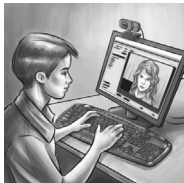


1 Find and circle the words. Write.

1 karaoke



2 _____



3 _____



4 _____



R	K	S	B	A	L	A	E	F	V
W	L	A	C	H	R	M	T	W	I
E	G	S	R	E	N	E	O	E	D
B	D	L	M	A	L	K	V	B	E
C	W	A	U	B	O	R	Y	S	O
A	C	P	A	I	F	K	B	I	C
M	L	T	E	Q	W	P	E	T	A
J	G	O	T	Y	U	I	M	E	L
C	D	P	L	A	Y	E	R	X	L

5 _____



6 _____



7 _____



8 _____



2 Read and complete the definitions.

1 A _____ is something you use to talk to people or text them.

2 An _____ is a large screen that is often used in classrooms.

3 A _____ is a small machine that you use to listen to music. You connect it to your computer to download songs.

4 A _____ is something that people play on computers.

5 A webcam _____

6 A laptop _____



3 Read and remember the grammar in the lesson.

You **must** bring your school bag to school every day. You **mustn't** run in the school corridor.

4  **Cooperative learning** Work with a partner. Write three rules in your school. 

- 1 _____
- 2 _____
- 3 _____

Obligation & no obligation



1 Complete the sentences. Use *have to*, *has to*, *don't have to* or *doesn't have to*.

- 1 Harry _____ *has to* _____ study because he's got an exam tomorrow.
- 2 Toby _____ do his homework today because he did it yesterday.
- 3 We _____ buy milk because there is some in the fridge.
- 4 I _____ practise the piano because there is a concert on Saturday.
- 5 Hannah and Joseph's school is far away so they _____ go by bus.

2 Complete the sentences. Use *had to* or *didn't have to*.



Today at school we went swimming. I don't like swimming, but we

- 1 _____ *had to* _____ go. James
- 2 _____ go to the dentist at 11.00, so he
- 3 _____ go swimming. When we got to the swimming pool, we
- 4 _____ get changed and wait by the pool. Everyone
- 5 _____ wear a swimming hat, too. The teacher arrived and said
- that we 6 _____ swim to the other end. Some of us didn't know how
- to dive so we 7 _____ dive in.

3 Listen and circle the correct answers.



A video call

- 1 When is the video call going to be? **A** in the morning **B** at lunchtime **C** in the afternoon
- 2 Where is David at the moment? **A** in the UK **B** in the USA **C** at home
- 3 David's book is about ... **A** animals **B** magic **C** sport
- 4 To ask a question, the pupils have to ... **A** shout loudly **B** put up their hands **C** wait until the end
- 5 How long will the video call be? **A** 20 minutes **B** 12 minutes **C** 15 minutes



4 Write about what you did yesterday. Use *had to* and *didn't have to*.



- 1 (wash up) _____
- 2 (make my bed) _____
- 3 (tidy my room) _____
- 4 (do my homework) _____
- 5 (lay the table) _____

Which is the odd one out? Why? classroom / playground / hall / station

After you read

1 Remember the story. Read and answer the questions.

- 1 Why is it dangerous to walk on the beaches in the evening? Because _____
- 2 Why was the tourist on the beach? Because he _____
- 3 What was the woman in southern Germany doing? She _____
- 4 Why did the tourist take photos? He _____
- 5 What did the woman do? She _____
- 6 How did the police help the man? They _____

2 Listen and complete Jess's story review. Write one word each time. Circle the correct number of stars.



Lost on the beach

This is a true story. It happened in northern Germany in **1** _____. On a cold night, a man got **2** _____ on the beach. He didn't know where the **3** _____ was. He took photos with his camera. He wanted someone to see the **4** _____. Luckily, a woman in southern Germany **5** _____ watching the sunset at the beach on her computer and she **6** _____ the flashes. She phoned the **7** _____ and they rescued the man. It's an amazing story and shows us how, using **8** _____, people far away can help!



Opinion: I loved the story, especially the **9** _____. I'll give it **10** _____ stars.



3 Thinking skills What do you think of the story?

I think _____
 I give it _____ stars. ☆☆☆☆☆

4 Find out about Germany with your family.



- 1 Where's the country located? _____
- 2 What are the names of the three biggest cities? _____
- 3 Which German first manufactured jeans? _____
- 4 Who was Ludwig van Beethoven? _____
- 5 What's Sankt Peter-Ording? _____





Zero conditional

1 Look at the machine on Pupil's Book page 44. Complete the sentences.

- 1 If you press the red button, _____
- 2 If you press the green button, _____
- 3 If you press the blue button, _____
- 4 If you press the yellow button, _____
- 5 If you press the orange button, _____

2 Complete with the correct words. Listen and check.



CD2 15

stop burns leave shines sleep rains
gets turn get dry

- 1 If you don't sleep, you get tired.
- 2 When the sun _____, clothes _____ more quickly.
- 3 If you _____ a pizza in a hot oven for an hour, it _____.
- 4 When it _____, the grass _____ wet.
- 5 When the traffic lights _____ red, the cars _____.

3 Listen again. Draw arrows above the sentences to show the intonation.



CD2 15

PRONUNCIATION

If you don't sleep, you get tired.

4 Work with a partner. Draw your own machine and label the buttons. Write sentences.

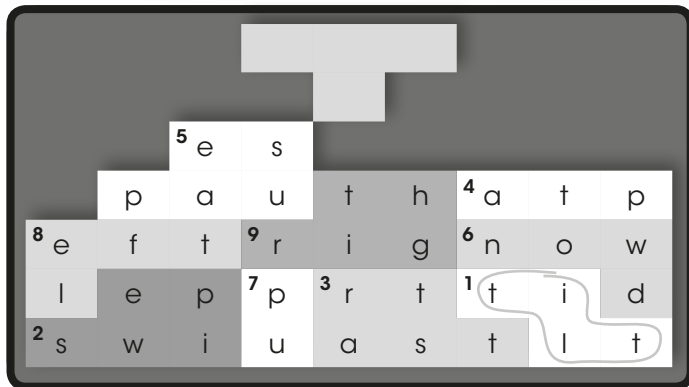


- 1 If you press button A, the machine _____
- _____
- 2 _____
- _____
- 3 _____
- _____
- 4 _____
- _____
- 5 _____
- _____

➔ For more grammar practice go to page 105.

Which is the odd one out? Why? toaster / coffee machine / DVD player / cooker

1 Find and order the groups of letters. Write the computer game words.



- 1 tilt the screen
- 2 _____ the screen
- 3 _____ the game
- 4 _____ the screen
- 5 _____ the game
- 6 _____
- 7 _____
- 8 _____
- 9 _____

2 Read and circle the correct word. Write one word each time.



Hairdressing ... on a tablet



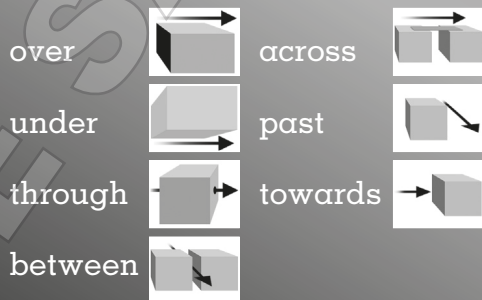
I like playing computer 1 _____ but I don't like fast games with points. My favourite game at the 2 _____ is about hairdressing. I love it! It's called *Cut and Dry*. First, you have to 3 _____ a character. Then you can cut their hair and wash their hair. You can change the colour of their hair, 4 _____. Cutting is easy. You tap the screen to choose the scissors and then swipe the screen to cut the hair. 5 _____ you are finished, you can 6 _____ a photo and show it to your friends!

- 1 **A** games **B** books **C** toys
- 2 **A** time **B** moment **C** now
- 3 **A** see **B** choose **C** hear
- 4 **A** too **B** much **C** in
- 5 **A** How **B** When **C** What
- 6 **A** take **B** do **C** make

3 Read and learn.

Word building

Can you remember these prepositions of movement? Do you know any more?



4 Look and complete.



You have to go 1 _____ the bridge, then go 2 _____ the tunnel and then go 3 _____ the two flags.

You have to go 4 _____ the tree, then go 5 _____ the bridge and then go 6 _____ the finishing line.



After you read



1 Read and answer the questions about Rupert and Kayla's reviews.

- 1 What are the sections on the *Newsround* website? _____
- 2 Which part of the body can you control the mini-helicopter with? _____
- 3 Why is the mini-helicopter a useful invention? _____
- 4 On which part of the *Tate Kids* website can you put your own pictures? _____
- 5 How do you paint pictures using *Airbrush*? _____
- 6 What do you need on your computer to use *Airbrush*? _____



2 Read the definitions and find the words in the texts.

- 1 These are movements of electricity. _____ electric currents _____
- 2 This is a piece of art made of wood or stone. a _____
- 3 This part of the body controls the rest of the body. the _____
- 4 This is something you wear over your face. a _____
- 5 This is a piece of writing in a newspaper or on a website. an _____

3 Listen to the interviews and complete the information.



CD2 18

Pupil	Age	Newsround	Tate Kids
Michael 	1 <u>11</u>	Opinion: He liked the 2 _____ section but he isn't very interested in the news. Best part: photos of 3 _____	Opinion: He thought it was fantastic. He loves art. Best part: the art activities. He learnt how to make a 4 _____ with soap.
Kelly 	5 _____	Opinion: She loves science and sport. She read a lot about her favourite 6 _____ team. Best part: The news 7 _____	Opinion: She thought it was 8 _____. Best part: The only thing she liked was the stories about 9 _____ artists.

4 Read and answer. Ask and answer.



- 1 Which website do you like? _____
- 2 What is your favourite part of the website? _____

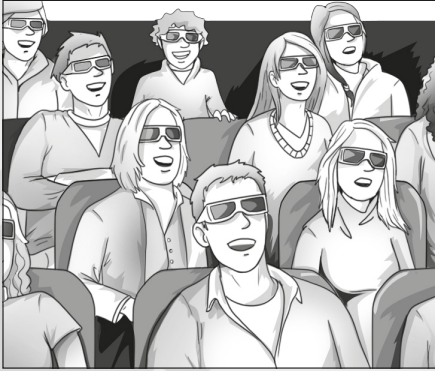
Which is the odd one out? Why? sport / sculpture / painting / drawing

Develop your writing skills

1 Read and complete the text. Use the present simple or the past simple.

Film Fun

It's all about films!



This website **1** _____ (have) reviews of all the new films. It **2** _____ (show) you where you can see them, too. One part of the website **3** _____ (be) about film actors. It's great!

Yesterday, I **4** _____ (read) about Daniel Radcliffe and his new film. I **5** _____ (do) their film quiz. It **6** _____ (be) very hard! Then I **7** _____ (enter) a competition, too!

Plan your writing

2 **Cooperative learning** Work with a partner. Plan your review. Make notes.

1 What are you writing about? _____

2 Who's the magazine for? _____

3 What adjectives describe the magazine? _____

4 Something you like about the magazine: _____

5 Something you don't like about the magazine: _____

6 Something you did in the magazine: _____

7 Your rating: _____

3 Now write your review in your notebook. Remember to give the magazine a rating.

4 **Learning to learn** Read your review to a new partner. Then check your work together. Put a tick (✓) or a cross (X).

- My review explains who the magazine is for.
- My review describes the magazine.
- My review includes things I like and things I don't like about the magazine.
- My review talks about something I did in the magazine.
- My review includes a rating.

1 Order the conversation. Act out. 

- a It's from a beach in Wales.
- b What does it look like?
- c A stone? Where did you get it from?
- d What's your favourite object?
- e It's smooth and white with pink lines.
- f Actually, it's a stone.

Prepare a conversation

2  **Thinking skills** Make notes about your favourite object.

Where it's from

My favourite object

What it looks like


What I do with it

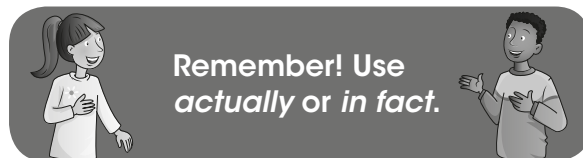
Why I like it

3 Write questions to ask your partner.

- 1 What's your favourite object? _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Have a conversation

4 Talk with a partner about your favourite object. 



5 Reflect on the unit Read and complete the sentences.

I think that my work in Unit 4 is _____

Now I can _____

I can also _____

In the next unit I want to practise _____ more.

My progress

Cooperative learning Work with a partner to do the quiz.

1 Think about the new words in this unit. Read and write.

1 Five objects people use to communicate with each other:

2 Three ways you can control a game on a tablet screen:

1 s _____ 2 t _____ 3 t _____

3 Four directions:

↑ _____ ↓ _____ ← _____ → _____

2 Answer. What did you have to do ... 

1 this morning? I had to _____

2 yesterday evening? _____

3 last weekend? _____

3 Complete the sentences. Use *had to* and *didn't have to*.

1 I didn't play football yesterday afternoon because I _____ study for my Maths exam.

2 Milly _____ go to the doctor's yesterday, so she didn't come to school.

3 Sarah _____ cook because she ate in a restaurant.

4 We _____ tidy our room because it was untidy.

5 Dan _____ go to school yesterday because it was Saturday.

4 Complete the sentences. Use the zero conditional.

1 When the school bell rings, _____

2 If you warm up ice, _____

3 When the sun shines, _____

4 If you touch wet paint, _____

5 Look and order the letters. What's the mystery word?

c r p m t u e o

The mystery word is: _____

Definition: _____

Well done. Give me five!



Using technology to help us

1 Listen and order the sentences about AR (Augmented Reality) glasses.



- a You look at a building.
- b You're in the centre of London.
- c You can ask more questions, e.g. *What time is it open?*
- d You see information about the building on your glasses.
- e You put on your AR glasses.

-
-
-
-
-



2 Listen again. Complete the sentences with the words in the box.



will can't careful look see won't expensive lost

AR Glasses	
Helpful, positive things	Negative things
People _____ get _____. They can help blind people and people who _____ very well.	People _____ stop being _____ when they walk. They are _____. They don't _____ very good.

3 Cooperative learning Work with a partner. Choose one of these kinds of technology and complete the chart.

smart phone virtual reality

Helpful, positive things	Negative things
_____ _____ _____	_____ _____ _____

4 Share your ideas with another pair. Are they similar or different?

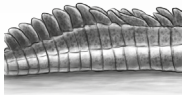
Smart phones are useful for making videos.

Yes, we agree.

Amazing animals

1 Find and circle the words. Write.

1 _____ spikes



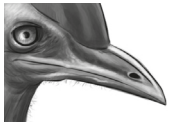
2 _____



3 _____



4 _____



5 _____



S	H	O	R	O	F	L
C	S	C	A	L	E	S
L	S	F	U	R	T	F
A	P	I	R	J	A	W
W	I	N	G	S	I	U
S	K	S	B	F	L	R
B	E	A	K	O	E	A
W	S	F	A	N	G	S
T	U	P	S	L	H	R

6 _____



7 _____



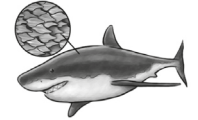
8 _____



9 _____



10 _____



2 Read and complete the definitions.

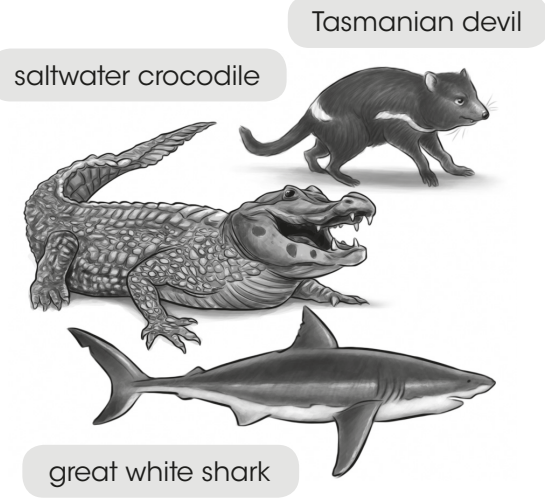
- _____ are soft and light. They cover a bird's body.
- _____ are long, strong hairs. They are on a cat's face.
- _____ are hard, flat pieces of skin. They cover a snake's body.
- _____ are thin and flat. Fish use them to swim.
- Claws _____
- Fur _____

3 Read and remember the grammar in the lesson.

Adjectives with 1 syllable: tall → the **tallest**
 Adjectives with 2 syllables ending in 'y': funny → the **funniest**
 Adjectives with more than 2 syllables: beautiful → the **most** beautiful

4 Compare these three Australian animals.

- (short) _____
- (heavy) _____
- (dangerous) _____



Modal verbs of deduction

1 Make deductions about animals. Use *may, might* or *could*.



- 1 It lives on a farm. It may be a _____
- 2 It's got wings. _____
- 3 It only comes out at night. _____
- 4 It lives under the ground. _____
- 5 It's poisonous. _____



2 Read and write. Use *must* or *can't*.

- 1 It's got fur and it can fly. (bat) *It must be a bat.* _____
- 2 It can swim and it's a mammal. (shark) _____
- 3 It's a bird and it lives in the Antarctic. (penguin) _____
- 4 It's got a spike on its back leg. (platypus) _____
- 5 It's got six legs and wings. (spider) _____



3 Listen and complete the notes.



The cassowary bird

Height: between 1.5 and (1) 2 metres tall

Weight: approximately (2) _____ kilograms

Appearance: black feathers, a red crest and a bright blue (3) _____;

(4) _____ toes and sharp (5) _____

Speed: about (6) _____ km/h

Other information: very (7) _____



4 Write a description of an animal. Read it to your partner. Can your partner guess the animal?

This animal _____

My animal is a _____

Which is the odd one out? Why? ostrich / eagle / penguin / cassowary

After you read

1 Remember the story. Read and answer the questions.

- 1 When did the first European settlers arrive in Australia? They _____
- 2 What did the settlers learn about? They _____
- 3 Why were the settlers afraid at night? Because _____
- 4 What did Hamilton Hume find? He _____
- 5 What did people say the bunyip looked like? They _____
- 6 What do children like about bunyips now? They _____

2 Listen and complete Callum's story review. Write one word each time. Circle the correct number of stars.



CD2 26

The bunyip

This story explains the **1** _____ of the bunyip. The first European settlers heard about the bunyip when they arrived in Australia about 250 years ago. They thought that the monster



lived in water holes and **2** _____ and that it **3** _____ at night.

Years later, an explorer found some strange **4** _____ near a lake and people believed that they belonged to a bunyip. People also reported seeing bunyips in the **5** _____ at night and this information appeared in **6** _____.

Nowadays, people think that bunyips were large **7** _____ like river seals or they were just stories to scare away the **8** _____.

Opinion: I think the story is interesting and a bit **9** _____. I give it **10** _____ stars.

☆☆☆☆☆

3 Thinking skills What do you think of the story?

I think _____

I give it _____ stars. ☆☆☆☆☆

4 Find out about Australia with your family.



1 Which oceans surround Australia? _____

2 What's the capital of Australia? _____

3 What's the Outback? _____

4 What's Uluru? _____

5 What are wombats? _____





Verbs of the senses

1 Complete with the verbs of the senses.

- 1 The apples taste delicious.
- 2 The perfume _____ really nice.
- 3 The music _____ amazing.
- 4 The children _____ friendly.
- 5 This room _____ cold.



2 Read and complete the sentences. Use the verbs of senses.

- 1 It's very soft. It feels like fur.
- 2 It's sweet and juicy. It _____
- 3 It's really stinky. It _____
- 4 He plays the piano very well. He _____
- 5 She's wearing a uniform. She _____
- 6 It's big and it's got sharp fangs. It _____



3 Read and draw the correct arrow above each sentence. Does it go up (↖) or down (↘)? Listen and check.



PRONUNCIATION

- | | |
|----------------------------|----------------------------|
| 1 What do they taste like? | 5 Does it sound too loud? |
| 2 What does it sound like? | 6 Does it smell bad? |
| 3 Does it feel soft? | 7 What does it smell like? |
| 4 What do they look like? | 8 Does it feel hard? |

4 What does it sound like? Listen and write the animal.



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

5 Now check your answers with a partner.

I think number one sounds like a guinea pig.

I disagree. I think it sounds like a mouse.

➔ For more grammar practice go to page 106.

Which is the odd one out? Why? sweet / spicy / savoury / quiet

5 Lesson 5 Vocabulary, Reading and Writing

1 Write the missing animals in the chart.

swan bull donkey silkworm praying mantis mole eagle grasshopper

	Animal	Classification	Appearance	Other information
1	swan	bird	feathers, long neck, round beak	wild
2	_____	mammal	fur, sharp claws	small, wild, harmless
3	_____	bird	feathers, sharp beak and claws	large, wild, fierce
4	_____	insect	wings, strong legs	small, harmless
5	_____	insect	strong jaw	small, colourful
6	_____	mammal	horns	domestic, large, fierce
7	_____	mammal	tail, long ears	furry, large, domestic
8	_____	insect	long body	small, harmless

2 Read and choose the correct answer.



The discovery of silk

An ancient legend describes how the Chinese discovered silk about five thousand years ago. A Chinese emperor called Huangdi asked his wife to find out why his mulberry tree was sick. His wife, who was called Xi Ling Shi, saw that there were lots of white worms on the tree. The worms were eating the leaves and were making white coats, called cocoons. Xi Ling Shi took a cocoon and put it into some hot water. She was astonished to see a thin thread appear. This thread was silk. The Chinese made beautiful material with the silk. However, they didn't share their discovery. It was a secret for more than three thousand years.

- The emperor was worried about his ...
A wife. **B** tree. **C** worms.
- What are cocoons?
A fruit
B white leaves
C white coats made by the worms
- The Chinese kept silk a secret until ...
A about two thousand years ago.
B about three thousand years ago.
C about five thousand years ago.

3 Read and learn.

Word building

Some words have similar meanings. These are called synonyms.

surprised astonished

Remember! We can make our writing more interesting if we use synonyms.

4 Cooperative learning Work with a partner. Think of synonyms for these adjectives.

- happy: _____
- small: _____
- big: _____
- afraid: _____
- sad: _____

After you read

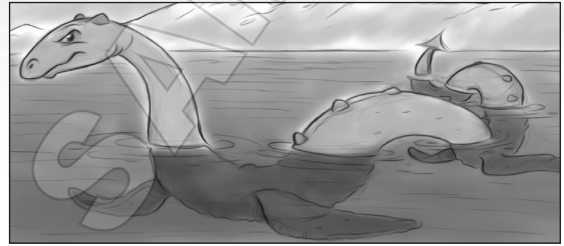
1 Read the newspaper report again and write the correct information.

1 The family were swimming in the lake when they saw the creature.

2 The creature looked like a frog.

3 The creature swam past the boat.

4 Loch Ness is one of the widest lakes in the world.



2 What did the family say in the report? Remember and complete the dialogue.

head dangerous enormous cool creature flippers terrified body tail

It was **1** _____.
It had four **2** _____
in the middle of its
3 _____.

It had a long **4** _____
and a small **5** _____ like
a snake. It was really **6** _____.
I can't wait to tell my friends about it.



I was **7** _____.
The **8** _____ swam
under the boat and it looked
9 _____.

3 Listen to the interview and order the questions. Listen again and write notes for the answers.



a What happened when you were there?

b Did you take a photo?

c How did you feel?

d Where are you from?

e When did you visit Loch Ness?

f Do you think you saw the Loch Ness Monster?

1 _____

4 Work with a partner. Act out the interview.

Which is the odd one out? Why? swim / sail / dive / go rock climbing

Develop your writing skills

1 Add speech marks to the sentences. Use a coloured pen or pencil.

- 1 Emma's mum said, Sandy's a hero.
- 2 Please wait by the door, said the teacher.
- 3 Don't worry, said Mary. I can help you.
- 4 I'm tired, said Anne, and I want to go home.
- 5 Hurry up! said Dad. We're going to be late.



Plan your writing

2  **Cooperative learning** Work with a partner. Plan a newspaper report. Make notes.

1 What's the report about? _____

2 What happened? _____

3 Where and when did it happen? _____

4 More information: _____

5 Quote: _____

6 Headline: _____

3 Now write your newspaper report in your notebook. Remember to use speech marks when you write a quote.

4  **Learning to learn** Read your newspaper report to a new partner. Then check your work together. Put a tick (✓) or a cross (X).

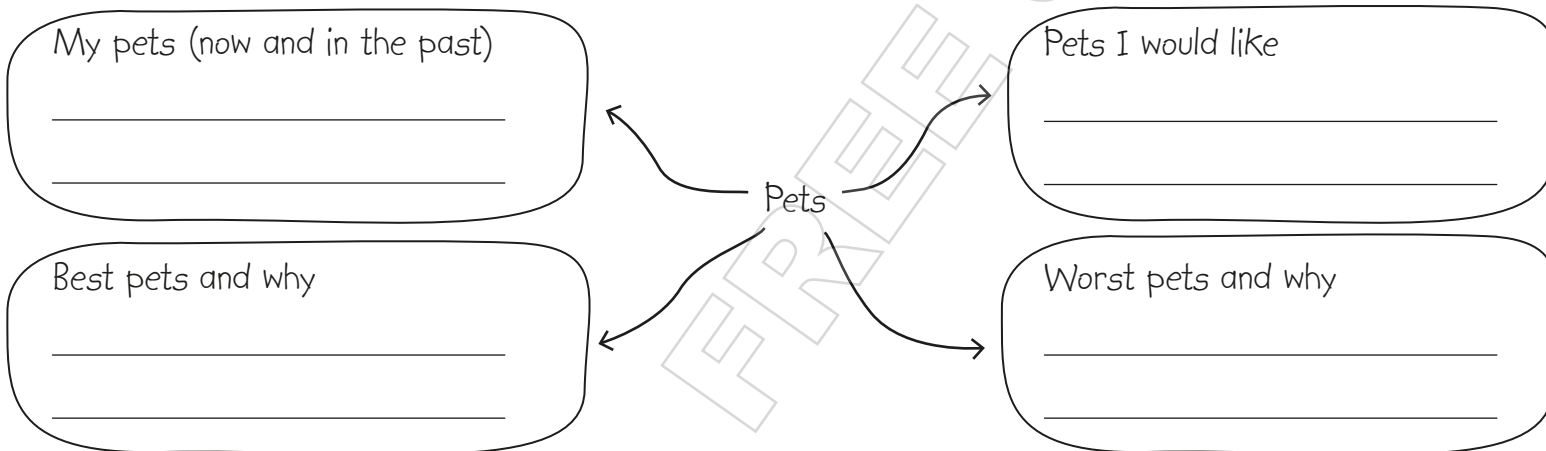
- My headline is short.
- I answer the questions *who*, *what*, *where* and *when* in the introduction.
- I give more information in the body.
- There's a quote and I use speech marks.

1 Order the conversation. Act out. 

- a Why do you think that?
- b No, I don't. Actually, I think cats are unfriendly.
- c I'd like a kitten. I think cats are the best pets.
- d No way! Cats are really friendly.
- e Which pet would you like to have?
- f Because they're clever and funny. Do you agree?

Prepare a conversation

2  Thinking skills Make notes about pets.

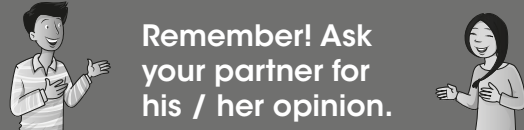


3 Write questions to ask your partner.

- 1 *Did you have a pet when you were small?* _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Have a conversation

4 Talk with a partner about pets. 



Remember! Ask your partner for his / her opinion.

5 **Reflect on the unit** Read and complete the sentences.

I think that my work in Unit 5 is _____

Now I can _____

I can also _____

In the next unit I want to practise _____ more.

My progress

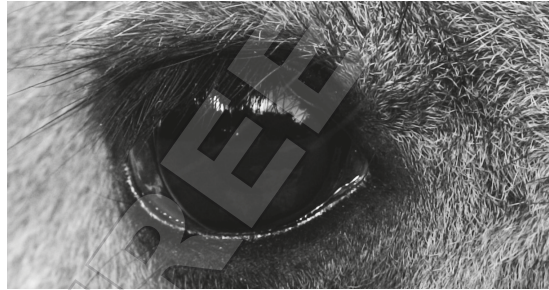
Which is the odd one out? Why? puppy / eagle / kitten / guinea pig

Cooperative learning Work with a partner to do the quiz.

1 Write the parts of the body for these animals.

- 1 a great white shark: _____
- 2 a white-bellied sea eagle: _____
- 3 a Tasmanian devil: _____
- 4 a saltwater crocodile: _____

2 Make deductions about these animals.



- | | |
|---------------------|---------|
| 1 It may be _____ | 1 _____ |
| 2 It might be _____ | 2 _____ |
| 3 It could be _____ | 3 _____ |

3 Complete the sentences. Make deductions. Use *must* or *can't*.

- 1 It _____ a spider because it's got eight legs and it lives in a web.
- 2 It _____ a bat because it's got feathers and a beak.
- 3 It _____ a swan because it's got a sharp beak and dangerous claws.
- 4 It _____ a mole because it lives underground and it can't see very well.

4 Read the answers and write the questions.

- | | |
|---------------|--|
| 1 What _____? | Eagles have got sharp beaks and large wings. |
| 2 Do _____? | Yes, they look very fierce. |
| 3 _____? | Mint ice cream tastes delicious. |
| 4 _____? | Yes, it tastes very sweet. |

5 Look and order the letters. What's the mystery word?



The mystery word is: _____

Definition: _____

Well done. Give me five!



Protecting animals in danger

1 Listen and complete the action plan.



ANIMAL IN DANGER ACTION PLAN

- 1 Animal in danger: _____
- 2 Habitat: trees, caves and under _____
- 3 Diet: _____
- 4 Why it's in danger: there are fewer _____ and _____
- 5 What we can do: create a bat-friendly _____
- 6 How we can tell people: make a _____; give a _____



2 Listen again. Number the sentences in the order the children use them.



- | | | | |
|--------------------------------|--------------------------|--|----------------------------|
| a What else can we do? | <input type="checkbox"/> | d Why don't we look on the Internet? | <input type="checkbox"/> 1 |
| b Let's start with the poster. | <input type="checkbox"/> | e We could give a presentation to our class. | <input type="checkbox"/> |
| c What a great plan! | <input type="checkbox"/> | f What about making a poster? | <input type="checkbox"/> |

3 Cooperative learning Work with a partner. Investigate an animal in danger in your country. Develop your action plan.

ANIMAL IN DANGER ACTION PLAN

- 1 Animal in danger: _____
- 2 Habitat: _____
- 3 Diet: _____
- 4 Why it's in danger: _____
- 5 What we can do: _____

- 6 How we can tell people: _____

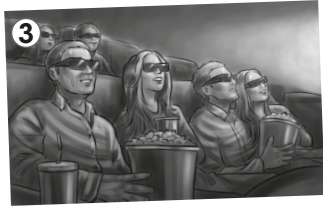


4 Present your action plan to the class. Listen to their suggestions. Do you want to make any changes to your plan?

The house sparrow is in danger in the UK because of urbanisation.

We can help by making nestboxes where small birds can nest.

1 Write the words and phrases in the puzzle.



1 _____
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____ music concert
 7 _____
 8 _____



The mystery word is _____

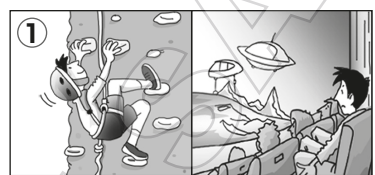
2 Read and complete the definitions.

- 1 An _____ is a collection of paintings or sculptures that you can go and see.
- 2 _____ is a kind of dance that has a story. It's usually a dance to classical music.
- 3 A _____ is a kind of entertainment that is funny. People try to make you laugh.
- 4 A _____ happens inside a big tent. People and animals do exciting and funny things.
- 5 A sculpture _____
- 6 A 3D film _____

3 Read and remember.

I prefer **painting** to **writing** poetry. She prefers **dancing** to **singing**.

4 Look and write sentences.



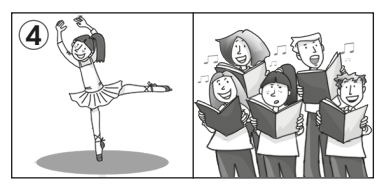
1 I prefer rock climbing to going to the cinema.

2 I _____



3 I _____

4 I _____



Present perfect

1 Look at the ticks (✓) and crosses (✗) and complete the sentences. Use *has, have, hasn't, haven't*.

- There is an art exhibition at school, but I (✗) haven't been to it.
- I (✓) _____ been to the comedy show. It was great.
- John (✓) _____ been to the circus before.
- My brothers (✗) _____ been to a classical music concert before.
- I have been to a ballet but I (✗) _____ been to a play.
- My mum (✗) _____ been to a pop concert this year.



2 Order and write the questions. Answer. 

- 1 been / a / ever / to / Have / show? / you / comedy

Have you ever been to a comedy show?

- 2 concert? / you / a / pop / Have / ever / to / been

- 3 your / Has / circus? / ever / been / to / family / the

- 4 ever / 3D / you / a / been / to / film? / Have

3 Listen and complete the notes.  

CD2 39

The Children's Arts Festival

Where?: (1) _____

Starts: 10am **Finishes:** (2) _____

Events: pop concerts, (3) _____ concerts and comedy shows

Classes: circus classes, (4) _____ classes, dance classes and juggling classes

Price of classes: Classes are (5) _____

Classes are popular so arrive (6) _____

Food stalls: Italian, Spanish, (7) _____ and Chinese food



4 Read and answer. Ask and answer.  

- Have you ever been to a classical music concert? _____
- Have you ever been to a dance show? _____
- Have you ever been to an art exhibition? _____
- Have you ever been to a play? _____

Which is the odd one out? Why? cinema / pop / jazz / classical

After you read

1 Remember the story. Read and answer the questions.

- 1 Where was Ray living at the beginning of the story? He _____
- 2 What was happening to many children in Uganda? They _____
- 3 What did the boy do in the car? He _____
- 4 Which country did Ray take the choir to? He _____
- 5 What did Ray use the money for? He _____
- 6 Who did the choir sing for? The choir _____

2 Listen and complete Tom's story review. Write one word each time. Circle the correct number of stars.



A choir for Africa

This story is **1** _____ a man called Ray Barnett. In 1984, he heard about poor **2** _____ dying in Uganda. He wanted to help and he **3** _____



to Uganda. When he was there, he heard a boy sing **4** _____ and he had an idea. He decided to create a choir. The choir were very good and they **5** _____ in some concerts in Canada. People loved them. Back in Uganda, Ray used the **6** _____ for houses and **7** _____. They've been to many different **8** _____ and they've met the Queen of England.

Opinion: I think it's an inspiring and **9** _____ story. I give it **10** _____ stars.

☆☆☆☆☆

3 Thinking skills What do you think of the story?

I think _____. I give it _____ stars. ☆☆☆☆☆

4 Find out about Uganda with your family.



- 1 Which countries surround Uganda? _____
- 2 What are the two official languages of Uganda? _____
- 3 Part of Africa's biggest lake is in Uganda. What is it called? _____
- 4 What's the capital of Uganda? _____



Present perfect: regular and irregular verbs**1 Read and complete an interview with Carla. Use the correct form of the verbs.**

play eat make write sing see

- 1 Have you ever written a poem? Yes, _____
- 2 Have you ever _____ Indian food? Yes, _____
- 3 Have you ever _____ a song in a concert? No, _____
- 4 Have you ever _____ a Harry Potter film? No, _____
- 5 _____ chocolate cake? Yes, _____
- 6 _____ volleyball? No, _____

**2 Look at Activity 1 and write sentences about Carla.**

- 1 Carla has written a poem. 4 _____
- 2 _____ 5 _____
- 3 _____ 6 _____

3 What sound is the 'e' in each word? Write the words in the correct box. Listen and check.

CD3 4

festival garden listen wetsuit taken help children leggings umbrella steps open tablet

/e/	
<u>festival</u>	_____
_____	_____
_____	_____

/ə/	
<u>garden</u>	_____
_____	_____
_____	_____

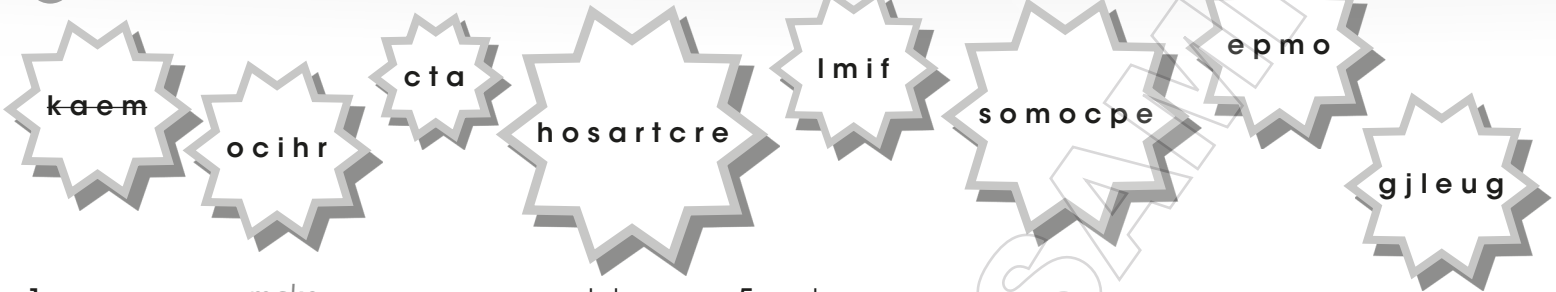
4  Cooperative learning Work with a partner. Write questions using *Have you ever ...?* Ask and answer.

- 1 Have you ever ridden an elephant? _____
- 2 _____
- 3 _____
- 4 _____

 For more grammar practice go to page 107.

Which is the odd one out? Why? volleyball / basketball / tennis / canoeing

1 Look, order the letters and write.



- 1 _____ *make* _____ a sculpture
- 2 sing in a _____
- 3 _____ in a play
- 4 play in an _____
- 5 make a _____
- 6 _____ music
- 7 write a _____
- 8 _____

2 Read and choose the correct answer.

Exams Practice

Juggling

We don't know who the first people to juggle were, but the first picture of **1** _____ is from ancient Egyptian times. The picture shows women dancing and throwing small, black balls into the **2** _____.

Today we see people juggling at the circus or on the streets. People juggle with all sorts of things – balls, rings, clubs or even **3** _____ rackets. Some jugglers use more dangerous objects like **4** _____ or fire torches.

Many people **5** _____ juggle with three balls, but an English juggler called Alex Barron holds the world record. In 2013, he juggled with thirteen balls and didn't drop **6** _____ of them!

- 1 **A** actors **B** jugglers **C** writers
- 2 **A** water **B** houses **C** air
- 3 **A** football **B** tennis **C** swimming
- 4 **A** knives **B** leaves **C** comics
- 5 **A** must **B** should **C** can
- 6 **A** any **B** some **C** all



3 Read and learn.

Word building

Make, do, go or play?

These verbs are often used with activities. For example:

make a cake
do a puzzle
go camping
play tennis.

4 Complete the phrases with a verb.

- 1 _____ my homework
- 2 _____ horse riding
- 3 _____ my bed
- 4 _____ for a walk
- 5 _____ sport
- 6 _____ the piano
- 7 _____ yoga
- 8 _____ a film

5  Cooperative learning Now work with a partner. Write more phrases that use these four verbs.

- 1 make: _____
- 2 do: _____
- 3 go: _____
- 4 play: _____

After you read

1 Read the sentences about the poem and write *true* or *false*.

- The second line and the fourth line of each verse rhyme. _____
- The first line and the third line of each verse rhyme. _____
- There are three stressed sounds on each line. _____
- We don't know who wrote the poem. _____
- The poet mentions seven different musical instruments. _____



2 Read the sentences about the poem and correct them.

- The poet thinks it's easier to play the violin quickly than to play it slowly.

- The poet has learnt to play the double bass.

- The poet thinks that the clarinet has a very happy sound.

- The poet says she could play only one instrument in her orchestra.

3 Listen and complete the article about a boy who plays in an orchestra.



I spoke to Neil Adams. He's **1** _____ years old and plays the **2** _____ in his school orchestra. He started to play the violin when he was eight years old and joined the orchestra at the age of **3** _____. He plays two other instruments, too: the piano and the **4** _____. He told me that he practises the violin alone every **5** _____, and also twice a week with the orchestra. He loves the sound of the violin because it can sometimes be sad and emotional, but it can also be happy and **6** _____. Playing with the orchestra is loud and **7** _____! The orchestra is playing in front of 1000 people at the City Concert Hall on Saturday and there **8** _____ any tickets left!



4 Read and answer. Ask and answer.



- Do you play a musical instrument? If so, which one?

- What's your favourite instrument in an orchestra? Why?

Which is the odd one out? Why? trumpet / clarinet / cello / camera

Develop your writing skills

1 Look and write the verb.

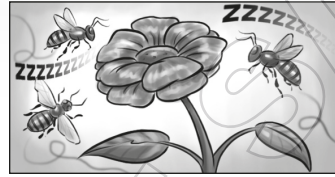
buzz clap crunch quack roar snap splash whisper



1 _____ roar _____



2 _____



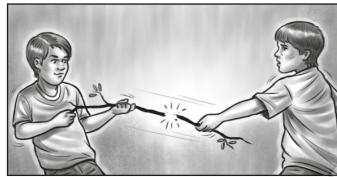
3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

Plan your writing

2 Cooperative learning Work with a partner. Plan your haikus. Make notes.

Haiku 1
 Title: _____
 Onomatopoeic words I could use: _____
 Other describing words I could use: _____

Haiku 2
 Title: _____
 Onomatopoeic words I could use: _____
 Other describing words I could use: _____

3 Now write two haikus in your notebook. Remember to count the syllables and to use some onomatopoeic words.

4 Learning to learn Read your haikus to a new partner. Then check your work together. Put a tick (✓) or a cross (X).

- I have included a title.
- The haiku explains my feelings well.
- I've got the correct number of syllables in each line.
- I use some onomatopoeic words.

Which is the odd one out? Why? music / crunch / clap / buzz

1 Order the conversation. Act out. 

- | | | | |
|--|--------------------------|---|--------------------------|
| a What's your favourite kind of entertainment? | <input type="checkbox"/> | d Yes, I do. I sing in a choir at school. | <input type="checkbox"/> |
| b Really? Do you sing in a choir? | <input type="checkbox"/> | e I love music. Do you? | <input type="checkbox"/> |
| c Yes, I do. I like dance music. What music do you like? | <input type="checkbox"/> | f I like jazz and choir music. | <input type="checkbox"/> |

Prepare a conversation

2  Thinking skills Make notes about your favourite kind of entertainment.

Where? _____

My favourite kind of
entertainment

When? _____

How often? _____

My favourite kind of
entertainment

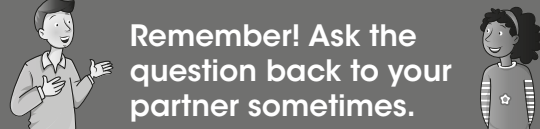
Why? _____

3 Write questions to ask your partner.

- 1 *What's your favourite kind of entertainment?* _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Have a conversation

4 Talk with a partner about your favourite kind of entertainment. 



Remember! Ask the question back to your partner sometimes.

5 Reflect on the unit Read and complete the sentences.

I think that my work in Unit 6 is _____

Now I can _____

I can also _____


In the next unit I want to practise _____ more.

My progress

 **Cooperative learning** Work with a partner to do the quiz.

1 Where can you see these things? Write.

- 1 a clown: _____ 2 trumpets and violins: _____ 3 3D glasses: _____
 4 a sculpture: _____ 5 people laughing: _____ 6 electric guitar: _____

2 Look at Tom's notes. Write sentences using *has been* and *hasn't been*.
 Then write about you. 

- 1 Tom _____
 2 Tom _____
 3 Tom _____
 4 I _____
 5 I _____



3 Read the answers and write the questions.

- 1 _____? Yes, I have. I sang in a choir last year.
 2 _____? Yes, I have. I play in an orchestra every week.
 3 _____? Yes, I have. I made a film with my friend.
 4 _____? Yes, I have. I've written hundreds of poems!

4 Write the past participle of these verbs.

- 1 see: _____ 5 fly: _____
 2 eat: _____ 6 learn: _____
 3 dance: _____ 7 meet: _____
 4 sing: _____ 8 play: _____

5 Look and order the letters. What's the mystery word?



The mystery word is: _____

Definition: _____

Well done. Give me five!



Being creative and original

1 Listen and choose the correct answers.



- 1 The children think that most people will sell ...
 - a biscuits and juice.
 - b juice and fruit.
 - c biscuits and fruit.
- 2 Max doesn't think fruit is a good idea because ...
 - a it isn't original.
 - b the weather is very hot.
 - c he doesn't know how to make fruit salad.
- 3 A cool box is ...
 - a a big box of ice cream.
 - b a box with ice blocks that keeps food cold.
 - c a box of fruit.
- 4 The children decide to bring ...
 - a chocolate ice cream
 - b strawberry ice cream.
 - c vanilla ice cream.

2 Listen again. Complete some of the children's ideas.

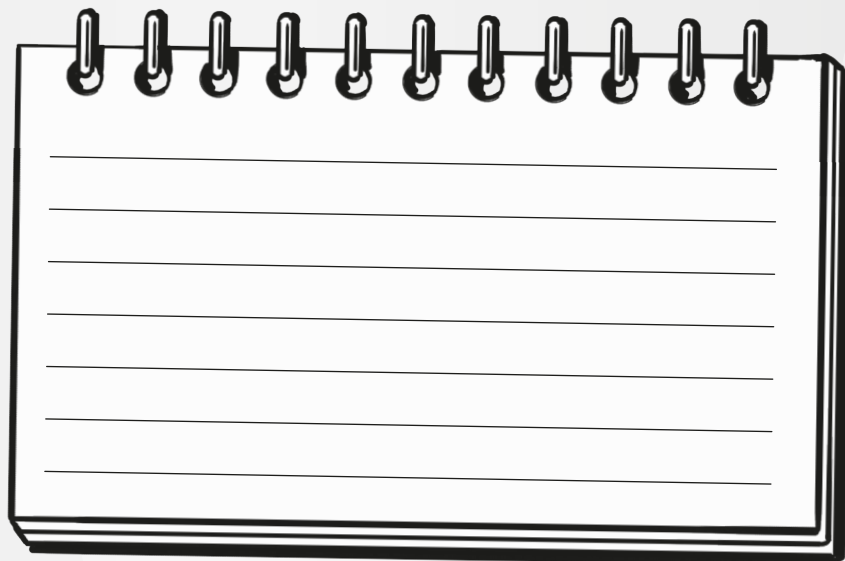


- 1 How about _____?
- 2 What about _____?
- 3 Let's _____
- 4 We can _____
- 5 We could _____



3 Cooperative learning Work with a partner. What food or drink could you sell? Write down some ideas and choose the original ones.

- How about ...?
- What about ...?
- We can ...
- Let's ...



4 Share your ideas with another pair. Who has got the most original ideas?

- We could sell sandwiches and watermelon juice.
- We could sell fruit smoothies.

1 Listen and circle the correct information.



The Middle Ages

The Middle Ages began in **1** 476 AD / 467 AD.

This period of history lasted for **2** one hundred / one thousand years.

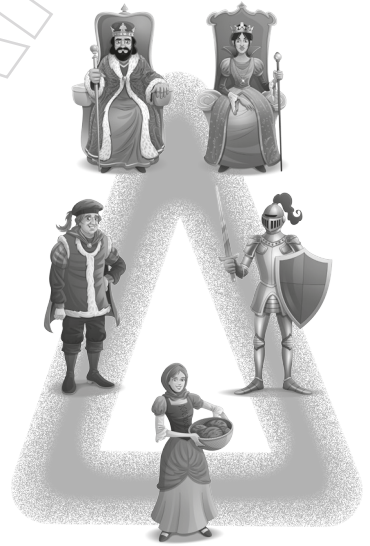
There was lots of fighting so people built **3** palaces / castles.

The **4** king / nobles ruled the country and lived in different castles and palaces around the country.

The **5** knights / nobles were loyal to the king and lived in castles.

The **6** king / knights fought in the wars and lived in the castles, too.

The **7** nobles / peasants worked on the land and lived in small wooden huts.



Investigate

2 Investigate life in medieval times. Make notes.



1 Who are you going to investigate? Circle.

a knight a peasant a noble man or woman a king or queen

2 Where did this person live? _____

3 What work did this person do? _____

4 What clothes did this person wear? _____

5 What food did this person eat? _____

6 What did this person do in his / her free time? _____

3 Thinking skills Look at the notes. Which information is the most interesting? Why?

1 Plan your group's film script.

Our film script

1 Who are the three characters in your script? What are they like?

Name

Personality

2 Where are the characters?

3 What are they talking about? How do they speak?

4 What do they do?

5 What costumes and props are you going to use?

Writing tip

Writing a film script

Write the name of the character who is speaking.

Peasant: _____

Write directions about how the actors should speak.

(kindly) _____

Write directions about what the actors should do.

The queen whispers. _____

Reflect on your project

2 Read and answer.

1 Write two things you learnt about the Middle Ages.

2 Why were you a good member of the group? Write two things.

3 What could your group do better for the next project?

4 What do you like best about your film script?

5 What mark would you give your group's work? _____ / 10