

Mary Bowen Liz Hocking

English World



Pupil's Book



6



MACMILLAN

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Unit number and themes Pages	Poster and Unit title	Reading	Grammar	Grammar in conversation
1 Energy 22	Heat in the Earth	<i>The land of fire and ice</i> text type: diary	present continuous with future meaning <i>Andy is going on holiday tomorrow.</i>	<i>What a/an ... ! What...!</i> <i>What an amazing photo!</i> <i>And what beautiful snow!</i>
2 Energy 30	Energy from nature	<i>Energy is all around us</i> text type: information; explanation of a process	reported speech <i>He said that he was a scientist.</i> <i>They said that they were engineers.</i>	reported speech <i>What did Alex say?</i> <i>He said he played the guitar really well.</i>
Revision 1				
3 Wildlife in danger 40	What is going to happen next?	<i>Danger at the old house</i> text type: a mystery story	past perfect with after / when <i>After the children had fished for a while, they went for a walk upstream.</i>	question tags: present tense <i>He's so sweet, isn't he?</i> <i>You're bored, aren't you?</i>
4 Wildlife in danger 48	Forest animals in danger	<i>The bear and the two travellers</i> <i>Where is the forest?</i> text types: fable; poem	reported commands <i>He told his companion not to worry.</i> <i>The timid man asked the brave man to travel with him.</i>	present perfect and past simple <i>I've been to Australia.</i> <i>When did you go there?</i> <i>I went there last year.</i>
Revision 2				
5 Design 58	Patterns	<i>The meanings of patterns</i> text type: factual information	past perfect in relative clauses <i>The boy drew a condor that he had seen in the mountains</i>	expressing opinions <i>I think it's brilliant!</i> <i>I agree with Lucy.</i> <i>I disagree completely</i>
6 Design 66	What is in a play?	<i>The most amazing fashion show</i> text type: play	future passive <i>The show will be put on in the school hall.</i>	present simple and present continuous <i>But you never read plays!</i> <i>Why are you reading a play?</i>
Revision 3				
7 Native people 76	Let's visit Tahiti	<i>An island in the South Pacific</i> text type: leaflet	indirect pronouns <i>He showed us his island.</i> <i>She made me a crown.</i>	making requests <i>Can I / Could I / May I borrow your ruler, please?</i>
8 Native people 84	Two heroes	<i>How peace came to the people of the Great Lakes</i> text type: legend	present perfect continuous <i>He has been travelling for days.</i> <i>They have been walking since yesterday.</i>	agreeing and disagreeing <i>I like Animal World. So do I.</i> <i>I don't like it at all.</i> <i>Neither do I.</i>
Revision 4				
9 Medicine 94	Doctors then and now	<i>The first doctors</i> text type: information and instructions	reflexive pronouns <i>I've cut myself.</i> <i>I've hurt myself badly.</i>	past continuous and past simple with when <i>I was coming to school when I saw an elephant.</i>
10 Medicine 102	Forest plants and trees	<i>Plants in medicine</i> text type: information; a description of a process	present perfect passive <i>Plants have been used for medicine for a long time.</i>	wish + past tense <i>I wish I had long hair.</i> <i>I wish I could have a pet.</i>
Revision 5				
11 Extreme sports 112	Find out about sports	<i>Extreme sports!</i> text type: information; information in a chart	relative clauses with who, which, that, when, where <i>That is the man that won.</i>	question tags: do <i>He likes reading, doesn't he?</i> <i>They sell everything there, don't they?</i>
12 Extreme sports 120	I saw the race!	<i>Formula 1!</i> text type: a story from a point of view	tense round-up	conversation round-up
Revision 6				

Spelling	Study skills (WB)	Use of English (WB)	Class composition Composition practice (WB)	Listening story
plurals of words ending o <i>volcano</i>	dictionary skills	abstract nouns	a diary entry	<i>Kingfisher Valley</i> Part 1
one- and two-syllable words <i>sea, river</i>	dictionary skills	adding suffixes to nouns to make adjectives <i>wireless, wavy</i>	an explanation of a process	<i>Kingfisher Valley</i> Part 2
words ending dge <i>edge</i>	dictionary skills	revision of direct speech	a mystery story	<i>Kingfisher Valley</i> Part 3
homophones	making notes	synonyms	a poem	<i>Kingfisher Valley</i> Part 4
silent letters within words	dictionary skills	simple and compound sentences	factual information	<i>Kingfisher Valley</i> Part 5
prefix re	dictionary skills; making notes	subject, verb, object word order	a scene of a play	<i>Kingfisher Valley</i> Part 6
two-syllable words with double consonant <i>hidden</i>	correction techniques; dictionary skills	apostrophe of possession with plural nouns	a persuasive leaflet	<i>Adventure in Zarula</i> Part 1
o sounding u <i>son</i>	correction techniques; dictionary skills	apostrophe of omission	a narrative story	<i>Adventure in Zarula</i> Part 2
three-syllable words <i>ambulance</i>	making notes	homonyms	instructions	<i>Adventure in Zarula</i> Part 3
words beginning or ending with al	correction techniques; dictionary skills	separating sentence tags with a comma	factual information with labels and captions	<i>Adventure in Zarula</i> Part 4
words ending or	correction techniques; making notes	compound sentences with no subject in the second clause	information from a chart	<i>Adventure in Zarula</i> Part 5
words ending tion <i>direction</i>	correction techniques; dictionary skills	more on synonyms	a story from a point of view	<i>Adventure in Zarula</i> Part 6

Hello again!



Mr Flash



Miss Sparkle



Superboots





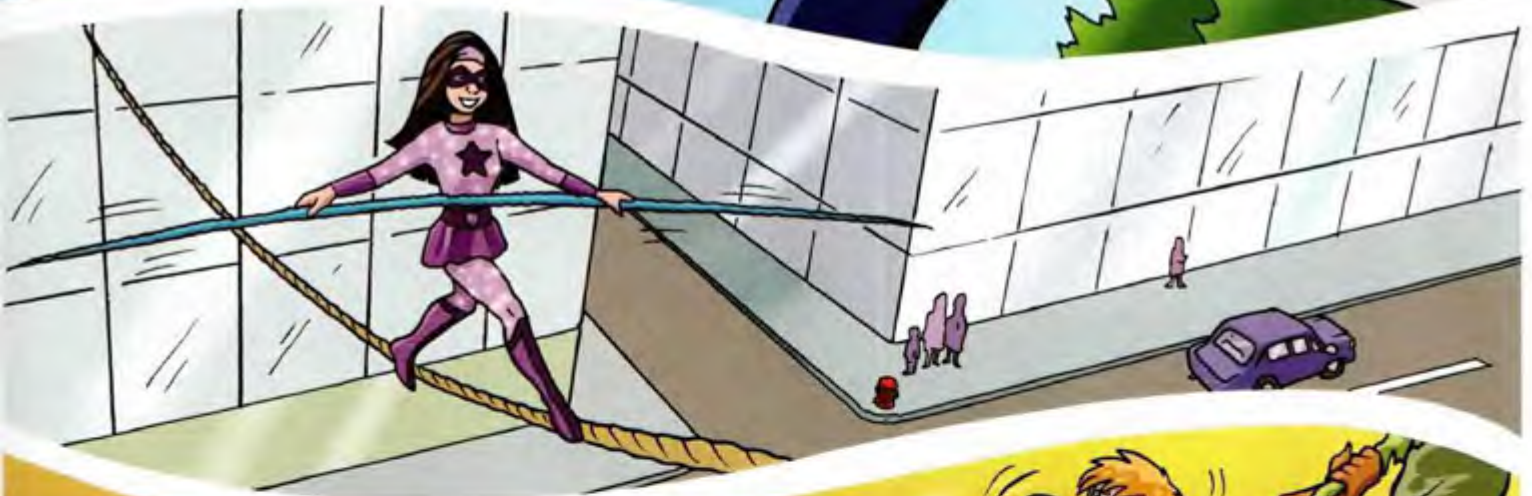
Mrs Swift



Mr Smash



Miss Smart



1 Look and listen.



Help!



Come to the park!



You must learn to swim, young man.



Give that to me, young man!



This is great!

A Complete the sentences.

- 1 While Mr Flash _____, he _____
- 2 While Mrs Swift _____, a thief _____
- 3 While Superboots _____, _____
- 4 While Miss Sparkle and Miss Smart _____, _____



Let's go to Mrs Swift's house!



2 Ask and answer.

What was Mr Flash doing?

He was ...

While he was walking by the river, what did he see?

While he was ...

What did he do?

He ...

Why did he dive into the river?

He dived into the river to ...

3 Ask and answer about ...

- 1 Mrs Swift
- 2 Superboots and Mr Smash
- 3 Miss Sparkle and Miss Smart

B Answer the questions.

- 1 Why did Mr Flash dive into the river? He dived into the river to
- 2 Why did Mrs Swift fly through the air? _____
- 3 Why did Superboots run to the park? _____
- 4 Why did Miss Sparkle and Miss Smart drive to Mrs Swift's house? _____

1 Look and listen.



1



3



4



6



7



A Complete the sentences with the verbs in the box.

help take feed use

- 1 The chickens _____ by the farmer's daughter.
- 2 The farmer's son _____ by his dog.
- 3 The milk from the sheep and goats _____ to make cheese.
- 4 The cheese _____ to market every week.

2



2 Ask and answer.

1 own – farm

Who owns the farm?

The farm is owned by Tom Martin.

2 look after – sheep and goats

3 collect – eggs

4 make – cheese

5 drive – tractor

6 sell – cheese

3 Answer the questions.

1 What does Miss Smart think of the TV programme?

2 What does Mr Flash think of it?

3 Who is bored by the programme?

4 Who is fascinated by it?

5 Who thinks football is exciting?

6 Who is not interested in football?

5



I'm not interested in football.



B Complete the sentences with the correct word.

1 I am reading a _____ book at the moment. (fascinating / fascinated)

2 The children have nothing to do. They are _____. (boring / bored)

3 Juliet is very _____ in animals. (interesting / interested)

4 We saw such an _____ film yesterday! (exciting / excited)

1 Look and listen.

Slow Joe and his sister, Flo

Joe! Hurry up!

Have you washed your face yet?

Yes, I've just washed it!

1



2



4



5

I'm ready!

You haven't put your shoes and socks on yet!

A Complete the sentences with the verbs in the box.

eat do make write

- 1 _____ you _____ your homework yet?
- 2 _____ Lucy _____ that letter yet?
- 3 The children _____ just _____ their lunch.
- 4 Grandma _____ just _____ a cake.



Have you ever arrived at school on time?

No! Never!



2 Ask and answer.

- 1 Picture 1 (washed his face)

Has he washed his face yet?

Yes, he's just washed it.

- 2 Picture 2 (got dressed)
3 Picture 3 (brushed his hair)
4 Picture 4 (packed his schoolbag)

3 Ask and answer.

- 1 Picture 1 (got dressed)

Has he got dressed yet?

No, he hasn't got dressed yet.

- 2 Picture 2 (brushed his hair)
3 Picture 2 (packed his schoolbag)
4 Picture 5 (put his shoes on)

4 Ask and answer.

- 1 been to America

Have you ever been to America?

Yes, I have.

No, never.

- 2 travelled by plane
3 swum in the sea
4 eaten Chinese food

B Complete the sentences with the verbs in the box.

see arrive hear be

- 1 I _____ never _____ an orchestra.
2 _____ you ever _____ to England?
3 _____ Joe ever _____ at school early?
4 The men _____ never _____ such a big fish.

1 Look and listen.



A Complete the first part of the sentences with *so*, *such a*, *such an* and *such*.
Use your own ideas to finish the sentences.

- 1 The man was _____ strong that _____.
- 2 It was _____ scary film that _____.
- 3 They were _____ good players that _____.
- 4 It was _____ interesting book that _____.



2 Make exclamations with *so*, *such a* and *such*.

- 1 The boy was sad.

The boy was so sad!

- 2 He's a nice man.
- 3 They are beautiful flowers.
- 4 It's a heavy suitcase.
- 5 They are noisy boys.
- 6 He is kind.

3 Finish the sentences.

- 1 The boy was so sad that ...
- 2 It was such a heavy suitcase that ...
- 3 They were such beautiful flowers that ...

4 What did they say?

- 1 He said, "The kite is in the tree."

He said that the kite was in the tree.

- 2 He said, "She has heavy luggage."
- 3 "She can't carry the suitcase," he said.
- 4 "The flowers are beautiful," he said.

B What did they say?

- 1 She said, "The boys are asleep." *She said that* _____.
- 2 He said, "She plays the piano." _____
- 3 "I can't swim," I said. _____
- 4 "It's time to go," they said. _____

1 Look, listen and read.



Miss Sparkle bought a new car yesterday. It's a beautiful car but she doesn't know how to drive. What must she do?



Mr Smash is in bed. He is ill. He's had a headache for two days and his stomach hurts, too. What ought he to do?



In April Superboots started to learn to play the trumpet but he doesn't practise very often. He can't play well. What should he do?



Mr Flash moved to a new house one week ago. It's a lovely house but the garden is in a mess. The grass is too long and there are no flowers. If he wants a nice garden, what will he have to do?

A Complete the sentences with *for* or *since*.

- 1 They have lived in France _____ three years.
- 2 Joe has been asleep _____ ten o'clock.
- 3 Mrs Lee has taught in this school _____ last September.
- 4 Jenny has studied Spanish _____ six months.



Miss Smart and Mrs Swift have studied French for eighteen months. They can read and write but they can't speak French very well. What do they need to do?



Mrs Swift bought a puppy on Saturday. It's fun to have a dog and it's important to look after it well. What does Mrs Swift have to do every day, do you think?

2 Ask and answer.

1 Mr Smash – be ill?

How long has Mr Smash been ill?

He's been ill for two days.

2 Mrs Swift – have a puppy?

3 Superboots – play the trumpet?

4 Miss Smart and Mrs Swift – study French?

5 Mr Flash – live in his new house?

6 Miss Sparkle – have her new car?

3 Think about it. Talk about it.

1 You've got an exam tomorrow.

What must you do today?

What will you have to do tomorrow?

2 Your friend has a bad toothache.

What ought he to do?

3 Think of three things that you have to do every day.

4 Your room is in a mess.

What do you need to do?

5 It's your friend's birthday.

What should you do?

B Answer the questions.

1 You don't understand your homework. What should you do?

2 Your mother has a headache. What must you do?

3 Your shoes are dirty. What ought you to do?

4 Your hands are dirty. What do you need to do before lunch?

1 Look, listen and read.



Mr Flash lives on an island in a river. There used to be no bridge and Mr Flash used to swim across the river when he wanted to go to town. Last year a bridge was built. Now he can walk across.



Miss Sparkle used to own a wonderful bicycle. She used to love riding it. Two weeks ago her bike was stolen. Now she's got a wonderful car!



Can you believe it? When he was a boy, Superboots used to have tiny feet and he used to wear tiny boots. These days his feet are huge and his boots are huge, too! These red boots were made in America.



When she was a girl, Miss Smart didn't use to like school and she used to hate reading. Now she loves reading and she's very clever! This book was given to her on her birthday by Miss Sparkle.

A Rewrite the sentences using *used to*.

1 Jane had a cat when she was little.

Jane used to

2 Grandpa was a pilot years ago.

3 Aunt Lucy ate meat but not any more.

4 Mr Jones went to work on foot but now he drives there.



Mr Smash didn't use to be a good cook but he was taught how to cook by Mrs Swift and now he cooks very well.



Mr Smash used to be very thin and weak but he trained hard and now he is very fit and strong. Last week he won a prize. His picture was taken by a photographer and it appeared in the newspaper.

2 True or false?

- 1 Mr Smash used to cook badly.
- 2 Superboots used to have huge feet.
- 3 Miss Sparkle used to hate riding a bike.
- 4 Mr Smash used to be thin.
- 5 Miss Smart used to love reading.
- 6 Mr Flash used to swim across the river.

Correct the false sentences.

3 Ask and answer.

- 1 Where – bridge built?

Where was a bridge built?

It was built to the island.

- 2 Who – Mr Smash taught by?
- 3 When – Mr Smash given a prize?
- 4 Where – the red boots made?
- 5 Who – Miss Smart given a book by?
- 6 When – Miss Sparkle's bike stolen?

B Make these sentences passive.

- 1 They built a bridge over the river.

A bridge

- 2 Joe's sister made this cake.

- 3 Someone took my camera.

- 4 An excellent teacher taught our class.

1 Look and listen.

Joe is at school and he is talking to his teacher.



A Complete the sentences with the verbs in the box.

swim learn close go

- 1 Would you mind _____ the window?
- 2 I'm looking forward to _____ on holiday.
- 3 The boys enjoy _____ in the sea.
- 4 Susie is very interested in _____ Italian.



2 Finish these sentences.

- 1 Joe doesn't enjoy ...
- 2 Joe isn't interested in ...
- 3 Joe avoids ...
- 4 Joe hates ...
- 5 I'm looking forward to ...
- 6 I enjoy ...
- 7 I hate ...
- 8 Would you mind ...?

3 Finish these sentences.

- 1 If Joe got up earlier, ...
- 2 If Joe did his homework, ...
- 3 Joe would pass his exams if ...
- 4 Joe would learn something if ...
- 5 If I could have a pet, ...
- 6 If I was famous, ...
- 7 I would go to the mall if ...
- 8 I would be a better pupil if ...

B Complete the sentences with the verbs in brackets.

- 1 Joe doesn't work hard.
If he _____ harder, he _____ his exams. (study, pass)
- 2 I haven't got much money.
If I _____ more money, I _____ some CDs. (have, buy)
- 3 Joe always gets to school late.
His teacher _____ pleased if he _____ to school on time. (be, get)
- 4 The Carter family don't live in France.
The children _____ French if they _____ in France. (speak, live)

1 Look, listen and say.



A Complete the sentences with one of the words in brackets.

- 1 Mr Smash ate _____ sandwiches than Superboots. (fewer / less)
- 2 Miss Sparkle drank _____ juice than Mr Flash. (fewer / less)
- 3 Superboots ate the _____ fruit. (least / fewest)
- 4 Mrs Swift ate the _____ cakes. (fewest / least)



2 Ask and answer. Use *the most*.

1 cakes

Who has the most cakes?

Mr Smash has the most cakes.

2 fruit

3 lemonade

4 apples

5 sandwiches

3 Complete the sentences.

1 Mr Flash has more ... than ...

2 Miss Sparkle has fewer ... than ...

3 Mr Smash has less ... than ...

4 ... has the fewest ...

5 ... has the least ...

4 Complete the sentences.

1 They enjoyed the food which ...

They enjoyed the food which Superboots brought.

2 They ate all the fruit which ...

3 They drank all the lemonade that ...

4 The cakes which ... were delicious.

5 The grapes that ... were very sweet.

B Make one sentence. Use *which* or *that*.

1 We ate all the cakes. They were on the plate.

2 The children loved the songs. Grandma sang them.

3 The stories were funny. Grandpa told them.

4 The ring was made of gold. Mum lost it.

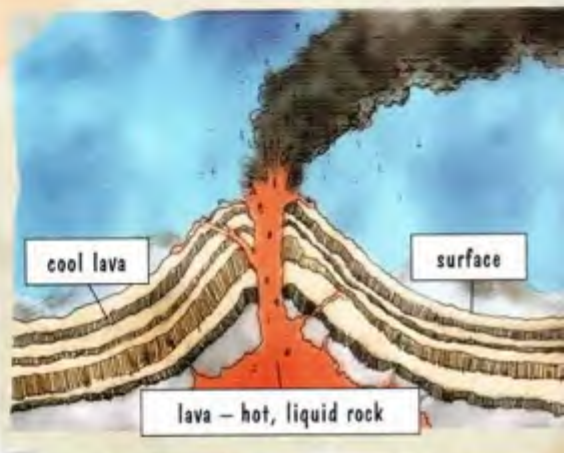
Reading The land of fire and iceSunday 19th June

Dad and I have just arrived in Iceland — the land of fire and ice! I am really looking forward to this holiday. I'm going to write everything down in this diary.

When we were flying over the island we could see the volcanoes and the glaciers. None of the volcanoes was erupting. I would like to see an eruption — it would be thrilling — but active volcanoes are dangerous. It's safer when they're quiet. Tomorrow we're going to Hekla. It's an active volcano but it hasn't erupted for several years.

Monday 20th June

Today we climbed to the top of Hekla. We didn't go into the crater, though. There was snow on the ground but in some places the rocks were warm. The snow was melting and the rocks were steaming. Our guide picked up a small rock and told us about it. When the volcano erupts, the rock from deep under the ground comes out of the volcano. The rock is so hot that it is liquid. It runs down the sides of the volcano, then it cools and goes hard. It's called lava. It isn't smooth at all. It feels very rough and a bit sharp. You can easily cut yourself on it.



Our guide's name is Ari. In the hotel this evening he drew a diagram of what Hekla looks like inside. Now I understand why the ground was hot. There is liquid rock down there — now!



Ari showed us pictures of Hekla erupting. He let me keep this one. He is very nice. He's a student at the moment but he's going to be a geologist. He knows a lot about rocks and everything about the volcanoes in Iceland.

Tuesday 21st June

Today we saw a geyser — that's a kind of hot spring. About every ten minutes hot water went shooting up from the ground like a huge fountain. It was fantastic. The water underground is heated by the hot rocks. First it bubbles then when it gets really hot it suddenly goes up about 10 metres high. Whoosh! What incredible power!

Dad took this picture.



Wednesday 22nd June

We went to a really strange place today. We went to the top of a volcano, then we went down inside. The ground was steaming and there were lots of hot springs. Sometimes these springs are boiling hot so you must be careful. There were noisy pools of hot bubbling mud, too! They're called mud pots. What weird sounds! A long time ago people believed in dragons and monsters. They thought they lived in volcanoes and now I know why. The noises sounded like terrifying monsters under our feet. What a peculiar place!



Monsters under the ground



Thursday 24th June

Today was terrific fun. We went to a gigantic pool outside. I thought the water would be freezing cold but it was like being in a warm bath! It was brilliant. A hot spring feeds the pool. It's like having a hot tap running all the time so the pool never goes cold. I wanted to stay all day. Tomorrow Ari's taking us to a glacier. This is the best holiday ever!



Me and dad in the warm pool

Reading comprehension and vocabulary

1 Read. Choose the correct ending.

- | | | |
|---|----------------|---------------|
| 1 Andy and his father arrived in | a Ireland. | b Iceland. |
| 2 An active volcano is | a dangerous. | b thrilling. |
| 3 Hekla is a | a mountain. | b volcano. |
| 4 Lava rock is | a rough. | b smooth. |
| 5 Ari is going to be a | a geologist. | b student. |
| 6 A geyser is a kind of | a fountain. | b hot spring. |
| 7 The underground water is heated by | a the volcano. | b hot rocks. |
| 8 The bubbling pools of mud are called | a mud springs. | b mud pots. |
| 9 On Thursday Andy and his dad went in a hot | a bath. | b pool. |
| 10 Tomorrow Ari is taking Andy and his dad to a | a glacier. | b geyser. |

2 Think about your answers to these questions.

- 1 How did Andy and his father travel to Iceland? How do you know?
- 2 How did Ari help Andy and his father?
- 3 Which place do you think Andy liked best? Why?
- 4 Which place would you like to visit? Why?
- 5 Do you think Iceland is a good place to visit? Why or why not?

3 Choose the best words to complete these sentences.

thrilling guide rough eruption weird dragon

- 1 When you visit a new place, a _____ can show you around.
- 2 The _____ of a volcano is very noisy.
- 3 My uncle's inventions always look very _____ – and they never work!
- 4 This adventure story is really _____ and it is full of surprises.
- 5 There is often a _____ in old Chinese stories.
- 6 Some shells have spines on them and they feel _____.

Grammar

1 Look!



Grammar again! Fantastic!



Andy **is going** on holiday tomorrow.
He **is flying** to Iceland with his father.
They **are leaving** early tomorrow morning.
They **are travelling** by plane.

2 Ask and answer.



What are they doing on Sunday?

On Sunday they're flying to Iceland.



Our holiday plans

Sunday – fly – Iceland
Monday – climb – a volcano
Tuesday – see – a geyser
Wednesday – look – mud pots
Thursday – swim – a hot pool
Friday – ride – horses
Saturday – visit – waterfall



3 Look!

Sue

Ned

Kim

Dan

Lottie

Jon



4 Ask and answer.



What's Sue doing tomorrow?

She's playing basketball.

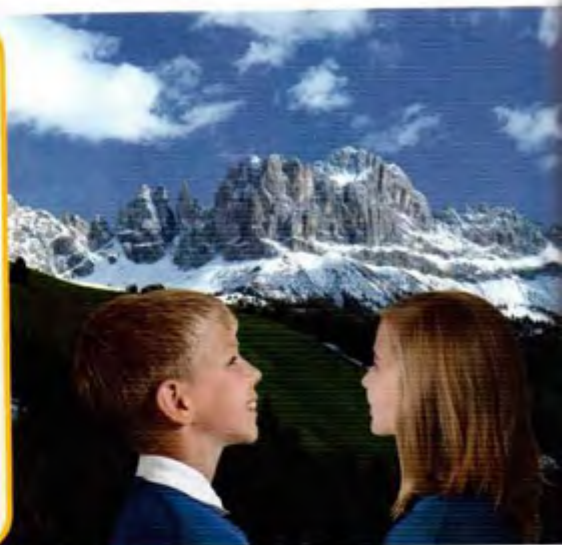


5 What are you doing tomorrow? Talk with your friends.

Grammar in conversation

1 Listen and read.

Alex: Hey! Look at this!
Lucy: Wow! What an amazing photo!
Alex: Where is it? Do you know?
Lucy: Well, I'm not sure. It might be Switzerland.
Alex: You could be right.
Lucy: What fantastic mountain peaks!
Alex: And what beautiful snow!
Lucy: Brrr! I bet it's cold in those mountains.
Alex: Would you like to go there?
Lucy: Definitely. What a spectacular country!



2 Think, write and say.

Look at the photos on pages 22 and 23.
Make sentences like this:

What a peculiar place!



What an interesting country!



What strange mud!



What weird pools!



3 Let's talk!

Hey! Look at this!



Wow! What an incredible place!



Useful phrases

Wow!

I'm not sure.

You could be right.

I bet ...

Definitely.

Spelling

For most nouns ending with **o**, we add **es** to make them plural.



This is a volcano.

Here are two volcano**es**.



1 Write the plurals. Add **es**.



potato

potatoes



tomato



volcano



hero



flamingo

Listen and say the words.

2 Write the words.



Remember, say and learn these words.



photos



pianos



hippos

For nouns ending **oo**, we add **s**.

3 Write the plurals.



zoo



kangaroo

This is a cockatoo.

Here are two cockatoo**s**.



Listen and say the words.

4 Listen and sing.

What a great day! The sun's shining brightly.
What a great day! Not a cloud in the blue sky.
What a wonderful, marvellous, magical day
And I'm spending it with you!



Class composition

1 Andy and his father went to places in Iceland. Look at the pictures. Talk about them.

Friday



Saturday



2 Think about these questions.

How did they travel?

What did they see? What did it look like? How did it feel? How did it sound?

3 Write Andy's diary for Friday and Saturday.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

Kingfisher Valley – Part 1

Meg! Please take Patch for a walk!

Meg is taking Patch for a walk. Can you go with her, please?



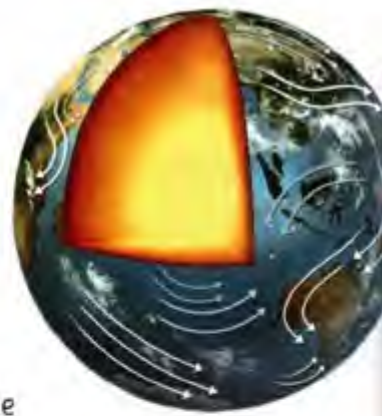
Look! A kingfisher!



2

Energy from nature

Reading  **Energy is all around us**



Power from the Earth

The Earth has natural energy. This energy is renewable. It never runs out. The rocks under the ground are hot and liquid. They make heat. The water in the oceans, rivers and seas is moving all the time. Winds blow around the planet.

Using natural energy

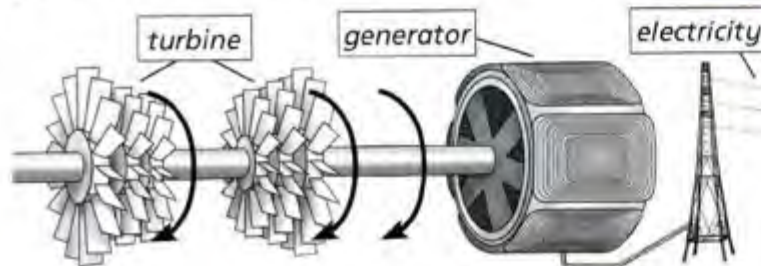
Natural energy can turn a turbine. People have used turbines for thousands of years. Windmills and waterwheels are simple turbines. A turbine is a machine that is turned by wind or liquid. When it turns, it makes energy. A generator makes this energy into electricity.



windmill



waterwheel



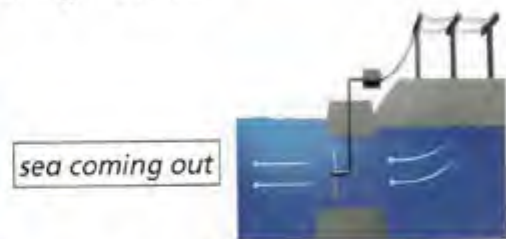
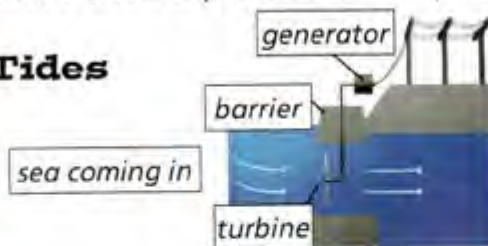
Recently, scientists and engineers from around the world met to discuss natural energy. They said that they wanted to find new ways to use it. They tried new ideas and now there are several ways of using natural energy to turn turbines.

Wind



The wind turns the blades. These turn the turbine. The generator makes electricity and sends this power along the lines.

Tides



The sea moves around coasts. It moves towards the land then it moves away from the land. These movements are called tides. When the tide moves towards the land, the sea water moves some way up wide rivers. Sometimes, a barrier is built across the river. When the tide moves up the river, the energy in the water turns turbines and makes electricity. When the tide goes out again, more energy is produced.

Water moves in many different ways on our planet. The waves in the sea and the water in rivers and lakes can give us natural energy, too.

Power from the sun

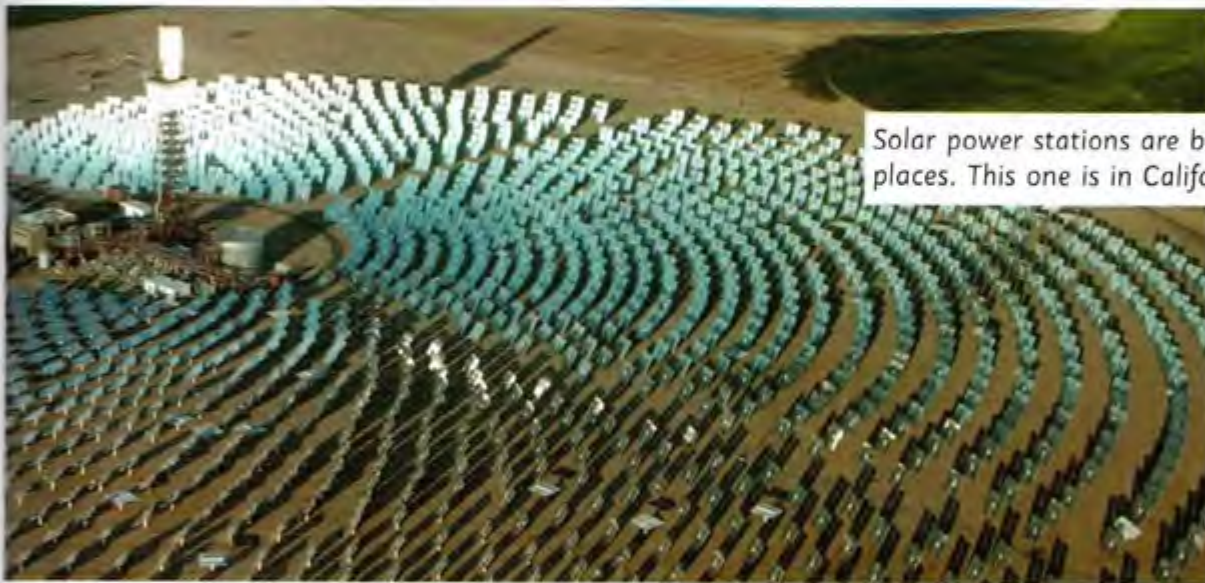
The sun gives us heat and light. Every minute enough energy arrives at the Earth to give us all as much power as we need for a whole year. We have only learned how to use a tiny amount of it.

Solar cells

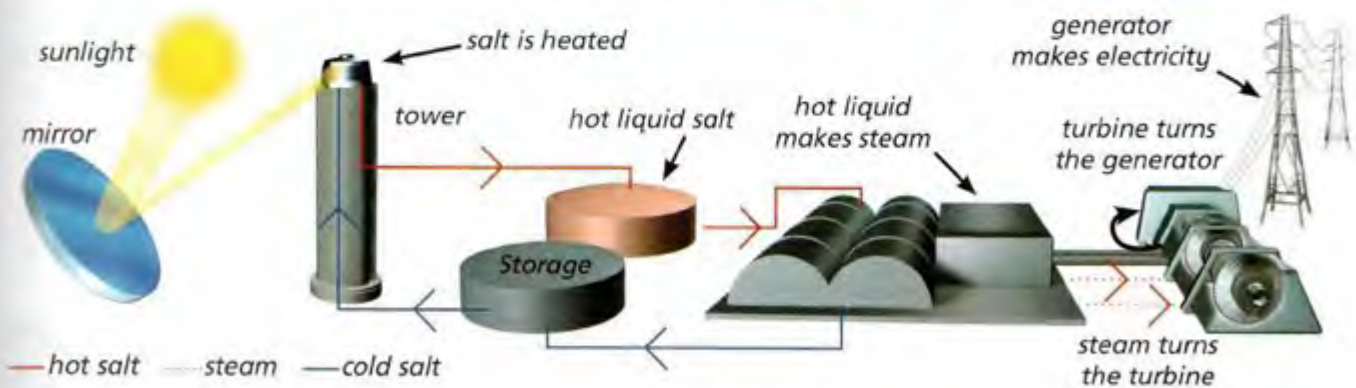
Solar cells make sunlight into electricity. They power satellites. Many calculators are powered by solar cells. Solar cells can put power into batteries.



Solar power stations



Solar power stations are built in hot, sunny places. This one is in California, USA.



Hundreds of mirrors are arranged around a tall tower. As the sun moves across the sky, the mirrors turn so that they are always facing the sun. The mirrors reflect sunlight onto the top of the tower. It gets very, very hot. Liquid salt at the top of the tower is heated by the sunlight. The hot liquid is used to make steam. The steam turns a turbine. The turbine turns a generator. The generator makes electricity.

Solar power stations are very expensive to build but the energy they use – sunlight – costs nothing at all.

Reading comprehension and vocabulary

1 Read the sentences. Write *true* or *false*.

- 1 Renewable energy always runs out. _____
- 2 Windmills and waterwheels are simple turbines. _____
- 3 A generator makes energy into electricity. _____
- 4 Wind is not a kind of natural energy. _____
- 5 Solar cells make sunlight into satellites. _____
- 6 Solar power stations use mirrors. _____
- 7 The mirrors are under the tower. _____
- 8 The top of the tower stays cool. _____
- 9 The hot liquid is used to make steam. _____
- 10 Solar power stations are cheap to build. _____

2 Think about the answers to these questions.

- 1 Is renewable energy a good thing? Why or why not?
- 2 What would happen to our planet if we did not have sunlight?
- 3 Do you have anything powered by solar cells?
- 4 What things do you have that use electricity?
- 5 Why do you think solar power stations are expensive to build?

3 Choose the best word to complete each sentence.

barrier windmills calculator energy waterwheels

- 1 Wind, water and sunlight are all renewable forms of _____.
- 2 In our maths exam we are allowed to use a _____.
- 3 People used to use _____ and _____ as simple turbines.
- 4 The power of the tide can be used by building a long _____.



Grammar

1 Look!

I am a scientist.



I am a scientist, too.



We are engineers.

More marvellous grammar!



He said that he was a scientist.

She said that she was a scientist, too.

They said that they were engineers.

2 Read and match. Write the letters.



I am a geologist.



I am a pilot.



We are students.



We are busy.



I am tired.



I am hungry.

- 1 She said that she was tired. ____
- 3 He said that he was hungry. ____
- 5 She said that she was a geologist. ____

- 2 They said that they were students. ____
- 4 He said that he was a pilot. ____
- 6 They said that they were busy. ____

3 What did they say?



I am thirsty.

She said that she was thirsty.



I am angry.



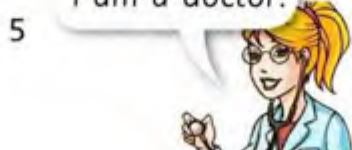
We are sleepy.



I am busy.



We are actors.



I am a doctor.



I am an explorer.

Grammar in conversation

1 Listen and read.

Jack: So, Alex ... You play the guitar.
Alex: Yes, I play really well.
I can sing, too. I've got a great voice.
Jack: Really?
Alex: And I write songs. They're fantastic.
Jack: Hmm ... Can I hear one?

Mel: OK. What did Alex say?
Jack: He said he played the guitar really well.
Mel: Right. What else did he say? Can he sing?
Jack: Well, he said he could sing.
He said he wrote fantastic songs, too.
Mel: And?
Jack: I heard one. It was terrible!
Mel: OK. So we don't want him in our band.
Jack: Definitely not!



2 Think of some questions ...

about hobbies



What do you do in your spare time?

What are your hobbies?



or about family.



How many brothers and sisters have you got?

Where do you live?



3 Ask and answer. Make notes.

4 Let's talk!



OK. What did Andy say?



He said he liked computer games.

Useful phrases

Really?

Wow!

That's interesting.

What else ...?

And?

Spelling

We can divide words into parts.
The parts are called syllables.
Each syllable has a vowel sound.



sea
one-syllable word



river
two-syllable word



1 Listen and say these words. How many syllables are there?



Earth _____



turbine _____



coast _____



tower _____



steam _____



mirror _____

Sometimes the letter **y** can
take the place of a vowel.



sky
one-syllable word



lady
two-syllable word



2 Listen and say these words.

baby fly puppy cry boy lorry

3 Write the words in Activity 2 in the correct list.

one-syllable _____

two-syllable _____

4 Listen and sing.

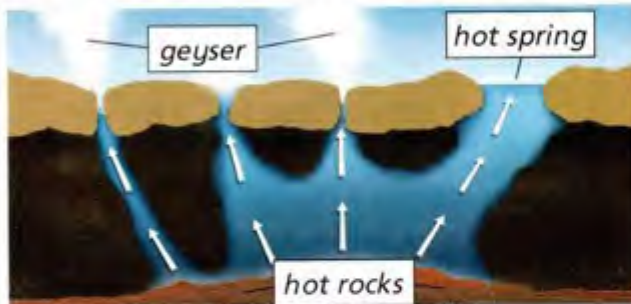
When the sun goes down and it's time to rest,
That's the time that I like best,
Sitting on the porch, sitting on the porch, sitting
on the porch with Grandpa.
When the sun goes down and the cool winds blow,
And Grandpa's playing on his old banjo,
And we're singing songs sweet and low, sitting on the porch with Grandpa.





Natural energy in Iceland

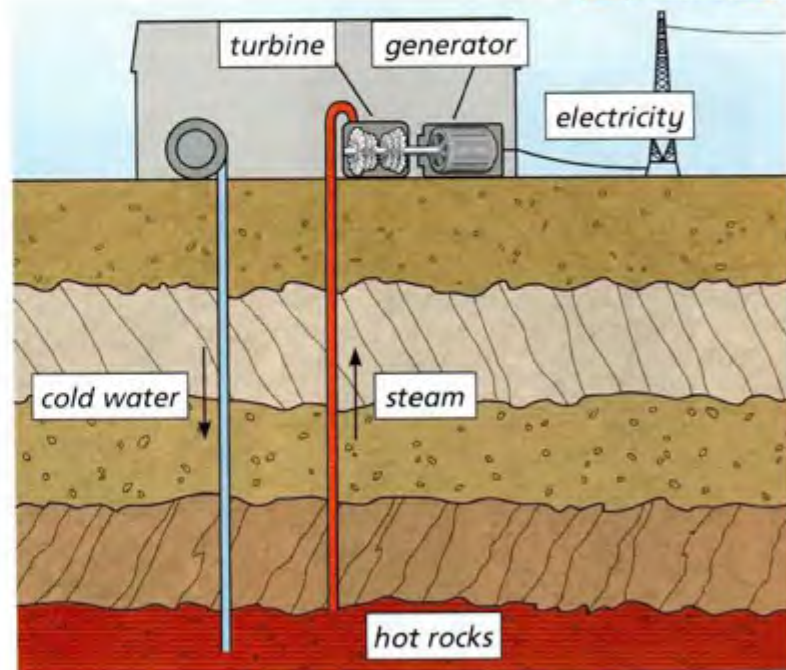
Geothermal power



Iceland's natural energy

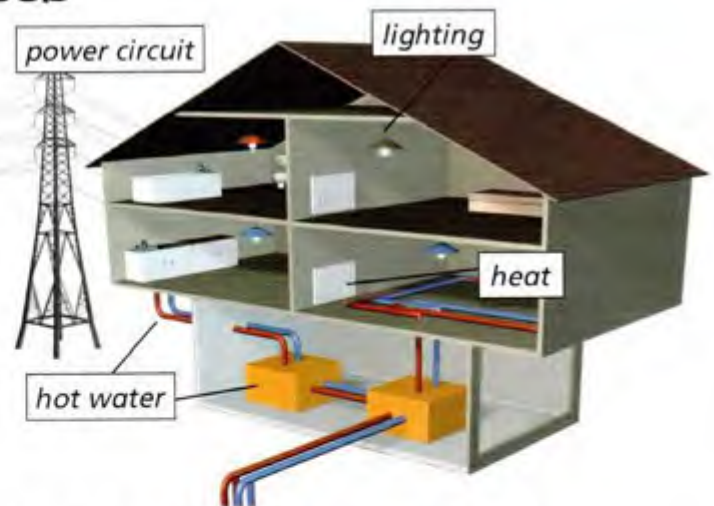


Iceland has many geothermal power stations



How a geothermal power station works

Geothermal power in houses



1 Look at the diagrams and photos. Read the questions and make notes.

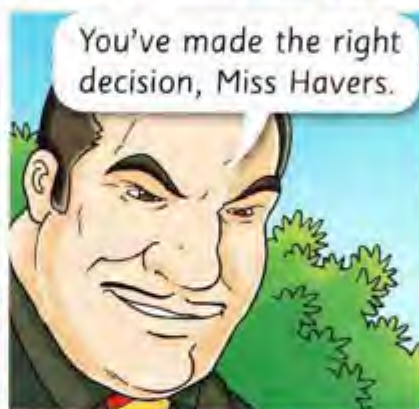
- 1 What do you know about the rocks under Iceland? Look at the diagram. Write notes.
- 2 Look at the photo. Does the power station look clean or dirty? Write notes.
- 3 Look at the diagram and read the labels. How does the power station work? Write notes.
- 4 Look at the picture. How do people use geothermal energy in their homes? Write notes.

2 Write four paragraphs about renewable energy in Iceland.

Listening

- 1 Look and read. 2  Look, listen and read. 3 Talk about it.

Kingfisher Valley – Part 2



Revision 1

1  Listen and read. 2 Talk about the diary. 3 Read again.

Lucy Fleming's diary

Lucy Fleming lives in Manchester. She goes to Red Hill Primary School. Lucy keeps a diary and she writes in it every day. This is what she wrote yesterday.



Monday 20th October

I went to school in the car this morning because it was raining hard. Dad took me on his way to work so I got there early.

Our first lesson was history, which is my favourite lesson. We are doing a project about the Great Fire of London. For our homework at the weekend we had to find out how the fire started. I looked in the library and I found a book about it. There were some terrific pictures in it. Then I looked on the internet and I saw an old map. It showed how much of the city was burned by the fire. What a terrible disaster!



I drew a picture in my project book then I wrote about how the fire started and what the people did. Mrs Fox, our teacher, said that my picture was excellent. We're finishing this project next week. I will be sad because I've enjoyed doing it a lot.

We couldn't go outside to do sport because it was still raining so we played basketball in the school hall. In the afternoon we had science then maths. We had to work really hard!

Mum came to meet me from school. It was still raining! Nina was carrying her little pink umbrella. Mum had her big blue umbrella and I had my green and yellow umbrella. This is what we looked like when we walked home. What horrible weather! Nina was cross. She said that she didn't like the rain!

Next week Mrs Fox is taking us on a school visit. We're going to Liverpool. It's a big city like Manchester. We will look at some of the old buildings. They are like some of the buildings in London that were built after the Great Fire. I found this picture on the internet. It's the Liverpool Town Hall and we're visiting it on our school trip. It's going to be great!



Listening

1 Look and read.

This is Ben Green. He keeps a diary. He doesn't write in it every day. He writes in his diary when something good or something bad or something funny happens. You are going to hear the page from his diary which he wrote on 25th October.



2 Look and say.

What happened to Ben? Can you put the pictures in the correct order?



3 Listen and point.

4 Listen again and write the letters in the correct order.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

5 Listen again and answer the questions.

- 1 Who did Ben go to the football match with?
- 2 How long did it take to get to Liverpool?
- 3 Who was Joe Selby?
- 4 How did Uncle Sam know Joe?
- 5 What did Joe give Sam?
- 6 Which team won the match and what was the final score?

6 Talk about it.

Who are your favourite sportsmen or sportswomen?
Talk about them with your friends.

Now you can do the
project on page 130.

Reading

Danger at the old house

On Jack's birthday, Uncle Ted gave him a fishing rod. Uncle Ted took Jack and his sister Mary to the river. They fished all day, but they didn't see any fish and none of them caught anything.



The next day, the weather was cloudy and dull. The stream looked grey and gloomy.

"It doesn't look so pretty today," said Mary sadly.

They set up their rods and began fishing. But still no one caught a single fish. "I can't understand it," said Uncle Ted. "The stream should be full of fish this early on in the season. I've never known it so empty."

Jack looked upstream. In the distance, he saw an old building. It was built across the water.

"What's that building?" he asked.

"It was a ruin until a few months ago," said Uncle Ted. "Nobody ever went there. But then a man called Sid Scrub and his brother, Harry, bought it. Now it's a small factory where material is hand-dyed. The material is sold to make clothes and tablecloths. Lots of people work at the factory. But they say that Sid Scrub and his brother are not very nice. They have bad tempers!"



Jack looked at the building through his binoculars. It looked like an interesting place.

"Can Mary and I go and have a look?" he asked.

"I don't know about that," said Uncle Ted. "You don't want to bump into Sid Scrub, do you?"

"We'll be very careful," said Mary.

Uncle Ted thought for a moment. "All right," he said. "But you must not go too near the building. Do you promise?"

"Yes, we promise," said Jack and Mary.



They set off along the bank towards the old building. As they got closer, they could see it still looked like a ruin. All the windows had wooden boards over them. There were lots of tiles missing from the roof and weeds grew out of gaps in the walls. Someone had put barbed wire along the top of the fence and nailed a large 'Keep out!' sign to the wall. At the front of the building was a gate. It was locked with a heavy padlock.

"It's a scary-looking place, isn't it?" said Mary. "I don't think I like it very much at all."

"They don't want visitors, do they?" said Jack.

Mary walked carefully down to the water's edge and peered under the old building. She saw that the water flowed underneath it and through a heavy, iron grid. The grid looked old and rusty. From there, it flowed into a deep, dark pool.

Suddenly she let out a gasp of horror. "Jack! Jack! Come quickly. Look at this. It's awful!"

Jack ran over to her. He looked to where she was pointing. There, trapped behind the grid, were lots of dead fish.

Mary shuddered. "How terrible! Those poor fish! They're all dead, aren't they? What has happened to them?"

"Shh!" whispered Jack. "Listen! I can hear something. Someone's coming this way!"

Jack pulled Mary back against the wall of the house. Suddenly a door opened and Jack and Mary heard men's voices. The voices came closer and closer.



"I tell you Sid," said a voice. "I saw some kids."

"I can't see any kids here, Harry," said Sid. "You must have imagined it. Don't worry. Everything will be fine. Now stop making such a fuss. Shut the door and let's get back to work."

After the door had banged shut, Jack let out a sigh of relief.

"I don't like this place at all," said Mary. "There's something very bad happening here."

Reading comprehension and vocabulary

1 Who said it? Write the name.

- 1 I can't understand it. _____
- 2 What's that building? _____
- 3 I don't know about that. _____
- 4 We'll be very careful. _____
- 5 They don't want visitors, do they? _____
- 6 They're all dead, aren't they? _____
- 7 Somebody's coming this way. _____
- 8 I saw some kids. _____
- 9 Everything will be fine. _____
- 10 I don't like this place at all. _____



Mary



Jack



Uncle Ted



Sid Scrub



Harry Scrub

2 Think about these questions.

- 1 Why do you think Jack and Mary wanted to go and look at the old building?
- 2 What did Jack and Mary promise Uncle Ted? Do you think they broke the promise? Why or why not?
- 3 Why do you think the fish were dead? Choose the best answer. Explain why you chose it.
 - a The fish had an illness which killed them.
 - b The water under the old building is bad.
 - c The water in the whole river is bad.
 - d Someone caught the fish and threw them back into the river, dead.
- 4 What do you think Mary and Jack should do now?

3 Read the adjectives. Circle the ones that help to describe the setting.



dull single gloomy dark rusty local ruined grey
old dead interesting pretty trapped scary

Grammar

1 Look!

It's time for some super grammar!



The children fished for a while. Then they went for a walk upstream.
After the children had fished for a while, they went for a walk upstream.

2 What happened first? What happened second?

Number the underlined verbs 1 or 2.

- 1 After the men had bought the building, they used it as a factory.
- 2 After the children had seen the dead fish, they knew something was wrong.
- 3 The men went back to work after they had looked around.
- 4 When the door had banged shut, Jack let out a sigh of relief.
- 5 The children felt better when the men had gone.
- 6 They ran back to Uncle Ted when the men had left.

3 Look and read. Make one sentence. Use *after* or *when*.



Meg – eat – dinner



wash – plate



men – walk – six days



arrive – oasis



boys – play – garden



rain – stop



Joe – go to bed



do – homework

Grammar in conversation

1 Listen and read.

Lucy: Look what I've found!
Alex: What are they?
Lucy: Old photos.
Alex: Oh ...
Lucy: Look at Mum!
Her dress is pretty, isn't it?
Alex: I don't know.
Lucy: And here's Dad.
His glasses are funny, aren't they?
Alex: Yeah ...
Lucy: Oh, look at the baby!
He's so sweet, isn't he?
Alex: Mmm ...
Lucy: You're bored, aren't you?
Alex: Mmm ...
Lucy: In fact, you're asleep, aren't you?



2 Finish the sentences with question tags.

It's an interesting photo, ...

This girl is clever, ...

We're having fun, ...

That man's very tall, ...

The children are noisy, ...

You're tired, ...

Were you right?  Listen and repeat.

3 Let's talk!

Find an interesting picture or photo. Talk about it.



Look at this photo!



Wow! It's beautiful, isn't it?

Spelling

Some words end in **dge**. The letters sound like **j**.



Mary walked carefully down to the water's **edge**.



1 Listen and say these words. Circle the words you already know.



edge



badge



hedge



splodge



wedge



bridge

2 Write the words.



3 Complete the sentences.

1  Children in the swimming club have a _____ with a wave on it.

2  Sally dropped a _____ of pink ice cream on her new dress.

3  In the summer we put a _____ under our door to keep it open.

4  There is a long _____ across this wide river.

5  The horse jumped over the tall _____.

6  Don't go too near the _____ of the pool – you might fall in.

4 Listen and sing.

It's a great day isn't it, isn't it, isn't it?
A great day, isn't it? What do you say?
Everybody's smiling. Everybody's happy.
A great day, isn't it? What do you say?



Class composition

Jack and Mary told Uncle Ted what they had seen and heard.



1 Read. Answer the questions and make notes.

- 1 Did Uncle Ted know why the fish had died?
What did he say? Write your idea.



- 2 Uncle Ted and the children went back to the old building the next day. They went inside.
How did they get in? Choose an idea.



the door was wide open



the Scrub brothers let them in



somebody else let them in

- 3 What was it like inside? Think of words to describe the inside of the old house. Use one of the pictures to help you, or use your own ideas.



- 4 What did Uncle Ted say when they were inside the house? Write your ideas.

- 5 Who did Uncle Ted speak to?

Sid Scrub and Harry Scrub?

Someone else? Who?



What did they say?



- 6 What happened next? Write your idea here. _____

2 Write the next part of the story.

Listening

- 1 Look and read. 2 Look, listen and read. 3 Talk about it.

Kingfisher Valley – Part 3

Look! It's Ken Roach, isn't it?

Grand Hotel

Let's take it home!

Hurry up! I haven't got all day!

He's forgotten his briefcase!

But that's stealing!

We're just borrowing it.

These are building plans for Kingfisher Valley.

Fantastic! It isn't locked.

He's going to build hundreds of houses!

He's going to cut down the forest!

This letter says that the valley belongs to Miss Havers.

We must go and speak to Miss Havers.

Reading

The bear and the two travellers

Two men were travelling together through a forest. One of the travellers was a timid man and fearful of danger. "Have you ever seen wild animals in this forest?" he asked his friend.

"I heard a wolf last week," replied the other man. Then he laughed and he told his companion not to worry. "I am a fearless fellow," he said.

Suddenly a bear met them on their path. The timid traveller froze in fear. The other man left his friend at once and climbed up quickly into a tree. He hid in the branches and watched the bear from his place of safety.

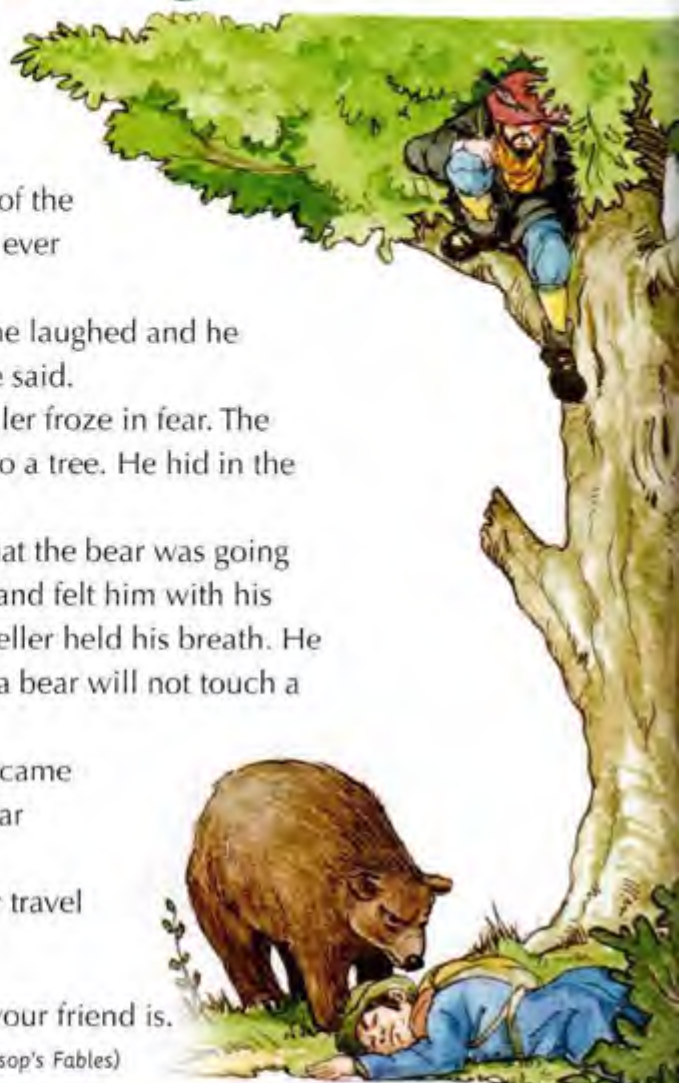
The timid traveller could not escape in time. He knew that the bear was going to attack him. He fell flat on the ground. The bear came up and felt him with his snout. It smelled him all over and sniffed in his ear. The traveller held his breath. He pretended to be dead as much as he could. People say that a bear will not touch a dead body. Fortunately, the bear soon left him.

When the bear was completely gone, the other traveller came down from the tree. He laughed and said, "What did the bear whisper in your ear?"

"He gave me this advice," the timid man replied. "Never travel with a friend who leaves you when there is danger."

Moral: When you have a problem, you find out how good your friend is.

(retold from Aesop's Fables)

**Bear fact file**

People are afraid of bears but usually bears only attack people when they cannot find food.

The Brown bear not at risk

Alaska (USA), Canada, Russia 200,000
(120,000 brown bears in Russia)

Eats: roots, fish

Hunted: Yes, for meat, fur and body parts

Danger from: loss of food when too many fish are taken by people

The Giant Panda bear endangered

South West China 1,600

Eats: bamboo leaves

Hunted: No, they are protected now

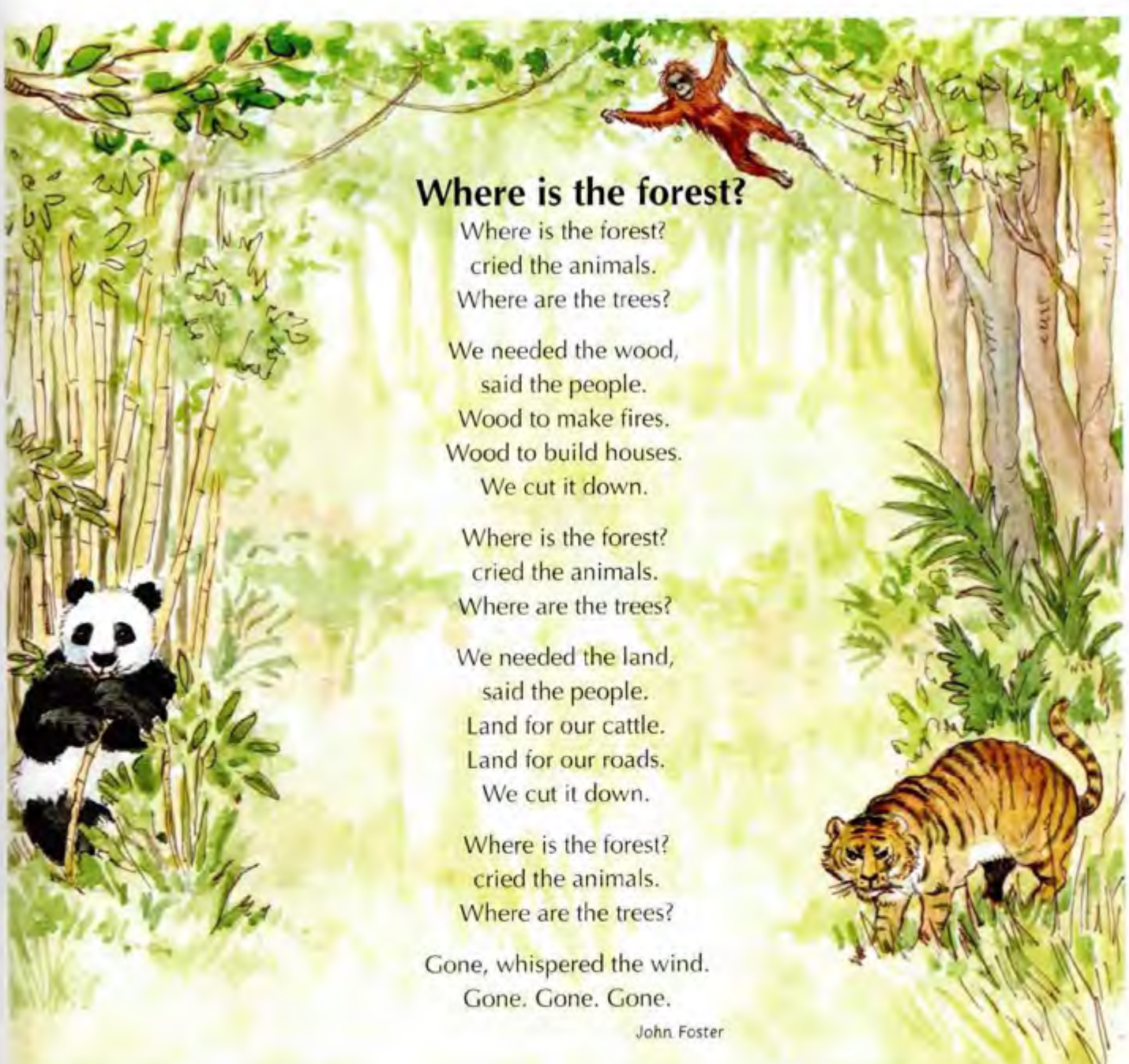
Danger from: loss of habitat, loss of food because bamboo forests have been cut down



The Kamchatka bears live in East Russia.



Pandas are the rarest bears in the world.



Where is the forest?

Where is the forest?
cried the animals.
Where are the trees?

We needed the wood,
said the people.
Wood to make fires.
Wood to build houses.
We cut it down.

Where is the forest?
cried the animals.
Where are the trees?

We needed the land,
said the people.
Land for our cattle.
Land for our roads.
We cut it down.

Where is the forest?
cried the animals.
Where are the trees?

Gone, whispered the wind.
Gone. Gone. Gone.

John Foster

Forest fact file

Did you know?

- An area of natural forest as big as a football pitch is cut down every two seconds.
- People have destroyed 80% of the natural forests on the planet.
- 82 countries in the natural forest area have lost all of their big forests.
- 25% of the forests destroyed in the last 10,000 years were destroyed in the last 30 years.



Reading comprehension and vocabulary

1 Answer these questions about *The bear and the two travellers*.

- 1 What was the timid traveller worried about?
- 2 What did his friend do when they met the bear?
- 3 Why did the timid man pretend to be dead?
- 4 What did the bear do to the man?
- 5 When did the other traveller come down from the tree?



2 Think about the answers to these questions.

- 1 Do you think the moral is true in real life?
- 2 Was the timid man's friend fearless? Why or why not?
- 3 Who was the bravest, the timid man or his friend? Why?
- 4 Did the bear really whisper in the timid man's ear? Why did he say that it did?

3 Answer these questions about the poem *Where is the forest?*

- 1 Why did the people cut down the forest?
- 2 What did they need wood for?
- 3 What did they need land for?
- 4 Who gives the last answer to the animals?



4 Think about the answers to these questions.

- 1 Do you think the people were right to cut down the forest? Why or why not?
- 2 Why do you think the wind gives the last answer to the animals?
- 3 Did any of the information in the forest fact file surprise you? What? Why?

5 Label the map correctly.

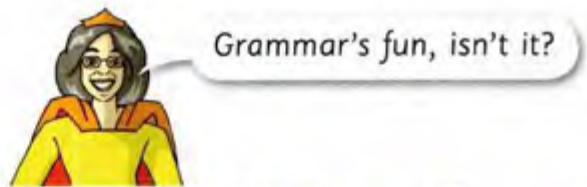


Grammar

1 Look!



The timid man **asked** the brave man **to travel** with him.
He **asked** the brave man **not to leave** him.



The brave man **told** the timid man **to climb** a tree.
He **told** the timid man **not to lie down**.

2 Read and match. Write the letters.

- 1 The man told his friend to walk faster. ____
- 2 The man asked his friend to walk faster. ____
- 3 The teacher told the children to be quiet. ____
- 4 The teacher asked the children to be quiet. ____
- 5 Mum asked the boys not to run. ____
- 6 Mum told the boys not to run. ____
- 7 The king asked his son not to speak. ____
- 8 The king told his son not to speak. ____



3 What did they say? Use **told** or **asked**.

- | | |
|--|--|
| 1 "Sit down, children!" said the teacher. | 2 Dad said, "Please, switch off the TV, boys!" |
| 3 "Please, listen carefully everyone!" said the professor. | 4 "Please, don't make a noise, girls!" said Grandma. |
| 5 "Don't be sad, Susie!" said Mum. | 6 "Don't eat sweets, Freddy!" said the dentist. |

Grammar in conversation

1 Listen and read.

Mel: Have you ever been abroad?
Jack: Yes, I have.
Mel: Where have you been?
Jack: I've been to Australia.
Mel: Really? When did you go there?
Jack: I went there last summer. My cousin lives there.
Mel: How long did you stay there?
Jack: About a month.
Mel: Wow! How amazing!
Jack: Yes, it was brilliant.
Mel: Did you see kangaroos?
Jack: Yes, I did. And koala bears, too.
Mel: Oh! Lucky you! They're so sweet.
Jack: How about you? Have you ever been abroad?



2 Think, write and say.

Have you ever been abroad? Have you ever had an interesting holiday?

I've been abroad. I've been to America.



I've been to the seaside.



I've been to the mountains.



When did you go there? What did you do? What did you see? Did you have a good time?

I went there two years ago.



I learned to swim.



I saw an eagle.



It was fantastic!

3 Let's talk!

Have you ever been abroad?



Yes, I have.



Useful phrases

Really?

Wow!

Lucky you!

How amazing!

It was brilliant.

How about you?

Spelling

Some words sound the same but they are spelled differently. They have different meanings, too.

The bear's **paws** were huge.
Poor man!



1 Listen and say these words. Match the pairs.

1 paw 2 some 3 where 4 right 5 tied 6 passed 7 wood 8 road
tide rode poor would sum past write wear

1 **paw** **poor** 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____

2 Complete the sentences. Use words from Activity 1.

- 1 In maths we had to do a really difficult _____.
- 2 _____ you like an ice cream?
- 3 On the way to school we _____ the new museum.
- 4 When Sam went to Egypt he _____ on a camel.
- 5 When the _____ comes in it turns the turbines in the barrier.
- 6 I'd like _____ orange juice, please.
- 7 In the _____, people used to use windmills to make power.
- 8 The cat sat on the wall and licked its _____.

3 Listen and sing.

I've been to London, I've been to Dover,
I've travelled this wide world all over.
North, south, east and west,
There's one place that I like best.
It starts with H and it ends with E,
With O and M in the middle, you see.
North, south, east and west,
There's one place that I like best.



Class composition

- 1 Read the poem *Where is the forest?* again.
- 2 Look at the pictures. Read the information. Think about the questions.

There are big lakes and rivers in the world. Many birds build nests nearby and they catch fish in the water.



People take the water for the plants in their fields. They use the water in their factories and houses. Sometimes they take too much. The rivers and the lakes dry up.



This lake has dried up. The fishing boats are in a desert. If the birds could speak, what would they say to the people? Think of two questions the birds would ask.

How would the people answer the birds?
What did they need the water for?
Write ideas in the box.

- 3 Write a poem about the birds and the lake.

Use the birds' questions. Write a chorus.
Use the people's answers. Write two verses.

Listening

- 1 Look and read. 2 Look, listen and read. 3 Talk about it.

Kingfisher Valley – Part 4

Yes? What do you want?



Miss Havers, are you going to sell Kingfisher Valley?



Yes, I am.

Ken Roach is going to build hundreds of houses there.



He didn't tell me that.

There's a lynx in the forest. Did you know?



I am a poor, old woman. I must sell the valley.



I'm very sorry. There's nothing I can do.



Later...



We'd like to speak to Mr Ken Roach, please.



Mr Roach is over there.

Give that briefcase to me!



We know about your plans.



Please, don't destroy the valley!

I'm going to make a lot of money and you can't stop me!



I've got a plan.



And I've got a plan, too!

Revision 2

1  Listen and read. 2 Talk about the story. 3 Read again.

Tiger, tiger

Ben had just arrived in India. He was visiting Uncle Fred. Uncle Fred was a wildlife expert. He was studying the tigers in a national park and he was helping to protect them.

After Ben had unpacked his bag on the first day, he went with Uncle Fred into the jungle.

"There's a mother tiger with two new cubs," Uncle Fred explained. "They are in this part of the park."

"Have you seen them?" asked Ben.

"I saw them a week ago but nobody has seen them since then."

"Tigers are rare animals, aren't they?" asked Ben.

"Yes, they are," replied Uncle Fred. "People are taking more and more of the land where the tigers live. They kill them for their fur. Their bones are used in medicine, too."

Uncle Fred told Ben to walk carefully and quietly. He said that they mustn't make a lot of noise. They walked along a narrow track. It was shady under the trees but it was hot and insects were flying everywhere. When they had walked for an hour, Uncle Fred stopped suddenly. "Look at the ground," he said quietly, pointing down.

Ben saw a clear paw print in the soft earth. "Is it the tiger's print?" he whispered.

Uncle Fred nodded. He looked carefully at the print. "But it's a few days old," he said.

They walked for another two hours but they didn't see any more prints and they didn't see any tigers. Ben was disappointed.

Two days later, Uncle Fred and Ben went with two park rangers to a small town a few kilometres from the national park. "We're going to look in the market," Uncle Fred told Ben. They walked between the colourful stalls. The market was noisy and busy. People were selling fruit, vegetables, baskets, pots, rugs and colourful silk. Ben wanted to look at everything. Uncle Fred and the park rangers were looking at everything, too. One of the park rangers pointed to a stall in one corner of the market. A skin of orange and black was hanging at the back of the stall. The rangers began talking to the seller.

"Is it a tiger skin?" Ben asked Uncle Fred.

"I'm afraid so," said Uncle Fred.

"I feel really sad," said Ben. "I've seen a tiger paw print, and I've walked in the jungle where they live but I've never seen a real tiger. Now I've seen a tiger skin but the tiger it belonged to is dead."

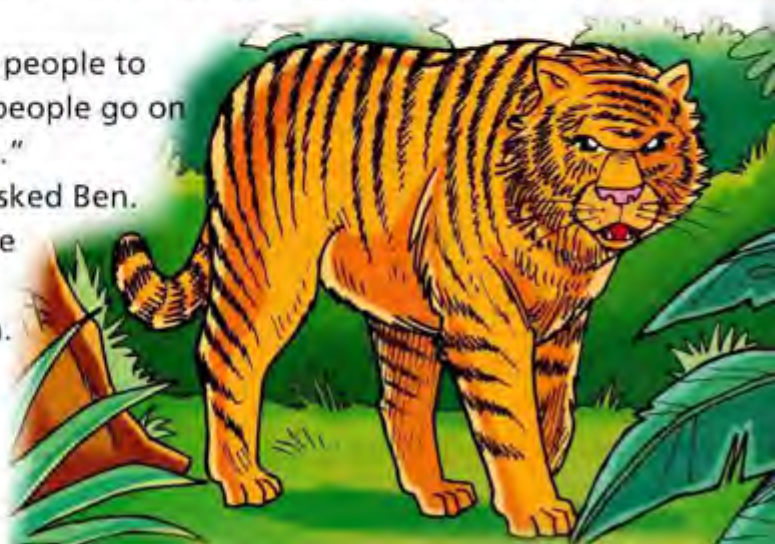
"Yes, it is sad," said Uncle Fred. "We want people to understand that tigers must be protected. If people go on killing them there will be no tigers anywhere."

"Your work is really important, isn't it?" asked Ben.

"I think so," said Uncle Fred. "But tigers are not the only rare animals."

"What other animals are rare?" asked Ben.

"Well," said Uncle Fred. "There's ..."



Listening

1 Talk about it.

What do you know about animals in danger? How many endangered animals can you name?

2 Listen to this interview with animal expert Joe Simmons, who is talking about the Amur leopard.



3 Listen again and choose the best answers.

- | | |
|--|--|
| 1 How many Amur leopards are there in the wild today? | a Many. b Too many. c Very few. |
| 2 Where do Amur leopards live? | a In the forests in western Russia.
b In the mountains between Russia and China.
c In zoos in China. |
| 3 Why does the Amur leopard's fur sometimes grow long? | a Because summers are very hot in that area.
b Because winters are very cold in that area.
c Because long fur is very beautiful. |
| 4 Why are the leopards hunted? | a Because they are not protected.
b Because people don't have enough food.
c Because some people want to buy their skins. |
| 5 Why are people cutting down the forests? | a To find the leopards.
b To build towns and roads.
c To get wood for fires. |
| 6 How often has Joe Simmons seen an Amur leopard? | a Many times. b Once. c Never. |

4 Listen again. Can you spot these words?

endangered border protects medicine disappearing rare

5 Talk about it.

Is it important to protect animals like the Amur leopard?
How can we protect them?

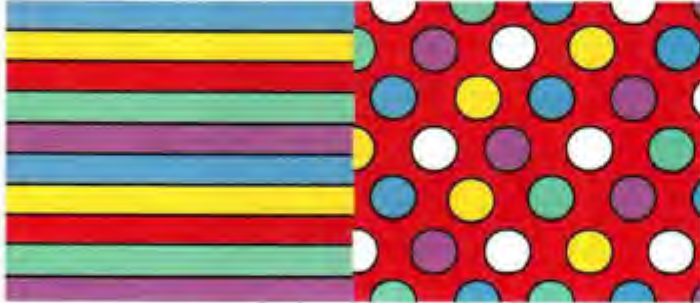
Now you can do the
project on page 131.



Reading

The meanings of patterns

A pattern is a drawing of lines, shapes or objects that is repeated.



These patterns are simple.



These patterns are complicated.

Ancient patterns

People began to draw patterns thousands of years ago. They took ideas from things that they had seen in the world around them. The Quechua people of South America still use patterns that they have used for centuries.

The meanings of Quechua patterns

Part of this piece of cloth is plain. It represents the land where no crops are planted. The patterned parts of the cloth represent the fields where plants are grown. Some of the patterns are lines and shapes. Sometimes animals are woven into the patterns. Birds and other creatures are represented in the cloth.



toad



In Peru, toads croak just before the rainy season. The toad represents rain and growing plants.

condor



The condor is a huge, graceful bird that lives in the mountains. It represents strength, freedom and power.

Traditional patterns

In Russia, people have used patterns for hundreds of years. Many patterns came from village life, the countryside and nature. They were used on houses, on clothes, on plates, boxes and trays.

The meanings of old Russian patterns

Some patterns used round shapes like the sun. The sun meant life and power. Some patterns were of birds. They meant joy and light. Flower patterns appeared on skirts, blouses, aprons, shawls and scarves. These patterns are still used today.



Matryoshka dolls

Russia is famous for matryoshka dolls. Matryoshka comes from a very old word for 'mother'. These painted, wooden dolls are in two halves and they are hollow. The halves come apart and there is another smaller doll inside the first doll. Usually there are five dolls altogether, one inside the other. Sometimes there are seven or more.

These dolls are decorated with traditional patterns. There are often flowers on the dolls' aprons. Sometimes the flowers are roses. The rose means love and motherhood.

Nowadays, there are lots of different kinds of dolls. There are animals, famous people and characters from stories.



Matryoshka dolls look like little round ladies with kind, friendly faces.

Modern patterns

The Aran islands are near Ireland. Most of the men are fishermen. They need warm clothes. About a hundred years ago the women started to make pullovers from wool.

The meanings of Aran patterns

These are some of the patterns. They are named after the plants and objects that they look like.



blackberry



basket



cable



People wear these pullovers today.

Reading comprehension and vocabulary

1 Read. Find the wrong sentences. Write them correctly.

- 1 The Quechua people of South Africa still use patterns they have used for centuries.
- 2 In Peru, toads croak just before the rainy season.
- 3 In Russia, people have used plates for hundreds of years.
- 4 Some patterns were round shapes like the moon.
- 5 'Matryoshka' comes from a very old word for 'mother'.
- 6 There are often flowers on the dolls' dresses.
- 7 Most of the men on the island of Aran are fishermen.
- 8 People do not wear Aran pullovers today.

2 Think about the answers to these questions.

- 1 Why do you think the toad represents rain and growing plants?
- 2 Why do you think a condor represents strength, freedom and power?
- 3 What natural material was used by the Quechuas and the Aran islanders?
- 4 What animals do you think the natural material came from?
- 5 Why do you think the Matryoshka dolls are so popular?

3 Write the opposites.

city patterned joy complicated modern

- 1 ancient _____
- 2 simple _____
- 3 countryside _____
- 4 sadness _____
- 5 plain _____



Use your dictionary to check meanings if you are not sure.



Grammar

Grammar! Hooray!



1 Look!



The boy saw a condor in the mountains.



He drew the condor.

The boy **drew** a condor **that** he **had seen** in the mountains.

2 What happened first? What happened second? Number the underlined verbs 1 or 2.

- 1 The fisherman wore a pullover that his mother had made for him.
- 2 The man liked the cloth that his wife had woven.
- 3 The boy picked the crops that his father had grown.
- 4 The artists used patterns that they had noticed in nature.
- 5 The silversmith made a bracelet with stones that he had found.

3 Join the two sentences. Use **that** and the past perfect.

Julie lost the necklace that ...

- 1 Grandpa gave Julie a necklace. Julie lost the necklace.
- 2 Julie lost the necklace. Billy found the necklace.
- 3 Grandma made the cakes. The children ate all the cakes.
- 4 Freddy caught the fish. Charlie cooked the fish.
- 5 The boys broke the window. Dad mended the window.



4 Use your own ideas to finish these sentences. Use the past perfect.

- 1 Sam played the computer game that ...
- 2 Molly looked at the photos that ...
- 3 The children enjoyed the lemonade that ...
- 4 The farmer sold the crops that ...
- 5 Aunt Jane wore the bracelet that ...
- 6 The children ate all the cakes that ...

Grammar in conversation

1 Listen and read.

- Alex: What do you think of this computer game?
Mel: I think it's brilliant. It's really exciting.
Lucy: In my opinion computer games are boring.
Alex: What? No!
Jack: I agree with Lucy. I'd rather play football.
Lucy: Or read a good book.
Mel: I disagree completely. Computer games are fun.
Alex: You need a lot of skill to play some of them.
Mel: Yes, you have to think quickly and react quickly, too.
Alex: Exactly! I believe they're good for your brain.
Lucy: What nonsense!
Jack: That's rubbish and you know it!
Lucy: To my mind computer games are a complete waste of time.
Jack: And I agree.



2 Think, write and say.

What do you think about computer games? exams? sports? zoos?

I think computer games are boring.



In my opinion it's good to do sports.



I believe exams are a good thing.



To my mind zoos are cruel.



Do you agree or disagree?

3 Let's talk!

What do you think about hunting wild animals?



In my opinion it's very cruel.



Useful phrases

I think ... I believe ...
In my opinion ... To my mind ...
I agree. I disagree.
Exactly! What nonsense!
That's rubbish!

Spelling

Some words have silent letters inside them. You cannot hear the letters when you say the words.

There are **often** flowers on the dolls' aprons.



You can't hear the 't' in often.

1 Listen and say these words. Underline the silent letter in each word.



listen



calf



calm



castle



talk



island



whistle



palm

2 Write the words.

- 1 Write the word that has a silent 's'. _____
- 2 Write three words that have a silent 't'. _____
- 3 Write four words that have a silent 'l'. _____

3 Think of the words.

- 1 This word means to go on two legs. It rhymes with talk. _____
- 2 This word means one of two equal parts. It rhymes with calf. _____

4 Listen and say.

What's in the parcel?
There's a castle in the parcel.
Take the castle in the parcel
to the castle for the king.



Class composition

1 Look at the pictures. Read the questions.

Questions about the dolls

Where do they come from?
What are they called?
What are they made of?
How are they decorated?
How many dolls are there usually?

Do you remember the Russian dolls?
These are modern dolls. They have special designs and you can buy them today.



2 Write information about the dolls.

Paragraph 1 Write about the dolls.

Read the questions in the box for ideas.

Paragraph 2 Write about the cats. What are they holding? What are they wearing?
What is the smallest doll?

Paragraph 3 Write about the lady dolls. What are they wearing? What patterns are there?
What are they holding?

3 Think of a title for your writing.

Think of sub-headings for paragraphs 2 and 3.

4 Read the writing again. Are the descriptions clear? Is there enough detail?

Listening

- 1 Look and read. 2 Look, listen and read. 3 Talk about it.

Kingfisher Valley – Part 5

Can you come to my house this afternoon?

The next morning ...

In my opinion the valley is ...

I think he'll like these photos.

We must save Kingfisher Valley!

My aunt works for the TV station.

Will she help us?

Hello, Aunt Jane. I've got a story for you.

Well, here we are.

How can I help you?

One hour later ...

Look! There he is!

I've got nothing to say to you.

Leave the valley alone!

You can't stop me!

We don't want your houses!

That's where you're wrong, Mr Roach!



Reading

The most amazing fashion show

Characters:

Miss Pye - Primary 6 teacher

Anna
Lucy
Fred
Joe

} children in Primary 6

Mr Barry - owner of *Barry's Fashions* clothes shop

Scene 1: The Primary 6 classroom

[Miss Pye is talking to the class. The children are sitting at their desks.]

Miss Pye: We are nearly at the end of our project about clothes. Have you enjoyed learning about clothes from around the world?

Children: Yes, we have.

Miss Pye: What did you like learning about best?

Lucy: I liked the sari from India.

Joe: I liked the kimono from Japan.

Anna: I liked the sarong from Malaysia.

Fred: The Scots kilt was interesting.

Lucy: It was fun making all the clothes, too.
My sari is gorgeous!



Miss Pye: Well, tomorrow we are putting on our fashion show of modern clothes.

Joe: We've given tickets to our parents. My aunt and uncle are coming, too.

Miss Pye: Good! The clothes will be brought from *Barry's Fashions* this afternoon. It is kind of Mrs Barry to lend everything to us for the show.

Anna: It will be brilliant. All the clothes we chose in the shop were fantastic.

Miss Pye: Can you all remember what you chose to wear?

Fred: I chose some great new jeans, a leather jacket and some designer sunglasses!

Lucy: I chose a silky green dress with a lovely bag and shoes that match the dress.

Miss Pye: Excellent. This afternoon, please go to the school hall for our rehearsal. We will practise what we have to do for the show. We'll start without the clothes. Mrs Barry will bring them later.



Scene 2: The school hall

[Miss Pye is talking to the children. The children are standing in a line.]

Miss Pye: Are you ready, children? *[children nod their heads]* Then let's begin the rehearsal. *[coughs]* Welcome to the Primary 6 fashion show. The children usually wear uniform in school but today they are wearing the latest designs from *Barry's Fashions*. They will describe the clothes to you. First is Anna.

Anna: *[walks forward and speaks confidently]* I'm wearing a cotton jacket and skirt. The patterned jacket has long sleeves so it's great for cool weather. The plain skirt ... *[The ball door opens suddenly. Mr Barry runs in. He is carrying a large bag.]*

Miss Pye: *[surprised]* Oh, hello, Mr Barry.

Mr Barry: *[speaks breathlessly]* Mrs Barry couldn't bring the clothes. She has gone to look after her nieces and nephews because her sister is in hospital.

Miss Pye: Oh, dear. I do hope she'll be better soon.

Mr Barry: Thank you. Now I'm off to the airport – a business trip! Bye!

Miss Pye: *[calls after him]* Thank you ... goodbye! Now, children, let's open the bag.

Lucy: *[pulls clothes from the bag]* Ooh, what's this? Oh! *[puzzled]* It's green and shiny but it isn't my dress. And what's this flat thing? It looks like a webbed foot!

Fred: Hold it up, Lucy ... Oh, it's a frog costume!

Joe: Here's a pink fluffy thing. It looks like a giant ice cream ... It is a giant ice cream!

Anna: What's gone wrong? These are fancy dress costumes. We can't wear these!

Miss Pye: Oh dear! Mr Barry brought the wrong bag. Now he's gone to the airport!

Fred: This pirate costume is quite nice, though, and here's a space suit!

Anna: Well, I'm not going to be a giant ice cream! This is terrible! What can we do?

Lucy: I've got an idea! We can wear our international clothes. Our saris look great!

Joe: Well I'm not wearing a kilt – it looks like a skirt.

Fred: We could bring in our own clothes. I've just got some new shorts and a T-shirt.

Lucy: Well, I haven't got anything new at home. Oh, dear! What a disaster!

Children: What are we going to do Miss Pye?

Miss Pye: We'll go to the classroom, children. We can sort this out. Come along!

Reading comprehension and vocabulary

1 Read the statements. Write *true* or *false*.

- 1 The children in class P6 are nearly at the end of a project about kimonos. _____
- 2 Anna liked the sarong from India. _____
- 3 Fred's uncle and aunt are coming to the fashion show. _____
- 4 Lucy has chosen a yellow dress with a lovely hat. _____
- 5 Mrs Barry couldn't bring the clothes because she is in hospital. _____
- 6 Mr Barry has gone to the airport because he is going on a business trip. _____
- 7 Lucy's idea is to wear their international clothes. _____
- 8 Fred's idea is to bring in their old clothes. _____

2 Think about the answers to these questions.

- 1 Why is class P6 putting on a fashion show?
- 2 Do you have special clothes in your country? What are they called?
- 3 Why do you think Mr Barry brought the wrong bag?
- 4 What do you think class P6 should do about their problem?

3 Number the countries.



India ____
Japan ____
Scotland ____
Malaysia ____

Name the clothes and write the countries.

kimono sari sarong kilt



Grammar

1 Look!



Smile! It's grammar time!



There is going to be a fashion show tomorrow.
The show **will be put on** in the school hall.
The clothes **will be worn** by the children in P6.
The clothes **will be brought** to school by Mrs Barry.

2 Read these sentences about *The most amazing fashion show*. Are they true or false? Write *T* or *F*.

- 1 The fashion show will be put on at Mr Barry's shop. _____
- 2 The stage in the school hall will be used for the show. _____
- 3 The clothes will be brought to school by Miss Pye. _____
- 4 The clothes will be worn by the children in P3. _____
- 5 The problems will not be solved. _____
- 6 The show will be enjoyed by the children's families. _____

Correct the sentences which are false.

3 Ask questions. Answer them using the words in the box.

- 1  When – house – finished?
- 2  Where – bridge – built?
- 3  What – dress – made of?
- 4  How – chicken – cooked?
- 5  Who – children – taught by?
- 6  Why – tree – chopped down?



next year
because it's dangerous
with tomatoes and onions
of cotton
across the river
a new teacher

Grammar in conversation

1 Listen and read.

Lucy: What are you reading?
Alex: I'm reading a play.
Lucy: A play? You never read plays.
Alex: Well, I'm reading a play now.
Lucy: You always read comics and magazines.
Alex: Yes, but today I'm reading a play.
Lucy: But you never read plays.
Why are you reading a play?
Alex: Go away! Leave me alone!
Lucy: Tell me.
Alex: No.
Lucy: Oh, go on.
Alex: All right. I want to be an actor.
Lucy: An actor? You!
Alex: Yes, me. So, I'm reading a play. OK?



2 Think, write and say.

Look at your classmates.

What do they usually do? What do they never do? What are they doing today?



Anna usually wears a white blouse.
Today she's wearing a blue one.



Freddy is usually very quiet.
Today he's being noisy!

3 Let's talk.

Make up a conversation like the one between Lucy and Alex.

Why are you wearing trainers?
You never wear trainers.



Why are you eating an orange?
You never eat oranges.



Useful phrases

Go away!
Leave me alone!
Tell me!
Oh, go on!



Spelling



Ben **fills** his glass.



Ben drinks the juice.



Ben **refills** his glass.

1 Write the words. Listen and say the words.

- | | | |
|----------------------|--------------------|---------------------|
| 1 re + write = _____ | 2 re + do = _____ | 3 re + play = _____ |
| 4 re + place = _____ | 5 re + pay = _____ | 6 re + move = _____ |

2 Write the word next to the correct definition.

- | | | |
|-----------------------|----------------------|---------------------|
| 1 to play again _____ | 2 to pay back _____ | 3 to put back _____ |
| 4 to fill again _____ | 5 to take away _____ | 6 to do again _____ |

3 Read these words. Underline **re** in each word. Discuss what each word means.

remember rehearse return repeat

4 Write the words under the correct picture.



5 Listen and sing.

One day I'll be a famous star
And stand upon a stage.
One day I'll see my name in lights,
My face on the front page.

And everyone will love me
And come from near and far.
One day I will be beautiful.
One day I'll be a star.



Fred

Lucy

Joe

Anna



1 Read and discuss the questions.

The children must decide what they are going to wear for the fashion show. Do they all agree? Do they have different ideas? What do they say about fancy dress? international clothes? their own clothes?



What does Miss Pye say?



How do they decide? Write notes in the box.

Where does the next scene happen? _____

2 Write Scene 3.



Remember to set it out as a play.
Remember to write stage directions.

Listening

- 1 Look and read. 2 Look, listen and read. 3 Talk about it.

Kingfisher Valley – Part 6

1 You will not succeed in your plans, Mr Roach!

2 That's Tom Winter, the wildlife expert.

3 Hello! You must be Dan.

4 He's on TV.

5 How do you do, Mr Winter?

6 What a beautiful river!

7 Look! There's a kingfisher!

8 I hope we see the lynx.

9 They're very shy animals, you know.

10 This is where Miss Havers lives. She owns the valley.

11 Good afternoon, Miss Havers.

12 Kingfisher Valley is a very special place.

13 I don't want to sell the house and the land but ...

14 I can buy Kingfisher Valley!

15 It can become a wildlife park.

16 Later ...

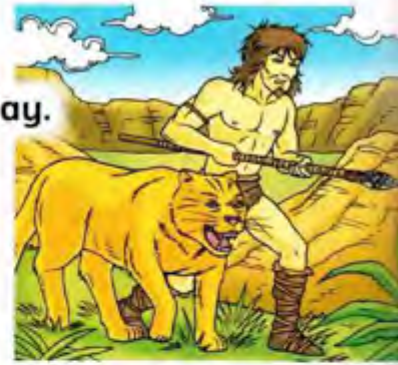
17 Kingfisher Valley will be saved!

Revision 3

1  Listen and read. 2 Talk about the play. 3 Act the play.

How the leopard got its spots

Characters: Narrator 1, Narrator 2, a man,
a zebra, a giraffe, a leopard, a monkey



[scene 1] The African grassland

[The zebra is looking across the grassland. The giraffe is eating leaves from a tree.]

Narrator 1: The leopard and the man were out hunting one day. The grey zebra saw them just in time and he shouted to the orange giraffe.

Zebra: Run, Mr Giraffe! Run! The leopard and the man are hunting us again. Run!

Giraffe: Oh dear! They hunt us every day. They are yellow like the rocks and the grass. I can never see them. Oh, dear! We will be killed!

Zebra: Hurry! We must run far away.

[The zebra and the giraffe run away. Then the leopard and the man run on.]

Leopard: They've gone. That's most annoying.

Man: Never mind. We'll catch them another day.

Narrator 2: But they didn't catch them another day. The man and the leopard were puzzled. They went to ask the wise monkey a question.

Man: Where have the animals gone? Tell us, wise Mr Monkey.

Monkey: You'll have to go to the forest. When you get there, look carefully!

Leopard: I always look carefully. I'm a leopard!

Monkey: That's true, Mr Leopard, but perhaps you'll have to look more carefully.

[scene 2] The forest

[The zebra and the giraffe are hiding in the trees.]

Narrator 1: The zebra and the giraffe had been living in the forest for a long time, but when the leopard and the man went to the forest they couldn't find them anywhere.

Leopard: We haven't caught them. We haven't even seen them! This is hopeless!

Man: I agree. Let's hunt at night instead. We will smell the animals at night.

Narrator 2: When it was dark the Leopard caught the zebra and the man caught the giraffe.
[The leopard and man catch the animals.] They held onto them until morning.

Man: This looks like a zebra but it's stripy. It's got black and white stripes!

Leopard: This looks like a giraffe but it's patchy. It's got brown patches all over. Why couldn't we see you yesterday?

Zebra: Let go of us and we'll show you. Look. We'll stand by these trees.

Giraffe: Now, we'll count 1 ... 2 ... 3 ...

[The zebra and the giraffe disappear into the trees.]

- Man:** They've gone!
- Leopard:** How did they do that? They seemed to just ... disappear!
- Man:** Hmm ... Do you know Mr Leopard? You shine like the sun in this dark forest.
- Leopard:** *[crossly]* And you glow like a yellow flame.
- Man:** Well, I'm going to change! Watch this!
- Narrator 1:** There and then, the man changed his yellow skin to black skin.
- Leopard:** That's amazing. You've almost disappeared in the darkness. But what about me? I don't want to be black all over. I like yellow. It's my favourite colour.
- Man:** What about a little bit of black? There's plenty left on my skin. Look, I'll put black on you with my fingers.
- Narrator 2:** The man touched the leopard all over with his fingers and made a pattern of five black spots all over his yellow fur.
- Man:** There! Now we can both hide in the forest. We can catch our dinner! Come on!
- Narrator 1:** The leopard liked the pattern that the man had made. He disappeared into the forest. The man disappeared, too. *[The leopard and man disappear into the trees.]*
- Narrator 2:** If you look carefully at a leopard you can still see the pattern. There are groups of five black spots all over the leopard's body.

(based on the story by Rudyard Kipling)



Listening

1 Talk about the pictures.

Why is an Arctic fox white? Is it easy to see the stick insect? Where is the frog?



2 Listen.

Professor Claire Jones is talking about animal camouflage. What does 'camouflage' mean?

3 Listen again. Then answer these questions.

- 1 Why do some animals use camouflage?
- 2 Why do some animals want to hide from others? Give two reasons.
- 3 What is special about the Arctic fox?
- 4 Why does Professor Jones call the octopus 'the King of Camouflage'?
- 5 What other creatures does she talk about? How do they use camouflage?

4 Talk about it.

Do you know of any other animals or birds which use camouflage? Discuss in groups.

Now you can do the project on page 132.

An island in the South Pacific

There's a big

Welcome!

in Tahiti

*a sparkling green jewel in a
glittering blue ocean*



Tahiti is an island of

turquoise lagoons

white sand beaches



The beaches are fun
and the sea is warm!

coral reefs



Tahiti is an island of

flowers and fruits



tall green rainforests

*mountains
and waterfalls*

There's so much to see and do!



Get active!

Try these amazing water activities

- swim in the clear blue ocean
- surf 10-metre waves
- dive to the coral reef
- jet-ski round the island
- canoe across the calm lagoons
- sail between the islands
- windsurf across the bays

Would you like to touch the dolphins in the bay?



Explore!

Take a closer look at the islands

- by helicopter – look down on the volcanic peaks
- by 4 x 4 – take the fast way up the mountains
- on horseback – go slowly!
- by bike – stop wherever you like
- on foot – take the hidden pathways

May I show you our beautiful island?



Meet the friendly Tahitian people

Listen to the music and watch the incredible fire dance



I can make you a crown of flowers!



Reading comprehension and vocabulary

1 Answer the questions.

- 1 What is Tahiti?
- 2 Which ocean is Tahiti in?
- 3 What things can you see on the island?
- 4 What underwater activity can you do?
- 5 What things can you see underwater?
- 6 Where can you go canoeing?
- 7 What is the fast way up the mountains?
- 8 What are the Tahitian people like?



2 Think about the answers to these questions.

- 1 What do you think the weather is like on Tahiti? How do you know?
- 2 How was Tahiti formed in the ocean? One word tells you.
- 3 Which water activity would you like to do? Why?
- 4 Which transport would you choose to explore the island? Why?

3 Find the words.

a Find four colour adjectives.

b What do the colours above tell you about Tahiti? Tick the best answer.

It is an island with trees. _____

It is natural and beautiful. _____

It is far away in the ocean. _____

c Find three adjectives to describe the water around the island.

d What do the adjectives tell you about the sea around Tahiti? Tick the best answer.

It is dangerous. _____

It is deep. _____

It is clean and safe. _____

Grammar

We went to Tahiti for our holidays.

It's grammar time again!

1 Look!



A young man showed us his beautiful island.



A girl made me a crown of flowers.

2 Read and match. Write the letters.

- 1 The children were bored so Dad read them a story. ____
- 2 Grandma got a new computer. I sent her an email. ____
- 3 It was Grandpa's birthday. We made him a cake. ____
- 4 When I said goodbye to Susie, she gave me her phone number. ____
- 5 "If you are good, I'll give you some sweets," Aunt Jane said to the boys. ____
- 6 We love our Uncle Fred. He told us a very funny joke. ____
- 7 "Can I show you my new pet?" asked Jim. ____
- 8 The dog was hungry so I gave it a bone. ____



3 Make sentences.

It's Sam's birthday. Let's buy him a present.

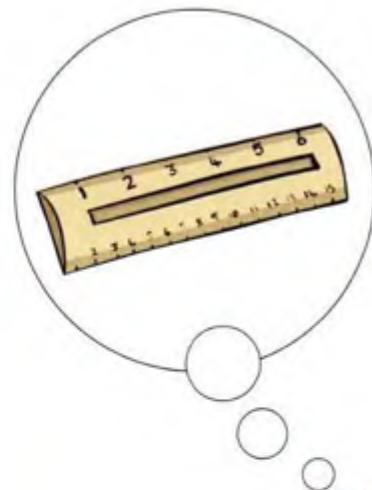
- | | | |
|-------------|-------------|------------|
| 1 buy him | 3 tell them | 4 read us |
| 2 make her | 6 give it | 7 show you |
| 5 sing them | | |



Grammar in conversation

1 Listen and read.

Jack: Give me your ruler, Mel.
Mel: I'm sorry?
Jack: Give me your ruler.
Mel: That's not very polite. Ask nicely.
Jack: Sorry. Can I borrow your ruler?
Mel: What's the magic word?
Jack: Can I borrow your ruler, please?
Mel: I'm not sure.
Jack: Mel, could I borrow your ruler, please?
Mel: I don't think so.
Jack: Mel, may I borrow your ruler, please?
Mel: Well ...
Jack: Mel, would you be so kind as to lend me your ruler? Please!
Mel: No!
Jack: Why not?
Mel: Because I haven't got one!



2 Think, write and say.

Make up questions to ask your classmates.

Be polite.

Can ...?



Be very polite.

Could ...?



Be very, very polite.

May I ...?



3 Let's talk!

Can I borrow your crayons, please?



Sorry, I'm using them.



Useful phrases

Can I ...?
Could I ...?
May I ...?
I'm sorry?
I don't think so.
Ask nicely!

Spelling

Remember! We can divide words into small parts.
The parts are called **syllables**.
Listen to these words with two syllables.



Each syllable has
a vowel sound.



island



lagoon



Some two-syllable words have a
double consonant in the middle.

Explore the **hidden** pathways.



1 Listen and say these words.

parrot

rabbit

kitten

yellow

apple

hidden

swimmer

runner

coffee

foggy

lesson

pizza

Underline the double consonant.

2 Find the words. Write the words.

ff coffee

bb _____

ss _____

nn _____

rr _____

mm _____

gg _____

zz _____

pp _____

tt _____

ll _____

dd _____

3 Listen and sing.

This is the place where I always stop
Outside the window of the corner shop.
Look inside! What do you see?
Cute little kittens, one, two, three.
Can I have a kitten? Can I? Can I?
Can I have a kitten? Can I, please?



Class composition

1 Write a leaflet for guided walks in the mountains.

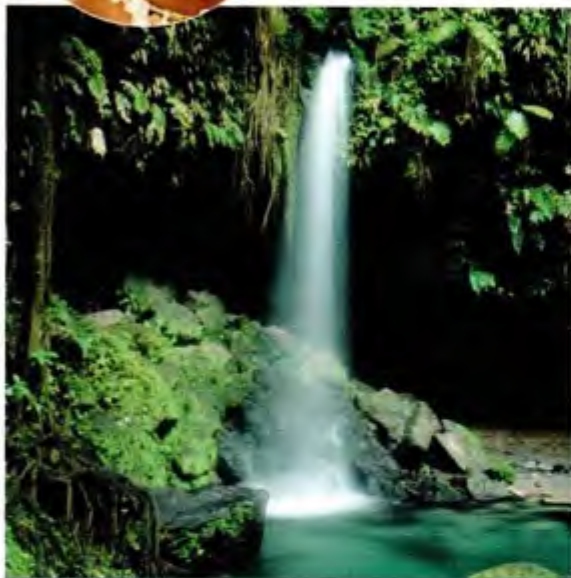
Look at the pictures. Write captions. Choose words carefully.

Give information • what you can see • what to wear • what to bring

Set the information out clearly. Think of a title for the leaflet.



The mountains are beautiful.



Listening

1 Look and read. 2  Look, listen and read. 3 Talk about it.

Adventure in Zarula – Part 1



Silas! What's the matter?

There is a terrible illness in Zarula.

What shall we do?

We must ask Akaro, the wise man.

May we ask you for advice?

You must go to Rainbow Island.

Bring me the Great Diamond of Zarula!

Without the diamond Karina cannot be Queen.

Guard the diamond with your life, Banto!

Now I can steal the diamond! I will be King of Zarula!

Reading

How peace came to the people of the Great Lakes

Long ago, five tribes lived on the east of the Great Lakes of North America. For years they had been at war. Within the tribes, villages fought against villages. Families argued and there were fights in their homes. There was no peace and no one was safe.

On the other side of the lakes an old woman slept. As she slept she dreamed that her daughter had a son. His name was Deganawida. She dreamed that one day he would take a message of peace to the tribes across the water.

Everything happened as she had dreamed. Her daughter had a son. They named him Deganawida. He grew up to be a brave, wise and gentle boy. When he became a man, he talked to his grandmother and his mother. He told them that he wanted to bring peace to the five nations. They agreed to let him go.



Deganawida set off across the lake. He paddled a white stone canoe to the opposite shore. When the people saw him floating in a boat made of stone they were amazed. They listened to his words and at once they agreed to put down their weapons and live peacefully. Deganawida travelled on to the next village then the next and the next. Everywhere he went he brought words of peace and the people put down their weapons.

At last he came to the Mohawk tribe. The chief was Hiawatha. He was a fierce warrior but he was not angry at the stranger's arrival. "I have been dreaming bad dreams for many months," he said. "I cannot sleep at night but I do not know why."

Hiawatha called his people together and Deganawida spoke to them. "You must lay down your weapons," he told them. "People should not kill each other."

"If we do not keep our bows and arrows and our axes," said one warrior, "our neighbours will kill us."

"They have already put their weapons aside," said Deganawida. "They are at peace."

"Then we will do the same," said Hiawatha.



Before Deganawida left, he gave Hiawatha a warning. "The chief of the Onondagas lives above the lake. He will not listen to me. He is powerful and he can harm anyone who listens to me."

In the months after Deganawida left, Hiawatha's three daughters died and no one knew why. Hiawatha was filled with sadness. He believed that the evil chief was the cause and he went to look for Deganawida.

During a long and dangerous journey Hiawatha fought wild bears and wolves. At last he found Deganawida and he spoke to Hiawatha wisely and kindly. Hiawatha's sadness grew less. He decided that he too would spread the message of peace. He left Deganawida and travelled to village after village spreading peace across the land. At last, only one man had not listened and changed his ways: the evil chief of the Onondaga tribe.



Deganawida and Hiawatha travelled together to the mountains. In a cave high above the lake they found the chief. To Hiawatha's horror he was more of a monster than a man. His face was hideous and there were snakes in his hair. They talked to him for many hours. At last, Hiawatha said, "I was like you. My heart was full of fear and hate but I have changed. I believe the message of peace."

The chief smiled, "Now so do I," he said. As he spoke, his ugliness disappeared and Hiawatha gently pulled the snakes from his hair.

They returned together down the mountain to a place where all the tribes were waiting. Deganawida spoke of his plan to make one great nation. He told them of the laws they should keep. The tribes agreed and at the end of the meeting they buried all their weapons. Deganawida planted a tree there and it was known as the Great Tree of Peace. Then Deganawida went away, leaving Hiawatha in his place.



Reading comprehension and vocabulary

1 Order the sentences.

- ___ Deganawida grew up to be a brave, wise and gentle boy.
- ___ Deganawida and Hiawatha spoke to the hideous chief.
- ___ Hiawatha's three daughters died.
- ___ An old woman dreamed that her daughter had a son.
- ___ Deganawida paddled across the lake in a stone canoe.
- ___ Deganawida planted the Great Tree of Peace.
- ___ Five tribes lived near the Great Lakes of North America.
- ___ The tribes buried all their weapons.
- ___ Hiawatha went to look for Deganawida.
- ___ When the people saw the stone canoe, they listened to Deganawida.



2 Think about the answers to these questions.

- 1 Why did the people listen to Deganawida when they saw him in the stone canoe?
- 2 Why do you think Hiawatha dreamed bad dreams for a long time?
- 3 Why do you think the chief of the Onondaga tribe was so ugly?
- 4 Do you know any traditional stories that explain how something happened?

3 Read these nouns. Write them under the correct heading

warrior bow hatred neighbour fear ugliness
arrow grief tribe sadness peace nation

Things you can touch,
taste, smell, see or hear

Things you feel or think

Grammar

Grammar's fantastic, isn't it?



1 Look!



"The tribes started to fight many years ago. They are still fighting now," said Hiawatha.
"They **have been fighting** for many years."

"This family started to argue last year. They are still arguing now," said Deganawida.
"They **have been arguing** since last year."

2 Look, read and match. Write the letters.



- 1 The warriors have been fighting for years. ____
- 2 The old woman has been sleeping for a long time. ____
- 3 Deganawida has been travelling for many days. ____
- 4 Hiawatha has been speaking to the people since midday. ____
- 5 The chief has been living in a cave since the spring. ____
- 6 The tribes have been living in peace since last year. ____

3 Ask and answer.



How long has Joe
been watching TV?



He has been watching
TV for three hours.

- | | |
|--|-------------------|
| 1 Joe – watch – TV? ————— | for five years |
| 2 that family – live – on our street? ————— | since ten o'clock |
| 3 the boys – play – basketball? ————— | since December |
| 4 the explorers – travel – through the rainforest? ————— | for three hours |
| 5 the children – learn – English? ————— | for half an hour |
| 6 the owl – sit – in that tree? ————— | for two weeks |

Grammar in conversation

1 Listen and read.

Mel: Oh, look! I'm in the school play.
Jack: Congratulations! So am I.
Mel: It's a good play, isn't it?
Jack: Yes, I like it a lot.
Mel: Me, too.
Jack: Have you got a big part?
Mel: No, I only say a few words.
Jack: So do I. I'm not in the first scene.
Mel: Neither am I.
Jack: And I don't appear in the last scene.
Mel: Neither do I. But I don't mind having a small part.
Jack: Really?
Mel: To tell the truth I'm not very good at acting.
Jack: Me neither!



2 Think, write and say.

Choose a TV programme, a film or a book. What do you think about it?



On TV I like 'Animal World' best.
I love learning about animals.



I enjoy the 'Harry Potter' films. They're exciting.

I think 'Dragon Mountain' is a great book. The story is really interesting.



3 Let's talk.



What do you think of 'Animal World'?



I love it.



So do I. It's great.



I don't like it.



Neither do I.

Useful phrases

I like I enjoy I think
So do I. Neither do I.
Me too. Me neither.
I agree. I disagree.
How about you?
What do you think?

Spelling:

In some words the letter **o** sounds like **u**.



Her daughter had a **son**.



1 Listen and say these words.

won colour nothing above money
month wonderful front love son

Underline the **o** that sounds like **u** in each word.

2 Choose the best word to complete each sentence.

- 1 The clouds are in the sky _____ our heads.
- 2 You need _____ to buy things.
- 3 A boy child is a _____.
- 4 When you come first in a race, you have _____.
- 5 The opposite of hate is _____.
- 6 Our holiday in London was _____.
- 7 Blue is my mum's favourite _____.
- 8 Anna usually sits at the _____ of the class.
- 9 Ben opened the box but there was _____ inside it.
- 10 November is the eleventh _____.

3 Listen and say.

My heart is pounding and my knees are weak.
My mouth is dry and I cannot speak.
Waiting in the dark, waiting in the dark for the curtain to rise.
My hands are shaking and my feet are lead.
The words spin round inside my head.
Waiting in the dark, waiting in the dark for the curtain to rise.
I want to run away and hide
From the people on the other side
But here's the music – it's time to begin.
And the curtain's beginning to rise ...



Class composition

Do you remember? Hiawatha's journey to find Deganawida was long and dangerous.



1 Look at the pictures.

Talk about what Hiawatha did on his journey. Make notes.



2 Write the story of Hiawatha's journey to find Deganawida.

Write one paragraph for each part of the story.

3 Reread your story.

Does it make sense? Does it explain what happened in order?

Does it explain what happened clearly?

Have you used the best words? Do you need more or better adjectives?

Have you used interesting verbs?

4 Make any changes then read the story again.

Listening

- 1 Look and read. 2  Look, listen and read. 3 Talk about it.

Adventure in Zarula – Part 2

To the White Castle! Quickly!



There is no one to stop us. All the people are sick.



Soon the diamond will be in my hands.



They have taken the diamond.



I will get the diamond. I will be king!



After them! I must get the diamond.



Meanwhile ...

At last we are here.



Can you take us to Rainbow Island?



A storm is coming.



Don't be frightened, Karina!



Help! I can't swim!



Revision 4

1 Listen and read.

Fiction texts

These are all fiction texts. That means they are not true. They all tell stories and events in different ways. They are the writer's ideas.

1

The people were arguing and fighting. One day a woman came, dressed in white. She talked to the people. She showed them the ways of peace.

When it was time for her to go, she walked a little way and turned round. She became a black buffalo. The people were amazed. She went a little further and turned round. She became a yellow buffalo. She went further again, turned round and became a red buffalo. The last time she walked then turned, she was a white buffalo.

When people see a white buffalo, they know it brings peace and good times.



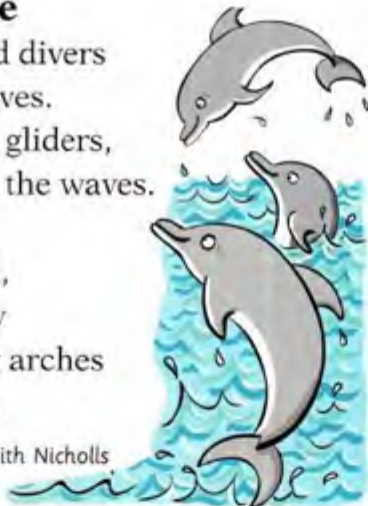
2

Dolphin Dance

We are darters and divers
from secret sea-caves.
We're dippers and gliders,
we dance through the waves.

We spiral and curl,
we weave as we fly
stitch shimmering arches
from ocean to sky.

Judith Nicholls



3

An ant went to the river to drink. It fell into the water and was drowning. A bird was sitting on its nest in the tree. It saw the ant and flew down with a leaf in its mouth. It picked up the ant on the leaf and put it on the ground. The next day a bird catcher came with nets. He tried to catch the bird. The ant saw him and bit him hard on his foot. The bird catcher shouted with pain and ran away.

Moral: A kind person will receive kindness from others.



4 **Andy:** Come on, Meg. I want to swim in that sparkling blue sea!

Meg: So do I! I've been thinking about this holiday for months! Hey, wait for me!

Andy: Oooh owww!

Meg: What's the matter?

Andy: I've hurt my foot. I've stepped on something.

Meg: Oh, dear. Oh! Look! Was it this? It's a mobile phone.

Andy: Well whatever it was, it hurt! What was that?

Meg: It's a text message. It's just arrived.

Andy: What does it say?

Meg: It says, 'Help! We're trapped.'

Andy: What? Who's trapped? Where? And whose phone is it anyway?

Meg: Hmm. What a mystery! We'll have to find out.



5 Billy and Sam were walking home after school. They were talking about the football team. Sam was very excited about it and he didn't want to talk about anything else.

After a few minutes, Billy said, "Have you noticed? There's a boy behind us. He's been following us since we left school."

Sam turned round and looked at the boy. "I don't know him," he said. "Neither do I," said Billy. "He doesn't look very happy. Let's see what he wants."

They waited until the boy reached them. He was small and thin and he was wearing just a thin shirt and jeans although it was cold. His dark, straight hair fell over his eyes and he looked at them nervously.

"Can we help you?" asked Billy.

The boy stared back at them and then he began to speak in a strange language.



2 Match the texts to these descriptions. How do you know which is which?

a fable ____ a mystery story ____ a poem ____ a play ____ a native American legend ____

Listening

1 Think about it.

You are going to hear an old Russian story about an animal called Silver Hoof. Which animal do you think Silver Hoof is? A lion? A goat? A fish? Say why.

2 Listen to the story. Does it have a happy ending or a sad ending?

3 Listen again. Are these sentences true or false? Write T or F.

- | | |
|--|---|
| 1 Vanya was Darya's grandfather. ____ | 2 Vanya was a hunter. ____ |
| 3 Darya did not like Vanya's stories. ____ | 4 Vanya wanted to see Silver Hoof. ____ |
| 5 Vanya went to town to buy food. ____ | 6 The cat was scared of Silver Hoof. ____ |
| 7 The cat put jewels in the snow. ____ | 8 Vanya and Darya became rich. ____ |

4 Listen again.

Numbers these words in the order in which you hear them.

noise believe skins rich poor favourite roof hunter stamped

5 Tell the story.

Work in pairs or groups.

Now you can do the project on page 133.

Reading The first doctors

Earliest times

All around the world, for thousands of years, people have been treating illness, disease and pain. Archaeologists know about a dentist who worked 9,000 years ago in Pakistan but the first doctor in history who is known by name is Imhotep. He treated King Zoser the pharaoh of Egypt 4,700 years ago.



Greek and Roman doctors



Hippocrates looked and made notes.

The Greek doctor, Hippocrates, treated sick people 2,500 years ago. He believed that looking carefully at patients was important. This helped him to decide on the best treatment. Doctors do this today.



Everyone could use the baths in Rome.

Two thousand years ago the Romans believed that cleanliness was good for people's health. They had big baths like swimming pools. They brought 1,000 million litres of water a day into the city for drinking, washing and cleaning the streets and drains.

Physicians in the Middle East



There were no ambulances at the first hospitals.

Doctors in the Middle East set up the first hospitals. The Persian doctor, Avicenna, wrote about medicine 1,000 years ago. His book was used for 800 years. He is sometimes called the father of modern medicine. He realised that some diseases can travel quickly from one person to another.

European medicine

Two hundred years ago some European doctors began to use microscopes to look at germs. Many doctors at that time did not understand that germs can be spread by healthy people through touch. Doctors did not wash their hands after they had touched sick people.



This is a microscope.

Hospital cleanliness

In 1847 a Hungarian doctor named Semmelweis was working in a big hospital when he made an important discovery. He found that fewer patients died when the doctors washed their hands before they treated them. Semmelweis could show that hand-washing was important, but the other doctors were angry. They did not like his ideas. They stopped him from working in hospitals. He died forgotten and in disgrace – but he was right.



In London, the surgeon Joseph Lister believed the same thing. He made sure that all hospital instruments were properly cleaned before and after operations. Fewer people died after operations. Florence Nightingale, the famous nurse, believed that good nursing needed cleanliness. She thought that the patients and the hospital ward had to be clean. She wrote instructions to her nurses:



*Open the windows to give patients fresh air
Let patients sit in sunlight for part of the day
Give them good food to eat
Give them clean water to drink
Clean the floor of the ward
Change the sheets on the beds
Wash the sheets
Wash the patients
Keep the drains clean*



Keep it clean!

Nowadays we know how important it is to keep things clean but it was not obvious then. Many people did not think that Florence Nightingale's ideas were important. Modern nurses use disposable gloves. These protect patients from germs.

If you cut yourself, you must clean the cut but ...

Always wash your hands first!



Reading comprehension and vocabulary

1 One word in each sentence is wrong. Cross it out. Write the correct word.

- 1 Archaeologists know about a ~~doctor~~ who worked 9,000 years ago. dentist
- 2 Imhotep treated King Zoser, the pharaoh of England, 4,700 years ago. _____
- 3 Hippocrates believed that looking carefully at patients was impossible. _____
- 4 Two hundred years ago the Romans believed cleaning was important. _____
- 5 The Romans used 1,000 million litres of water a day for drinking, washing and cleaning the streets and trains. _____
- 6 Avicenna realised that diseases can travel quickly from one hospital to another.

- 7 In 1847 a Hungarian doctor made an important disease. _____
- 8 Florence Nightingale wrote information to her nurses. _____



2 Think about the answers to these questions.

- 1 Why do you think Avicenna is sometimes called 'the father of modern medicine'?
- 2 Why do you think the other doctors were angry about Semmelweis' ideas?
- 3 Did anything in the text surprise you? What was it?
- 4 Would you like to be a doctor or a nurse? Why or why not?

3 Find the words

Find three words for people who work in hospitals.

Find three words for things doctors try to treat.

Check in your dictionary!



1 Look!



"What's the matter?" asked the doctor.
"I've cut **myself** on a piece of glass," said the patient.
"You've hurt **yourself** badly," said the doctor.

2 Look and correct the mistakes.

- 1

The old lady looked at herself in the mirror.
- 2

The scissors are sharp! Be careful! Don't cut yourself!
- 3

"Enjoy yourselves at the Sports Club, girls!" said Mum.
- 4

The dog sat in the sun and washed itself.
- 5

"We enjoyed ourselves on the swings," said Molly.
- 6

"I bought myself a lollipop," said Freddy.
- 7

They passed their exam. They were angry with themselves.
- 8

The boy sat down and hurt himself.

3 Talk about these questions.

- 1 Have you ever hurt yourself? What happened?
- 2 Have you bought yourself anything recently? What was it? How much did it cost?
- 3 What do you see when you look in the mirror?
- 4 When did you and your friends last enjoy yourselves?
- 5 Have you ever been angry with yourself? Why?

Grammar in conversation

1 Listen and read.

Lucy: Hey! Guess what!
Jack: I don't know. What?
Lucy: I was coming to school this morning when I saw an elephant in the street.
Jack: I don't believe you.
Lucy: It's true!
Jack: Hey, Alex! Lucy says she was coming to school this morning when she saw an elephant in the street.
Alex: That's nothing. I was coming to school this morning when I saw three elephants in the street.
Jack: You're joking.
Alex: And horses and acrobats and clowns and a band and ...
Jack: Oh, I get it! The circus has come to town. Why didn't you say?



2 Think, write and say.

Finish these sentences.

I was walking in the park when ...



I was falling asleep when ...



I was swimming in the sea when ...



I was shopping in the mall when ...



3 Let's talk!

Hey! Guess what?



I don't know. What?



Useful phrases

Guess what?
I don't believe you.
You're joking.
It's true!
Oh, I get it.

Spelling

Remember! The parts of a word are called syllables.
Each syllable must have one vowel or more.



Listen! How many syllables can you hear?

ambulance



1 Listen to the words.



microscope



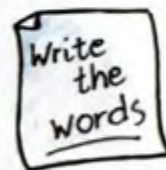
medicine



hospital



important



instruction

Listen again and point to each syllable.

mi-cro-scope med-i-cine hos-pit-al im-por-tant in-struc-tion

Listen then say the words.

microscope medicine hospital important instruction

2 Read the words. Circle the words with three syllables. Use each three-syllable word in a sentence of your own.

doctor cleanliness discover sunlight understand

3 Listen and sing.

I was walking down the street when I saw it.
I was walking down the street when it appeared.
It was big and red and round
And floated just above the ground.
Yes, I was walking down the street when it appeared.

So what was it?



No idea.



Class composition

- 1 Look at the pictures. Talk about the pictures.
Write the instructions.

How to deal with a cut





Listening

- 1 Look and read. 2  Look, listen and read. 3 Talk about it.

Adventure in Zarula – Part 3



Reading

Plants in medicine

Cures from around the world

People have been using plants to make medicines for thousands of years. Modern scientists still use plants to make medicines. Some medicines can cure very serious illnesses. Many plants for new medicines are found in rainforests. Unfortunately, forests are destroyed so fast that some plants might disappear before they have been discovered. Many people wish that the forests could be better protected.

Madagascar

rosy periwinkle

This plant grows in the rainforest.

All parts of the plant are used.



The rosy periwinkle is used to treat a serious fever that can kill. It is also used to treat a disease of the blood which some children have.

Nigeria and West Africa

bitter kola

The seed is inside the fruit.

The tree grows up to 30 metres tall in warm, damp rain forests.



These are the leaves and fruit of the bitter kola tree. The seeds can be used to treat sore throats. Recently they have been used to treat very dangerous fevers.

North East India

serpentine root

It grows in forest clearings.

The roots and leaves are used.



This plant is used to treat pains in the bones. It is also used to treat a person who is anxious and nervous.

North America, Europe, Asia

willow

Its favourite habitat is near rivers and streams.

The bark from the trunk is used.



The bark is used to make tablets. Some people with heart disease take one tablet a day. This helps their hearts to work well and to keep their blood flowing normally.

South America

Cinchona tree

It grows on slopes of the Andes mountains in the Amazon rainforest.

It has white, pink or yellow flowers.



The wood of this tree and bark from the trunk are used to treat fever and pain, to calm nervous people and to kill germs.

Europe, Asia

poppy

This plant is grown in large fields.



Poppies are grown to make a very strong painkiller. Immediately after an operation, patients are given this painkiller to help them feel better and to get stronger.

The life cycle of a plant



The seed lies on the earth.



The seed cracks open.
Tiny shoots appear.



One shoot grows up to the light.
One shoot goes down.



The first leaves appear.
The roots grow.



The stem grows longer
and stronger.



A bud begins to grow on
the stem.



The petals unfold and
the flower opens.



The seeds form in the
flower. The flower dies.



The seeds drop down onto
the earth.

Reading comprehension and vocabulary

1 Answer these questions.

- 1 Where are many plants for medicines found?
- 2 What parts of the rosy periwinkle are used?
- 3 Which plant can be used to treat sore throats?
- 4 What parts of the serpentine root are used?
- 5 In what habitat does the willow like to grow?
- 6 Where does the Cinchona tree grow?
- 7 What parts of it are used?
- 8 What is the most important use of the poppy in medicine?

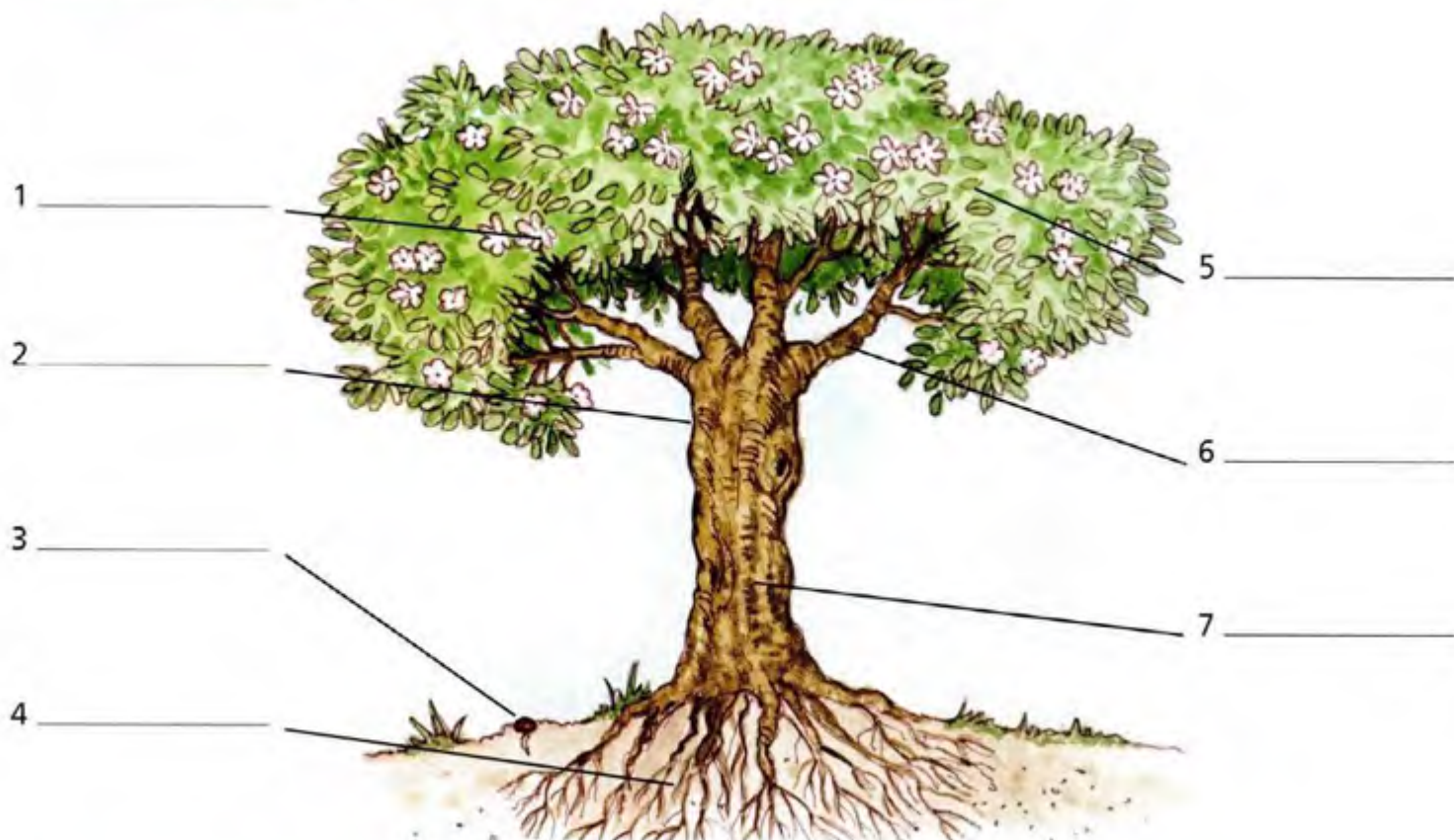


2 Think about the answers to these questions.

- 1 Why are the rainforests important to medicine?
- 2 What is the problem for medicine if the rainforests disappear quickly?
- 3 Do you know of any other plants that are used to make cures?

3 Name the parts of the tree.

seed root branch trunk bark flower leaf



Grammar

R-A-M-M-A-R-G spells Grammar – backwards!



1 Look!



People first used plants as medicine a long time ago.

People still use them today.

Plants **have been used** as medicine for a long time.

For years this plant **has been used** to treat a serious fever.

2 Read and find the correct endings. Write the letters.

- 1 Many useful plants have been discovered
- 2 In recent years many forests
- 3 Unfortunately some useful plants
- 4 For years a medicine from the poppy
- 5 A medicine for heart disease has been made
- 6 Many people have been cured

- a have been cut down.
- b from the bark of the willow tree.
- c in rainforests.
- d by medicines from plants.
- e have been lost.
- f has been used to relieve pain.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

3 Look at this new town. Ask and answer.

How many old houses have been pulled down?



Lots of old houses have been pulled down.



- | | |
|--------------------------------------|------------------------------------|
| 1 How many old houses – pulled down? | No. |
| 2 How many new houses – built? | Yes. |
| 3 the old castle – destroyed? | Lots of old houses. |
| 4 many parks and gardens – planned? | Because the old one was dangerous. |
| 5 the river – cleaned up? | Hundreds of new houses. |
| 6 Why – a new bridge – built? | No, not yet. |

Grammar in conversation

1 Listen and read.

Lucy: Alex ...
Alex: Yes?
Lucy: I'm feeling a bit fed up.
Alex: Why?
Lucy: I wish I could have a pet. I want a dog so much.
Alex: You can't have a dog. We live in an apartment.
Lucy: Well, I wish we didn't live in an apartment.
Alex ...
Alex: What's the matter now?
Lucy: I hate my hair. I wish I had beautiful hair.
Alex: Your hair's OK. Don't be silly.
Lucy: Alex ...
Alex: Now what?
Lucy: I wish I was older and taller and prettier and ...
Alex: And I wish I could watch this programme in peace!



2 Think, write and say.

Is there anything you don't have which you would like to have?

Is there anything you can't do which you would like to do?

Are you happy about the way you look? Would you like to be different?

I wish I had ...



I wish I could ...



I wish I was ...



I wish I didn't ...



3 Let's talk!

What's the matter?



I'm feeling a bit fed up.



Useful phrases

What's the matter?

Now what?

Don't be silly.

Spelling



Some words begin with **al**.
Some words end with **al**.

There are **al**ways nurses
at the hospita**l**.



1 Listen and say these words. Underline **al** in all the words.

almost several medical also always festival
material alright altogether hospital already animal

2 Write the words.

beginning **al**

ending **al**

3 Choose words from Activity 1 to complete these sentences.

- 1 Fred broke his leg but he was _____ when he got to the _____.
- 2 There is _____ a winter _____ in Japan.
- 3 Ben was late to school and the lesson had _____ started.
- 4 You must go to the doctor for _____ treatment.
- 5 Plastic is a very useful _____.
- 6 Before school the children stand _____ in the playground.
- 7 We learn English at school and we _____ learn maths.
- 8 This _____ is _____ five metres tall. It's a giraffe!

4 Listen and sing.

Oh, I wish I had an itty bitty box
To put my brother in.
I'd take him out and twist his snout,
Then put him right back again!

Take him out, twist his snout,
Then put him right back again,
If I only had an itty bitty box
To put my brother in!

Traditional



Class composition

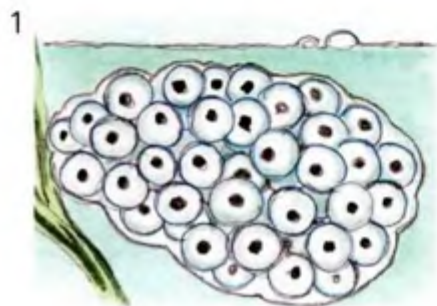
1 Read.

This frog lives in the rainforest where many medicinal plants come from.



2 Look at the pictures of the frog from egg to adult. Discuss what happens at each stage. Use the words to help you.

3 Describe the cycle. Think of a title.



eggs lay pool



tadpole



hatch



grow tail



legs



arms



froglet



adult

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

Adventure in Zarula – Part 4



Revision 5

1 Listen and read.

Non-fiction texts

These are all non-fiction texts. That means they tell you true facts. They all give you facts and information in different ways.

1 **Roman baths**

Baths have been used for thousands of years. When archaeologists were digging in a city in England, they found several Roman baths but the most famous baths were in the city of Rome.



What the baths were like

Roman baths were very large and they were often very beautiful. They had pictures and patterns on the walls. The water was very clean and they were pleasant places to spend time. Most baths had more than one pool.

How the baths were used

People washed themselves at the baths but they were meeting places, too. People could sit on the edge and talk to people who were swimming. They talked about their work and things that were happening in the city. The baths were important in the lives of people in Rome.

2

Keep us clean!

Do you wash us when we're dirty?

If you don't – we wish you would!

When you can see we're dirty, wash us.

But did you know?

Sometimes we look clean – but we're not!

Germs can be all over us, ugh! But you can't see them.

That's when washing us is really important.



3



- ➡ Put warm water in the bowl.
- ➡ Wet your hands in the water.
- ➡ Put soap on your hands.
- ➡ Rub your hands together.
- ➡ Wash the soap off in the water.
- ➡ Dry your hands on a clean towel.

Name	Type	Location	Parts used	Illness treated
rosy periwinkle	plant with flowers	rainforest	all parts	fever, disease of the blood
serpentine root	small tree	forest clearings	roots, leaves	pains in the bones, anxiety
cinchona	large tree	rainforest	wood, bark	fever, pain, nervousness
poppy	plant with flowers	fields	seed	pain

5



The hen lays an egg.



The hen sits on the egg and keeps it warm for several days.



The chick grows inside the egg.



When the chick is big enough, it breaks the shell.



The chick gets bigger and it grows long feathers.



It becomes a hen and it can lay a new egg.

2 Match the texts to these descriptions. How do you know which is which?

instructions _____ a leaflet _____ factual information _____

a description of a process _____ information in a chart _____

Listening

1 Think about it.

Do you like insects? Which insects do you like/dislike? What do you know about butterflies?

2 Look at the pictures. Then listen and point.

a



b



c



d



e



f



3 Listen again and write the letters. 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

4 Talk about it.

- Describe the life of the butterfly. These words can help you: eggs, leaf, caterpillar, spines, pupa, wings.
- Describe the butterfly. Why do you think it has those spots on its wings? Why do you think this butterfly is called the peacock butterfly?

Now you can do the project on page 134.

Extreme sports!

Do you like exciting sports?

Football and basketball can be exciting for spectators but some sports are different and unusual. They're called extreme sports.

They take place on ramps, on rivers, on the sea and on snowy mountains. Competitors can't control the wind, water, waves and snow. That's why the sports are exciting. Speed and height are important, too, so they look spectacular.



In **canoe slalom**, competitors travel very fast down a river where the water is rough and the canoe can easily turn over.



Kite surfers have a small board on their feet and a big kite tied to their backs. The wind blows the kite and the kite surfer whizzes across the water. The kites look pretty, don't they?

BMX bikers and **mountain bikers** go very fast. Sometimes their bikes leave the ground and they look like they are flying.



In-line skaters and **skateboarders** use ramps, steps and rails. They jump high in the air and turn around before they land.

Ski jumpers ski down a steep slope then jump into the air. It looks scary, doesn't it? You can see this sport in the winter Olympics. The winner is the person who jumps the furthest.



Snowboarders jump and turn in the air. This is an Olympic sport, too.

A **wakeboarder** is pulled by a boat. The boat makes waves as it speeds through the water. These waves are the wake. The wakeboarder crosses the waves and jumps in the air.



When **downhill skiers** compete, they ski down a mountain as fast as they can. The person who gets to the bottom the fastest is the winner.



In **freestyle skiing**, the competitors jump, twist in the air and turn upside down. The winner is the person who does the most difficult tricks the best.

The **Marathon** may not look as exciting as other sports, but it's certainly extreme. At 40 km, it's the longest race in world sports.



More about extreme sports

This chart shows where extreme sports take place. It shows the equipment and protective clothing that are needed. Extreme sports look dangerous but competitors try to keep themselves safe. For Olympic sports, the chart shows the year when they were first in the Olympic Games.

Sport	Place	Equipment	Protective clothes	Olympic Games
canoe slalom		canoe, paddles	helmet, life jacket	1972
kite surfing		kite, board	life jacket	No
BMX biking		bike	helmet, kneepads	2008
mountain biking		bike	helmet	1996
in-line skating		in-line skates	helmet, kneepads, elbow pads	No
skateboarding		skateboard	helmet, kneepads, elbow pads	No
ski jumping		skis	helmet, goggles	1924
snowboarding		snowboard	helmet, goggles	1998
wakeboarding		board, boat, rope	life jacket	No
downhill skiing		skis, poles	helmet, goggles	1936
freestyle skiing		skis	helmet, goggles	1994
marathon		trainers	none	1896

Reading comprehension and vocabulary

1 Choose verbs to complete these sentences. Make changes as necessary.

twist fly pull turn land turn over blow cross

- 1 In canoe slalom, the canoe can easily _____.
- 2 In kite surfing, the wind _____ the kite.
- 3 Sometimes BMX bikers look as if they _____.
- 4 In-line skaters turn around before they _____.
- 5 Snowboarders jump and _____ in the air.
- 6 A wakeboarder holds a rope and _____
by a boat.
- 7 The wakeboarder _____ the waves.
- 8 Freestyle skiers jump, turn and _____ in the air.



2 Look at the chart and answer these questions. Write short answers.

- 1 How many sports take place on water? _____
- 2 How many of the sports can you see in the Olympics? _____
- 3 Which sports take place in the winter? _____
- 4 Which sport uses the most equipment? _____
- 5 Which sports use the most protective clothing? _____
- 6 Which sport has the least equipment and the least protective clothing?

- 7 Which is the newest Olympic sport? _____
- 8 Which sport has been in the Olympics the longest? _____

3 Think about the answers to these questions.

- 1 Why do competitors in the snow sports need to wear goggles?
- 2 Why do you think in-line skaters and skateboarders use the most protective clothing?
- 3 Which sport do you think would be the most exciting to watch?

Grammar

1 Look!



Grammar's fun, isn't it?



Winter is the time **when** people go skiing.

In downhill skiing the winner is the person **who** skis the fastest.

In ski-jumping the winner is the person **that** jumps the furthest.

We went to a beach **where** we watched kite surfing.

In kite surfing a surfer has a kite **which** is tied to his back.

He also has a board **that** is fixed to his feet.

Remember!

that = who
that = which

2 Read and match. Write the letters.

- 1 This is the place where people do ski jumping. ____
- 2 This was the year when snowboarding first became an Olympic sport. ____
- 3 This is equipment which downhill skiers use. ____
- 4 This is a person that enjoys skateboarding. ____
- 5 This is the kind of bike that BMX bikers ride. ____
- 6 This is a skier who has won her race. ____



3 Ask and answer. Use the words in the box in your answers.

something which / that a person who / that a place where a time when

- | | | |
|-----------------------------|-----------------------|--------------------------|
| 1 What is a snowboard? | 2 What is a ski jump? | 3 What is winter? |
| 4 What is a downhill skier? | 5 What are trainers? | 4 What is a kite surfer? |

1 Listen and read.

Alex: It's Jack's birthday next week.
 Lucy: Shall we get him a present?
 Alex: Good idea. But what?
 Lucy: How about a computer game?
 Alex: A computer game costs too much, doesn't it?
 Lucy: That's true.
 Alex: How about a football? He plays football, doesn't he?
 Lucy: What about some sweets? Or a book or a puzzle?
 Alex: Boring!
 Lucy: I know! Let's go to the mall!
 Alex: Yes, they sell everything there, don't they?
 Lucy: And Jack's mum works there, doesn't she?
 Alex: Yes, she does. We can ask her what to buy.



2 Finish the sentences.

He likes sweets, ...

You play basketball, ...

She sings beautifully, ...

The children talk a lot, ...

That film sounds great, ...

We work hard, ...

Were you right? Listen and repeat.

3 Let's talk!

Choose birthday presents for your classmates.

What shall we get for Anna?



How about a book? She loves reading, doesn't she?



Spelling

Some words for people end in **or**.
They are usually people who do something.



A competitor in skateboarding
always wears a helmet.



1 Read.

A competitor is someone who competes in a competition.
A spectator is someone who watches a sport or an event.



2 Listen and say these words.



actor



doctor



author



sailor



professor



inventor



visitor



mayor



tailor



editor

3 Complete the sentences.

- 1 A person who looks after people's health is a _____.
- 2 Someone who writes books is an _____.
- 3 A person who leads the people in a town or city is a _____.
- 4 Someone who teaches at a university is a _____.
- 5 A person who makes clothes is a _____.

4 Listen and say.

Tinker, tailor, soldier, sailor, rich man,
poor man, beggar-man, thief!

You're out!



Class composition

1 Read and complete the winter sports chart.



On the first day 6,500 people watched the snowboarding competition. The temperature was -8°C but it was sunny. The next day it was two degrees warmer. It snowed and 6,000 people watched the freestyle skiing. On the third day it was -2°C and it didn't snow but it was cloudy. Eight thousand people watched the downhill skiing on the third day. On the fourth day it was the snowboarding finals. It was sunny and cloudy and one degree colder than the day before. Eight thousand five hundred people watched the snowboarding finals.

Day	Temperature	Weather	Sport	Spectators
5	-7°C		freestyle skiing finals	7,500
6	-6°C		downhill skiing finals	9,000
7	-5°C		ski jumping	9,500
8	-9°C		ski jumping finals	10,000

2 Write about the last four days of the winter sports.

Listening

- 1 Look and read. 2  Look, listen and read. 3 Talk about it.

Adventure in Zarula – Part 5



Oh, look! They're dolphins!

Oh! Look at that!

They want to help us, don't they?

What a magnificent waterfall!

Meanwhile ...

Why are those parrots flying above the forest?

Let me help you, Karina.

So ... we meet at last.

You will never have the diamond!

You fool! What have you done?

The Great Diamond of Zarula is lost forever!

Reading

Formula 1!



The racing cars were at the start line. With their engines running I thought that they sounded like angry bees. My sister, Tara, leaned forward over the rail and stared down at them with fascination.

"Look for a blue car with 81 on the side," said Uncle Pete. "The driver is Frank Turner, the national champion."

"Fantastic!" exclaimed Tara. "This is amazing, isn't it Russ? These cars go at 220 kph!"

I sighed and turned away. The sun was hot and I was getting a headache. I said, "I think I'll go and sit in the shade." Nobody answered. I don't think anyone heard.

I left the viewing box and walked down the stairs. At the bottom a quiet and dim passage led along the back of the grandstand. At the end of it there was a door. I didn't want to go outside. I was wondering where I could go next when I saw a bench against the wall near the door. I sat down and rested my head against the cool wall.

Just then the door beside me burst open. There was a sudden beam of light as a man stepped through and then the door swung shut. The man sat down on the bench. He didn't see me at all. He was holding a mobile phone. He looked closely at it as if he expected it to do something. Then he groaned quietly. I shuffled my feet. The man looked round quickly. "Oh, I didn't know anyone was here," he said.

"Sorry," I said.

"It's OK," said the man. "I've got to go in a minute. I was just hoping ... My son, Todd ..." He looked at me and smiled. "Are you going to watch the race?" he asked.

"I suppose so," I replied.

"You don't sound very pleased about it," said the man.

The door opened again. A voice called, "Frank!"

The man said, "OK ... I'm coming". He picked up his helmet and gloves from the bench beside him. "Cheerio," he said and walked quickly outside.

I thought I should go back upstairs. I stood up. Then I heard a phone ring.

I looked back at the bench. The man's mobile phone was lying there and it was ringing. I picked it up and opened the door. The man had gone. I looked at the screen. Todd calling, it said. I hesitated for a second then answered.

"Dad?" said a voice.

"No, he's gone," I said.

"Oh." The voice sounded disappointed. "Mum and I are nearly at the track. The traffic's terrible ... but who are you, anyway?"

"I'm Russ," I answered. "I'm at the race track with my uncle and my sister. I was just talking to your dad. He left his phone so I answered it."

"Are you watching the race?"

"Well, yes, I suppose so. It must be ready to start," I told him.

"Can you help me?" asked Todd quickly. "Will you stay on the phone and tell me what's happening?"

"Well ..." I hesitated.

"Please!" Todd's voice sounded desperate.

I decided. "OK, I will," I said. I hurried back up the stairs. I reached the viewing box just as the chequered flag went down and the cars surged forward.

"They've started!" I gasped into the phone.

Tara looked at me. "Who are you talking to?" she asked. She didn't wait for an answer but turned back to watch the cars roaring past. "Russ isn't interested," she told Uncle Pete. "He's chatting to a friend."

I told Todd everything that was happening in the race. It was nearly over when the door of the box opened and a boy hurried in. Todd was just in time to see his father pass the finish line first. He cheered and Tara screamed, "Brilliant!"

"Yes, he is, isn't he?" said Todd.

"Who are you?" asked Tara.

"I'm Todd Turner," said Todd. Tara stared at him in surprise.

When Frank Turner came into the box a few minutes later Tara looked astonished. He hugged Todd and said, "I'm sorry you missed most of the race."

"I didn't miss it," said Todd. "Russ told me what was happening on your phone. He's a really good commentator. It was just like being here."

"My phone!" said Frank. "I wondered where I had left it. Thanks, Russ." He shook my hand warmly. Tara glared at me. "I thought you weren't interested in racing," she whispered crossly.

"It was more interesting than I expected," I said with a smile.





Reading comprehension and vocabulary

1 Write *true* or *false* or *I can't tell*.

- 1 Tara was bored with the racing cars. _____
- 2 Russ sat on a bench in a passageway. _____
- 3 Frank Turner was expecting the phone to ring. _____
- 4 The phone started to ring before the man had gone. _____
- 5 Russ hesitated before he answered because it was not his phone. _____
- 6 Todd and his mother were late because of the traffic. _____
- 7 Russ got back to the viewing box just as the race started. _____
- 8 Tara knew who Russ was talking to. _____
- 9 Todd said that Russ was a good commentator. _____
- 10 Tara was cross because Frank Turner thanked Russ. _____

2 Think about the answers to these questions.

- 1 Why did Russ want to go and sit in the shade? Find three reasons.
- 2 Frank Turner said, "I was just hoping ..." What do you think he was hoping?
- 3 Why do you think Russ hesitated before he agreed to stay on the phone and tell Todd what was happening?
- 4 Why do you think Tara was cross at the end?

3 Match the verbs and the definitions.

breathe sigh cheer groan shuffle surge

- 1 To make small movements with the feet. _____
- 2 To move strongly and powerfully. _____
- 3 To take air in and out of your body. _____
- 4 To make a sound of sadness or pain. _____
- 5 To make a small sound when breathing out. _____
- 6 To shout with joy. _____



Look, read and talk with your classmates.

1



You are at school. What's happening in one hour? two hours? three hours?

2



Do you wish you were somewhere else?
Do you wish you had something which you haven't got?

3



Make sentences of your own.
Use these verbs: *perform, build, win.*

4



What time did you arrive at school today?
What did you do then? Make a sentence beginning with *After*.

5



What are you doing?
How long have you been doing it?
How about your classmates and your teacher?

6



Talk about your classroom. Use these verbs:
paint, open, write, put.

7



Make your own sentences.
Start with these words: *I met ..., I saw ..., I thanked ...*

Grammar in conversation

Let's talk!

Wow!

I'm not sure.

You could be right.

I bet ...

Definitely.

What now?

Tell me about your family.

Really?

What's the matter?

That's interesting.

Oh, I get it.

What else?

It's true!

What's the best day you've ever had?

And?

I don't believe you.

Lucky you!

Guess what?

How amazing!

Oh, go on!

What are your favourite hobbies?

You're joking.

That's my business!

Fantastic!

It's none of your business.

Brilliant!

Don't be silly!

I think watching TV is a waste of time. How about you?

Tell me!

That's rubbish!

In my opinion, we should protect the rainforests and other wild places. What do you think?

I believe ...

What nonsense!

Exactly!

I disagree.

I agree.

To my mind ...

In my opinion ...

Spelling

Some words end in **tion**. These letters sound like **shun**.



Tara looked at the cars with fascination.



1 Listen and say these words.

station nation fiction competition operation explanation fascination

Underline the **tion** ending.

2 Write the words in Activity 1 next to the correct definition.

- 1 The reason for something. _____
- 2 A test to find the winner of something. _____
- 3 Work done by a surgeon in hospital. _____
- 4 Very great interest. _____
- 5 The place where a train stops. _____
- 6 Made-up, not true fact. _____
- 7 All the people who live in a country. _____

Check the meanings in a dictionary if you need to!



3 Add **tion** to these verbs. Take the **t** off the verb first.

direct _____	reflect _____
protect _____	erupt _____
act _____	invent _____

When you add **tion** to these verbs, the new word is a noun.



4 Listen and sing.

Chatterbox Charlie never stops talking.
 He talks when he's running, he talks when he's walking.
 He talks when he's working, he talks when he's eating.
 He even talks at night when he's sleeping.
 Chitter chatter chitter chatter, Chatterbox Charlie,
 Chitter chatter chitter chatter, Chatterbox Charlie,
 Chitter chatter chitter chatter chitter chatter chitter chatter,
 STOP!



Class composition.

1 Think about Tara in the story. Talk about these questions.

- 1 What did Tara see at the beginning? Write some ideas in the box.



- 2 What did she think? How did she feel? Write some ideas



- 3 What did she say to Uncle Pete when Russ had gone? Did she talk about

- the racing cars?
- Frank Turner?
- Russ?
- something else?

What did Uncle Pete say? Write some ideas in the bubbles.



- 4 Did Tara see Russ come back or did she only hear him talking on the phone?

Look back at the story to see what she did and said when Russ came back.

- 5 Did Tara enjoy the race? What did she think about it?

- 6 Look back at the story. What did Tara do and say at the end of the race?

What did she think when Frank Turner came into the box?

What did she feel when he said, "Thanks, Russ"?

2 Now write the story from Tara's point of view.

Remember: you are writing as Tara. Start like this.

I love fast cars! I was so excited when Uncle Pete took us to the race track. I leaned over the rail and looked at the cars at the start line. I thought they were ...

Listening

- 1 Look and read. 2 Look, listen and read. 3 Talk about it.

Adventure in Zarula – Part 6

Panel 1: Akaro the monkey is climbing a rock. A treasure chest is nearby.

Panel 2: A man in a black and gold suit (King of Zarula) is holding a treasure chest. Akaro is next to him.

Panel 3: Three people on horseback are riding away. A speech bubble says: "Goodbye, Karina!"

Panel 4: A group of people are looking at a bird. A speech bubble says: "What's that bird?"

Panel 5: A man in a red suit is holding a falcon. A speech bubble says: "It's Akaro's falcon!"

Panel 6: A man in a red suit is pointing to a red rock. A speech bubble says: "Come to the Red Rock."

Panel 7: A man in a purple suit is riding a horse. A speech bubble says: "Akaro! Something terrible has happened."

Panel 8: A man in a black and gold suit is holding a diamond. A speech bubble says: "I am the King of Zarula."

Panel 9: A man in a black and gold suit is holding a diamond. A speech bubble says: "Be careful, monkey!"

Panel 10: A man in a black and gold suit is holding a diamond. A speech bubble says: "It is only glass!"

Panel 11: A group of people are sitting on a bench. A speech bubble says: "Meanwhile ... We have lost the diamond, Akaro."

Panel 12: A man in a blue suit is laughing. A speech bubble says: "Ha! Ha! Ha!"

Panel 13: A group of people are sitting on a bench. A speech bubble says: "This is the Great Diamond."

Panel 14: A woman in a purple dress is holding a diamond. A speech bubble says: "You are Queen of Zarula!"

Revision 6

1 Read the extracts about a volcano. Match them to these kinds of writing.

letter to a grandparent
an email to a friend
biography
diary
narrative story
a personal recount
factual information



Volcano!

1 _____

Monday

This morning we went up the volcano. We took a bus almost to the top but we had to walk quite a long way. The ground was very rocky and we had to walk carefully. The view from the top was fantastic. Tomorrow we are going to a volcano that has a lake inside it.

2 _____

The next day we went up the volcano. We went most of the way by car but we had to walk the last part. Walking was quite difficult because the ground was rocky. We could see snow a little way above us. I took photos with the camera that you gave me for my birthday. It's a great present and I really enjoyed using it. I will show you the pictures when I get back.

3 _____

When he was young he enjoyed looking at rocks. He often took a bus to the volcano and then walked to the top. He used to pick up different rocks and find out about them. Later, he studied at the university and he became a geologist.

4 _____

He stepped carefully over the rough, black rocks that hurt his feet. He was scared and exhausted but he could not stop. It was still a long way to the top of the volcano. He knew that he must reach it before the sun set. After that, it would be too dark to see and the path would be dangerous.

5 _____

We went up the volcano yesterday. It was amazing! Don't worry, it exploded a long time ago so it's safe now.

You don't like long walks, do you? I didn't like the walk much but the view from the top was brilliant. It was freezing up there, too. I've attached some photos. What do you think of them?



6 _____

Volcanoes are formed when hot rock which is liquid pushes through the surface of the Earth. Sometimes there is a massive explosion. Dust and rock shoot up into the air. The hot rock flows out from the ground. Gradually the rock cools and forms a mountain.

7 _____

On Monday the bus took us to the place where the path began. The walk was difficult but when we got to the top of the volcano I forgot about my aching legs and my sore feet. From the top we could see across the valley to the mountains on the other side. The afternoon sun was shining on the peaks, where snow lay deep, and turning them golden yellow. I thought it looked really beautiful.

2 Listen then discuss your answers.

Listening

1 Talk about it.

What do you know about volcanoes?

Have you heard of these volcanoes?

a Mount Fuji b Vesuvius c Krakatoa d Mount St Helens

Do you know where they are on the map?



2 Listen and write the letters in the boxes.

3 Listen again and answer the questions.

- 1 Where can you find volcanoes?
- 2 Why is there snow on Mount Fuji? When did Mount Fuji last erupt?
- 3 When did Krakatoa erupt? Was it a loud eruption? How do you know?
- 4 What happened when Vesuvius erupted 2,000 years ago? Do you think people are frightened of the volcano today?
- 5 When did Mount St Helens last erupt? How long did the eruption last?

4 Talk about it.

Are there any volcanoes in your country?

Would you like to visit a volcano? Why or why not?

Now you can do the
project on page 135.

Listening: Understanding factual information; listening for gist and detail

Project 1: A day in the life of ...

1 Write a diary entry for one day.

Choose a day in the last few weeks. It could be ...



a school day

or



a day at the weekend

Choose a day when something happened that ...



you enjoy doing

or



was interesting

or



was unusual

Write what you did on that day.

Write about what was fun, interesting or unusual. Say why.

2 Draw a picture.

If you like, you can find a photo or a picture. Stick it onto your diary page.

3 Read your diary entry to the class.

A day in the life of Ben Green.

Saturday 25th October. I got up early this morning. I went with my dad and Uncle Sam to a football match in Liverpool. We went by train. When we got to the station ...



Project 2: A rare animal in danger



1 Find out about a rare animal in danger.

It can be from anywhere in the world.



bird



sea creature



land animal



insect

Find out why it is in danger.



loss of habitat



hunting



caught for food



change of weather

2 Write about the animal. Use these questions to help you.

What does it look like? Where does it live? Why is it in danger?

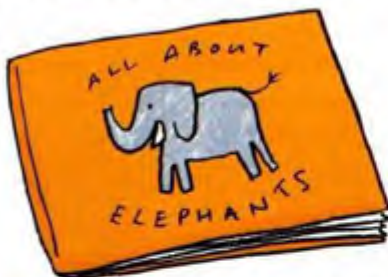
Is anyone helping this animal? How?

Write about anything else that is interesting about the animal.

3 Make a book or a poster.

Draw a map of where the animal lives.

Draw pictures or find pictures on the internet.



4 Show your work. Read it to the class.



This animal is a panda. It is in danger because the forests are being cut down ...



This is a polar bear. It is in danger because the world is getting warmer ...



This is a whale. It is in danger because it is hunted ...

Project 3: Design a play

1 Read the play *How the leopard got its spots* again.

2 Design the costumes for one scene of the play. Choose Scene 1 or Scene 2.

What do the actors wear? Draw the costumes for each character.

(scene 1) the man the leopard the zebra the giraffe the monkey

(scene 2) the zebra the giraffe the man the leopard

Remember that the man and the leopard change in Scene 2.

Your design can use everyday clothes in different colours



or you can design complete animal costumes.



Do the actors have masks?
What are they like? Draw them.

Do they have painted faces?
Draw them.



3 Design the scenery for each scene of the play.

What does the grassland look like?

What is on the stage? rocks? grass? a tree?

What does the forest look like?

Is it dark in the forest?

What colours are the trees?



Project 4: A legend

Write about a legend. It could be about a person who had adventures a long time ago.



Robin Hood



Hercules



Odysseus

It could be about someone who had an interesting life and who appears in many stories.



Queen Scheherazade
the story-teller



the Snow Maiden



the Queen of Sheba

It could be about a legendary creature.



the firebird



a unicorn



the phoenix

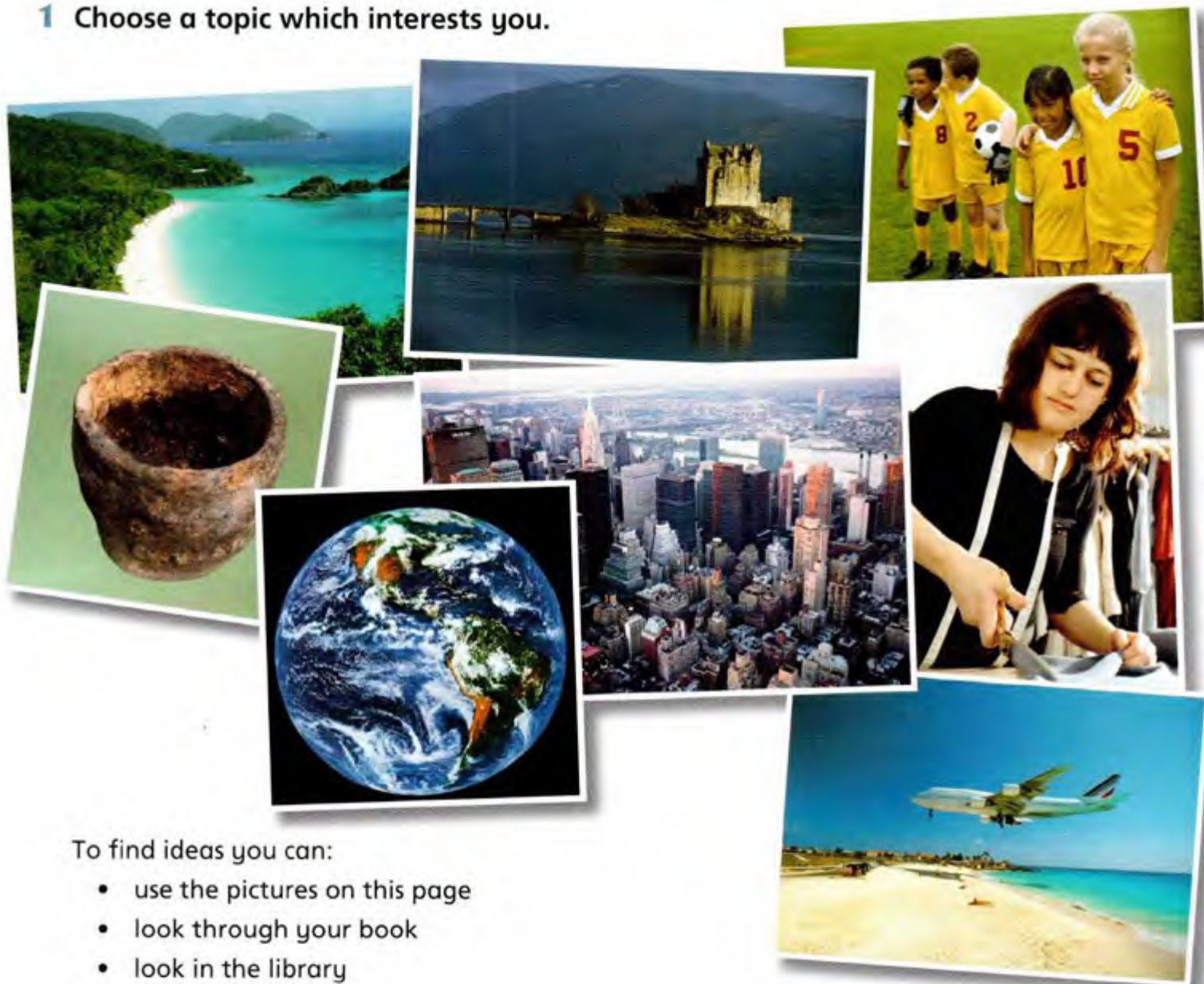
You could find a legend on the internet or choose a legend from your own country.

Write about the person or creature and what he or she did. Write about one or two adventures.

Illustrate your legend and read it out.

Project 5: Factual information

1 Choose a topic which interests you.



To find ideas you can:

- use the pictures on this page
- look through your book
- look in the library
- search on the internet.

2 Note down at least ten facts about your topic.

Look up more facts if you do not have enough.

3 Write the information in any way you choose.

Use the texts on page 110 for ideas or look at other pages in your book.

When you have written the information, read it through. Look for mistakes and correct them.

4 Illustrate the information with drawings, photos or pictures from the internet.

Project 6: Writing project

1 Find or write your own examples of these different kinds of writing.

Dear Grandad,

Thank you very much for the watch that you sent me for my birthday. It's really good because it's waterproof so I can wear it when I go swimming. I wore it in the pool yesterday and it's still working. We had a practice lesson for the swimming competition next week. We learned how to turn fast underwater. It was not

To: sam@mailme.com

Subject: beach

We've just got back from our day at the beach – it was so brilliant! I can't wait for the long holidays. I took some great photos on my digital camera. I'm sending you a few. I hope you like them. The one of my brother jumping into the sea is really funny!! Have a look. Did you have a good time with your cousins? I want to hear all about it. See you tomorrow.

Mary Seacole

Her early life

Mary Seacole was born in Jamaica in 1805. Her father was a soldier in the British army. Her mother owned a hotel. Many soldiers from the British army stayed there. They were often ill with diseases that are found in hot countries. Mary's mother looked after the soldiers and she made medicines for them. When she was a young girl, Mary watched her mother and learned from her. When she was older

Wednesday 4th April

A new girl arrived in our class today. She used to go to school in the city but her family has just moved into our street and now she comes to our school. Her name is Mona and she seems very nice. I sat next to her in Maths and in English. She's better than me at Maths but I'm better at English. Perhaps she will be a new friend and we can help each other.

letter to a grandparent

an email to a friend

biography

diary

"Can I have a go?" asked Jack.

"Of course," replied Molly and she got up to let Jack sit down.

For the next hour they watched one strange creature after another. There were crabs with such small bodies and such long thin legs that they looked like giant spiders. There was an eel with a long thin tail and an enormous head and mouth. Its mouth was so big that it could eat fish as big as itself.

There were tiny squid that made light in their own bodies. They shone like little flashing stars. There was a small furry sponge. There were big squid and jellyfish that you could nearly see right through. Some

One day Dad took us on his favourite walk. First, we followed a narrow path through a meadow. There were lots of flowers and there were goats with bells round their necks. They tinkled when the goats moved. After that, the path went through a forest. It was shady and quiet. It reminded me of Red Riding Hood but I didn't see a wolf! After the forest, the path



Bridges

People have built bridges across rivers for thousands of years. There are many different kinds of bridge.

Beam bridge

The beam bridge is the simplest kind of bridge. A log or a plank across a stream is a short beam bridge. A long beam bridge is supported by piers at each end. This kind of bridge cannot cross a very wide river.



narrative story

a personal recount

factual information

- Look back at pages 128 and 129 to remind you of these kinds of writing. Find or write four or five sentences for each one.
- You can find examples to copy in library books, in this book or on the internet. Remember, you can write your own, too.
- Copy the sentences in your own handwriting or write them neatly. Label the writing to show what kind it is.

2 What kind of texts do you enjoy the most? Choose three. Number them 1–3. If you enjoy another kind of text, write it in the space.

email ☐ mystery story ☐ true facts and information ☐ adventure story ☐
poems ☐ biography ☐ something else _____

Talk about your choices with your friends.

Take a class vote. What do most people like reading? _____

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