for? (For example, the Egyptians are famous for the pyramids.)
- Find or draw pictures and maps. Make sure that they are big enough for your classmates to see.
- Use your notes to write your talk. Show it to your teacher to help you.
- Read the corrected text. Then put it away.
- Try to say what you have written without looking back at your notes. Do this until you can talk about your topic easily.

Present it

- You should talk for about a minute, but don't read out your text.
- Use the pictures and maps to make your talk more interesting.

Tips for presenters

Don't stand completely still during your talk. When you talk about a picture, point at it. Make sure that all your classmates can see the pictures, so don't stand in front of them.

An invitation

1 **Natalie sent invitations by post inviting friends to her fancy dress party. Jayden and Emily didn't come. Say why you think they didn't come.**

Maybe they were ill.

Maybe their parents …

Maybe they didn't get the invitation.

2 **Natalie is very creative, so she made all the invitations different. Read the invitations which she sent to Jayden and Emily. Find the problem in each one.**

Hi Jayden,

Please can you come to my fancy dress party? The theme is 'Life in Ancient Egypt'. Please put on an interesting costume. You can come as a pharaoh, a slave or even a mummy!

Time: 6:30 p.m.
See you soon!

Natalie

PS My address:
29 Station Road
(opposite the cinema)

Dear Emily,

Would you like to be someone different for a few hours?

This is your big chance!

I'm going to have a fancy dress party on Saturday 21st April at 6.30 p.m.

I've thought of a great theme, so please wear an amazing costume! We're going to have hot dogs and fantastic fruit juices.

PS The party is at my place – you know where it is!

3 **Imagine that you are going to have a fancy dress party.**

a Think of a theme (In Ancient Rome, Life in the year 3699, etc.).

b Think what kind of invitations you want to send.

c Decide who you want to send the invitation to.

d Write your invitation. Make it as fun as possible.

Tips for writers

When you write an invitation to a party, you need to give the following information very clearly: the date, the time and the place where the party is going to take place. Include a theme if you want people to dress up. Don't forget to sign your message!

4 Olympic sports

The Olympic Games are the world's biggest sporting event and they take place every four years. They are about creating friendship among nations and getting the athletes to compete in a fair way. There are the Summer Games and the Winter Games. Each time the Olympics take place in a different city. Phoebe, Alex and Patrick are in the year 2016 and this time the Olympics are in Rio de Janeiro, Brazil.

1 long jump
2 gymnastics
3 rowing
4 archery
5 high jump
6 wrestling
7 hurdles
8 weightlifting
9 fencing
10 boxing

1 CD2 • 17 **Listen and say the words. Check with your partner.**

2 CD2 • 18 **Read, listen and answer the questions.**

1 What sports does each person mention?
2 What does Patrick suggest to his friends?
3 Why doesn't Phoebe like his idea?
4 What do they finally agree to do?

3 **Choose a word. Mime it for your partner to guess.**

Look! Can you guess the sport?

Maybe. Is it … ?

1 Think! **Jodie and Kyle are at the Olympic Games. They are discussing which events to watch. Complete the programme with the missing times.**

Jodie What's the time now?

Kyle 9.50. What shall we go and see?

Jodie Here's the programme. Look, the men's high jump starts in 40 minutes. We could go and see that.

Kyle The high jump? I'm not too keen on that, to be honest.

Jodie OK. We could watch the women's fencing instead.

Kyle Not really, look. It started an hour ago.

Jodie Oh, that's right. Ah, I know. We could go and see the weightlifting. It starts in half an hour.

Kyle Sounds good to me. Let's go!

Today's programme

TIME	EVENT	VENUE
(1) _____	Women's fencing	Hall C
(2) _____	Weightlifting	Hall A
(3) _____	Men's high jump	Olympic stadium
11:00	Men's rowing	Lake
11:30	Women's long jump	Olympic stadium
12:00	Wrestling	Hall B

2 CD 2 • 19 Grammar focus **Listen and say the sentences.**

We could go and see the long jump.
The boxing starts in ten minutes. We could watch that.

3 **Work in pairs. Write a sports programme for the day.**

4 **Swap programmes with another pair. Decide what to do for the day.**

What's the time now?

It's … . What shall we do?

Look. The … starts in … . We could …

I'm not keen, to be honest. We could …

Good idea. / Not really. We could …

But look. It started … ago. We could …

Communication

1 **Look at the photo and answer the questions.**

1 Where are Olivia and Charlie and what are they talking about?

2 Who do you think is more interested in sport? Why?

2 CD2 20 **Read and listen to the dialogue to check your ideas.**

Charlie Hi!
Olivia Hi, Charlie! I think we should join a sports club this year.
Charlie Why would I want to do that?
Olivia Well, to get some exercise and to get fit.
Charlie Hmm. I'm not so sure.
Olivia Come on. Don't be silly. It'll be fun.
Charlie Well, which sports club do you want to join?
Olivia We could try the athletics club and learn how to do the hurdles and high jump and things like that.
Charlie That's not such a good idea. I hate running and I can't jump.
Olivia OK, what about the rowing club then? Do you fancy that?
Charlie Sorry, but I can't swim at all and I'm afraid of water.
Olivia Tennis? Are you interested in tennis?
Charlie I don't think so. I tried it once and I was rubbish.
Olivia Really? Hang on, I know!
Charlie What?
Olivia We could go to the gymnastics club. I love gymnastics.
Charlie Me? Doing gymnastics? Are you serious?
Olivia Oh, I give up. I'll do it by myself.
Charlie Now that *is* a good idea.
Olivia Let's go!

3 **Work in pairs.**

a Practise the dialogue.
b You are thinking of joining an after-school club. Think about:
- reasons for joining
- which clubs you could join
- reasons not to join

c Make up your own dialogue.
d Act out your dialogue for the class.

What to say

Saying that you're not interested

Why would I want to do that?
That's not such a good idea.
Sorry, but …
I don't think so.

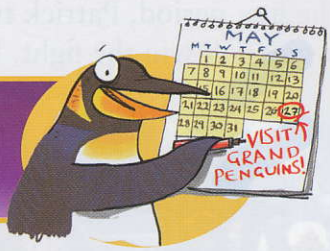
1 **Look at the footballer Ricky Oswaldo's organiser. Read the sentences and write *t* (true) or *f* (false).**

May	
Monday 17th	fly to Rome
Tuesday 18th	train / afternoon
Wednesday 19th	train / morning interviews 2 p.m. – 5 p.m.
Thursday 20th	train / morning go to TV studio 4 p.m.
Friday 21st	rest
Saturday 22nd	play / Champions League Final

1 On Monday he's flying to Rome. ☐
2 On Tuesday morning he's training. ☐
3 On Wednesday he isn't training in the morning. ☐
4 On Wednesday he's giving interviews for 4 hours. ☐
5 On Thursday he's going to the TV studio in the afternoon. ☐
6 On Friday he's training all day. ☐
7 On Saturday he's playing in the Champions League Final. ☐

2 CD 2 23 **Grammar focus** **Listen and say the sentences.**

I'm visiting my grandparents on Sunday.
My dad's **coming** back from New York on Monday.



3 **Work in pairs. Each of you chooses a famous sportsperson. Write your diary for a week. Then interview each other.**

What are you doing on Monday?

I'm training in the morning and in the afternoon I'm flying to …

What about Tuesday?

I'm … from 10 a.m. to 3 p.m. Then I'm …

And on Wednesday?

1 **Go through the text quickly and find answers to the questions.**

1 Who was hit in the face? 2 Who hurt their foot? 3 Who got wet?

2 CD2 24 **Read and listen to the story to check your answers.**

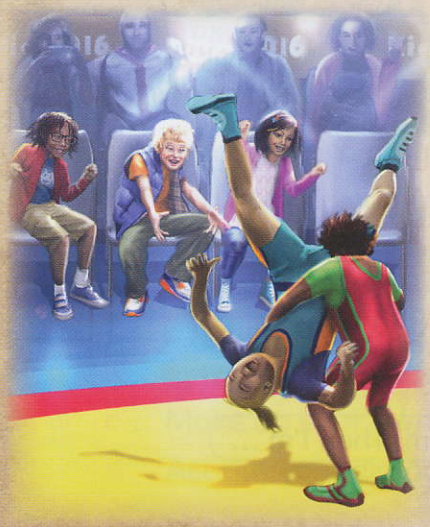
Not the best day

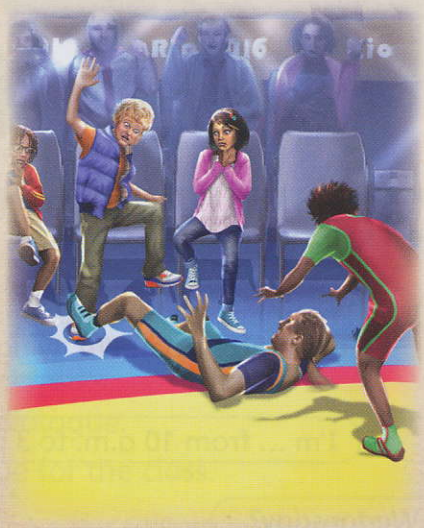
They took a bus to a sports hall near the Olympic Stadium, where they could already hear the fans cheering loudly and singing. 'Oh, I love sports!' said Patrick. Their seats were in the front row. The atmosphere was already amazing and then when the volleyball match started, what a noise! 'This is great! Much better than watching on TV!' said Alex.

Every time a team scored a point, Phoebe jumped up, clapped and shouted! She was really enjoying it, but two minutes before the end of the game, the ball hit her in the face. 'Ow!' she shouted. 'That hurt!'

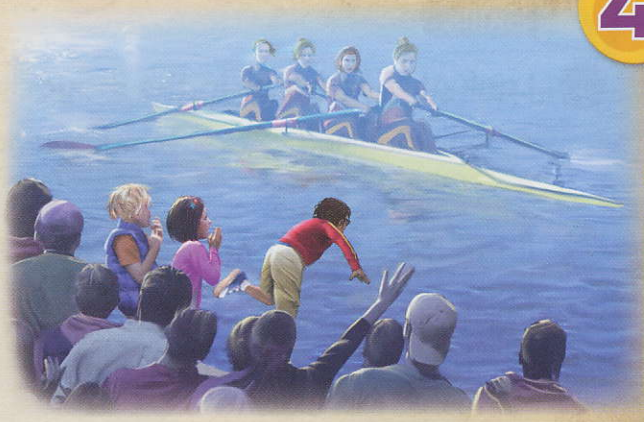
When the children left the hall, Phoebe had a black eye. 'You look like a pirate!' said Alex. They all laughed, but Patrick thought, 'I'm glad we're going to the wrestling match now. Surely nothing can happen there!'

At the wrestling, the children's seats were again in the front row. It was a fight between a very tall man and a shorter one. Both wrestlers were good, but the shorter one was fighting very well indeed. After the first period, Patrick turned to the others and said, 'What a great match! But I think the shorter guy will win the fight. He's awesome!'



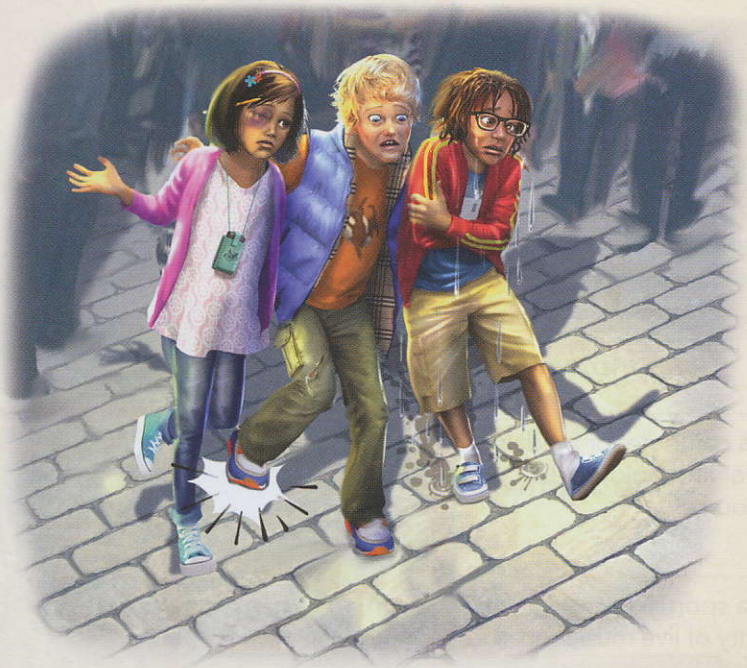


Just after the start of the second period, the taller wrestler was moving towards the shorter one when the shorter man ran at him very quickly, picked him up and threw him through the air. 'Aagh! Ouch!' shouted Patrick, as the tall man landed on his foot. Patrick held his foot. 'Ow! That's *not* awesome! Come on, let's go,' he said, 'I don't think I'm very interested in wrestling any more!'



The rowing was on a beautiful lake. Phoebe's eye was now more purple and Patrick's foot was hurting a lot, but they didn't complain. 'Are you guys OK?' Alex asked. 'Yeah, don't worry,' Phoebe said. 'I'm fine,' smiled Patrick. 'Well, we're at the rowing now,' thought Alex. 'Surely nothing can happen here.'

Again they had very good seats, near the water. There were eight boats, with four women in each. 'Isn't this great?' Alex asked the others enthusiastically and then the crowd started to cheer. 'One, two, three – go, go, go!' It was great fun, so Patrick, Phoebe and Alex joined in with the crowd. 'One, two, three – go, go, go!'



Alex was so excited that he leaned forward even further. 'One, two, three – go, go, go!' 'Careful!' warned Phoebe. Alex laughed. 'Don't be silly!' he said. Then he started to cheer again. 'One, two, three – go, go …', but then with a loud splash, Alex was in the water!

Phoebe and Patrick helped Alex out of the water. Then they saw the gate. As they walked slowly towards it, they looked very funny: one had a black eye, one had a very sore foot and the third one was soaking wet! They walked into the light. They were gone in a flash.

3 **Answer the questions.**

1 How did they get to the volleyball match?
2 What happened to Phoebe at the volleyball match?
3 What happened to Patrick at the wrestling?
4 How many rowers were taking part in the race?
5 How did Alex fall in the water?
6 Why did they look funny walking towards the gate?

4 **Think!** **Put the sentences in order.**

- ☐ She only lost one match and that was the Olympic final.
- ☐ She won the silver medal.
- ☐ The athlete trained a lot.
- ☐ Her country sent her to the Olympic Games.
- ☐ She became better and better.

Skills

1 **Look at the photos in the magazine article and find these sports.**

- snowmobiling
- climbing
- bungee jumping
- snowboarding
- BMX biking
- skateboarding

2 **Read the article and match the questions from the box with the paragraphs.**

What do you win? How often is it? When did it start? What if I can't go?
Why should I go? What sports do they do? What are they? Is it always in the USA?

All you need to know : THE X GAMES

1 _____?

If you like extreme sports, the X Games are for you. It's a competition for all those sports which you *won't* find at the Olympics. There are two different games: one for summer sports and one for winter sports.

2 _____?

The exciting ones! In the summer games, it's sports like skateboarding, BMX biking and climbing (there has even been bungee jumping) and in the winter games, it's snowboarding, snowmobiling and extreme skiing.

3 _____?

Every year. The winter games take place in January (or sometimes February) and the summer games usually take place in August.

4 _____?

The first X Games took place in Rhode Island, in the USA, in 1995.

5 _____?

The X Games always take place in the USA. Originally it was in different cities, but since 2003 the summer games have been in Los Angeles and the winter games have been in Aspen. However, there has also been an Asian version of the games since 1998 and in 2010 a European version was started in France.

6 _____?

The athletes compete for medals (bronze, silver and gold) and money, of course!

7 _____?

It's not just a sporting occasion. There's plenty of live music too and lots of fun. It's a great place to meet new people, to talk to the athletes and, of course, to see some great sporting action.

8 _____?

You can watch all the action on TV and on the Internet.

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

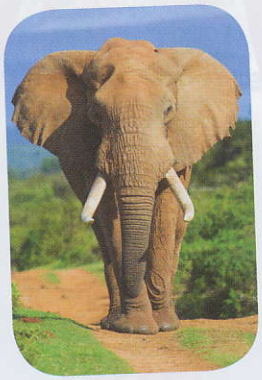
1 Have you tried any of these sports?
2 Which X sport do you think looks most exciting?
3 Which do you think is best: the X Games or the Olympics? Why?
4 Do you think any of the X Games should be in the Olympics? Which ones?

1 **Think!** Look at the photos. Which human sport is each of these animals good at?

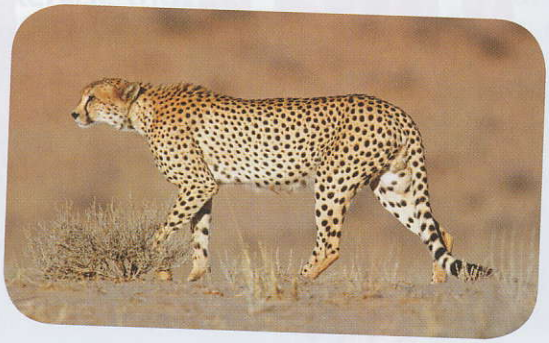
impala

sailfish

kangaroo



elephant



cheetah

puma

2 CD2 27 Listen and check which Olympic gold medal each animal wins.

3 CD2 28 Listen again and complete the table.

Sport	Best human	Best animal
running	(1) _____ km/h	(2) _____ km/h
high jump	(3) _____ m	(4) _____ m
long jump	(5) _____ m	(6) _____ m
weightlifting	(7) _____ kg	(8) _____ kg
swimming	(9) _____ km/h	(10) _____ km/h

4 Work in pairs. Compare your answers.

The fastest humans can run at …

Yes, that's right. And Olympic high jumpers can …

5 Complete the sentences with eight different animals, but don't use the animals on this page.

1 I'm sure I can run faster than a/an _____, but I can't run as fast as a/an _____.

2 I'm sure I can swim faster than a/an _____, but I can't swim as fast as a/an _____.

3 I'm sure I can jump higher than a/an _____, but I can't jump as high as a/an _____.

4 I'm sure I can jump further than a/an _____, but I can't jump as far as a/an _____.

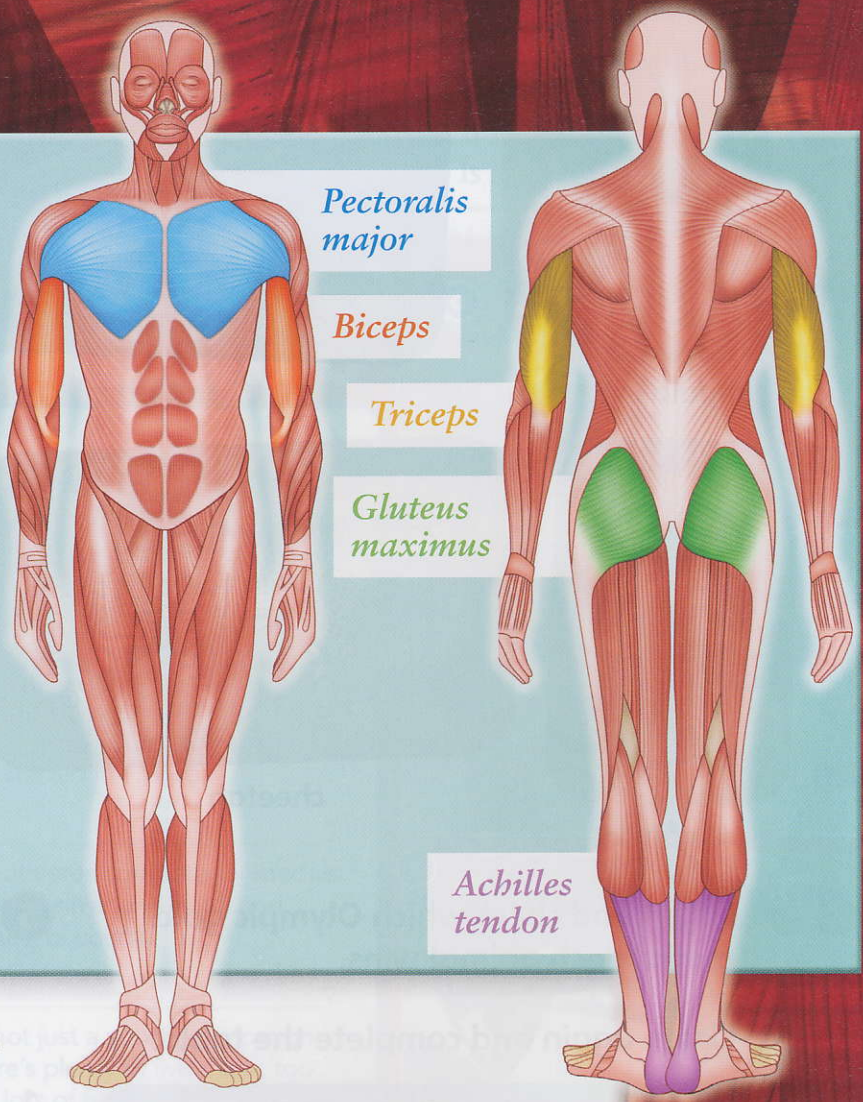
Muscles

1 Read and feel the muscles in your body.

What are muscles?

Underneath your skin you have a layer of fibres. These fibres are your muscles. Muscles have one very important job – they move us. Without muscles you can't walk or run, laugh or cry, stand up or sit down. You also can't breathe or eat, so we need our muscles in order to live.

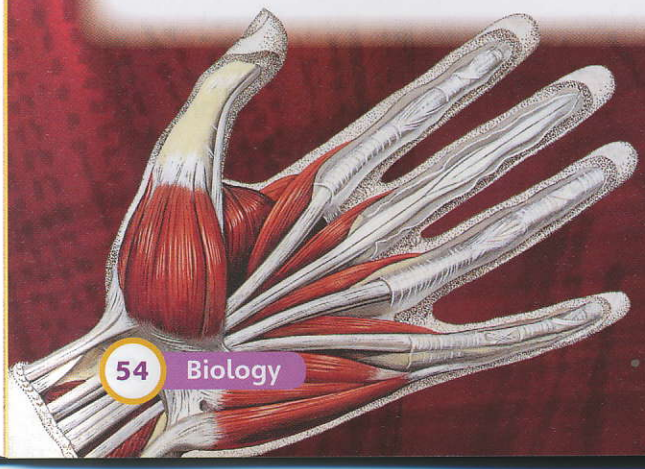
This is what it looks like under your skin. Many muscles have very strange-sounding names because they are in Latin.



2 CD2 • 29 Listen and say the names of the muscles in English. Can you name these and any other muscles in your language?

3 Think! Read the text. Where else in your body have you got involuntary muscles?

There are two kinds of muscles: voluntary muscles and involuntary muscles. The voluntary muscles only work when your brain tells them to do something. If you want to send an email, for example, your brain will send a message to the muscles in your fingers telling them to type. Most of the voluntary muscles are attached to the bones in your skeleton. Involuntary muscles already know what to do. They don't need messages from your brain to get them to move. For example, after you swallow, muscles take the food down into your stomach automatically. Involuntary muscles also make sure that your heart doesn't stop beating.



Learn and think

1 **Read and complete the smart facts with the words from the box.**

biggest busiest face smile mouse surprised

Smart facts

The word muscle comes from the Latin *musculus*, which means 'little (1) _____'. The Romans thought the muscle at the top of your arm looked like this little animal running under the skin!

There are more than 30 muscles in your (2) _____, helping you to look happy, sad, (3) _____ or angry. You use 15 of them just to (4) _____ !

The gluteus maximus is the (5) _____ muscle in the body. It's the muscles in your bottom that you sit on.

The (6) _____ muscles in the body are the eye muscles. You move them more than 100,000 times a day!

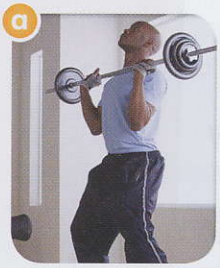
2 **Read about the exercise that muscles need. Then work in groups. Discuss the questions.**

Muscles need energy to work and they get this from the food that you eat. They need carbohydrates from foods like fruit, pasta and potatoes to turn into energy. This is one of the reasons why it is important to eat a healthy diet.

Muscles also need a lot of exercise to keep them strong and working well. It is important to exercise all the different sets of muscles. However, you should not overdo the amount of exercise in one part of your body because that can be bad for you too. If you walk a lot and play sports regularly, you are probably getting enough exercise to keep your muscles healthy. If you spend all day playing on your computer or games console, your fingers and thumbs will be healthy (or too tired!), but the rest of your muscles won't be very strong!

1 What muscles do you think these exercises help?

Your arm muscles.

a 

b

c

2 Think about yesterday.

- Where did you walk? How far?
- Did you run, jump, swim or cycle?
- Did you exercise your arm muscles?

3 Project **Keep an exercise diary over the next week.**

a Copy and complete the table.

Day	Type of exercise	How long	Muscles I used
Mon			
Tues			
Wed			
Thurs			
Fri			
Sat			
Sun			

b After a week, compare your diaries in groups. Do you think that you are getting enough exercise?

Act out

Interviewing a famous tennis player

1 **Work in pairs. Choose a role card.**

Student A

You are a fan of a famous tennis player.

You'd like to ask the following questions:

- When is he/she playing next?
- Where is he/she playing next?
- What was his/her most difficult match?
- Is he/she sometimes nervous before a match?
- Has he/she got a lucky charm?
- How many hours does he/she practise every week?
- When did he/she start playing tennis?

Student B

You are a famous tennis player.

A fan is going to interview you. Tell your fan:

- when you are playing next
- where the match is going to be
- about your most difficult match
- that you are sometimes nervous before a match
- that your lucky charm is a ...
- that you practise ... hours every week
- that you started playing when you were ...

2 **Act out your dialogue.**

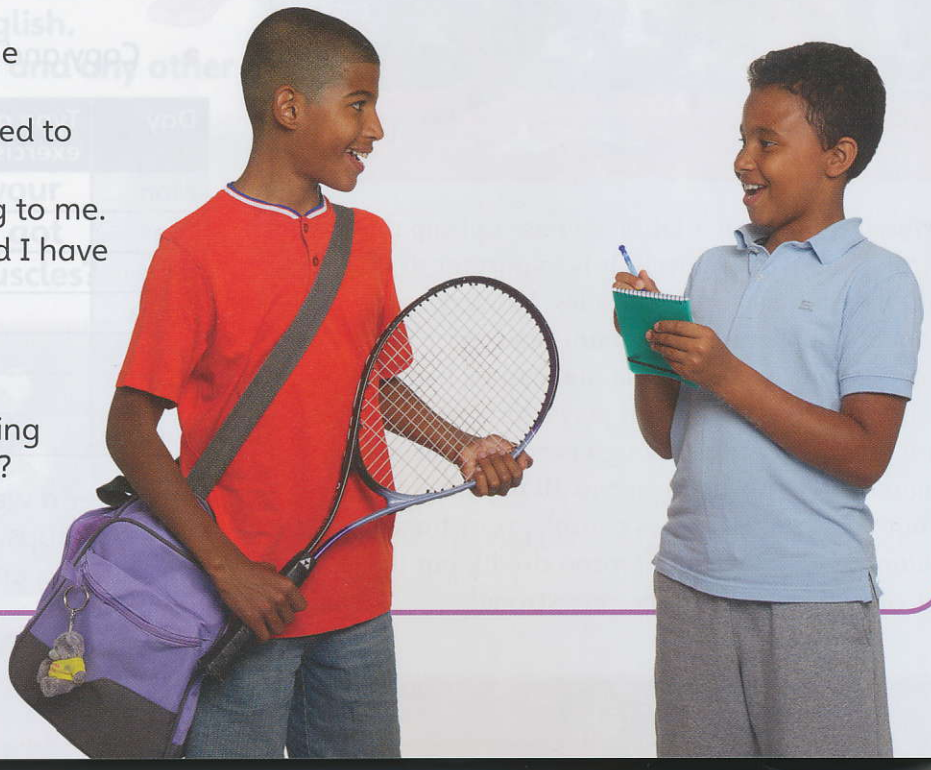
Useful language

Student A

Excuse me, may I ask you some questions?
Another question that I wanted to ask you is ...
Thank you so much for talking to me.
Oh, just one more thing. Could I have your autograph, please?

Student B

Go right ahead.
No problem. Was there anything else that you wanted to ask?
I'm afraid I've got to go now.
Very nice talking to you.



An email to complain

1 **Read the email to an online shop and answer the questions.**

1 Who is the email from? What do you know about her?

2 Why is she writing?

From: simmonsfamily@localweb.co.uk

To: office@toys4you.co.uk

Subject: Problem with game

Sent: 6 February 18:30

Dear Toys4You,

I am writing to you about a game which my dad bought for me from your online shop.

It's the sports game called 'Olympic Dreams'. I wanted it for my birthday, so my dad, Dave Simmons, ordered it five days ago. It arrived on my birthday. When I opened the box, I found that the 'bronze medals' were missing. Everything else was in the box, but of course we can't play the game without the medals.

Can you send me the missing medals as soon as possible, please?

Many thanks for your help,

Ashley Simmons, 12

Tips for writers

When you write an email to a shop to complain about a problem with something, make sure that you get the facts right (for example, the name of the product, the date of the order or when you bought it). Write your email politely and then people will want to help you.

2 **An assistant at Toys4You is reading Ashley's email and making notes on a complaint form. Read the email again and complete the form.**

Toys4You

Customer Service

Customer name:

(1) _____

Order date: (2) _____

Problem: (3) _____

What we need to do: (4) _____

_____

3 **How does Ashley connect these pairs of sentences?**

a

I wanted it for my birthday.

My dad, Dave Simmons, ordered it five days ago.

b

Everything else was in the box.

Of course we can't play the game without the medals.

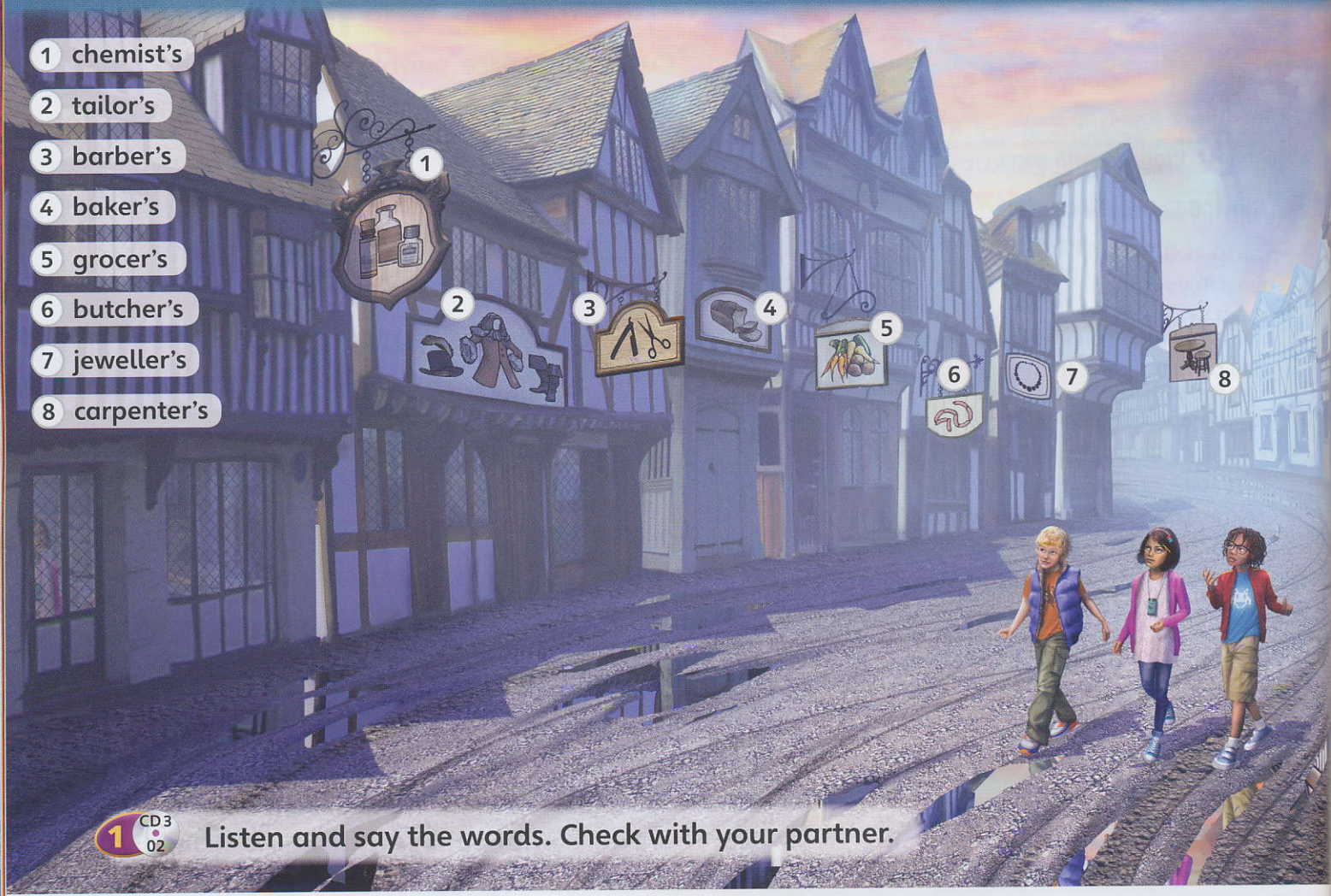
4 **What words does Ashley use to make her email polite?**

5 **Read what has happened and write an email to complain.**

You got a tennis racket two weeks ago. Your grandma bought it in a shop called More Sports and sent it to you in the post. It broke the first time that you used it. You don't live anywhere near the shop. Their email address is mosport@cywi.com.

5 In London

More than 2,000 years ago, the Romans built a city on the River Thames. They called it Londinium. The city slowly grew bigger and richer. In 1600, about 200,000 people lived in the city. It was now called London. In September 1666, a fire started north of the river. The city burned for four days. Almost 80% of the buildings were destroyed. After the Great Fire of London, the city was built again with wider streets and houses built of brick, not wood.



1 CD 3 02 **Listen and say the words. Check with your partner.**

2 CD 3 03 **Read, listen and complete the sentences.**

1 Patrick is confused because he can't see any _____ .
2 Alex is _____ .
3 Patrick wants to check if the _____ is open.
4 They find a man and ask him why the shops are all _____ .

3 **Choose a word. Describe it for your partner to guess.**

They cut men's hair there.

Easy! A barber's.

1 Read the magazine interview with a stuntman. Write *t* (true), *f* (false) or *ds* (doesn't say).

INTERVIEWER Derek, I really enjoyed your last film *When London Burned*. Your stunts are amazing.

COOKSON Thank you.

INTERVIEWER In the film, you spend a lot of time in burning houses. Have you ever been in a burning house in real life?

COOKSON No, I haven't.

INTERVIEWER Have you ever rescued anyone in real life?

COOKSON No, I haven't.

INTERVIEWER One last question. Have you ever jumped from the top of your house in real life?

COOKSON Again, the answer's no. My real life is very boring compared with my films!

1 Cookson's new film is about the fire of London. ☐
2 He has never been in a burning house in real life. ☐
3 In the film, he rescued a lot of people. ☐
4 He has rescued a lot of people in real life. ☐
5 His real life is more exciting than the film. ☐
6 Derek has worked with a lot of famous people. ☐

2 CD 3 04 Grammar focus Listen and say the sentences.

Have you ever seen a big fire? Yes, I have. / No, I haven't.
I have never seen a big fire. / I've never seen a big fire.
Has he ever rescued people in real life? Yes, he has. / No, he hasn't.
She has never made a film. / She's never made a film.

3 Work in pairs. Have you ever done these things? Ask and answer.

go skiing

try bird's nest soup

cook spaghetti

build a treehouse

play rugby

see a kangaroo

visit London

do karaoke

Have you ever been skiing?

Yes, I have.

Have you ever tried bird's nest soup?

No, I haven't.

1 CD 3 05 **Listen and number the countries. Then sing the song.**

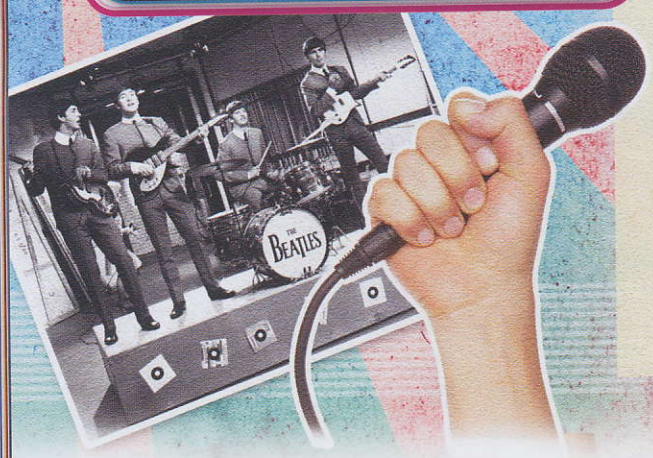
France ☐ England ☐ the USA ☐

All about music: Pop

There are many different styles of 'pop' music, but the word pop is used to describe any kind of music that is popular with lots of people. TV shows such as The X Factor are always trying to find the next big pop star. The words in some pop songs haven't got a lot of meaning, but the songs are popular if the words are 'catchy', or easy to remember, and if it's easy to dance to them.

What I think

- It's great.
- It's OK.
- I don't really like it.



Have you ever been to London
And walked down Oxford Street?
Don't you think about the people
Who you'll never meet?

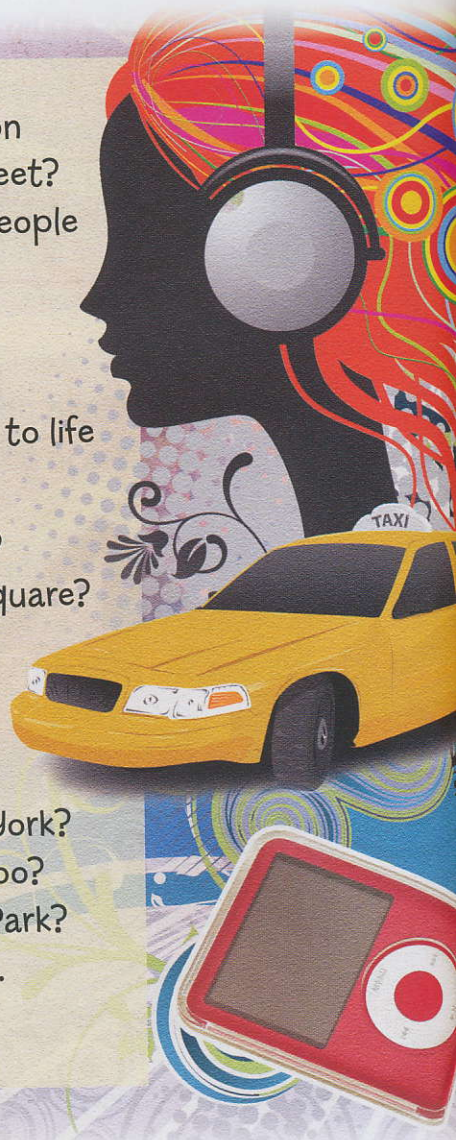
Don't you want to travel
And get out of your home?
Don't you know there's more to life
Than being on your own?

Have you ever been to Paris?
Have you seen the famous square?
Have you ever seen the river
Below the bridges there?

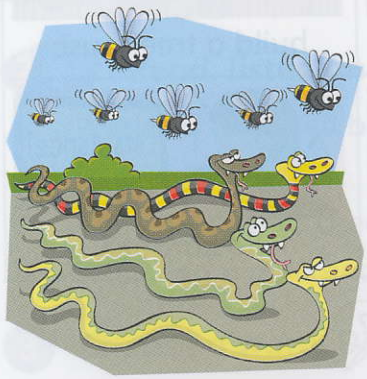
Don't you want to travel ...

Have you ever been to New York?
Have you seen the famous zoo?
Have you walked in Central Park?
There's so much there to do.

Don't you want to travel ...



2 CD 3 07 **Listen and say the dialogue.**



Sam This zoo is amazing. There are so many animals here in the city!
Zara Listen to that hissing. And there's a buzzing noise, too!
Sam Run, Zara! The snakes and bees have escaped from their cages!

1 **Chloe is calling her best friend Tara, who is in London with her parents. Read the dialogue and answer the questions.**

Chloe Have you been on the London Eye yet?
Tara Yes, I have. I went this morning with Dad, but Mum didn't want to go.
Chloe Why? Has she ever been on a big wheel?
Tara Yes, she has and she didn't like it at all!
Chloe Have you been to London Zoo?
Tara Yes, we have. We were there yesterday. It was great.
Chloe Have you been to Oxford Street?
Tara Yes, I have. I went with Mum. Dad doesn't like shopping.
Chloe Did you buy me a present?
Tara You'll have to wait and see.

1 Where has Tara been in London?
2 Who went on the London Eye with her?
3 Why didn't her dad go to Oxford Street with her?
4 What does Chloe want from Tara's shopping trip?

2 CD 3 • 10 **Grammar focus** **Listen and say the questions and the answers.**

Have you ever been to Mexico?
No, I haven't, but my cousins went there last year.
Has your brother ever tried windsurfing?
Yes, he has. We all tried that on holiday last summer.

3 **Work in pairs. A makes a question. B throws the dice and answers it.**

visit Mars	fly a jet pack	swim with dolphins	go to the North Pole
make a film	eat a lizard	ride a giraffe	meet a famous film star

⚀ Yes, I have. I did that three weeks ago.
⚁ Yes, I have. I did that two days ago.
⚂ Yes, I have. I did that a year ago.
⚃ Yes, I have. I did that yesterday.
⚄ Yes, I have. I did that five months ago.
⚅ No, I haven't.

Have you ever swum with dolphins?

Just a minute. I'll throw the dice … it's a 3! Er, yes, I have. I did that a year ago.

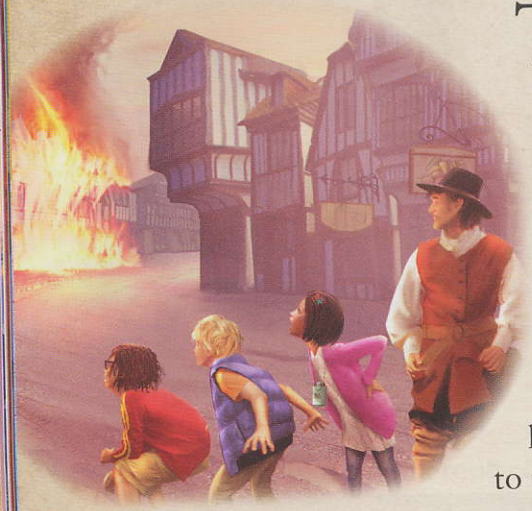
I can't believe it!

It's true!

1 Look at the pictures and talk about what you think happens.

2 CD 3 11 Read and listen to the story to check your answers.

The Great Fire



The children walked along with Mr Fisher. 'The fire started just after midnight in a baker's,' he said. 'The wind was very strong, so the fi got bigger and bigger. The people can't fight it any more and they wa to get away. I've just been to look for my brother's family, but they aren't in their house any more.'

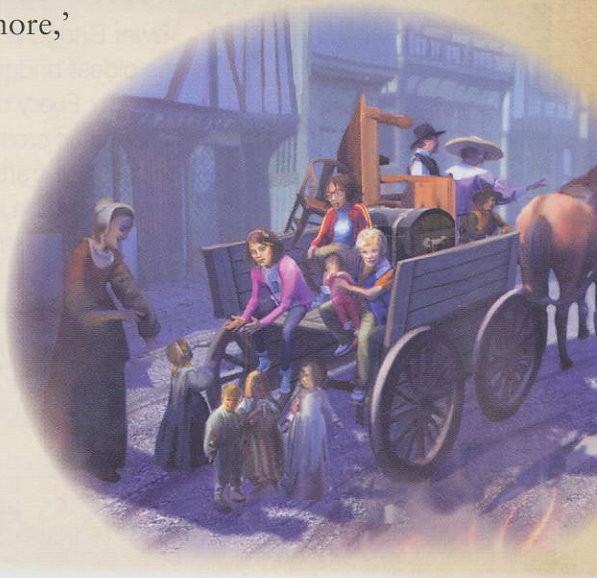
At that moment, there was a loud crash as a house near them started to burn and fall down. 'Let's hurry,' said Mr Fisher. 'The fire is getting closer. Come home with me. My wife and our three children are waiting there. We've got two horses and a cart and we want to save our things and then go to my wife's father's house in the countryside. You can come with us. Have you ever been to the countryside?' 'Erm, yes,' replied Patrick, 'I went with my mum to my grandparents' house last summer, but we went by train.' Mr Fisher looked at him. 'By ... train? I've never heard of that.' The three friends smiled at each other.

By the River Thames, people were loading their things onto boats. Some people even had their chickens with them. Suddenly Patrick shouted, 'Look at that boat!' Out on the water, a man was getting from a raft onto a boat, where his wife was waiting with their two children and all their furniture. As he stepped onto the boat, it rocked and one child fell into the water.

Patrick dived in and swam. He grabbed the little boy and swam to the boat with him. 'Thank you so much!' said the woman. Then she took off her bracelet and gave it to Patrick saying, 'Please take this!', so he put it in his pocket.

They ran on. After quarter of an hour, they arrived at Mr Fisher's house, where his wife and children were already waiting with some furniture and small chests on the cart. 'Can you help us with this?' asked Mr Fisher, pointing to a very large chest. Together they managed to lift it onto the cart, but it was now very full. 'Everyone get on,' said Mr Fisher. 'We must leave.'

At that moment, a woman arrived with some small children who looked really tired. 'I've found these children. They can't run any more,' the woman said. 'Please take us with you.'



Mr and Mrs Fisher unloaded the furniture and some of the children got onto the cart, but there still wasn't room for everyone. The three friends jumped down and helped the rest of the children onto the cart. 'Go,' shouted Alex and the cart began to move. 'What about you?' asked Mr Fisher. 'Don't worry. We know another way to escape,' Phoebe answered.

There was a yellow glow around the door of Mr Fisher's house. It wasn't from the fire. They walked through the door into the light. They were gone in a flash.

3 Choose the correct answers.

1 When did the fire start?
a Yesterday evening. b At night. c An hour ago.

2 What helped the fire grow?
a The weather. b Fires in kitchens.
c No-one tried to stop it.

3 Where does Mr Fisher want to go with his family?
a To the river. b To a house in the country.
c To the coast.

4 Who did Patrick pull out of the water?
a Mr Fisher. b Phoebe. c A child.

5 What did the woman give Patrick?
a Some money. b A piece of jewellery. c Some food.

6 What did the three friends and Mr Fisher put onto the cart?
a A chest. b A table. c A wardrobe.

4 Think! Who is thinking these things? When or why?

1 What does the boy mean?
2 I'm worried. I hope that they're safe.
3 I hope my house hasn't burned down.
4 There are too many things on that boat.
5 This boy is really brave.
6 I hope that there will be room for us on the cart.

Skills

1 **Read the London information page and match the sentences with the places 1–4.**

1 THE TOWER OF LONDON

The Tower of London was built in 1078. First it was a castle and later a prison. Now lots of people visit it because they want to see the Crown Jewels. You have to pay if you want to visit. The guards of the Tower, who wear a red and black uniform, are called Beefeaters. A group of birds called ravens live at the Tower. People say that if one day they fly away from the Tower, it will fall down.

2 TOWER BRIDGE

Tower Bridge is one of the oldest bridges in London. Every day a lot of traffic crosses the bridge. The traffic has to stop when a big ship arrives and then the two parts of the bridge are raised so that the ship can come through. This happens about a thousand times every year. High up between the towers of the bridge, there is a walkway. From there you have a wonderful view of the city, but you have to pay to use the walkway.

3 THE LONDON EYE

The London Eye is three times higher than Tower Bridge. From its 32 glass observation pods, you can see the whole of London. The ride lasts about 25 minutes. The London Eye is very popular, so there are often long queues. You have to pay if you want to go on a ride.

4 MADAME TUSSAUDS

Madame Tussauds is the perfect place to find all those famous people who you want to see and you can ask a friend to take a photo of you standing next to them! Of course, they're not real. They're all made of wax, but when you get home and your friends see the photos, they don't need to know that! It's open every day of the year except Christmas Day.

a It's only closed one day every year. ☐
b Ships go under it. ☐
c You often have to wait a long time before you can get on. ☐
d Birds live there. ☐
e Cars go across it. ☐
f You can see kings, queens and pop stars here. ☐
g Some people who used to be in this place didn't want to be here. ☐
h It's much higher than Tower Bridge. ☐

1 CD 3 12 **Listen to the recorded message and complete the advert.**

LondonTours'R'us

Are you brave enough for the London Dungeon?

- Come and experience 1,000 years of London's bloodiest history.
- Actors and scary rides bring alive many of the capital's most terrible secrets.

Adults (1) £_____
Children (2) £_____
Tours run: (3) _____ days a week with (4) _____ bus pick-up points in the city.
Phone: (5) _____

2 **Jess meets Ollie when she's on holiday in London. Read the dialogue and complete her postcard.**

Ollie Have you ever been to Sea Life, the London Aquarium?
Jess Yes, we went there yesterday.
Ollie Who did you go with?
Jess My brother Ryan.
Ollie Did you like it?
Jess Yes, it was fantastic. They've got lots of sharks there. We were so lucky. When we got there, they started feeding them and it was really cool.
Ollie Did you also see the green sea turtles?
Jess Of course we did. And they told us why they're green – because they eat the green stuff that grows in the sea.
Ollie Really? And what about the penguins? Did you see them?
Jess Yes, they were my favourites. We went to the ice cave and watched them diving. I love that aquarium. I want to go again.
Ollie Maybe I can take you there.
Jess That would be nice, but I'm going home in two days.

Dear Grandma,

I'm having a great time in London. Yesterday I went to the London Aquarium with (1) _____. We arrived when they were (2) _____. That was really cool. I also learnt about (3) _____. My (4) _____ were the penguins. I spent a long time watching them diving in (5) _____. Can't believe I've only got (6) _____ left of my holiday.

Love,
Jess

PS I've made a new (7) _____. His name's (8) _____ and he's great.

3 **Work in groups. Discuss the questions.**

1 Which of the places in London would you most like to visit? Why?

I'd like to visit the … because …

I can't really say. I'd like to … , but I'd also like to …

I don't think the … sounds very interesting.

2 Agree on a list of the top five places where you live.

Impressionism

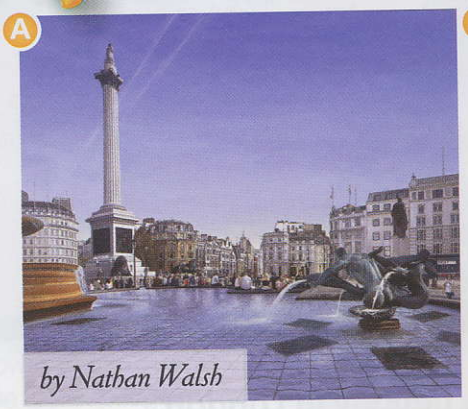
1 **Look at the two pictures of London and answer the questions.**

1 What places or sights can you name in each painting?

2 What time of day were they painted?

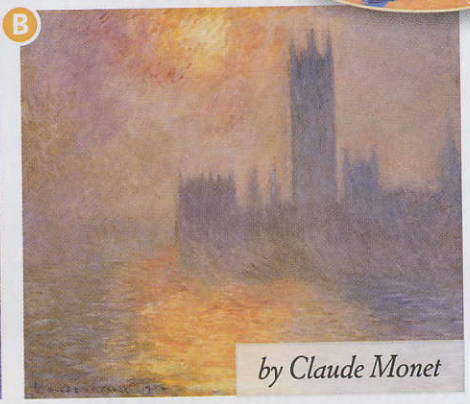
3 Which do you think is more modern? Why?

A



by Nathan Walsh

B



by Claude Monet

2 **Read and complete the texts with *A*, *B* and the artists from Activity 1.**

3 CD 3 • 14 **Listen and check.**

Realism

Realism is a style of painting that shows things as they are in real life. The paintings often look like photographs. Picture ☐ by _____ is an example of a realistic painting.

Impressionism

Impressionist paintings look like they were painted by an artist who just took one quick look at the subject and painted the 'feeling' that he or she had. Although a lot of work goes into these paintings, they don't contain a lot of details. Picture ☐ by _____ is an example of impressionism.

The Impressionists

The most important artists of the style that we call impressionism were Pierre-Auguste Renoir, Claude Monet, Edgar Degas and Camille Pissarro. The style began in Paris, France in the mid-1800s and was popular among artists until the beginning of the twentieth century. Impressionists liked to take their easels outdoors and paint images of the world that they saw around them. These were sometimes scenes from the city, but were more commonly scenes from the countryside. They didn't paint kings and queens or saints. They painted real people from the streets and on the farms.

The impressionists weren't worried about painting exactly what they saw. They used a lot of paint and applied it with short brush strokes. Their paintings were almost 3D and this helped them create the 'impression' of the scene that they wanted to paint. If you stand close to an impressionist painting, you can't always see what the picture is, but when you walk back and look at it from across the room, everything becomes clear.

4 **Read the text. Underline the information in different colours.**

- Who were the main artists? (green)
- Where were they from? (red)
- When did they paint? (blue)
- What did they like to paint? (orange)
- How did they paint? (yellow)

1 Project Do an impressionist painting.

1 The impressionists painted with thick paint. Add glue to make your poster paints thick.

2 Prepare thick blue, red, yellow and white paint and put the four colours on a plate.

You need:

- cardboard to paint on
- PVA / wood glue
- plastic plates
- plastic cups
- different colour poster paints
- water
- paintbrushes

3 Add a little blue paint to some water in a plastic cup. Paint half of the cardboard with the blue water. This is the sky half of your painting. Then add a little yellow paint to some of your blue water to do the grass half of the painting.

4 Add some red to the green water to make it brown. Paint brown outlines of the details that you want, for example trees, mountains, a house or people.

5 To paint an impressioni sky, dip a thick brush in white paint and use short brush strokes. You can add blobs of blue too.

6 Now mix other colours and experiment with brush strokes and colours.

I used blue with blobs of thick white paint for the sky and green for the grass with dark green detail. I also added brown trees with thick brush strokes.

7 Write a short text. Describe your painting and how you did it.

Time to present

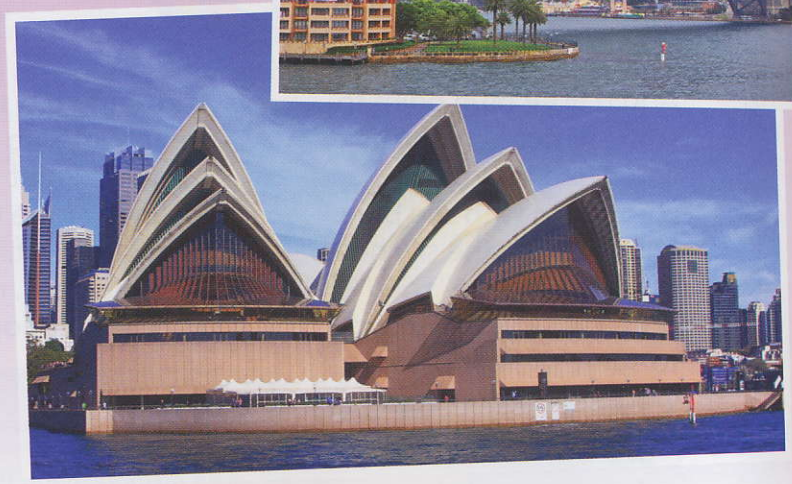
A group presentation

1 CD 3 • 15 **Listen to Alice, Thomas and Emily talking about Sydney in Australia. What do they each talk about?**

Alice talks about … Thomas talks about … Emily talks about …

Find out about it

- Work in a group of three. Choose an interesting city and find out more about it.
  - Use books and magazines.
  - Ask travel agencies for travel brochures and other materials.
  - Find photos, information, town guides and holiday reviews on the Internet.



Prepare it

- Decide which information each person should look for:
  - what part of the country the city is in (north, south, etc.)
  - famous sights
  - the weather and when it is best to visit
  - languages
  - what people do at special times such as festivals
- Organise the information that you found and make notes.
- Find or draw pictures and maps. Make sure that they are big enough for your classmates to see.
- Use your notes to write your talk. Show it to your teacher to help you.
- Decide what each of you is going to say.
- Try to say what you have written without looking at your talk. Do this until you can talk about your topic easily.
- Practise it as a group. Each of you must know when the other one stops, so that you can continue without a long pause. Decide when to show the photos.

Present it

- Point to your city on the map.
- Tell your classmates about your city and present the photos.
- You should talk for about a minute, but you should try not to read your text.

Tips for presenters

Before you start your research, ask other students in the class what they would like to know before they visit a city and take notes. As you plan your talk, check the notes that you took and make sure that you have included all the information.

A postcard

1 **Read the postcards and answer the questions.**

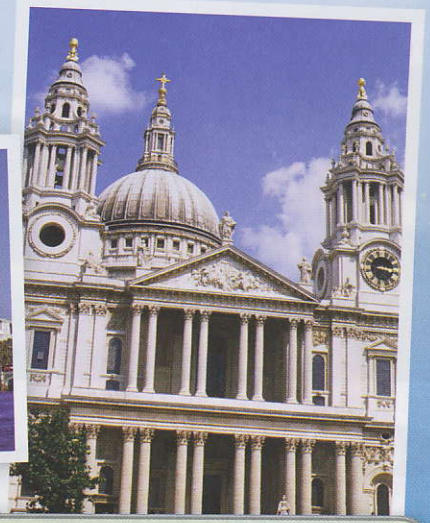
Hi Mum,
Greetings from Brighton. We're having a great time with Grandma. The weather's fantastic – we haven't had any rain! Brighton's a brilliant town. It's got a very nice beach and the people are very friendly. We've been to lots of shops and we've found some nice souvenirs. We've also bought a little present for you, but sorry ... we can't tell you what it is. Just wait and see. It's a secret!
Love,
Freya and Max

Hello Rose,
Greetings from our holiday in Paris. What a great place! I've seen the Eiffel Tower and I've been to lots of museums. (I liked the Louvre best!) I've taken lots of photos too. Guess what? Yesterday I bought a really cool hat. I've made lots of friends here too, but there's just one problem – the weather's rubbish! There's been a lot of rain and it's quite cold.
See you soon,
Amy

1 Who's on holiday in France?
2 Who's had better weather?
3 Who's bought something for someone at home?
4 Who'll bring back photos of their holiday?
5 Who needs warm clothes?
6 Who's made new friends?

2 **Imagine that you're on holiday in London. Think about the questions and make notes.**

- How long have you been here?
- What famous places have you visited?
- What did you like best?
- How has the weather been so far?
- Have you been to any shops? Why (not)? What have you bought?
- What do you think of London?



3 **Write a postcard to an English-speaking friend. Think of a name and use your notes to write to him/her about your holiday.**

Tips for writers

We write postcards to friends and family members, so that's why we use very informal language:

Hi! *really cool* *What a great place!* *rubbish* *Guess what?* *Love,*

6 Crazy inventions

History is full of great inventors. Leonardo da Vinci, for example, drew the first plans for the helicopter. Then there was Alexander Graham Bell, who invented the telephone, and Alberto Santos-Dumont, who invented the plane (although some people say that this was the Wright brothers). However, have you ever heard about Professor Potts? He's an inventor from the future ...

1 spanner
2 switch
3 lever
4 button
5 drill
6 screwdriver
7 workbench
8 hammer
9 nails
10 saw
11 paint pot
12 paintbrush

1 CD 3 • 16 **Listen and say the words. Check with your partner.**

2 CD 3 • 17 **Read, listen and answer the questions.**

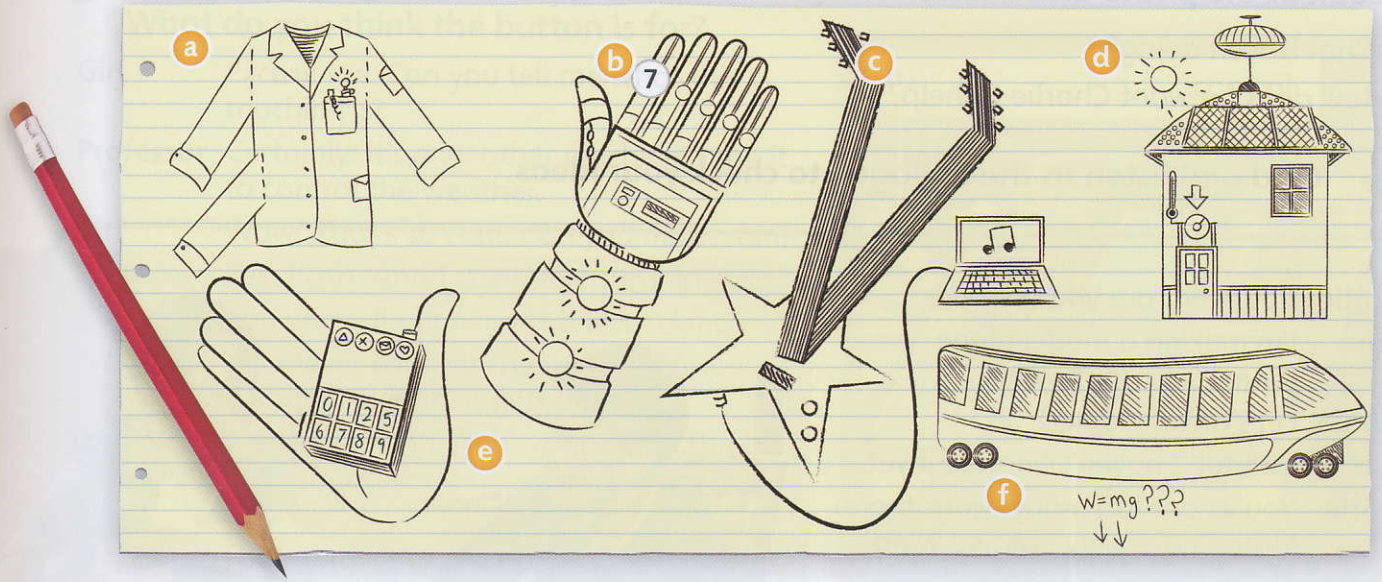
1 What does Patrick think the man at the workbench looks like?
2 What tools does the man ask for?
3 What is the date today?
4 What does the man offer to show them?

3 **Choose a word. Mime it for your partner to guess.**

Look. What's this? What am I do

Is it ... ?

1 Look at some of Professor Potts' ideas and match them with the sentences.



1 It's got too many strings. ☐
2 It's got too many arms. ☐
3 It hasn't got enough wheels. ☐
4 It's got too many fingers. ☐
5 It hasn't got enough windows. ☐
6 It hasn't got enough numbers. ☐

2 CD 3 • 18 Grammar focus Listen and say the sentences.

I've got **too many** things to do. (I can't do them all.)
I **haven't** got **enough** friends. (I'm going to meet more people!)

3 Play *What's wrong?*

It hasn't got enough wheels.

That's picture 4, the go-kart.

Communication

1 **Look at the photo and answer the questions.**

1 What is Josh doing?

2 How does he want Charlie to help?

2 CD 3 19 **Read and listen to the dialogue to check your ideas.**

Charlie Hey, what are you doing?

Josh I'm making a model plane for my Science project.

Charlie Let's have a look.

Josh Careful. I haven't finished it yet.

Charlie You've got too many wings there. Planes have only got *two* wings.

Josh That's because mine's a biplane. They've got four wings: two on the top and two on the bottom.

Charlie Oh, I see. But what about wheels? I can't see any wheels.

Josh The reason for that is because it's a seaplane. It lands on the sea. It doesn't need any wheels.

Charlie Oh. What colour is it going to be?

Josh Brown and …

Charlie But you haven't got enough brown paint there.

Josh Brown *and* green. It's camouflaged. That's why I've only got a bit of brown paint. It's mostly going to be green.

Charlie Cool. It's going to be great.

Josh Yeah, I hope so.

Charlie Hey, can I help you?

Josh Of course you can help me.

Charlie What can I do? Maybe I could start painting some of it.

Josh Well, you *could* make me a sandwich. I'm really hungry!

3 **Work in pairs.**

a Practise the dialogue.

b One of you is making a model. Decide:
- what you are making
- what you still need to do
- questions which your partner can ask

c Use your ideas to make a new dialogue.

d Act out your dialogue for the class.

What to say

Giving reasons to answer questions

That's because …

The reason for that is because …

That's why …

1 **Read the dialogue and complete the labels on the machine. What do you think the button is for?**

Girl Excuse me. Can you tell me what this machine is?

Professor Certainly. It's a weather machine. I use it to control the weather.

Girl Wow! That's so cool. Can you make rain?

Professor Yes, I can. And I can make sunshine too.

Girl Can you tell me what this lever does?

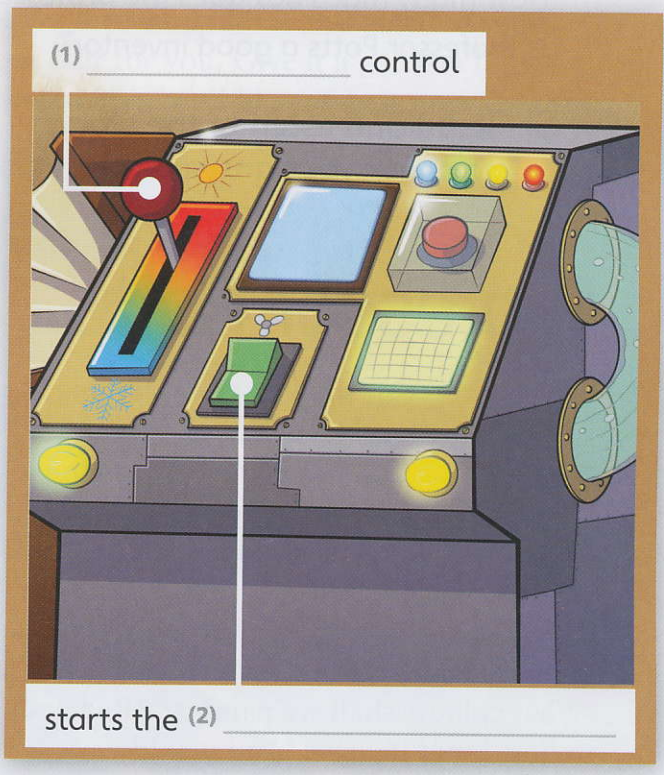
Professor That lever controls the temperature. If you push it up, it gets hotter.

Girl That's amazing. And what about this switch? Can you tell me what this switch is for?

Professor That switch there? It's for starting the wind machine.

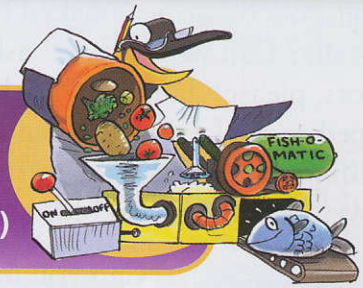
Girl Wow! And can you tell me what this button is for?

Professor No, I'm sorry. I can't. That button is top secret!

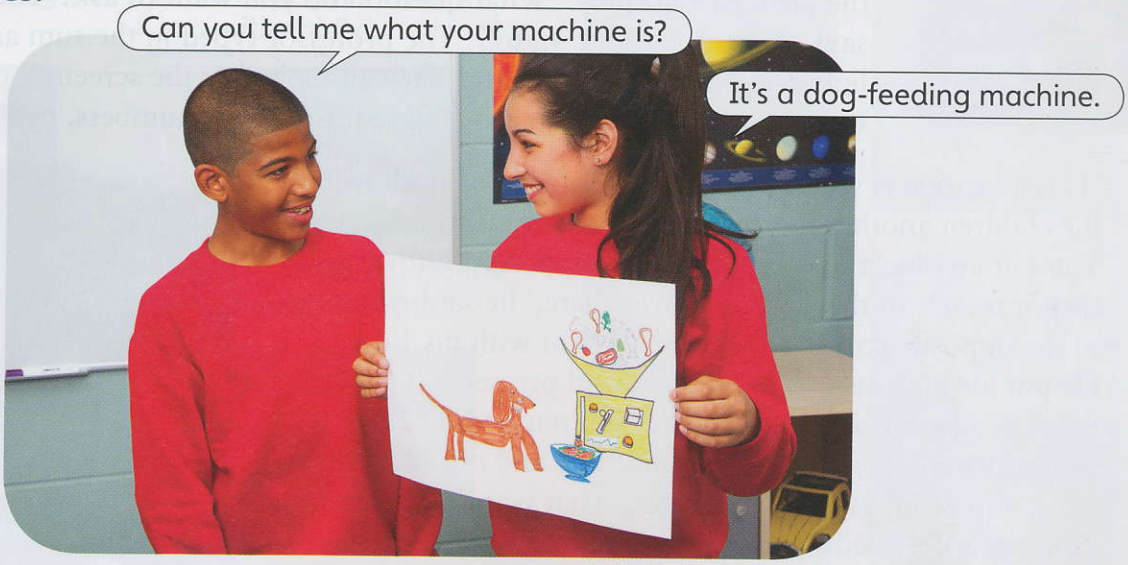


2 CD 3 • 22 **Grammar focus** **Listen and ask the questions.**

Can you tell me **what** this machine **is**? (It's a ...)
Can you tell me **what** this lever **does**? (It controls ...)
Can you tell me **what** this switch **is for**? (It's for starting ...)



3 **Draw a machine with buttons, levers and switches. Work in pairs and talk about your machines.**



1 **Go through the text quickly and find answers to the questions.**

1 How many machines does the professor show them?

2 Is Professor Potts a good inventor?

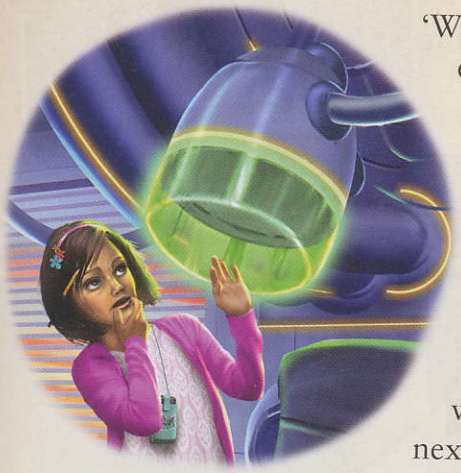
2 CD 3 • 23 **Read and listen to the story to check your answers.**

Professor Potts

The professor showed them a strange-looking machine. 'This is my painting machine,' he said. 'You choose something to paint and then you type the word and the colours into the keyboard here at the top.' 'Wow! Can we see it painting something?' asked Phoebe excitedly. 'Certainly,' said the professor. 'I know, let's paint this chair. What colours shall we paint it?' 'Red and yellow,' said Phoebe. 'And would you like spots or stripes?' asked the professor. 'Really? Can we do that?' asked Phoebe. 'Of course,' replied the professor. 'In that case, let's have spots, please!' laughed Phoebe. 'No problem!' said the professor. He went over to the machine and typed at the keyboard, then he pushed a switch and the machine made a strange noise. A big wheel with paintbrushes on it started turning around. A few seconds later, the cat, but not the chair, was covered in green and blue spots. 'Oh dear,' said the professor, 'maybe I didn't give it enough time.'

'Can you tell me what this machine does, professor?' asked Patrick. 'Ah, you'll love my Homework Express! This machine does homework for you – any subject you want.' 'Can we choose Maths?' asked Alex. 'I hate Maths.' 'Certainly,' said the professor proudly. 'What question do you want to ask?' Alex thought and said, 'What's 2,345 x 4,567?' The professor typed in the sum and some coloured lights flashed on the machine. They all looked at the screen. 'I don't think that's right,' said Phoebe. 'Maybe we gave it too many numbers, professor?'

'This invention is very exciting,' the professor said, showing the children another machine. 'It's a tele-transporter. You put an object in this machine here, press a button and then it travels to that machine over there,' he said, pointing to the opposite corner. 'Let me show you with my bike.' He put his bike inside the machine and pressed a button. Black smoke filled the room. The children and the professor ran over to the other machine and opened the door. 'Oh dear,' said the professor. 'That wasn't supposed to happen. I'll need to get my spanner out.'



'What's this?' asked Phoebe, looking at a machine that looked like a big egg. 'That's my amazing hairdressing machine,' said the professor. 'Choose any style or colour, then sit under it and in five seconds the machine will do your hair for you. Give it a go. You'll love it!' 'Erm, no thanks,' answered Phoebe. 'I like my hair the way it is.'

'Hey, professor? What happens if I pull this?' asked Patrick, who was standing next to another invention. 'Don't touch that!' shouted the professor. 'That machine isn't finished yet.' Too late! The lever was already down. A yellow light started glowing by the machine. 'Now that's strange,' said the professor. 'I've no idea what that is.' 'But we know what it is,' said Phoebe. 'Goodbye, professor.' The children walked into the light. They were gone in a flash.

3 **Look at the pictures and answer the questions.**

1 What goes wrong with this?

2 What goes wrong with this?

3 What goes wrong with this?

4 Why doesn't Phoebe want to use this?

5 Who pulls this lever?

6 What does this last machine do?

4 **Think!** **What tool does the professor need to fix these problems?**

1

2

3

4

Skills

1 Work in pairs. Look at the inventions in the photos. Which two were invented around the same time? Number the photos 1–4 (1 = the earliest invention).

2 Read the webpage to check your answers.

The five greatest inventions of the 20th century

What? The radio
Why? The radio is the most important and the oldest of these inventions. Although many different scientists did earlier experiments which developed into the radio, most people think of Guglielmo Marconi as the true inventor. In 1901, he sent the first radio message from England to Canada. His invention made it much easier for people around the world to communicate.

What? The plane
Why? Some people say that the American Wright brothers invented the plane in 1903, but others say that it was the Brazilian Santos-Dumont around the same time. Maybe it isn't important to know who was first. What's important is that travelling around the world became quicker and easier for everyone.

What? The television
Why? Can you imagine your life without TV? Watching television is the most popular hobby shared by people all over the world. This is all thanks to the work of John Logie Baird, who made the first television broadcast in 1926. However, there are still many families in the world that haven't got a TV.

What? The computer
Why? It's impossible to say exactly when the computer was invented, but many people agree that it was Steve Jobs and Steve Wozniak who first brought the computer into people's homes. Of course, the computer which they first introduced in 1977 was very different from the ones that we use today. Computers have changed the way that we work and live.

What? Mobile phones
Why? Before the invention of the mobile phone in 1977, people made all their personal phone calls to houses (using 'landlines' as we now call them). If the person who you wanted to talk to wasn't at home, bad luck! The mobile phone changed everything and made communication easier. These days mobile phones are not just phones – they're mini-computers. Nearly half the world owns a mobile phone.

Which is the best invention?

Click here to vote now!

3 Think! Work in pairs.

1 Think of ways in which these inventions can help people in emergencies and their daily life.
2 Think of one bad thing about each of these inventions.
3 Think of two more inventions that could be on the list.

1 **Work in pairs. Look at the strange inventions and try to decide what they are for.**

I think it's a ... | Maybe it's for ... ? | I've no idea.

1

2

3

4

2 CD 3 24 **Listen to a radio show about the inventions and check your ideas.**

3 **Work in pairs.**

a Take turns to explain what each of the inventions does.

b Decide on a mark to give each invention:

0 = useless
1 = a bit silly
2 = quite a good idea
3 = brilliant

4 **Work in pairs. Design a crazy invention.**

a Think of a problem or something that you do every day that you don't like doing or that you find difficult.

b Think how you can make this easier.

c Think of a machine (or other invention) to help you and decide on a name for it.

d Draw a picture of your invention and write a text explaining what it does.

5 **Vote on the best invention in the class.**

Learn and think

LEVERS

1 Read and write the names under the pictures.

Maria is lifting a heavy log. It is so heavy that it is difficult to pick it up. She is using a lot of force.

Gemma is lifting a similar log. She is using a pole resting on a rock to help her. She is finding it easy to lift the log. She is not using as much force.

1

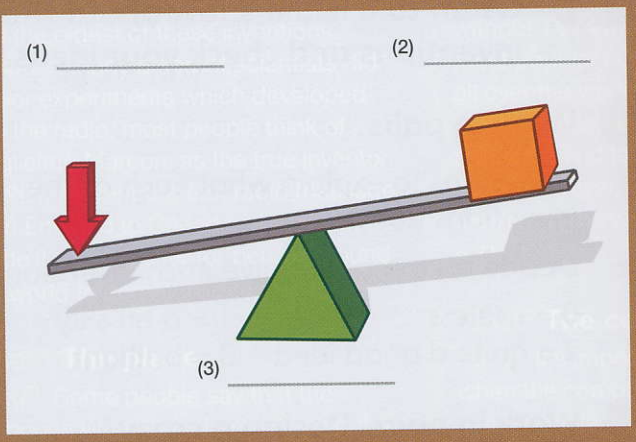
_____

2

_____

2 CD 3 26 Listen and read about levers. Label the diagram.

force load pivot



What is a lever?
Gemma is using a lever. It is a kind of machine and it makes work easier to do. When we use a lever, we don't need as much force to do the work.

How does a lever work?
When we apply a force to a lever, it helps us move a load more easily.

In the picture in Activity 1, Gemma is applying the force by pushing down on the pole. The load that she wants to move is the log. The lever needs a pivot to work. The lever turns on the pivot. Gemma is using a rock as the pivot for her lever.

3 Read and complete the smart facts with the words from the box.

humans fruit
sticks animals

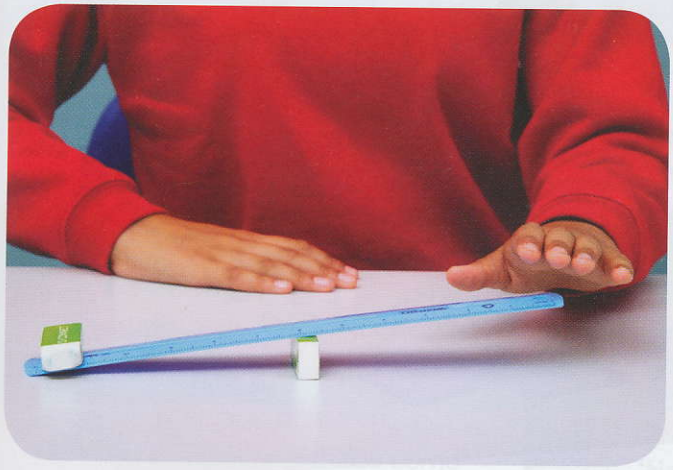
Smart facts

It isn't only (1) _____ who use levers. Some (2) _____ use them too. Orang-utans use (3) _____ as levers to open (4) _____ .

1 Project Do experiments with levers.

You need: • a ruler • two rubbers

A simple lever



- Put the ruler on one of the rubbers.
- Put the other rubber at one end of the ruler.
- Hit the other end of the ruler.

1 What happens to the second rubber?

2 What is the lever? What is the pivot?

Using a lever

- Use the ruler and a rubber as a lever. Put one end of the ruler under a book and press down on the other end.

3 What happens to the book?

4 What other things can you lift with your lever?

Using a pivot

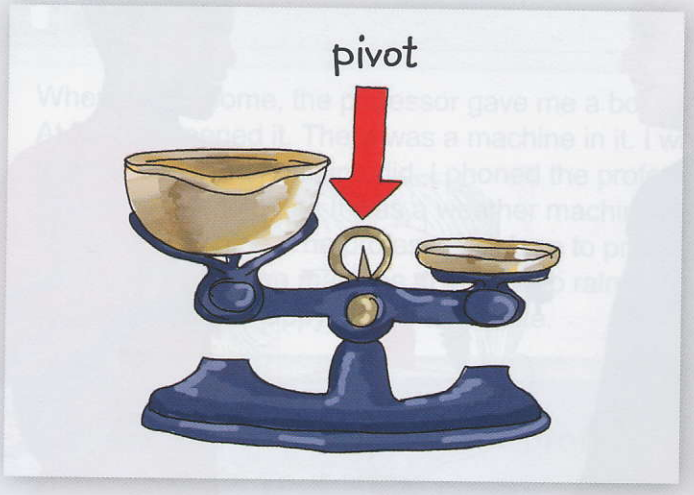
- Try putting the pivot in different places. What do you notice when:

5 … the pivot is closer to the book?

6 … the pivot is further from the book?

Levers at home

- Find some more common levers. Draw them and label the pivot.



Act out

Building a treehouse

1 **Work in pairs. Choose a role card.**

Student A

You want to build a treehouse.

You ask your older brother/sister for information. Think about the following:

- the materials that you need
- the tools that you need
- a good place to build it
- how long it will take
- what help you're going to need

Student B

You are helping to plan a treehouse.

Help your younger brother/sister plan his/her treehouse. Think about:

- what materials he/she needs
- what sort of tools he/she needs
- a good place to build it
- how long it will take him/her
- what jobs you can do to help

2 **Act out your dialogue.**

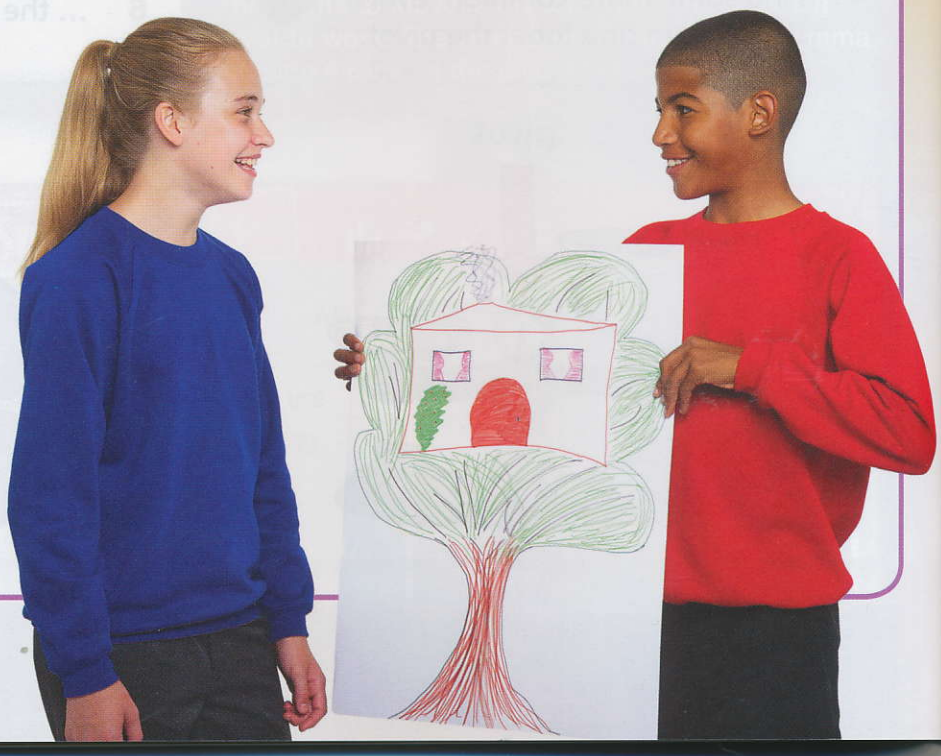
Useful language

Student A

I'd like to …
Do I need … ?
What sort of tools … ?
I don't think I can … . Could you do that for me?

Student B

First of all, you need …
The tools you need are …
Maybe you also need …
Why not build it in the big tree which is … ?
I could … for you, but let's ask Mum/Dad to …



A story

1 **Read the two stories. Which one is better: Ethan's or Sophie's?**

Yesterday I visited Professor Madly in her lab. She showed me a machine. I wanted to know what the machine did. I asked the professor. The professor told me. It was an ice cream machine. I asked for some strawberry ice cream. The professor didn't have enough strawberries at home. Then she pressed two buttons. The machine made some ice cream for me. It was very nice.

Ethan, 6A

Yesterday I visited Professor Madly in her lab. She showed me a strange-looking machine. It looked like a laptop, but it had wheels and lots of colourful buttons. I was curious. 'Can you tell me what this machine does?' I asked the professor. She smiled. 'This machine can make the best ice cream in the world!' 'Wow! Can you please make me some strawberry ice cream?' I asked.

The professor shook her head and answered, 'I'm sorry. We haven't got enough strawberries at home.'

Then she pressed the yellow button and the brown button. 'Here you are,' she said. I was so happy. The ice cream was fantastic – vanilla and chocolate.

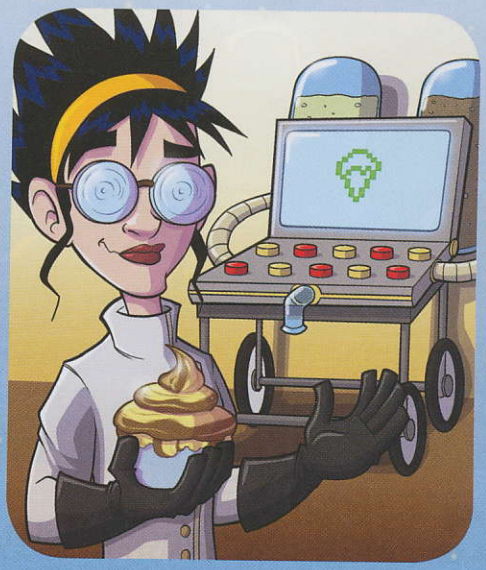
Sophie, 6A

2 **<u>Underline</u> the adjectives which Sophie uses. Then make a list of other adjectives.**

3 **How many times do the professor and Sophie speak in her story?**

4 **Use adjectives and direct speech to make this story better.**

When I went home, the professor gave me a box. At home I opened it. There was a machine in it. I wanted to know what the machine did. I phoned the professor. The professor told me. It was a weather machine. I asked for some sunshine. The professor told me to press the yellow button on the machine. It started to rain. The professor wasn't happy. It was a mistake.



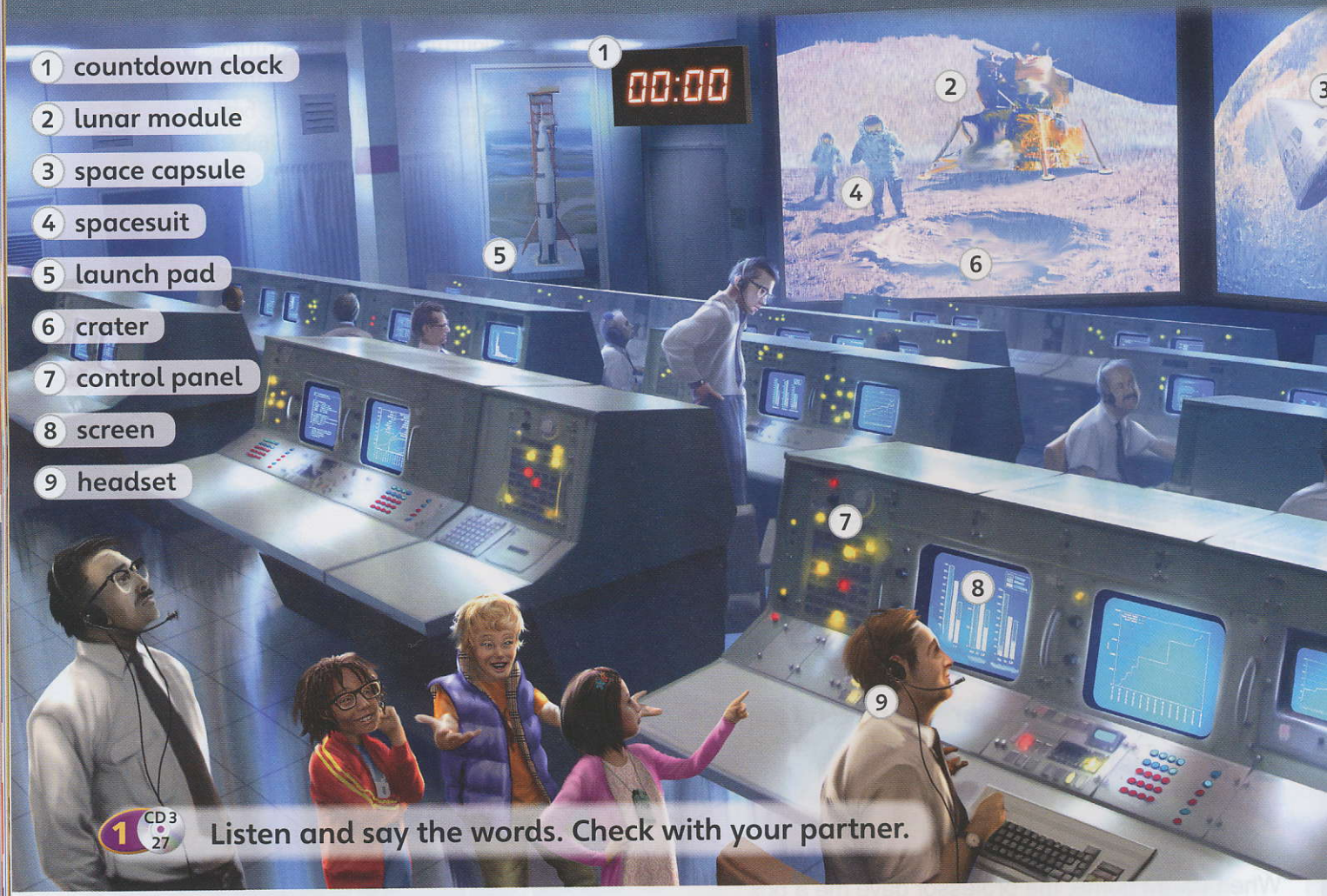
Tips for writers

You can make a story sound more lively if you use direct speech. Adjectives also make your story more interesting.

5 **Imagine that you visited the professor last night. Write your story.**

7 This is Houston

1969 was an exciting year in the history of space travel. American Neil Armstrong and his colleague Edwin Aldrin were the first people to land on the moon. They took photos, collected stones and left a message. It said: 'Here men from the planet Earth first set foot upon the moon July 1969, AD. We came in peace for all mankind.' Armstrong and Aldrin only stayed for two and a half hours before they left the moon again in the Eagle Lunar Module.



1 CD 3 27 **Listen and say the words. Check with your partner.**

2 CD 3 28 **Read, listen and complete the sentences.**

1 The three friends find themselves in a kind of _____.
2 It is the year _____ and on the screen they can see _____.
3 An engineer asks them what they _____.
4 He tells security to _____.

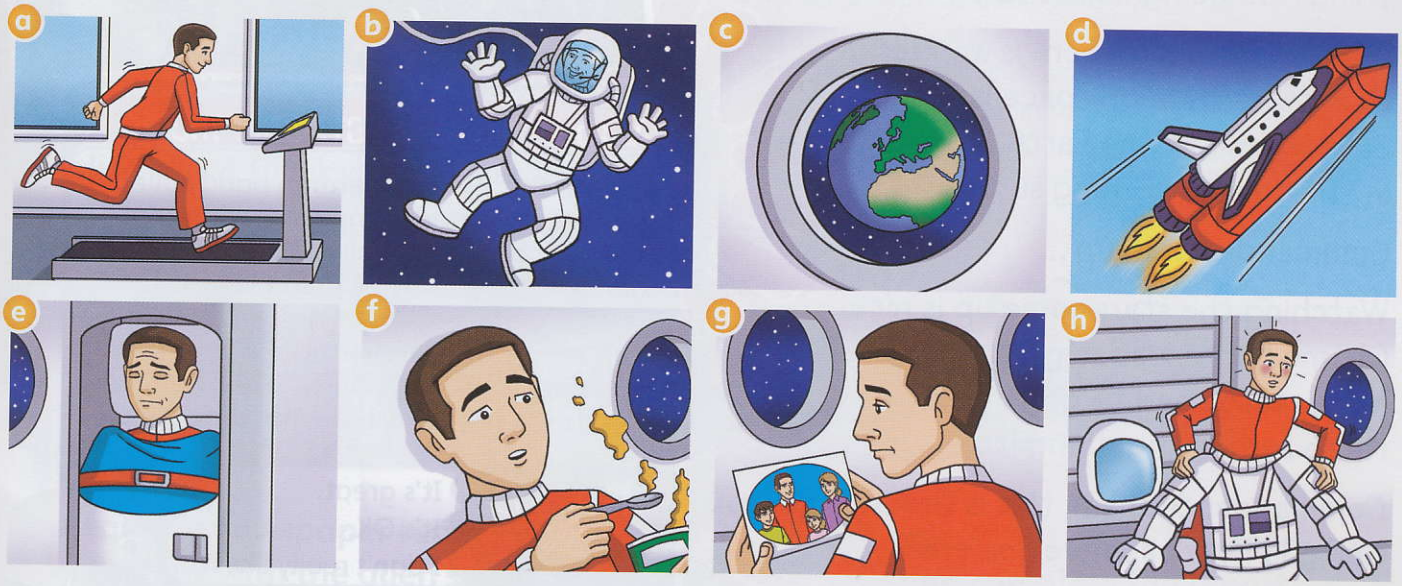
3 **Choose a word. Describe it for your partner to guess.**

You use this to listen to people talking.

I know! It's a ...

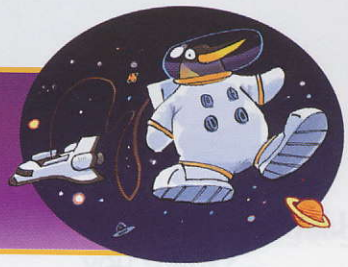
1 **Read and match the speech bubbles with the pictures.**

1. Floating in the air is fun. ☐
2. Flying to the moon is exciting. ☐
3. Eating in the capsule needs practice. ☐
4. Exercising is very important. ☐
5. Putting on a spacesuit takes longer than clothes. ☐
6. Sleeping in the capsule is uncomfortable. ☐
7. Being away from your family is difficult. ☐
8. Looking at Earth from space is wonderful. ☐



2 CD 3 29 **Grammar focus** **Listen and say the sentences.**

Going on a space trip is exciting.
Looking at the stars is fantastic.
Landing the space capsule needs practice.



3 **Work in groups. Discuss things that you do at school or at home. Which of these things are boring / interesting / important / fun? Do you all agree?**

Helping at home is boring.

It depends. I don't mind cooking.

Having friends at your house is fun.

Definitely!

Studying for a test is important.

I agree, but it's boring too!

1 CD 3 30 Listen and answer the questions. Then sing the song.

1 Is Commander Graham an astronaut or an engineer?
2 What can the astronaut see from the window?
3 What do you think happens at the end?

Commander Graham, this is Ground Control.
Can you hear us where you are?
It's Commander Graham. Hello, Ground Control.
Things are going well so far!

Looking down from here is wonderful.
Flying fast through space is fun,
So is looking at the Earth, oh yeah,
In the golden morning sun!

Commander Graham ...

Watching the stars come up is nice.
Oh, my trip is just so great!
Now I really need to go to bed.
I'm so sorry, it's getting late.

Commander Graham, this is Ground Control.
Can you hear us where you are?

All about music: Electronic music

Back in the 1970s, a German band called Kraftwerk started doing something that no other band was doing. They didn't use guitars or drums. They used electronic sounds and computers to make music. This new 'electronic' music became very popular in the 1980s and these days many bands use computers to write their music.

What I think
- It's great.
- It's OK.
- I don't really like it.

2 CD 3 32 Listen and say the dialogue.

Gus Hi, Mum. It's Gus. What's up?
Mum Well, I've just had some lovely plums covered in honey for lunch. How are you, son?
Gus Um ... hungry!

1 **Read the interview with an alien. The journalist lost his notes before he wrote his newspaper report. Correct five mistakes in the report.**

Journalist What's your name?
Alien I'm Zonrak.
Journalist Where are you from?
Alien I'm from the planet Alpha 346.
Journalist How old are you?
Alien I'm three hundred and thirty-seven years old.
Journalist What's your favourite food?
Alien Grass with vanilla sauce.
Journalist Really?
Alien And I like chocolate soup.
Journalist How many languages do you speak?
Alien A hundred and thirty-three.
Journalist Wow! Thank you very much!

ALIEN
SEEN IN OUR TOWN

Yesterday morning I spoke to an alien who landed his space capsule in the middle of our town. The alien said that he was from Mars and that he was 327 years old. He said that his favourite food was spaghetti with vanilla sauce. He also said that he liked strawberry soup. The alien said that he spoke 339 languages!

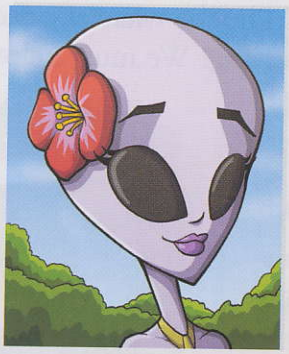
2 CD 3 35 **Grammar focus** **Listen and say the sentences.**

The alien said that he was from the moon.
He said that he liked chocolate soup.

3 **Read the newspaper report about the interview with the alien's wife. Complete the interview.**

ALIEN'S WIFE
NOW HERE TOO!

Yesterday evening our journalist spoke to the alien's wife. She said that she was 412 years old and that her name was Funflower.



Journalist How (1) _____ ?
Alien's wife I'm (2) _____ .
Journalist What (3) _____ ?
Alien's wife (4) _____ .

4 **Read the rest of the interview and complete the report.**

Journalist What's your favourite food?
Alien's wife My favourite food is cornflakes with broccoli.
Journalist What do you like to drink?
Alien's wife I like insect juice.
Journalist How many languages do you speak?
Alien's wife I speak 62.

She said that her favourite food (1) _____ .
She said that she (2) _____ insect juice. The alien's wife also said that she (3) _____ languages!

1 **Go through the text quickly and find answers to the questions.**

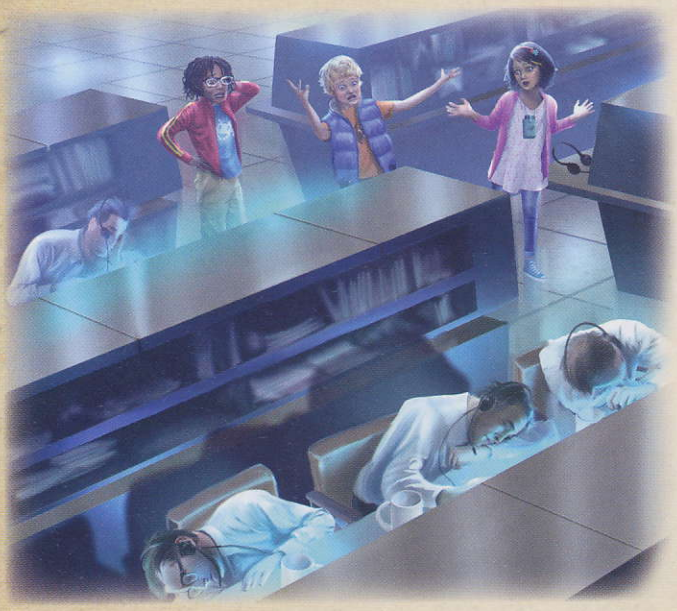
1 Why do you think the engineers are sleeping?

2 Why do you think Alex is at the control panel?

2 CD 3 36 **Read and listen to the story to check your answers.**

Alex, the engineer

The children were scared. They weren't spies, but they couldn't explain anything. 'Come with me!' said the security officer. At that moment, the engineer who was standing next to him suddenly said, 'I'm feeling ... dizzy.' He sat down and a minute later he was asleep. Then the security officer sat down and he too fell asleep.

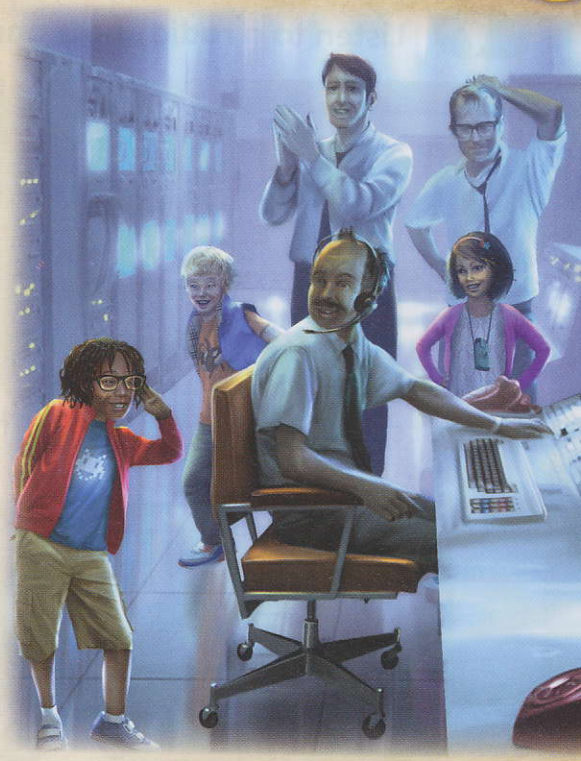


'How strange!' Alex thought. He looked around and saw that all the engineers were sleeping at their computers and the security officers were asleep too. 'Maybe they're all tired,' Patrick said. 'Come on. Now's our chance! Let's go!' 'No,' said Alex, 'there's something strange going on!' 'I've got it!' said Phoebe. 'They were all drinking tea when they fell asleep. There was something in their tea!' 'Maybe the engineer was right,' Alex said. 'He said that this room was top secret. Perhaps there *are* spies who want the mission to fail!' 'Hello, Houston?' They suddenly heard a voice coming through the headsets that were lying on the desk. 'This is Neil speaking. Anyone there? We need your help up here!' Phoebe was very excited. 'Listen! That's Neil Armstrong! We must help him!'

A few minutes later, they were sitting at a computer wearing headsets and Alex was working at the control panel. 'Houston, we're going back to the space capsule!' 'What's your temperature?' asked Alex. '370° Celsius!' the voice replied. 'Uh-oh, that's too high,' Alex said. 'Try cooling the engines a bit!' 'Thanks, Houston. Cooling the engines right now!'

Alex was doing really well, talking to them like an engineer and giving them instructions. Half an hour later, the astronauts left the moon and were on their way to the space capsule.

'Hey, what's going on here?' asked one of the engineers, waking up. 'I'm talking to Neil Armstrong. They're on their way back to Earth!' Alex replied. 'You're … what?' asked the engineer. 'Give me a headset!' he said angrily, so Phoebe quickly gave him hers. As the engineer put it on, he heard Neil Armstrong again. 'Everything's perfect up here. Our new colleague down there's really cool. Congratulations, Houston! Where on *Earth* did you find him?'



Alex smiled at the engineer and took off his headset. They looked around and saw that all the other engineers were sitting at their computers again. Everything looked normal.

'I'm sorry, kids. We found the spy. It was one of our own engineers. And now you've saved the day!' one of the security officers said. 'No problem. I was happy to help,' said Alex. 'But how did you know what to do?' 'I've got Moonlanding 2000 at home. I learned everything from that. I love it!' Alex replied. 'Moonlanding 2000? What's that?' the engineer asked. 'It's a computer moon flight simulation game! I'm really good at it,' Alex explained. 'I've got no idea what you're talking about, but you're good!' the engineer laughed.

The engineer was still confused when the children saw the yellow light glowing. They stepped into it. They were gone in a flash.

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

- ☐ Neil Armstrong asked the control room for help.
- ☐ They didn't understand how Alex helped to save the mission.
- ☐ Phoebe, Alex and Patrick were in a space control room.
- ☐ The children put on headsets and Alex spoke to the astronauts.
- ☐ When the engineers woke up, they were very surprised.
- ☐ Suddenly all the people in the room fell asleep.
- ☐ Phoebe thought that there was something strange in their tea.
- ☐ His instructions helped them to return to the space capsule.

4 Think! **Play *Delete the text*. Your teacher will write this text on the board. Ask questions about the text. Your teacher will delete any words from the text that are in the answers.**

The three Time Travellers were in the control room in Houston. On a big screen on the wall they saw the first landing on the moon, so they were very excited. All the engineers and security officers fell asleep because there was something in their tea.

How many Time Travellers are there?

Where were … ?

What did they … ?

Skills

1 CD 4 02 **Listen to a radio show and complete the photo captions.**

1

The first space tourist: ____th April ____

2

The first space shuttle: ____th April ____

3

The first man on ____: ____th July ____

4

The first man in space: ____th April ____

5

The first woman in space: ____th June ____

2 CD 4 03 **Listen again and answer the questions.**

1 How long did Yuri Gagarin spend in space?
2 How far is it from Earth to the moon?
3 What was the name of Neil Armstrong's spacecraft?
4 Why were space shuttles better than older spaceships?
5 What was the first space shuttle called?
6 How many space shuttles were made?
7 How much did Dennis Tito pay for his space trip?
8 How long did Dennis Tito spend in space?

3 **Complete the competition entry.**

★★★ Houston calling! ★★★

Wanted: A space tourist

Do you want a free journey into space? Tell us in no more than 50 words why we should take you. The best answer wins a place on the next moon trip.

Name: .....

Age: ..... Country: .....

I want to go into space because .....

.....

.....

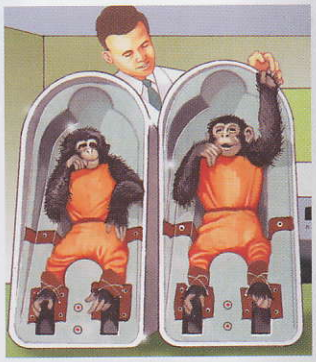
.....

.....

4 **Work in small groups. Interview each other for the competition in Activity 3. Decide who wins the trip from your group.**

1 Think! **Look quickly at the pictures and the story headings. What do you think happens?**

Part 1: LOST IN SPACE



It was 1957. At the famous US space centre, scientists were getting two monkeys ready for a space flight. The scientists chose the animals very carefully because they wanted the most intelligent monkeys. They chose a male and a female, giving them the names Leo and Rosy. They were really clever and played with the rocket engineers. Then the scientists put the monkeys into the space capsule and said goodbye.

With a whoosh, the spacecraft took off. In the control room, the scientists could hear the noises that the monkeys made over the speakers. There were no problems at first. For two and a half days, ground control had constant contact with the animals. Then, on the afternoon of the third day, they lost contact with the space capsule forever. Leo and Rosy were lost in space …

Part 2: THE PLANET OF THE MONKEYS

It was 2757. The scientists of COSPACE were sitting in front of the huge screen of the control room and they were very excited. COSPACE was an international programme for the peaceful exploration of space. Today, a space capsule was going to land on Pluto for the first time.

'Control. We're 3,000 metres above the planet … we're going down.' The scientists heard the voice of Matt Cormack, the commander of the spaceship, in their headsets.

'Two hundred … a hundred … forty … Control, we've landed!'

When the astronauts opened the door of their craft, they couldn't believe what they saw. There were hundreds of 'people'. Were they people? They looked more like monkeys.

They were excited and making a lot of noise. The astronauts couldn't understand them. They were speaking a strange language.

Then one of them raised his hand. He was their chief and the others went quiet. He spoke into a special microphone which took any language in the universe and translated it into any other language.

'Welcome to our planet!' he said.

Cormack told the chief that they came in peace. He then asked him about the history of his people.

'We don't know everything,' the chief said, 'but I can take you to a place where you'll maybe find the answers!'

They went to a temple. Outside was a golden statue of two monkeys. Cormack knew immediately who they were because all astronauts on Earth knew about Leo and Rosy.

The next day Commander Cormack stood in front of a huge crowd. The microphone translated his words:

'We apologise to you on behalf of all humans. Many years ago, we did terrible things to animals, but today, animals are our friends, and we share our planet, Earth, with them. We look forward to a great friendship between us forever.'

2 CD 4 • 04 **Read and listen to the story to check your answers.**

1 How did the scientists check on the monkeys in space?
2 How many years later was the COSPACE flight?
3 Where was the flight going?
4 How did Commander Cormack understand the strange language?
5 What did the chief show Commander Cormack?
6 Why did Commander Cormack say sorry?

3 Think! **Work in pairs. Discuss the questions.**

1 What do you think the chief did next?
2 What do you think Commander Cormack did next?

Learn and think

The moon

1 How much do you know about the moon? Write your guesses in the first box: *t* (true) or *f* (false).

		My answer	Correct answer	Points
1	The moon orbits Earth every 30 days.			
2	The moon does not turn like Earth.			
3	The moon makes its own light.			
4	The moon is older than Earth.			
5	The moon is more than a million kilometres from Earth.			
6	It takes a rocket about 13 hours to reach the moon.			
7	There is no gravity on the moon. (If you drop something, it floats.)			

2 CD4 05 Listen and check. How many points did you score?

3 CD4 06 Listen again and complete the facts about the moon.

Moon facts

LENGTH OF MOON ORBIT:

(1) _____ days, (2) _____ hours,

(3) _____ minutes,

(4) _____ seconds

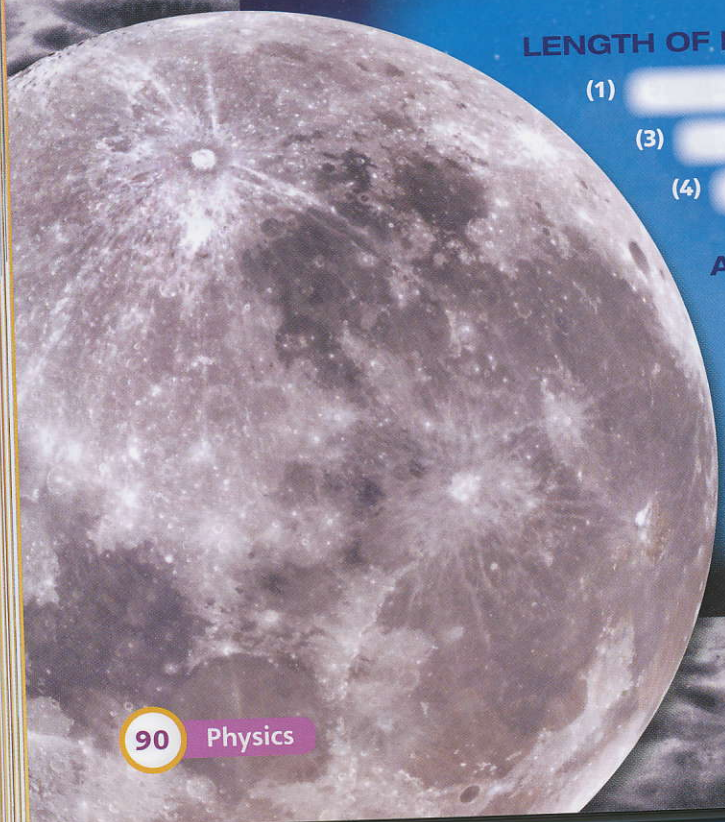
AGE: (5) _____ billion years old

DISTANCE FROM EARTH:

(6) _____ km

TIME YOU NEED TO DRIVE THERE:

(7) _____ days

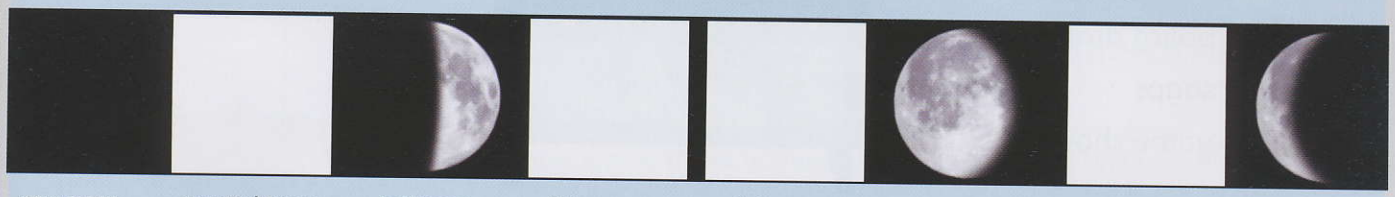


1 **Read and draw the missing moons in the diagram.**

The phases of the moon

The moon hasn't got its own light; it reflects the light from the sun. As the moon orbits Earth, the shape of the moon that we see in the sky **changes**. This is because it reflects the sunlight from different positions in its orbit.

We see it change from a thin crescent into a full circle and then watch it shrink to a thin crescent again before it disappears. As the moon gets bigger, we say it is **waxing**. As the moon gets smaller again, we say it is **waning**.



new moon | crescent moon (waxing) | half moon (1st quarter) | gibbous moon (waxing) | full moon | gibbous moon (waning) | half moon (last quarter) | crescent moon (waning)

People in the northern and southern hemispheres see the moon from different directions because of the moon's orbit. The diagram shows the phases of the moon in the northern hemisphere, but in the southern hemisphere, the shape of the moon 'grows' from right to left. That means that the **waxing** crescent is on the **left** and the **waning** crescent is on the right .

2 **In which hemisphere do you live? Look at the moon tonight. Draw the shape that it will be in two weeks' time.**

3 Project **Make your own moon phases.**

You need:

- a pencil
- a foam ball
- a dark room
- a lamp which you can move

1. Stick a pencil into a foam ball. The ball is the moon. Use the pencil as a handle to hold your 'moon'.
2. Make the room dark and turn on the lamp.
3. Put the lamp in the middle of the room at the same height as your eyes. Look towards the lamp. The lamp is the sun and you are Earth.
4. Hold the ball just above your head, directly between you and the light. The side of the ball that is facing you will be dark. This is the new moon.
5. Slowly turn round on the spot, keeping the ball above your head. Look at how the light shines on the ball. Watch the phases of your very own moon.

Time to present

A class survey on television

1 CD 4 09 **Listen to a discussion and number the types of TV programmes.**

- ☐ films
- ☐ documentaries
- ☐ cartoons
- ☐ reality TV shows
- ☐ sports programmes
- ☐ comedies
- ☐ the news
- ☐ police dramas
- ☐ soaps
- ☐ game shows

Think about it

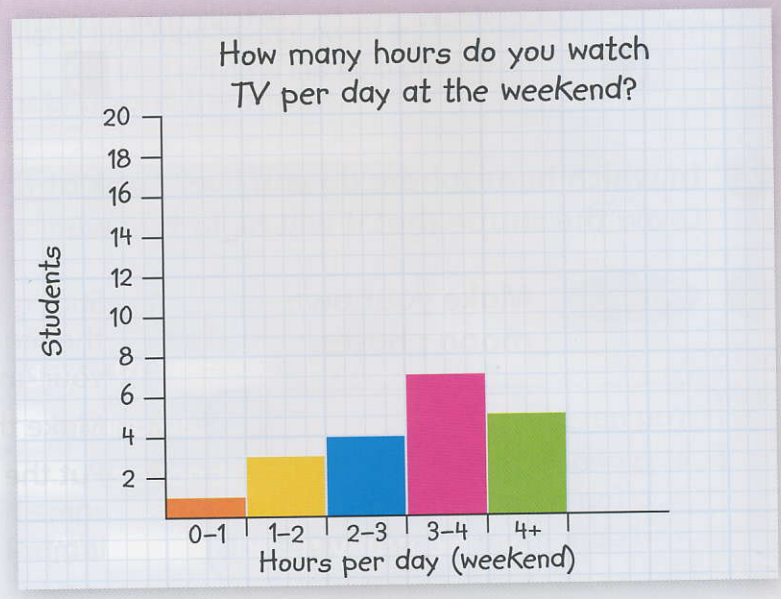
- In class collect ideas about television programmes.
  - What is the most important event that you have ever seen on TV?
  - What is your favourite programme?
  - Is there a television programme which you don't like at all?
  - What programme do you watch every day?
  - What programme do you watch every week?
  - Have you got a TV in your bedroom?
  - How many hours do you watch TV per day Monday–Friday?
  - How many hours do you watch TV per day at the weekend?

Prepare it

- Divide into eight groups. Each group takes one question and asks everyone in the class.
- Make a note of the names to make sure that your group has only asked each person once.

Present it

- Work in groups. Use your notes to prepare a large bar chart like the one above.



- The group who asked that question shows the bar chart to the class and explains it.

Tips for presenters

Make a big bar chart and write the numbers clearly so that your classmates can see them. Colour the bars in different colours that you can say in English. Make sure that you talk about the colour when you point to the chart.

A post on a discussion forum

1 **Read the posts on a discussion forum. Do the writers all agree?**

SPEAK OUT **Animals in space**

Author	Thread: Animals in space
happyface	I think it's terrible that they have sent monkeys into space and that many of them have never come back. Poor animals!
Anja12	My favourite animals are cats. I felt sad when I heard about a cat in a rocket. It's horrible for a cat to be in a rocket.
onlyme	Please help to stop space travel experiments with animals. They want to live a happy life!
thethinker	All experiments with animals are wrong. Animals have rights too!

2 **Here are ideas from other posts on the forum. Match the sentence halves.**

1	Sending animals into space	a	send animals into space.
2	I feel sorry for	b	they sent animals into space.
3	I can't believe that	c	is awful.
4	Humans shouldn't	d	those poor animals.

3 **Write posts for these discussion threads on 'Speak out'. Say what you think.**

SPEAK OUT **Cutting down the rainforest**

SPEAK OUT **Testing medicine on animals**

Tips for writers

An Internet forum is for expressing your feelings. These phrases help you to say what you think and feel.

I think … should / shouldn't …

It's not a good idea / a good idea to …

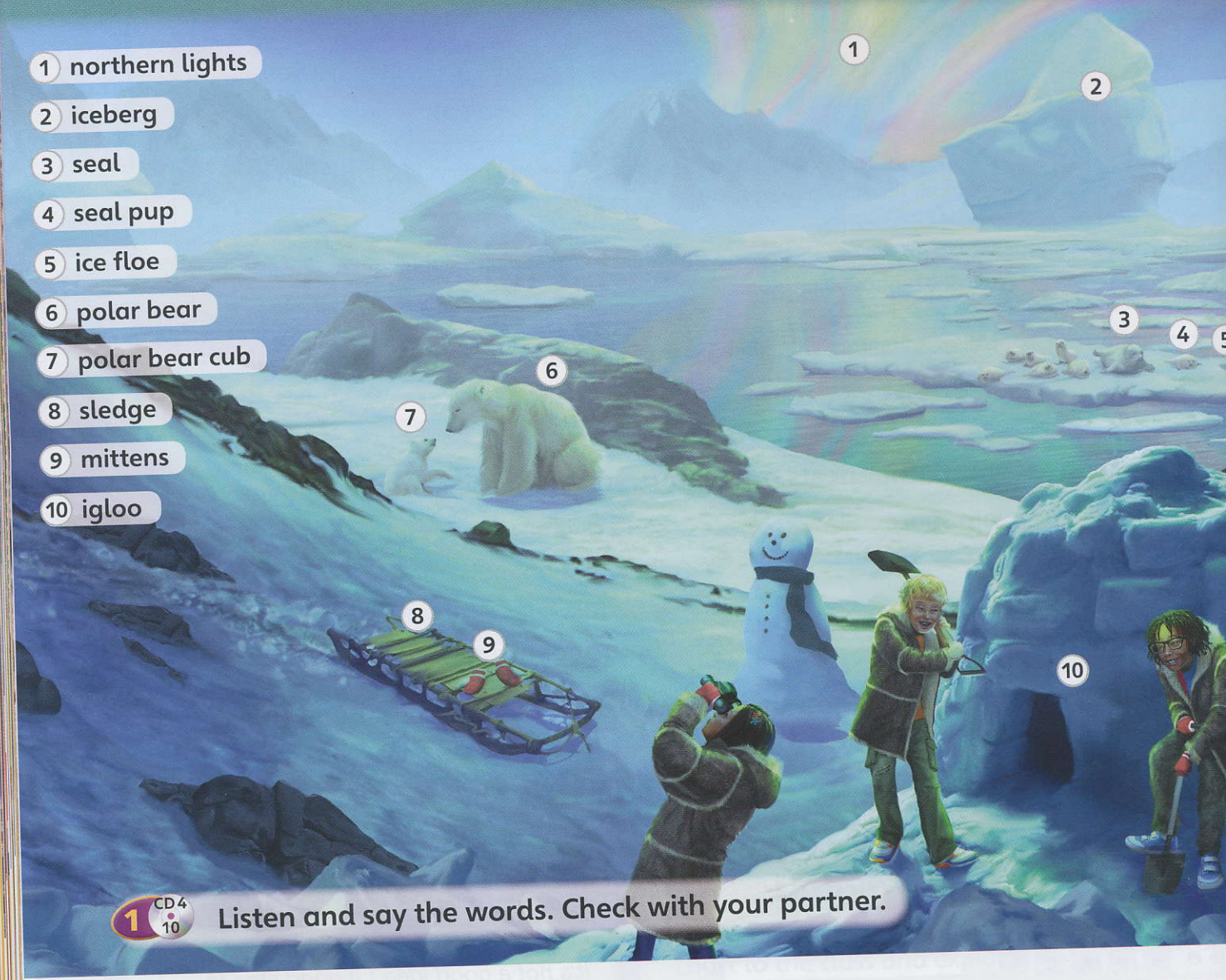
Please don't …

I think it's sad (wrong / good / a great idea) when …

I felt (sad / sorry) when I heard that …

8 A cold place

At the North Pole, the summer days are very long and in winter it's dark for six months. On 21st December, the sun doesn't rise, so it's dark all day. In winter you c sometimes see the northern lights there. This is an amazing show of colours whic light up the sky. People used to believe that these northern lights were the flame of dragons flying across the sky. This Arctic land of the midnight sun is the home o about 4 million people. Today they live in modern homes, not in igloos or tents.



1 CD 4 10 Listen and say the words. Check with your partner.

2 CD 4 11 **Read, listen and answer the questions.**

1 Where are Patrick's mittens?
2 What are Patrick and Alex doing?
3 Who built the snowman?
4 What is Phoebe looking at?

3 **Choose a word for your partner to spell.**

1 Read the dialogue and answer the questions.

Grace My grandparents are going to the Arctic for a holiday.
Jack Wow! What an interesting holiday! That's the South Pole, isn't it?
Grace No, it's the *North* Pole.
Jack But it's where the penguins live, isn't it?
Grace No, they live at the *South* Pole.
Jack Oh … but penguins aren't birds, are they?
Grace Of course they are!
Jack But they're always in the water, aren't they?
Grace No, they aren't. They only go into the water to feed.
Jack Oh … I'm not very good at Geography … or Science, am I?

1 Where are Grace's grandparents going?
2 Where do penguins live?
3 Why do they go into the water?

2 CD 4 • 12 Grammar focus Listen and say the sentences with question tags.

It isn't warm here, is it?
Penguins are good swimmers, aren't they?

3 Work in pairs. Take it in turns to guess and answer about your favourite TV programme, food, game, animals or other ideas.

Communication

1 **Look at the photos. What plans have Olivia and Mia got for today?**

2 CD 4 • 13 **Read and listen to the dialogue to check your answers.**

Olivia Hello?
Mia Hi, Olivia. It's me, Mia.
Olivia Oh hi, Mia.
Mia You are ready for today, aren't you?
Olivia Erm, yes. Just remind me. What are we doing?
Mia We're going sledging. Have you forgotten?
Olivia No, of course not.
Mia Well, I'm ready to go. I've already got my scarf and my mittens on. How long do you need to get ready?
Olivia Erm, about half an hour.
Mia OK, I'll be at your house in thirty minutes.
Olivia Mia, can I just check something?
Mia Yes, what is it?
Olivia Did you say 'sledging'?
Mia Yes, sledging. I want to try my new sledge out.
Olivia But there's just one problem.
Mia What's that?
Olivia Take a look out of the window.
Mia Why? It *is* still snowing, isn't it?
Olivia Well, that's the problem. There's no snow. It melted overnight.

3 **Work in pairs.**

a Practise the dialogue.

b You have arranged to do something that depends on the weather. Decide what to do and think about:
- what it is
- what weather you need
- what the problem is

c Make up your own dialogue.

d Act out your dialogue for the class.

? What to say

Checking information
… , aren't you?
… , isn't it?
Just remind me.
Can I just check something?
Did you say … ?

1 **Read the magazine interview with a scientist and complete it with the questions from the box.**

What does it mean for the animals? Is that right? What can we do about this?

Interviewer Some scientists think that the Arctic might be in danger. (1) _____?

Scientist Yes, it is. Most scientists think this.

Interviewer What might happen?

Scientist Well, the climate is getting warmer and the ice may melt.

Interviewer (2) _____?

Scientist If the ice melts, the animals in the region may find life very difficult. They will have to swim a long way to find food, so some species, like the polar bear for example, might become very rare.

Interviewer (3) _____?

Scientist Well, the first thing we can do is take the problem seriously. We should let our politicians know that we are worried.

2 CD 4 • 16 **Grammar focus** **Listen and say the sentences.**

The ice **may** melt.
The ice **might** melt.
Polar bears **may not** find enough food.
Polar bears **might not** find enough food.
The summers in the Arctic **may** get longer.
The summers in the Arctic **might** get longer.

3 **Work in groups. Play the game.**

Picture 1 may be a …

I don't think so. It might be a …

1 **Go through the text quickly and find answers to the questions.**

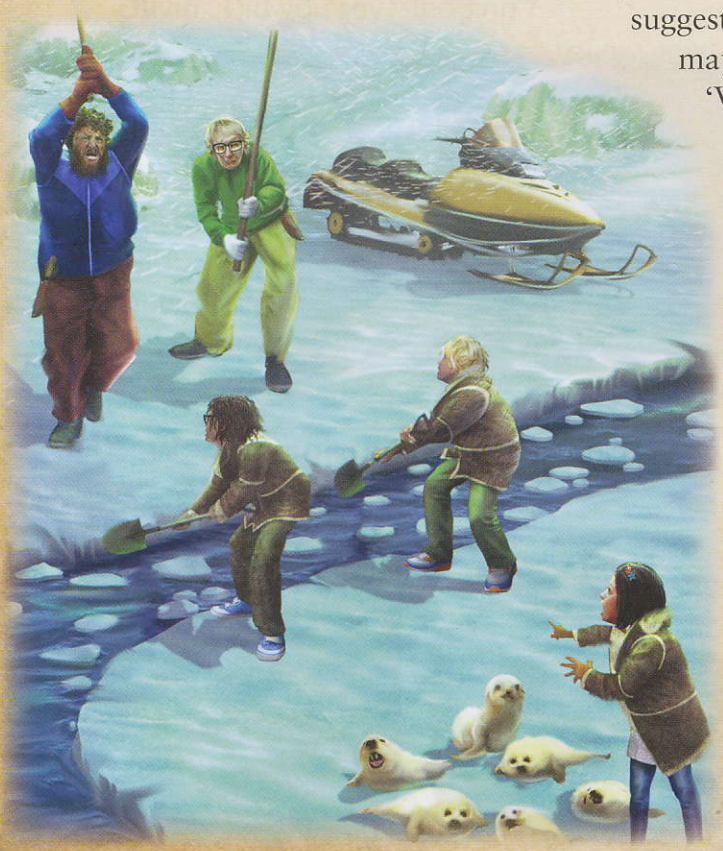
1 How does Phoebe know a lot about seals?

2 What do the men on the ski-doo want?

2 CD 4 • 17 **Read and listen to the story to check your answers.**

Rescuing the seal pups

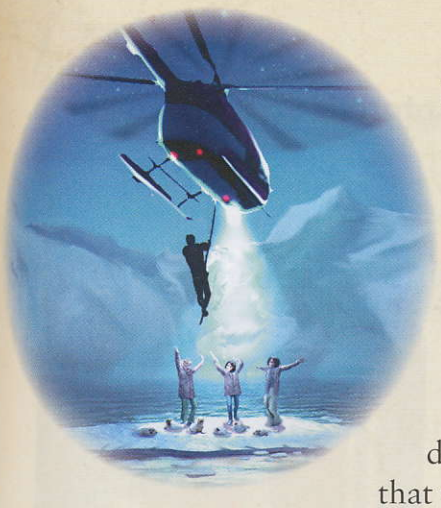
The three friends took the spades and walked towards the sea. As they came closer to the beach, they could see six seal pups on an ice floe. 'Did you know that they're called whitecoats?' asked Phoebe. 'They don't go into the water for four or five weeks. First their mothers feed them, but then they go hungry for some time. Their fur changes colour and, after that, they can go into the water to hunt.' 'Did you read all that in a book?' asked Patrick. 'No,' she replied, 'I saw it in a documentary about Canadian seals. And did you know that nobody is allowed to hunt them in Canada? They're protected.' 'OK, know-it-all, but we're not going to hunt them, so let's get closer and then we can see them,' suggested Alex. 'Closer? You're mad!' said Patrick. '*You* may want to get your feet wet, but *I* certainly don't!' 'We shouldn't get closer anyway,' said Phoebe. 'We might scare them.'



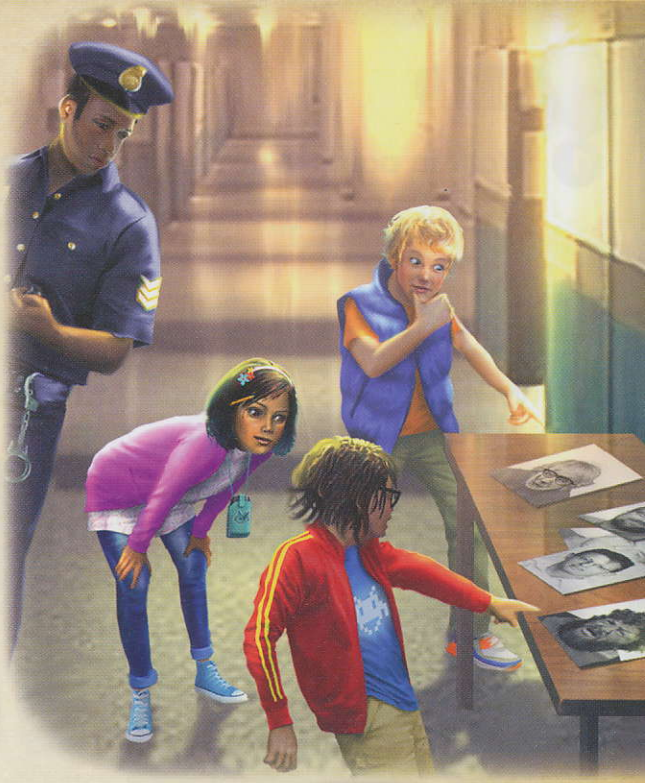
Suddenly they heard the noise of a ski-doo. It stopped at the edge of the beach and two men got off. They were carrying sticks and had big knives in their belts. 'They're going to kill the seal pups for their fur!' said Patrick. 'Sorry Phoebe, but we *have* to jump on the ice right *now* to save those pups.'

The children jumped onto the ice and the two boys used their spades to push the ice floe out into the sea. The two men tried to jump onto the ice floe, but it was already too far away from the beach, so they fell into the water. They shouted angrily at the children, then went back to their ski-doo and drove away.

'How are we going to get back to the land?' Alex asked. 'Well, we can't swim,' said Phoebe, 'because the water is too cold.'



Half an hour later, they heard a helicopter, so they started to wave. The pilot saw them and lowered a man on a rope to rescue them. When they were safely in the helicopter, the pilot said, 'What were you doing? That was very dangerous. You were lucky that we were out looking for two men and came this way.' 'We saw two men!' exclaimed Alex. They described the men and the pilot radioed the police.



A little later, the helicopter landed at a police station. 'We think that we've found those two men,' one of the police officers said, 'but can you identify them for us, please?' He showed them some photos and the boys pointed to the two men. 'That's them!' said Phoebe.

They left the police station and walked down to the beach to find more seals. There weren't any seals on the beach, but there was a big ice floe with a hole in it. Around the hole was a glowing yellow light. 'Oh no ... that water's freezing!' said Patrick ... but the children jumped into the hole. They were gone in a flash.

3 **Complete the sentences. You can use 1, 2, 3 or 4 words.**

1 Closer to the beach, the three friends could see seal pups _____.
2 Seal pups don't go into the water for _____.
3 Nobody is allowed to hunt _____.
4 The pilot said that the children were _____.
5 The police wanted the children to look at _____.
6 The three friends jumped _____.

4 **Think!** **Read and do the puzzle.**

There are lots of seals in our area. Every year the size of the colony of seals doubles, so in 2013 there were 256, but in 2012 there were only 128.

When did the first pair of seals arrive? How many are there now?

Skills

1 **Work in pairs. What differences between the Arctic and the Antarctic do you know?**

Is it the Arctic where … ?

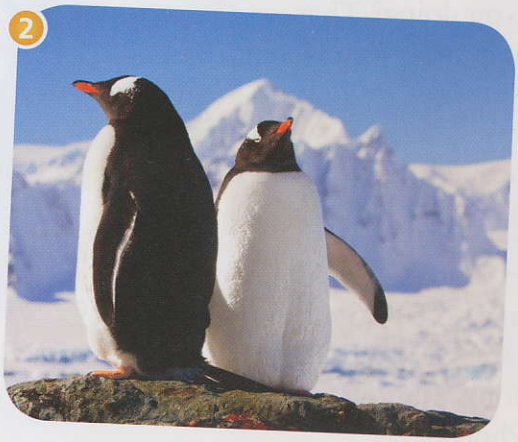
I don't think … live in the Antarctic.

2 CD 4 • 18 **Listen to a radio show to check your ideas.**

3 **Write *Arctic* or *Antarctic* under the photos.**

1

2



3

4

5

6

4 Think! **Work in pairs. Imagine that you are going on an expedition to the South Pole. Make a list of the five most important things that you will need.**

We'll definitely need …

I think we should take …

How about a … ?

We've forgotten … ! That's really important!

5 **Discuss with the rest of the class. Agree on a class list.**

Skills

1 **Read the magazine article. Did Scott's dream come true?**

REAL LIFE HEROES Scott of the Antarctic

Captain Robert Falcon Scott, or Scott of the Antarctic as he is often called, was an officer in the Navy. He is famous because he wanted to be the first man to go to the South Pole. In June 1910, he left the UK to travel to the other side of the world.

He went across the ice with dogs and sledges, but the weather was so bad that he had to send the dogs back to camp with some of his team. Scott and four other men, Wilson, Oates, Bower and Evans, continued on foot.

The weather got worse and worse, but on January 17th 1912, the five men finally arrived at the South Pole. However, when they arrived, they found a Norwegian flag. They were not the first men to get there because the Norwegians arrived a few days before them. Now they had a hard 1,500 km journey back to their ship. The weather was terrible and, in the middle of February, Evans fell through the ice and died.

A few weeks later, Oates, wh
that he was dying and was maki
journey too slow for the other m
the tent. He told the others that
going for a walk, but he didn't c
Scott and the other two men car
but on March 29th 1912, they al
from exhaustion, only 20 km fr
camp. Their bodies were found
months later, together with Scot
which told the whole tragic story

2 Think! **Put the sentences in order.**

- ☐ The Norwegians arrive at the South Pole.
- ☐ Scott travels to the Antarctic on a special trip.
- ☐ Oates disappears.
- ☐ Evans dies.
- ☐ Scott's diary is found.
- ☐ Scott dies.
- ☐ Scott sends the dogs and sledges back to camp.
- ☐ Scott arrives at the South Pole.

3 **Work in pairs. Read and discuss the que**

A hero is a good person who does somethi
brave. For many people, Scott of the Antarc
a great hero.

1 Why was Oates a hero?

2 Make a list of people who you think are he
What did they do? Why are they special?

4 **Choose a hero and write about him/he**

A I A

The hero who I want to write about is …
He/She was …
I think he/she is a hero because …

Reading, speaking and wr

Glaciers

1 Can you answer any of these questions?

1 What are glaciers?
2 Where do you find them?
3 How are they made?
4 What happens to them?
5 Why are people worried about them?

2 Texts a–e answer the questions in Activity 1. Read and match the answers with the questions.

a

Glaciers often change size. If a glacier gets bigger, it is a healthy glacier. Many people these days are worried because glaciers are getting smaller much more quickly than they are growing. This is a sign that the temperature on Earth is rising.

b

You need very special conditions to make a glacier. You need a place that has very cold winters with lots of snowfall and very cool summers which won't melt the ice. All glaciers start life as snowflakes. These snowflakes fall in billions onto the cold ground where they don't melt. As more and more snow falls, the weight of the snow on top presses on the snow below and it turns into ice. The more the snow falls, the deeper the ice gets. This sheet of ice gets so heavy that it starts to move.

c

Glaciers are found all over the world in every continent. They cover about 10% of the surface of the world. There are two different types of glaciers: **valley glaciers** are found in high mountains and **continental glaciers** are found around the North and South poles. These glaciers are also called ice sheets.

valley glacier

continental glacier

d

Valley glaciers slide slowly down the mountain sides. When they get lower down where the air is warmer, they start to melt and form rivers and streams. Continental glaciers spread out until they reach the sea. The edges of the glaciers break off in huge bits.

These bits are called icebergs and they float about in the sea. When they reach warmer waters, they slowly start to melt.

e

Glaciers are rivers of ice. These 'rivers' can be more than 1 km deep. Because the ice is so heavy, the glacier moves. It moves really slowly, at a speed of about 1 m every day, so it would take them nearly three years to travel one kilometre. Glaciers are big. The smaller ones are about the size of a football pitch and the longest are more than 160 km.

1 CD 4 • 20 **Listen and correct the mistake in each sentence.**

That's wrong! They move ...

No, they aren't! They're ...

2 **Read and complete the smart facts with the words from the box.**

melt above ship cities water

Smart facts

- You can only see a tiny bit of an iceberg (1) _____ the water. Most of it is hidden under the water.
- In 1912, a famous (2) _____, the *Titanic*, hit an iceberg and sank. 1,503 people drowned.
- About 70% of all the world's fresh (3) _____ is in glaciers.
- If all the glaciers (4) _____, the seas will rise by about 70 m. This will cover many (5) _____ around the world.

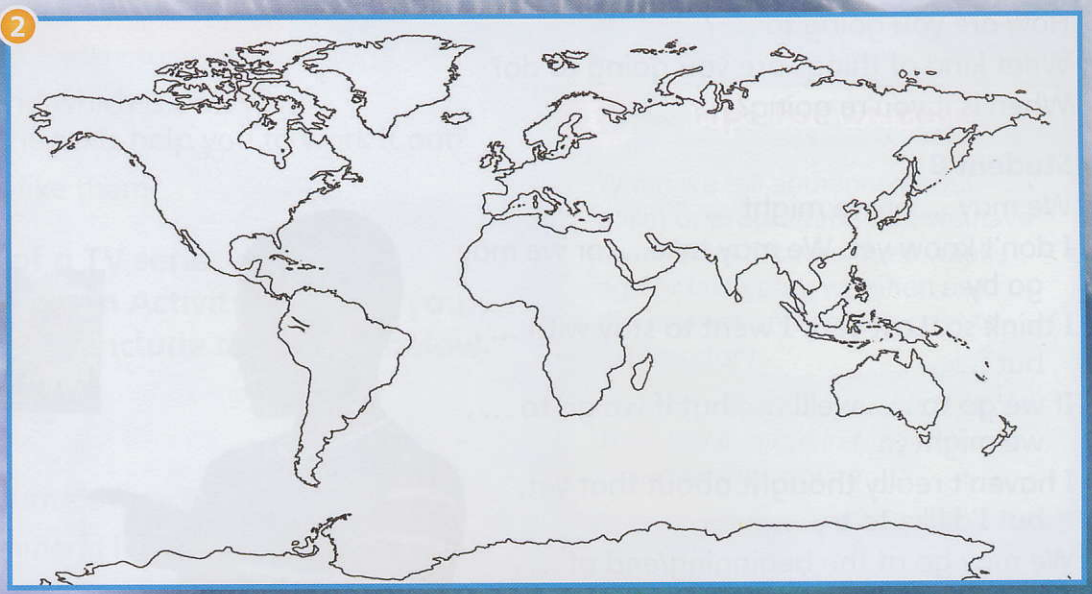
3 **Project** **Find out how much of our planet is covered by glaciers.**

1 Look at this map. The blue areas show how much of Earth was covered by glaciers 20,000 years ago, during the last ice age. What percentage (%) was this?

2 Find out where there are glaciers today. Draw and colour blue areas on the map below.

1

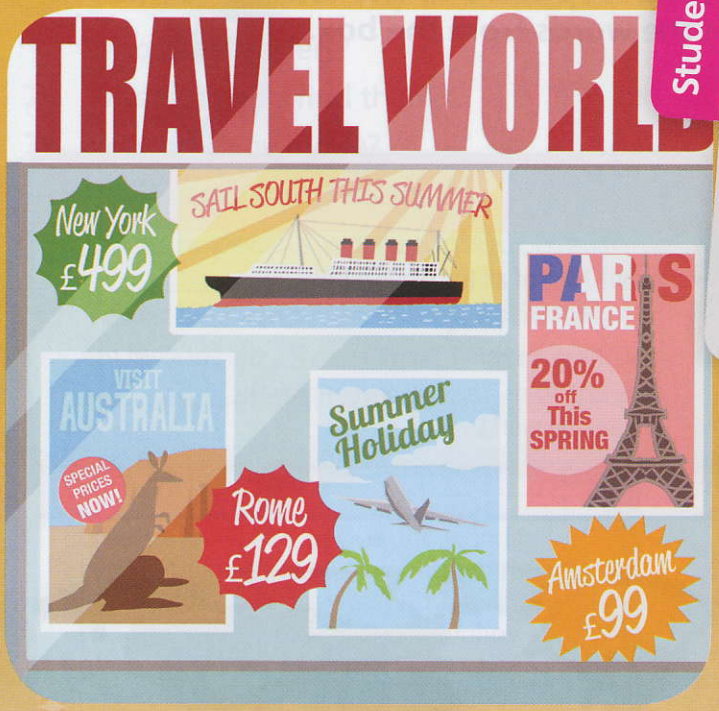
2



Act out

Finding out about holiday plans

1 **Work in pairs.**
Choose a role card.



Student A

You are interested in your friend's holiday plans.

Think about the following:

- You think he/she is going to Spain. Check.
- How is he/she going to get there?
- You think he/she is going with his/her family. Check.
- What are they going to do there?
- When are they going?

Student B

You want to go on holiday, but you haven't decided anything yet.

Tell your friend:

- where you may/might go
- how you may/might get there
- who may/might go with you
- what you may/might do there
- when you may/might go

2 **Act out your dialogue.**

Useful language

Student A

You're going to/with … , aren't you?
How are you going to … ?
What kind of things are you going to do?
When is it you're going?

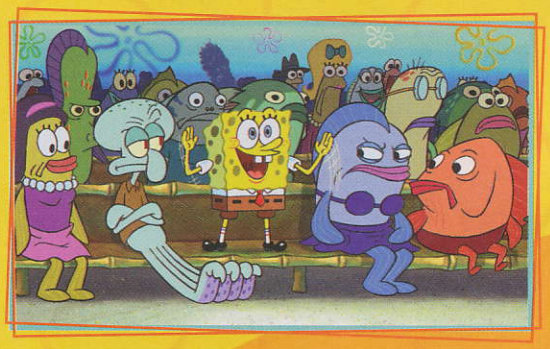
Student B

We may … or we might …
I don't know yet. We may take … or we may go by …
I think so. Last year I went to stay with … , but …
If we go to … , we'll … , but if we go to … , we might …
I haven't really thought about that yet, but I'd like to try …
We may go at the beginning/end of … , but it depends on my mum/dad's job.

A review

1 **Read the reviews and answer the questions.**

SpongeBob



Description
It's about a sponge called Bob, who lives in a pineapple under the sea, in a town called Bikini Bottom. He's got lots of friends, including fish and other animals. In each episode he has a different crazy adventure.

Who is your favourite character?
Patrick Star, SpongeBob's friend.

Would you recommend it for students of your age? Why (not)?
YES! It's fun to watch. It makes me laugh a lot. I watch it every week and all my friends like it too.

Emma Easthope

Description
This is a funny story about three animals: Manny (the mammoth), Diego (the sabre tooth tiger) and Sid (the sloth). They live 20,000 years ago when glaciers covered Earth. First they don't like each other very much, but they have lots of adventures and become good friends.

Who is your favourite character?
Sid, the sloth. He isn't very clever and he makes some silly mistakes, but he's funny.

Would you recommend it for students of your age? Why (not)?
Yes, I would. It's a good story and the animals are great. I saw it at the cinema first, but I've seen it lots of times now because I've got it on DVD. My dad likes it too.

Zak Robinson

1 Which is a film and which is on TV? Which words in the texts help you to work it out?
2 Do the reviewers like them?

2 **Write a review of a TV series or a film. Look at the reviews in Activity 1 to help you. Make sure that you include the points below.**

- Name of series/film
- Description
- Who is your favourite character?
- Would you recommend it for students of your age? Why (not)?

Tips for writers

When we tell someone about a film or programme that we have seen (even if it was three weeks ago or last year), we often use the present and not the past to tell the story:

It's a film about a man and his son. They live in a hut in the jungle. One day, they notice …

9 The Jurassic Age

The dinosaurs lived on Earth for more than 160 million years. There were more than 9,000 different dinosaurs and they were found all over the world. The name dinosaur means 'terrible lizard', but not all dinosaurs were dangerous. The last dinosaurs died out about 65 million years ago. No-one knows for sure why this happened.

1 CD 4 • 21 **Listen and say the words. Check with your partner.**

2 CD 4 • 22 **Read, listen and complete the sentences.**

1 Patrick thinks that they are in the _____ .
2 Phoebe thinks that they are in the past because _____ .
3 Patrick isn't scared and wants to _____ .
4 Phoebe thinks that they should wait behind some _____ .

3 **Choose a word. Describe it for your partner to guess.**

It's like a little river.

I think that's a stream. Yes?

1 **Match the sentence halves. Number the pictures to match the sentences.**

1	If I were an inventor,	a	I'd take a photo.
2	If I had a time machine,	b	I'd run back to my time machine.
3	If I saw a triceratops,	c	I'd make a time machine.
4	If I saw a T-rex,	d	I'd go back to the time of the dinosaurs.

2 CD 4 • 23 **Grammar focus** **Listen and say the sentences.**

If I **saw** a dinosaur, I'**d run** away.
If I **had** a plane, I'**d go** to Australia.
If I **went** into the future, I'**d take** my brother with me.
If I **were** in a time machine, I'**d go** to see the Ancient Egyptians.

3 **Play *Guess who wrote it.***

If I had a time machine, I'd go back to the *Titanic*. I'd tell the captain about the iceberg.

1 CD 4 • 24 Listen and answer the questions. Then sing the song.

1 What animal body parts are there in the song?

2 Which of the dinosaurs do you think sound friendly / scary / funny / not very nice?

All about music: Rap

Rap artists don't really sing. They speak the words of the song quickly and with a musical rhythm. Rapping is a common part of hip-hop music and culture, which started in the African-American communities in New York.

What I think

- It's great.
- It's OK.
- I don't really like it.

If I were a dinosaur,
I'd hang out, nice and warm,
I'd mess about with all my friends
And poke them with my horns.

I'd like to be a dinosaur.
I think it would be fun
To splash about in muddy swamps
And watch the rising sun.

If I were a big T-rex
With long and pointy claws,
I'd creep up on my friends and then
I'd scare them with my roars.

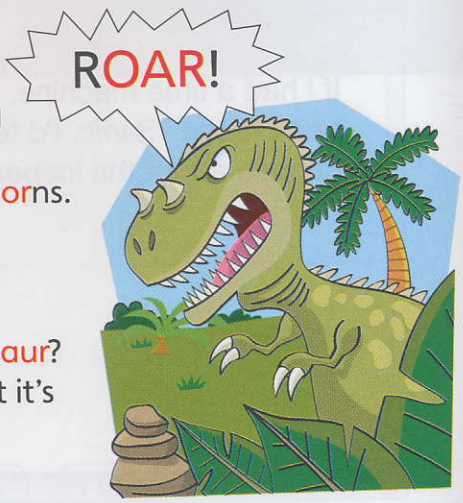
I'd like to be a dinosaur ...

If I were a pterosaur,
My wings would be so strong,
I'd fly up high and with a roar
I'd drop rocks on everyone.

I'd like to be a dinosaur ...

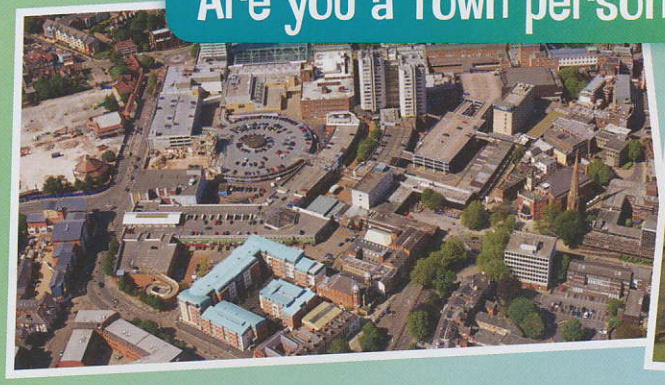
2 CD 4 • 26 Listen and say the dialogue.

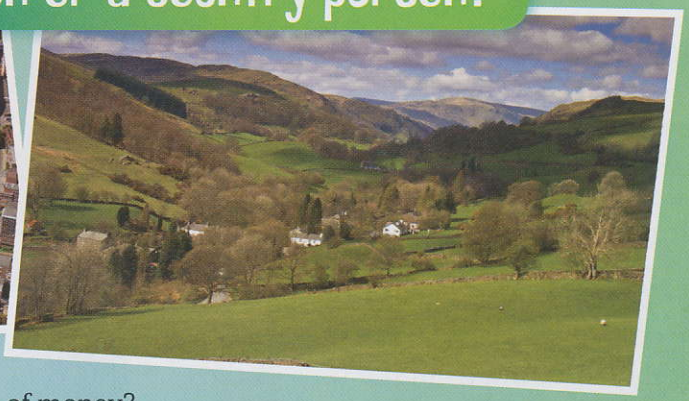
Flora Has it got short or long horns, Paul?
Paul Hmm ... it's got short horns.
Flora And big or small jaws?
Paul It's got big jaws ... and sharp claws.
Flora Could it be an albertosaur?
Paul I don't know, Flora, but it's coming towards us!



1 Choose the best answers for you.

Are you a town person or a country person?





1 Where would you buy a house if you had a lot of money?
A In a city. ◯ B In a valley by a pond. ◯

2 What would you do if you saw a bear?
A Run away. ◯ B Take a photo. ◯

3 Where would you work if you were older?
A In a bank. ◯ B In a nature park. ◯

4 Where would you go for the perfect holiday?
A To a theme park. ◯ B Camping in the woods. ◯

Key

Mostly A answers?
You aren't a country person. You like to be in towns with lots of people.

Mostly B answers?
You're a country person. You love animals and nature.

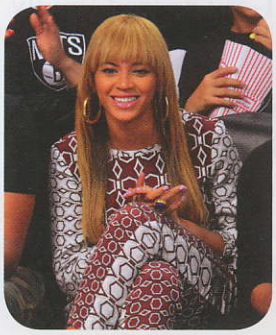
2 CD 4 • 29 **Grammar focus** Listen and say the questions and the answers.

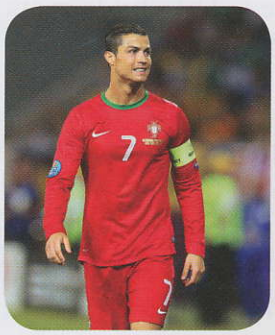
What would you do if you met an alien?
I'd say 'hello'.

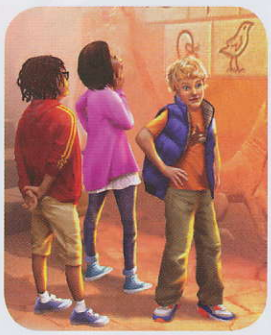
What would you do if you saw a dinosaur?
I'd take a photo.

3 Work in pairs. What would or wouldn't you do if you met or saw these people and things? Ask and answer.

If I met Beyoncé, I'd ...







1 **Look at the pictures. Do you know the names of any of these dinosaurs?**

2 CD 4 • 30 **Read and listen to the story to check your answers.**

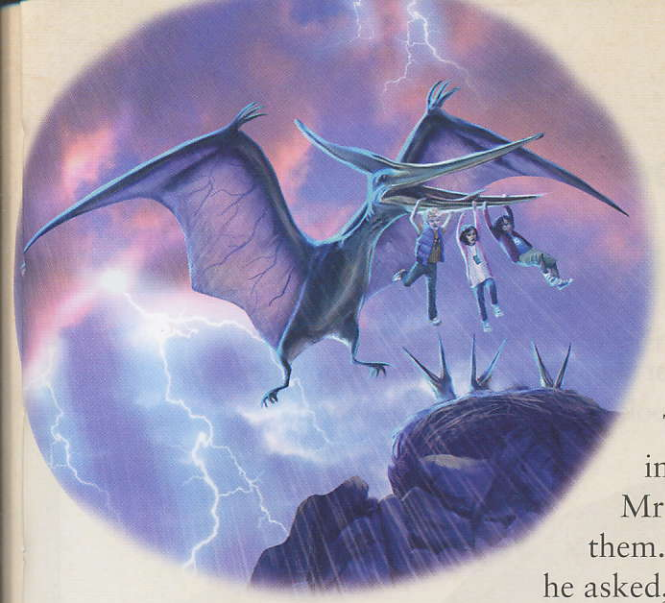
The chase

The children looked out from behind the rocks. About ten metres away, there was a huge dinosaur eating from the tops of the bushes. It had a funny-shaped head with three large horns coming out of it. 'Awesome! It's a triceratops!' gasped Alex. 'Isn't it amazing?' and he started to walk slowly towards it. 'Are you mad?' said Patrick in a loud whisper. 'Get back here!' 'Don't be silly,' answered Alex. 'Don't you know anything about dinosaurs? This one's a herbivore. It only eats plants.' 'But Alex, you might scare it! If I were a triceratops, I'd be scared of you!' laughed Phoebe. Alex turned round and pulled a face at her. At that moment, the triceratops lifted its head and looked up and then started walking away quickly. 'What did I say, Alex?' asked Phoebe. 'Look, it's going now!'

However, it wasn't Alex that was scaring the triceratops. 'Look out, Alex!' shouted Phoebe. 'There's something coming towards you.' Alex looked around. Ten small dinosaurs were slowly walking out of the jungle towards Alex. 'Don't worry,' said Patrick. 'They're only small.' One of the creatures opened its mouth and the children noticed lots of tiny sharp teeth. 'I don't think these ones eat plants,' said Alex. 'They're velociraptors.' By now, the dinosaurs were making a circle around him with their mouths open.

Just then, a huge head appeared out of the jungle. It grabbed one of the small dinosaurs and ate it. The others ran away. Alex looked up and saw a big, angry dinosaur. 'It's a T-rex. Run!' he shouted. The children started running, but the T-rex roared loudly and chased after them.

They ran as fast as they could, but the T-rex was catching up with them. It was now only 20 metres behind them and there was nowhere to hide. Suddenly a huge shadow went over their heads. They looked up and saw a giant pterosaur flying down towards them. The dinosaur bird picked up the children in its beak and flew off. They could still hear the angry roar of the T-rex on the ground.



'Oh no, what now?' shouted Patrick. Below them there was a nest with three large baby pterosaurs, waiting with their beaks open. 'We're going to be lunch!' Phoebe shouted back. The flying pterosaur opened its beak and dropped the children. They were just above the nest when a welcome yellow light appeared. They were gone in a flash.

The children landed back in their classroom, where Mr Davis was looking at them. 'Are you three OK?' he asked, sounding worried. 'Why? What happened?' said Alex. 'There was an explosion,' said Mr Davis, 'and then you, Phoebe and Patrick, well ... you disappeared for a second or two.'

'Really?' asked Phoebe. 'I don't remember anything. Do you two?' she asked the boys. 'No,' they replied, looking very confused.

Patrick put his hand in his pocket and he pulled out an old bracelet. 'That's strange ... *very* strange,' he thought.

3 **Use the pictures to help you complete the sentences.**

1 The triceratops was eating ...

2 The small dinosaurs made a circle around ...

3 The T-rex ate ...

4 The children were picked up by ...

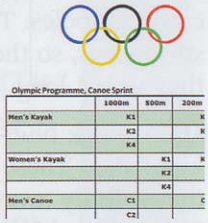
5 Mr Davis told the children about ...

6 In his pocket, Patrick found ...

4 **Think!** **Help the Time Travellers remember what happened. Where are these things from?**

1

2

3 

4

5

6

I think the coin is from the island where the children ...

Skills

1 **Look at the photos around the pond. Read the magazine article and match the photos with the paragraphs.**

Have you ever taken a look at the wildlife that lives in and around ponds? Beautiful birds, amazing mammals and fascinating insects can all be found. Did you know that some of them, like dragonflies, have been on Earth since the days of the dinosaurs? Take a closer look at this wonderful world.

- ☐ **a** Mallards are very common on British ponds. You can identify these beautiful ducks by their green heads. You will often see them with their heads under the water as they look for tadpoles and small fish to eat.
- ☐ **b** Newts come from the same family as frogs. They lay eggs in the water like frogs, but their babies aren't called tadpoles. They're called larva. They haven't got strong legs, so they can't jump about like frogs, but they've got long, powerful tails.
- ☐ **c** A quick blue flash is all that most people see of a kingfisher. These beautiful water birds are very shy and they will fly away quickly if you make too much noise. Sadly, these birds are becoming more and more difficult to find in the UK.
- ☐ **d** If you are quiet, you might be lucky to see a heron standing still beside a pond. These tall grey birds with long legs wait patiently until they see something to eat. Then they poke their long beaks quickly into the water to catch the fish.
- ☐ **e** Many people think that water voles are rats when they see them, but water voles are much rarer than rats and they're shy too. They live in holes by the sides of rivers and ponds, where they eat the grass and plants that grow near the water.
- ☐ **f** Dragonflies come in many different colours. You will see these beautiful insects flying over the water in ponds and streams. Sometimes they will land on a leaf for a while. Look closely and you will see that they've got four wings.
- ☐ **g** Water boatmen are also called 'backswimmers'. This is because they swim upside-down on their backs. These insects move quickly across the top of the pond and they look like they are walking on water.
- ☐ **h** Sticklebacks are small fish that are commonly found in ponds and streams. They are called sticklebacks because they've got tiny spikes on their backs. They haven't got scales like most other kinds of fish.

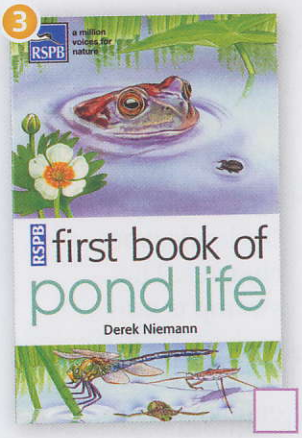
2 **Work in pairs. Make a list of pond animals which you might find in your country. Describe them for your classmates to guess.**

Skills

1 CD 4 31 **Holly is a member of her local nature club. Listen to an answerphone message and tick (✓) the things that she needs to take on her pond trip.**

1

2

3 

4

5

6

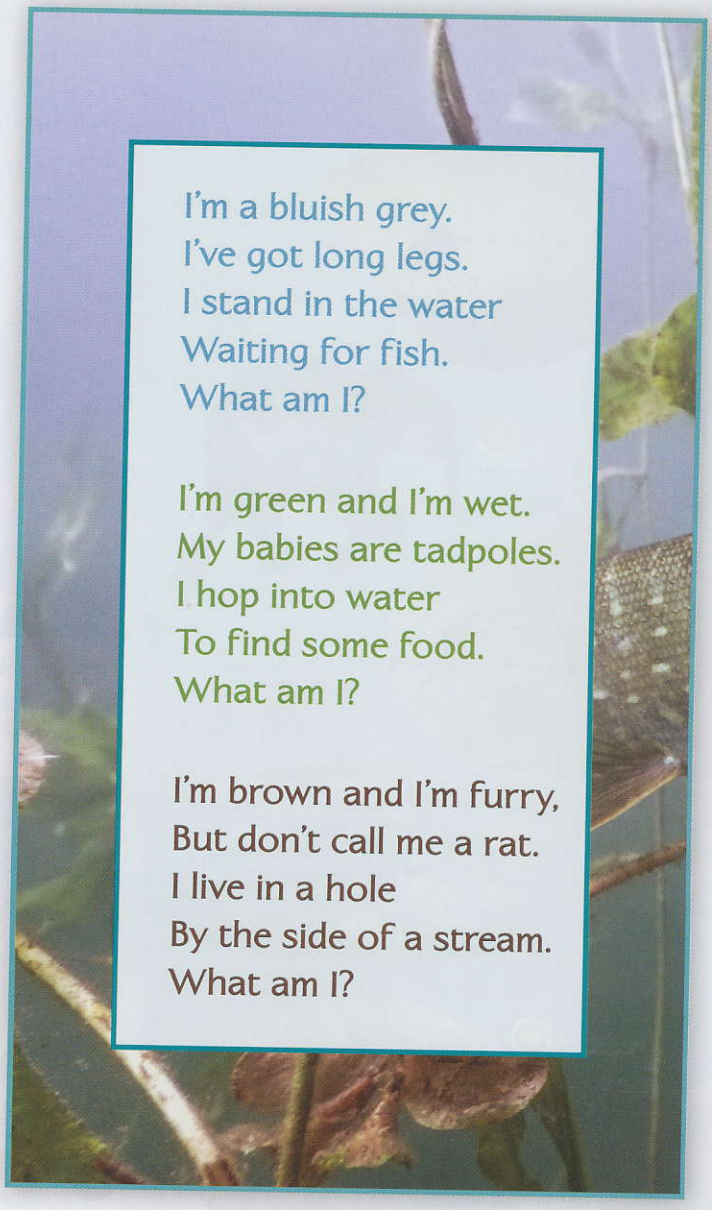
7

8

2 CD 4 32 **Listen again and answer the questions.**

1 What time are they meeting?
2 Where are they meeting?
3 What time will they get back?
4 What is Chris Small's phone number?
5 How much does the trip cost?

3 **Read the riddles and guess the answers.**



I'm a bluish grey.
I've got long legs.
I stand in the water
Waiting for fish.
What am I?

I'm green and I'm wet.
My babies are tadpoles.
I hop into water
To find some food.
What am I?

I'm brown and I'm furry,
But don't call me a rat.
I live in a hole
By the side of a stream.
What am I?

4 **Choose an animal and write a riddle for your classmates to guess.**

Fossils

1 **Read about fossils. Which photo doesn't show a fossil?**

Fossils are the remains of any animal or plant that has lived on Earth. They can be any part of the animal: the bones, teeth, hair, shell or even its footprint. Sometimes they can be the whole animal. Anything that shows us that there was once life is a fossil.

2 **Read about how fossils are formed. What do we call scientists who look for fossils?**

In the time of the dinosaurs, a Tyrannosaurus rex dies and falls into a swamp. Most of its body is eaten by bugs and the rest rots away. After a few years, only its hard skeleton is left at the bottom of the swamp.

The weight of the mud in the swamp pushes the bones deeper and deeper until they reach rock. Over millions of years, these bones turn into a type of rock.

Over many more millions of years, the landscape changes. The swamp is now rock and humans have learned enough science and technology to understand our past. Palaeontologists digging in the area find the first of the fossilised bones. They are very excited because they know that they have found some important fossils.

After a lot of careful digging, the palaeontologists have found the complete fossilised skeleton. The bones are taken to a museum, where they are carefully put together. Now the T-rex can go on show for everyone to see.

3 **Think!** **How many words can you make from the answer to Activity 2?**

tail, late, eats, ...

1 Think! Read the text. Where should this information go?

a ☐ but they were also the favourite prey of large sea lizards

b ☐ we can tell a lot about them from these fossils

c ☐ octopus, squid and cuttlefish

d ☐ and the biggest were over 3 m in diameter

e ☐ it might be an ammonite fossil

f ☐ around the same time as the dinosaurs

Ammonites

One of the most common types of fossils found are of ammonites. Although the ammonites died out millions of years ago, 1 .

Ammonites lived in the sea between 240 million and 65 million years ago, 2 . They had soft bodies and they didn't have spines. They lived in coiled shells and had long tentacles. They also had beaks.

The smallest ammonite shells were 2½ cm 3 . They ate fish and crabs, 4 like the mosasaur. Modern relatives of these fascinating creatures include 5 .

Next time you are by the seaside, keep an eye out for a spiral pattern on loose bits of rock because 6 .

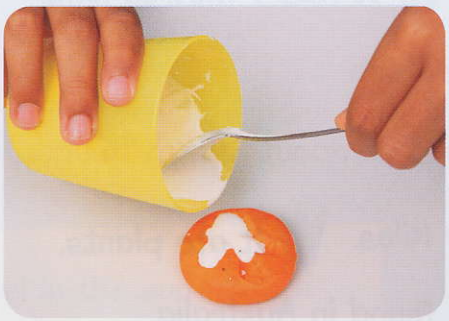
2 CD 4 33 Listen and check.

3 Project Make your own 'fossil'.

You need:
- plasticine
- the object that you want to 'fossilise'
- thick plaster of paris

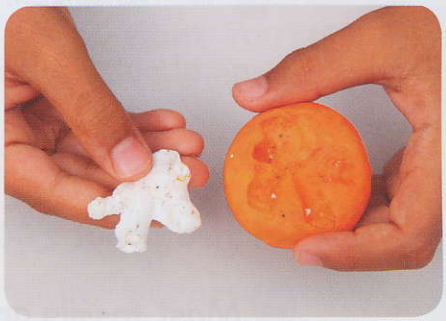
1 Make a smooth flat circle with the plasticine about 2 cm thick.

2 Press the object into the plasticine until it is half buried.



3 Take the object out carefully. It should leave an imprint in the plasticine.

4 Pour the thick plaster of paris into the imprint in the plasticine. Leave it until it is completely dry.



5 Carefully remove the plaster from the plasticine and there's your fossil!

A poster presentation

1 CD 4 34 **Listen to Luke's presentation and find the mistakes in the bullet points on his poster.**

Tyrannosaurus rex

- This dinosaur lived 200 million years ago.
- It was green.
- It was 9 metres long.
- It was about 3 metres high.
- It could run at about 50 km/hour.
- It weighed about 2,000 kilos.
- It ate plants.
- Most fossils are found in Australia.

Find out about it

- Work in pairs. Choose a dinosaur and find out:
  - where people found most fossils of it
  - when it lived
  - what it ate
  - how big it was
  - how heavy it was
  - how fast it could move
  - what colour it was (if scientists know)

Prepare it

- Write the text of your presentation first. Then find the main pieces of information to make bullet points for your poster.
- Show the text and the bullet points to your teacher to help you.
- Decide who is going to say what.
- Draw a large picture of the dinosaur or print out a large one if you can find it.

Present it

- When you present your poster, one of you can point to the bullet points while the other is talking to the class.

Tips for presenters

As you prepare, think about the presentations that you have done and seen in your class this year. Which ones worked well? Why? Think how you can use these ideas to improve your presentation.

An acrostic poem

1 **Read these poems, which are called acrostics. What is an acrostic?**

Fun and laughter
Running around
In our playground
Enjoy
Not alone
Dreams
Sunshine

Dinosaurs were huge
In a time far away
No people on Earth
One hundred million years ago
Strong
And dangerous
Under water and on land
Really
Scary

2 **Work in groups. Create ideas for an acrostic poem.**

a Make lists of words that start with the same letter.

A: apple, angry, and, art, ...
B: blue, before, but, ...

b Agree on a word which you all like, for example HOLIDAY, SEASIDE, CHOCOLATE, DRAGONFLY.

c Write the letters of the word in a list down the page.

d As a group, discuss words or word groups that express the idea of your word.

Holidays are great / Hotel in the sun
On the beach / Our big tent
Lying on the sand / Lots of ice cream
I
D
A
Y

3 **Choose ideas and plan your own acrostic. Show your plan to your teacher to help you.**

4 **Write your acrostic out neatly, using colours if you want. You can add a picture too.**

Tips for writers

It's always good to check your spelling, but it's even more important if you're writing an acrostic poem or planning puzzles such as crosswords or wordsearches. Use a dictionary to help you if you aren't sure how to spell a word.

Grammar focus

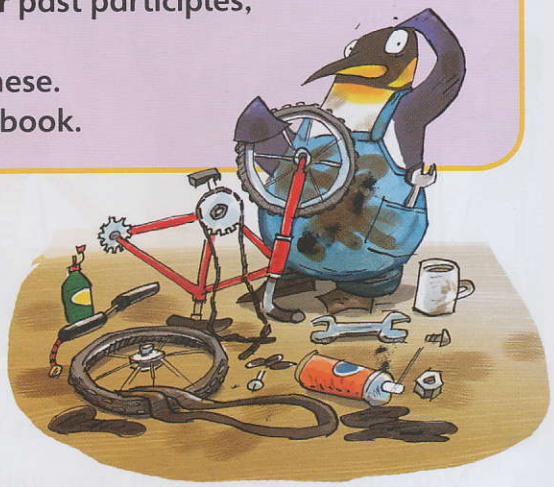
Back to school

Present perfect with *already / yet* revision

I **have** (I've) already ***tidied** my room.
You **have** (You've) already **met** him.
He **has** (He's) already ***washed** the car.
She **has** (She's) already **made** a cake.
We **have** (We've) already **seen** this film.
They **have** (They've) already ***used** it.

I **haven't** ***repaired** my bike yet.
You **haven't had** lunch yet.
He **hasn't been** to Mexico yet.
She **hasn't read** that book yet.
We **haven't** ***finished** it yet.
They **haven't** ***arrived** yet.

Verbs which are regular in the simple past have ***regular** past participles, which look the same as the verbs in the simple past.
Other past participles are irregular. You need to learn these.
There is a list of irregular verbs on page 127 of the Workbook.

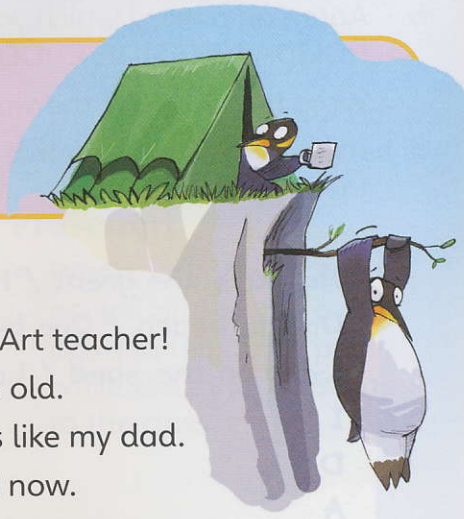


1 **Complete the sentences with the past participle of the verbs in brackets.**

1 Tom has already _____ his homework. (do)
2 She hasn't _____ up yet! (get)
3 They haven't _____ that museum yet. (visit)
4 We've already _____ some souvenirs. (buy)
5 I haven't _____ my teeth yet. (brush)
6 He's already _____ Sue her present. (give)

which / who / where revision

The tent **which** is near the cliff is ours.
The girls **who** are playing football are in Year 6.
This is the shop **where** they bought the guidebook.



1 **Complete the sentences with *which*, *who* or *where*.**

1 The woman _____ won the photo competition is our Art teacher!
2 The house _____ is opposite the museum is 250 years old.
3 The man _____ is standing next to the fountain looks like my dad.
4 The park _____ the girls were playing tennis is closed now.
5 The river _____ flows through London is called the Thames.
6 The beach _____ we put up our tent is very windy.

1 The treasure

Present perfect with *for* and *since*

Mum hasn't seen her cousins **for** three years.
We haven't had pizza **for** months!
They've known Daniel **for** six years.
I haven't been very well **since** Thursday.
You've had this bike **since** you were ten.
He has played in our band **since** December.

1 **Complete the sentences with *for* or *since*.**

1 You haven't tidied your room _____ a month!
2 We haven't seen any birds on that nest _____ yesterday.
3 They haven't had a holiday _____ 2011.
4 She has lived in Chile _____ three years.
5 I haven't painted any pictures _____ a long time.
6 My dad hasn't had long hair _____ he was 16.

How long have you ... ?

How long have I/you/we/they **known** Poppy? **Since** December.
How long have I/you/we/they **been** here? **For** two hours, I think.
How long has he/she **played** the piano? **Since** 2012.
How long has it **had** its nest in that tree? **For** three weeks.

1 **Make questions.**

1 there / worked / Dad / long / how / has / ?
_____
2 we / how / been / here / have / long / ?
_____
3 she / how / Mexico / has / in / long / lived / ?
_____
4 you / long / phone / have / your / had / how / ?
_____
5 a / used / she / long / how / computer / has / ?
_____

2 Future transport

need to

We **need to** finish our project tonight. Our teacher wants it tomorrow.
They **need to** listen carefully. It's important.
I don't **need to** help Oliver. He can do his homework easily.
You don't **need to** feed the cat. I've already done that.

1 **Complete the sentences with *need to* or *don't need to*.**

1 You _____ help me with the tent, but can you collect wood, please?
2 We _____ cut the grass. It's too long.
3 You _____ put on a jumper if you're cold.
4 I _____ take my ball to the park because Adam's got one.
5 It finishes very late, so they _____ check when the last train leaves.

will / won't

You'll (will) find the key under the vase.
We'll (will) have electric cars in the future.
There'll (will) be lots of solar panels.

I **won't** tell you the secret.
We **won't** see you there.
She **won't** play in our team.
There **won't** be any accidents.

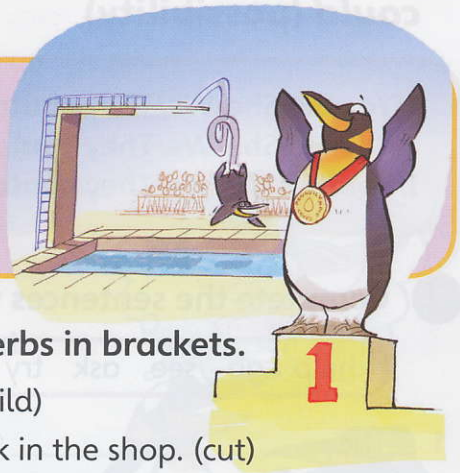
1 **Complete the dialogues with *'ll / will* or *won't*.**

1 A I'm looking for milk, please.
  B You _____ find it next to the cheese, over there.
2 A How can they stop pollution?
  B Cars _____ use electricity in the future.
3 A Don't tell Sandra because it's a surprise.
  B OK. I _____ tell her.
4 A Can I use the laptop, please?
  B Not now, but I _____ give it to you later.
5 A Is Dad home yet?
  B No, sorry, and he _____ be home before bedtime, but you can see him in the morning.

3 Ancient Egypt

Past passive

I **was given** the gold medal for diving.
She **wasn't asked** about the accident.
The tomb **was built** by slaves.
The slaves **weren't paid** any money.



1 Complete the sentences with the past passive of the verbs in brackets.

1 Pyramids _____ by the Mayans in Mexico. (build)
2 Many years ago, sugar _____ from a big block in the shop. (cut)
3 Before cars _____, people used boats and carts. (invent)
4 Your room _____ very well! Go and finish it, please. (not tidy)
5 These football shorts _____ after the match. Are they yours? (find)
6 Egyptian sledges _____ by dogs. They used horses and slaves. (not pull)

a lot of / lots of / a few / a little

It was good to see **a lot of / lots of** my friends at the party.
There were **a few** students in the cafeteria.
After the flood, there was **a lot of** water in our house.
There was **a little** snow last winter, but we couldn't take the sledges out.

1 Make sentences.

1 sky / lot / a / are / in / birds / the / of / there
_____

2 mistakes / the / a / test / I / few / in / made
_____

3 lots / party / she / of / at / pizza / ate / the
_____

4 last / rain / had / lot / a / we / autumn / of
_____

5 pond / few / a / there / fish / our / in / are
_____

6 little / my / a / I / pocket / in / have / money
_____

4 Olympic sports

could (possibility)

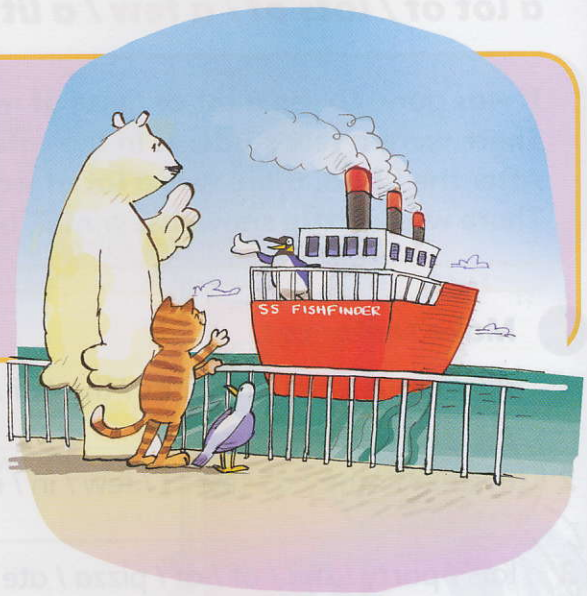
I/You/He/She/We/They **could** go to the volleyball match.
I/You/He/She/We/They **could** get a book from the library.
I/You/He/She/We/They **could** have spaghetti tonight.

1 **Complete the sentences with *could* and the verbs from the box.**

help go see ask try put

1 They _____ to the theatre tonight.
2 I _____ you to plant the potatoes.
3 We _____ to get tickets, but there are only a few left.
4 At 2.30, you _____ the wrestling or the archery.
5 He _____ Harry to find out about the party.
6 She _____ up her tent near the river.

Present continuous (future)



I'm leaving for Antarctica on Monday.
You're giving an interview tomorrow.
He's visiting his uncle on Saturday afternoon.
She's playing tennis with Amy on Wednesday.
We're going to the match at three o'clock.
They're flying to New York in August.

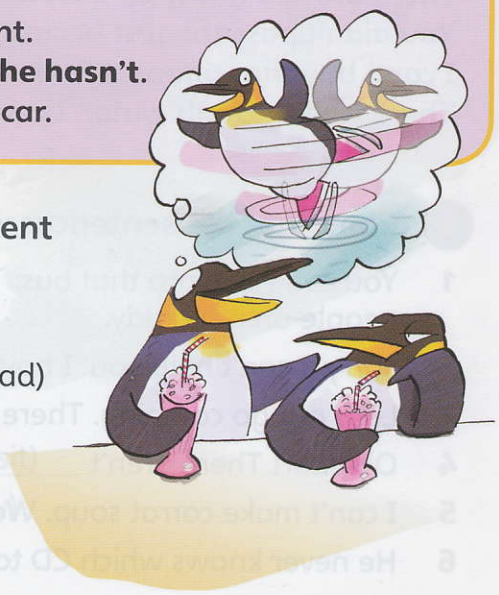
1 **Complete the sentences with the present continuous of the verbs in brackets.**

1 On Tuesday morning, he _____ for the weightlifting competition. (train)
2 I _____ for India on Monday. (leave)
3 We _____ a match on Saturday morning. (play)
4 Tomorrow morning, she _____ a presentation. (give)
5 They _____ to Argentina on Sunday. (fly)
6 My grandma _____ from her holiday on Friday. (come back)

5 In London

Present perfect with *ever / never*

Have you **ever danced** on ice? **Yes, I have. No, I haven't.**
I **have never seen** an accident. / **I've never seen** an accident.
Has he/she **ever ridden** a camel? **Yes, he/she has. No, he/she hasn't.**
He **has never bought** a new car. He's **never bought** a new car.



1 Complete the questions and sentences with the present perfect of the verbs in brackets.

1 I _____ never _____ a unicycle. (ride)
2 _____ you ever _____ a Harry Potter book? (read)
3 _____ he ever _____ a cake? (make)
4 We _____ never _____ Japanese food. (eat)
5 _____ she ever _____ to Paris? (go)
6 Tom _____ never _____ snowboarding. (try)

Present perfect with simple past detail

Have you **ever seen** an angry polar bear?
No, I **haven't**, but we **studied** them at school!
Has he/she **ever travelled** by elephant?
Yes, he/she **has**, when he/she **was** in Thailand last year.
Have we **ever eaten** crocodile meat?
Yes, we **have**. We **went** to Australia when you were little.

1 Complete the dialogues with the correct forms of the verbs in brackets.

1 A _____ you ever _____ any treasure?
B Yes, I _____. I _____ a ring two years ago. (find)
2 A Dad, _____ Mum ever _____ a famous person?
B Yes, she _____. She _____ a pop star at a party. (meet)
3 A _____ they ever _____ a marathon?
B Yes, they _____. They _____ the Boston marathon last year. (do)
4 A _____ he ever _____ penguins in Antarctica?
B No, he _____, but he _____ some in South Africa four years ago. (see)
5 A _____ they ever _____ Mount Everest?
B No, they _____, but they _____ Mount McKinley in 2013. (climb)

6 Crazy inventions

too many / not enough

There are **too many** cars on the road. People should cycle more.
You didn't pass the test because you made **too many** mistakes.
I can't buy that phone. I **haven't** got **enough** money.
There **isn't enough** water. I can't swim in the pool.

1 Complete the sentences with *too many* or *enough*.

1 You can't get into that bus. There are _____ people on it already.
2 Sorry, I can't help you. I haven't got _____ time.
3 Let's not go camping. There are _____ dark clouds!
4 Oh dear! There aren't _____ cakes. Have we got any biscuits?
5 I can't make carrot soup. We haven't got _____ carrots.
6 He never knows which CD to play. He's got _____ of them!

Can you tell me what this is / does / is for?

Can you tell me **what** this bird **is**? (It's a toucan, from South America.)
Can you tell me **what** this button **does**? (It starts the machine.)
Can you tell me **what** this machine **is for**? (It's for cleaning shoes.)

1 Make questions.

1 what / tell / for / is / me / you / machine / can / this / ?
_____
2 does / switch / me / what / can / that / you / tell / ?
_____
3 this / you / can / button / for / me / tell / is / what / ?
_____
4 you / is / me / what / thing / can / this / tell / ?
_____
5 tell / what / lever / that / does / you / can / me / ?
_____
6 is / can / tool / me / what / this / you / for / tell / ?
_____

7 This is Houston

Gerunds

Learning to ride a horse needs practice.
Travelling to the moon is exciting.
Making a model plane carefully takes time.
Flying in a rocket is amazing.

1 Complete the sentences with the gerund of the verbs in brackets.

1 _____ to parties is fun. (go)
2 _____ stories is interesting. (write)
3 _____ an igloo takes a long time. (build)
4 _____ at a computer all day isn't good for you. (sit)
5 _____ the piano well needs lots of practice. (play)
6 _____ is very good exercise. (swim)

Reported speech

I **said that I didn't like** cheese.
You **said that you played** the guitar.
He **said that he spoke** five languages.
She **said that she enjoyed** looking for treasure.
We **said that we wanted** to build a raft.
They **said that they were** from Peru.

1 Complete the sentences with the simple past of the verbs in brackets.

1 He said that he _____ fish. (love)
2 She said that she _____ at a hospital. (work)
3 The aliens said that they _____ Earth very often. (not visit)
4 He said that he _____ meat. (not eat)
5 I said that I _____ a new bike. (want)
6 She said that she _____ me. (not understand)

8 A cold place

Question tags with *be*

It's hot in here, **isn't it?**
Polar bears are dangerous, **aren't they?**
Spring in Canada isn't very long, **is it?**
Those aren't seal pups on the ice, **are they?**

1 **Complete the sentences with question tags.**

1 The Sphinx is in Egypt, _____ ?
2 Most parrots are very colourful, _____ ?
3 The Harrisons aren't at home today, _____ ?
4 It isn't raining now, _____ ?
5 Bears are good at climbing trees, _____ ?
6 Mars isn't the smallest planet, _____ ?

may / might

I **may** fall if I'm not careful.
You **might** meet a famous footballer at the match.
He **may** go to the museum tomorrow.
She **might** come to France with us.
We **may** have pizza tonight, but I'm not sure.
They **might** drive to New York or they **might** fly.

1 **Make sentences.**

1 tomorrow / go / we / concert / a / to / may
_____

2 travel / in / might / August / to / Paris / I
_____

3 year / the / they / moon / fly / next / might / to
_____

4 on / the / Jane / to / Saturday / may / party / come
_____

5 weekend / might / the / our / we / grandparents / at / visit
_____

9 The Jurassic Age

2nd conditional

If I met Professor Potts, **I'd ask** him about the homework machine.
If I were a dinosaur, **I'd be** a T-rex!
If I went into the future, **I'd take** my friends.
If I saw a dinosaur, **I'd hide** very quickly.
If I had a lot of money, **I'd buy** a castle.

1 **Complete the sentences with the correct form of the verbs from the box.**

be have see meet go

1 If I _____ a robot dog, I'd send it for walks without me!
2 If I _____ a dragon, I'd take a photo.
3 If I _____ J K Rowling, I'd ask her to sign my Harry Potter books.
4 If I _____ an inventor, I'd invent gadgets for astronauts.
5 If I _____ to London, I'd go and see Tower Bridge.

2nd conditional questions

What would you do if you met an Egyptian mummy?
I'd run away.
What would you do if you saw a polar bear?
I'd hope that it couldn't see me.
What would you do if you had wings?
I'd fly to school.
What would you do if you were a famous singer?
I'd give a concert in a big stadium.

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

1 What would you do if you had a boat?
2 What would you do if you met a monster?
3 What would you do if you saw a mermaid?
4 What would you do if you were in Antarctica?
5 What would you do if you had a rocket?

a I'd swim with her.
b I'd fly to Neptune.
c I'd try to scare it.
d I'd sail down the Amazon.
e I'd look for penguins.

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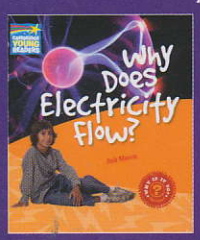

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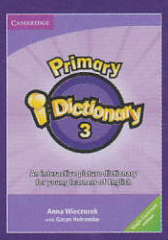

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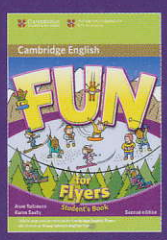

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