

English World



Dictionary

6



MACMILLAN

6 What is in a play?

Reading 1

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 Mr 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 shoes.

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 practice what we have to do for the show. We'll start without the clothes. Mrs Pye 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 hall 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!

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.
 Alex: Why are you reading a play?
 Lucy: Go away! Leave me alone!
 Alex: Tell me.
 Lucy: No.
 Alex: Oh, go on.
 Lucy: All right. I want to be an actor.
 Alex: An actor? You!
 Lucy: 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

Some words begin with re.



Ben refills his glass.



Ben redrinks the juice.



Ben replays his game.



1 Write the words. Listen and say the words.

- 1 re + write = _____ 2 re + do = _____ 3 re + play = _____
 4 re + fill = _____ 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.



Hello.



Hello.



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.



Class composition

Let's write the next scene of the play.

Fred

Lucy

Joe

Anno



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

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

Panel 2: That's Tom Winter, the wildlife expert. He's on TV.

Panel 3: Hello! You must be Dan. How do you do, Mr. Winter?

Panel 4: What a beautiful river! Look! There's a kingfisher!

Panel 5: I hope we are the lucky ones. They're very shy animals, you know.

Panel 6: This is where Miss Havers lives. She owns the valley.

Panel 7: Good afternoon, Miss Havers.

Panel 8: Kingfisher Valley is a very special place.

Panel 9: I don't want to sell the house and the land, but...

Panel 10: I can buy Kingfisher Valley!

Panel 11: It can become a wildlife park.

Panel 12: 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: [Nervously] 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.]

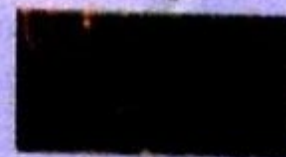
Narrator 2: If you look carefully at a leopard you can still see the pattern. There are groups of five black spots all over the leopard's body.

[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.





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



7 Let's visit Tahiti

Reading 1

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
coral reefs
The beaches are fun
and the sea is warm!

Tahiti is an island of
flowers and fruits
tall green rainforests
mountains
and waterfalls
There's so much to see and do!

76 Unit 7 Reading: a persuasive leaflet

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!

77 Unit 7 Reading: a persuasive leaflet



إعداد : منتديات صقر الجنوب (23 / 1 / 2016)



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. _____

a 453 7762 b c d

e f g h

3 Make sentences.

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

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

Unit 7 Reading comprehension: literal, inferential and personal response questions, adjective

Unit 7 Grammar: indirect pronouns: me, you, him, her, it, us, them





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



Grammar in conversation

1 Listen and read.

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

Unit 7 Grammar in conversation: Making requests: Can I...? Could I...? May I...?

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.

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	knobby	tearful	photo

Underline the double consonant.

2 Find the words. Write the words.

it	not	see	be	_____	is
on	_____	is	_____	with	_____
do	_____	is	_____	to	_____
it	_____	is	_____	at	_____

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?

Unit 7 Spelling: two-syllable words with a double consonant





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



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.

Unit 7 Class composition: copy for a leaflet

Listening

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

Adventure in Zarula - Part 1

Unit 7 Listening



8 Two heroes

Reading 1

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 Deganiwida. 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 Deganiwida. 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.



Deganiwida 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. Deganiwida 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 Deganiwida 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 Deganiwida. "They are at peace."

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

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

In the morning after Deganiwida 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 Deganiwida.

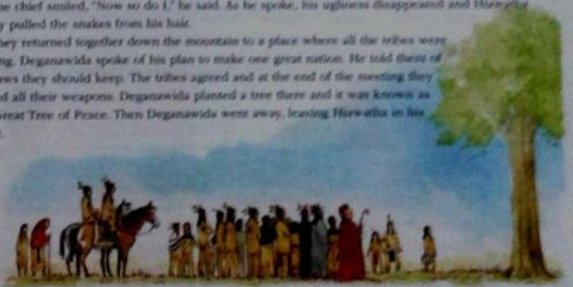
During a long and dangerous journey Hiawatha fought wild bears and wolves. At last he found Deganiwida and he spoke to Hiawatha wisely and kindly. Hiawatha's sadness grew less. He decided that he too would spread the message of peace. He left Deganiwida and travelled to village after village spreading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



Deganiwida 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. Deganiwida 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. Deganiwida planted a tree there and it was known as the Great Tree of Peace. Then Deganiwida went away, leaving Hiawatha in his place.



Unit 8 Reading: a traditional legend

Unit 8 Reading: a traditional legend





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



Reading comprehension and vocabulary

1 Order the sentences.

- Deganaxida grew up to be a brave, wise and gentle boy.
- Deganaxida and Hiawatha spoke to the hideous chief.
- Hiawatha's three daughters died.
- An old woman dreamed that her daughter had a son.
- Deganaxida paddled across the lake in a stone canoe.
- Deganaxida 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 Deganaxida.
- When the people saw the stone canoe, they listened to Deganaxida.

2 Think about the answers to these questions.

1. Why did the people listen to Deganaxida 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

1 Look!

Grammar's fantastic, isn't it?

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 Deganaxida.
"They have been arguing since last year."

2 Look, read and match. Write the letters.

a.  b.  c. 

d.  e.  f. 

1. The warriors have been fighting for years. _____
2. The old woman has been sleeping for a long time. _____
3. Deganaxida 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

Unit 8 Reading comprehension and vocabulary: sentence order, deduction, abstract nouns

Unit 8 Grammar: Present perfect continuous



إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



Grammar in conversation

1 Listen and read.

Met: Oh, look! I'm in the school play.
Jack: Congratulations! So am I.
Met: It's a good play, isn't it?
Jack: Yes, I like it a lot.
Met: Me, too.
Jack: Have you got a big part?
Met: No, I only say a few words.
Jack: So do I. I'm not in the first scene.
Met: Neither am I.
Jack: And I don't appear in the last scene.
Met: Neither do I. But I don't mind having a small part.
Jack: Really?
Met: 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'?
So do I. It's great.
I love it.
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't without nothing above money
month accidental front love son

Underline the o that sounds like u in each word.

2 Choose the best word to complete each sentence.

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

Unit 8 Grammar in conversation: agreeing and disagreeing

Unit 8 Spelling: o sounds like u



إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



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?

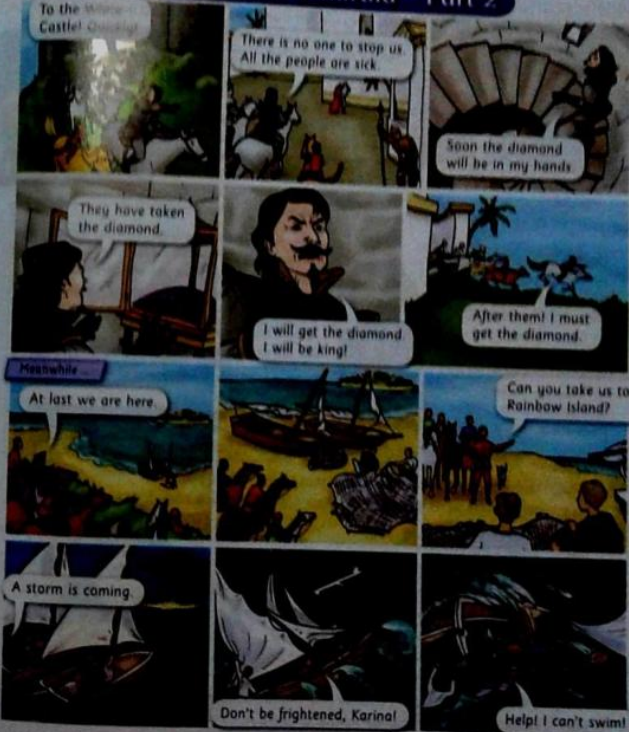
4 Make any changes then read the story again.

Unit 8 Class composition: writing part of a narrative story

Listening

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

Adventure in Zarula - Part 2



To the Wizard's Castle! Quick!

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, Karinal.

Help! I can't swim!

Unit 8 Listening 91





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.
Julian Nicholas

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 owwww!
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 walked and the boy reached them. He was small and thin and he was wearing a thin shirt and jeans although it was cold. His dark, straight hair shone over his eyes and he looked at them nervously.
'Can we help you?' asked Billy.
The boy looked 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.

Listening: Understanding a story





9 Doctors then and now

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, 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.

Hippocrates looked and made notes.



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.

Everyone could use the baths in Rome.

Physicians in the Middle East



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.

There were no ambulances at the first hospitals.

European medicine

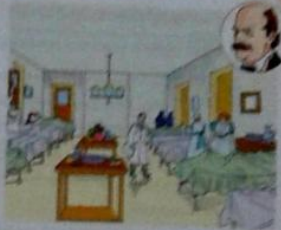
Two hundred years ago some European doctors began to use microscopes to look at germs. Many doctors at that time did not understand that germs can be spread by healthy people through touch. Doctors did not wash their hands after they had touched sick people.



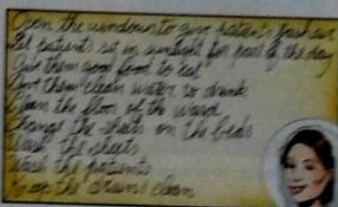
This is a microscope.

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:



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!







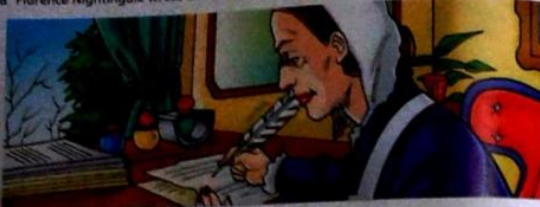
إعداد : منتديات صقر الجنوب (23 / 1 / 2016)



Reading comprehension and vocabulary

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

- 1 Archaeologists know about a ~~doctor~~ who worked 9,000 years ago.
- 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.



3 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?

4 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!

Grammar

1 Look!



G-R-A-M-M-A-R spells grammar!

"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 When do you see when you look in the mirror?
- 4 When do you and your friends go to enjoy yourselves?
- 5 Have you ever been angry with yourself? Why?





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



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.

Read 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?
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-pi-tal 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 microscope discover tonight underground

3 Listen and write.

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.

Unit 9 Spelling: Three-syllable words





إعداد : منتديات صقر الجنوب (23 / 1 / 2016)



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?
You're joking.
It's true!
Oh, I get it.

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-par-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 diabetes 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.

Unit 9: Spelling: three-syllable words





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



Class composition

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

How to deal with a cut

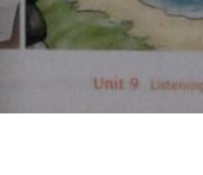
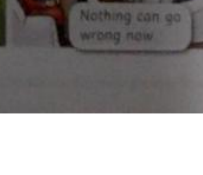
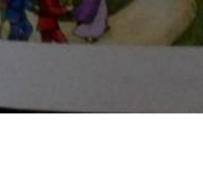


Unit 9 Class composition: furnish information and instructions

Listening

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

Adventure in Zarula - Part 3



Unit 9 Listening



إعداد : منتديات صقر الجنوب (23 / 1 / 2016)



10 Forest plants and trees

Reading

Plants in medicine

Cures from around the world

People have been using plants to make medicine for thousands of years. Modern scientists still use plants to make medicines. Some medicines can cure very serious diseases. 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

roy periwinkle
This plant grows in the rainforest.
All parts of the plant are used.



The royal 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

baobab
The seed is made into 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 medicinal bark made into medicine to treat fever and pain. It calms nervous people and is used 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.





إعداد : منتديات صقر الجنوب (23 / 1 / 2016)



Reading comprehension and vocabulary

Answer these questions.

- Where are many plants for medicines found?
- What parts of the willow bark are used?
- Which plant can be used to treat sore throats?
- What parts of the poppy root are used?
- In what habitat does the willow like to grow?
- Where does the European tree grow?
- What parts of it are used?
- What is the most important use of the poppy in medicine?

Think about the answers to these questions.

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

Name the parts of the tree.

_____ root _____ trunk _____ bark _____ flower _____ leaf



Unit 10 Reading comprehension and vocabulary: Literal and deductive questions

Grammar

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.

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

- have been cut down.
- from the bark of the willow tree.
- in rainforests.
- by medicines from plants.
- have been lost.
- 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.



- How many old houses – pulled down?
- How many new houses – built?
- the old castle – destroyed?
- many parks and gardens – planned?
- the river – cleaned up?
- Why – a new bridge – built?

No.
Yes.
Lots of old houses
Because the old one was dangerous
Hundreds of new houses
No, not yet

Unit 10 Grammar: Present perfect passive





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



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 always nurses at the hospital.

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!

Unit 10 Grammar in conversation: I wish + past tense

Unit 10 Spelling: words beginning or ending with *al*



إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



Class composition

1 Read

The frog lives in the rainforest where many national places 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.

1 eggs 2 tadpole 3 hatch

4 grow 5 tail 6 legs 7 arms

8 froglet 9 adult

Unit 10 Class composition: describing a natural process

Listening

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

Adventure in Zorula Part 4

I wish we could stay here forever.

Move quietly, men! Our visit will be a surprise.

What's the matter, Wogan?

We must go into the secret passage!

Banta, where are you?

We have been followed.

I'll light a torch.

Have you got the diamond, Banta?

Meanwhile, I can see daylight.

Where have they gone?

Look at all these trees!

We can build a raft with these trees.

Look! What are they?

Unit 10 Listening 109





إعداد : منتديات صقر الجنوب (23 / 1 / 2016)



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 wash 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, ouch! But you can't see them.

That's when washing us is really important.



- 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.

3

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
puppy	plant with flowers	fields	seed	pain

4



The hen lays an egg.



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



The chick grows inside the egg.



The chick gets bigger and it grows long feathers.



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

5

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.

1 Describe the life of the butterfly. These words can help you: eggs, leaf, caterpillar, spines, pupa, wings.

2 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?

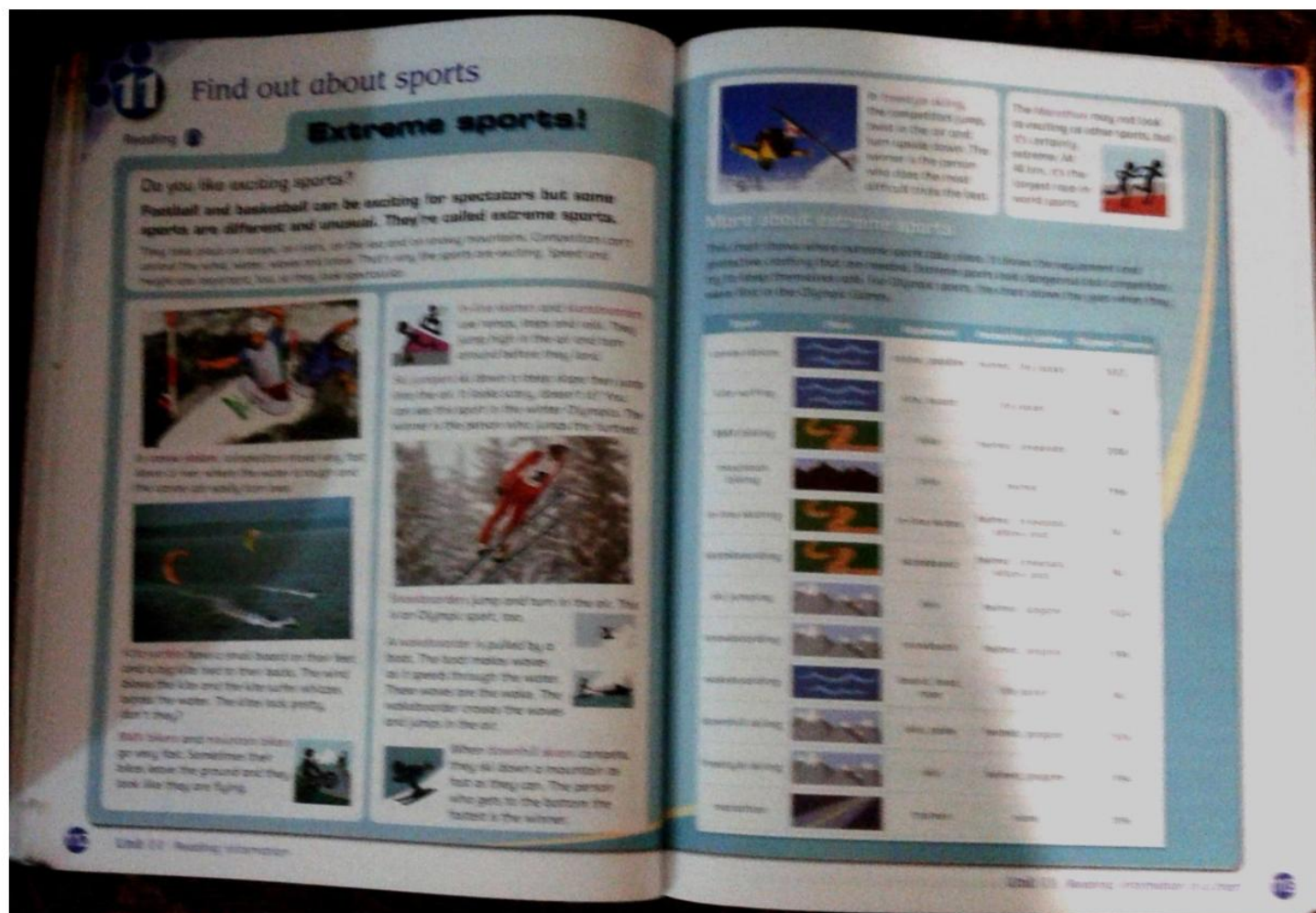
Now you can do the project on page 134.

Listening: Sequencing





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



Reading comprehension and vocabulary

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

cast fly pick 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!



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? _____

Unit 11 Reading comprehension and vocabulary: cloze, literal and deductive questions

Unit 11 Grammar: Relative clauses with who, which, that, when and where





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



Grammar in conversation

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?

Unit 11 Grammar in conversation: question tags

Spelling

Some words for people and in on. 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!

Unit 11 Spelling: words ending in





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)

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
1	-8°C	Sunny	Snowboarding	6,500
2	-6°C	Snowy	Freestyle skiing	6,000
3	-2°C	Cloudy	Downhill skiing	8,000
4	-3°C	Sunny and cloudy	Snowboarding finals	8,500

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!

Why are those parrots flying above the forest?

Let me help you, Karim.

So, we need to rest.

You will never find the diamond!

You find it! Karim! Karim! Karim!

The Great Diamond is Zarula's last treasure!





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



12 I saw the race!

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. "Cheers," 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 cruelly.

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



Unit 12 Reading: a story from a point of view

Unit 12 Reading: a story from a point of view



إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



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.

breath 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.

Grammar

Look, read and talk with your classmates.

The race is starting in five minutes.

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

I believe that this Formula 1 race will be won by Frank Turner.

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

The traffic is terrible. We have been driving for two hours.

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

What a lot of grammar you've learned!

I wish I was at home.

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

4 After the man had gone, Russ saw his phone on the bench.

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

And I was right! The race has been won by Frank Turner!

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

Russ shook hands with the man who had won the race.

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





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



Listening in conversation

Let's talk!

What's the matter?

Oh, I get it.

It's true!

I don't believe you.

Guess what?

Oh, go on!

That's my business!

It's none of your business.

Don't be silly!

That's rubbish!

What nonsense!

Exactly!

I disagree.

I agree.

To my mind...

Definitely.

Really?

That's interesting.

What else?

And?

Lucky you!

How amazing!

You're joking.

Fantastic!

Brilliant!

I think...

Tell me!

I believe...

In my opinion...

Unit 12: Listening in conversation. Conversation round-up.

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.

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

direct _____ reflect _____

protect _____ erupt _____

act _____ invent _____

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!

Unit 12: Spelling words ending in *tion*.





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



Clear comprehension

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 When did she say to Uncle Pete when Russ told her? 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
leaved over the rail and looked at the cars at the start line. I thought they were...

Unit 12 Check comprehension: writing a story from a point of view

Listening

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

Adventure in Zarula - Part 6

What's that bird?
It's Akaroa's falcon!
Come to the Red Rock.
Late in the last century
I am the King of Zarula.
Be careful, monkey!
It is only glass!
Merrahilly...
We have lost the diamond, Akaroa.
Hal Ha! Ha!
This is the Great Diamond.
You are Queen of Zarula!

Unit 12 Listening 127





إعداد : منتديات صقر الجنوب (2016 / 1 / 23)



Revision 6

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

letter to a friend
an email to a friend
biography
diary
narrative story
a personal account
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 will extend 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 see now 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?

Volcano!

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 ground, 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

129





إعداد : منتديات صقر الجنوب (23 / 1 / 2016)



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 each 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 everything
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

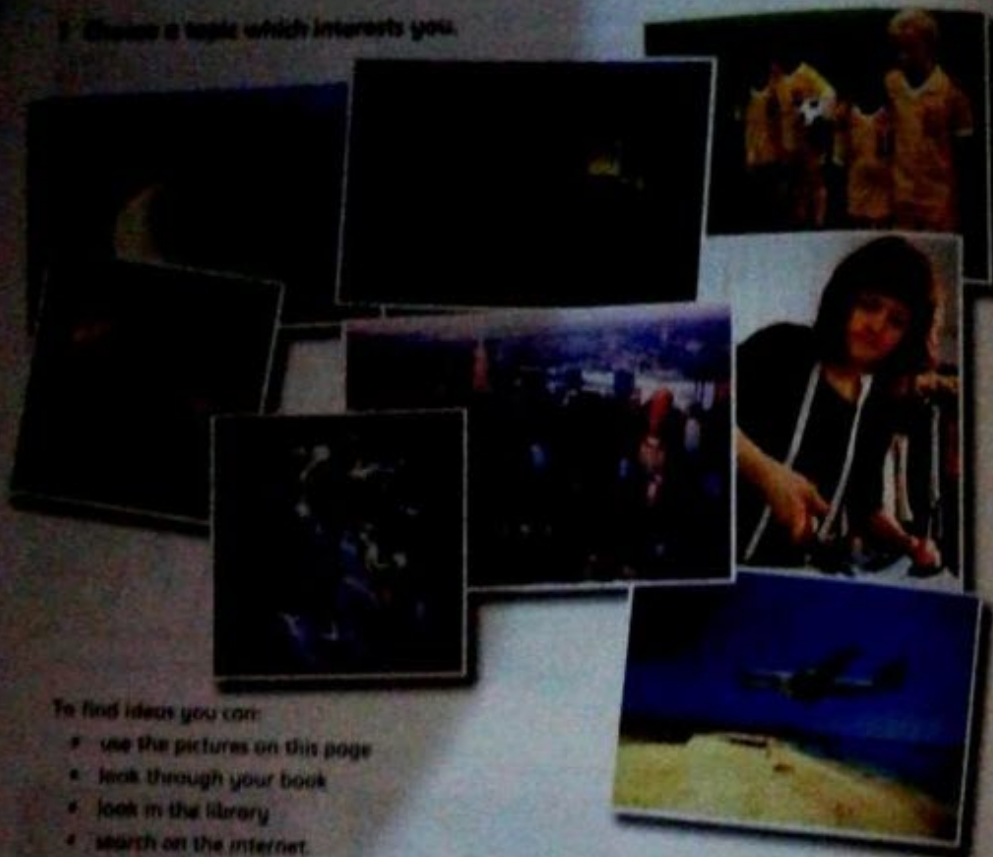
You could find a legend on the internet or choose a legend from your own country.

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.

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...

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.

David Greenblatt

Thank you very much for the watch that you sent me for my birthday. It's really great because it's waterproof so I can wear it when I go swimming. I loved it. The great part being, and it's still working. We had a good time having the swimming competition. We'll swim. We learned from the last time because I was not

**Is unaffiliated with
Culper Group**

We're just getting back here, not dry at the beach—it was so beautiful! 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 son of my brother jumping into the sea is really funny! There's a hotel that you have a good view with your balcony? I want to look off about it. See you tomorrow.

Mary Beacole

Her early life

[illegible]

Wednesday 4th April

[illegible]

letter to a grandparent

an email to a friend

biography

diary

^aSee Table 2 for χ^2 and p values.

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

For the first time they avoided one another. Brothers after another there were cries with each small leader and each king that they had lost the giant option. There was an air with a long thin tail and an enormous head and mouth. Its mouth was so big that it could not fit in by itself.

There were five spots that made light in their own bodies. They came to the long looking stars. There was a small furry group. There were big spots and patches that you could nearly see into through the

That day I did not work at all. In the morning with Fred we followed a narrow path through a meadow.

There's something about Obama's first White House garden tour that's been making the rounds. They pointed out the garden's "first lady" and the "first lady" of the garden, who was there to greet them. It's a small detail, but it's a detail that's been making the rounds.

Bridges

People have been working on this for a long time. There are many different ways of doing it.

Barren Solids

The whole bridge is a complete load on its legs. It sits on a giant concrete pier, 100 ft high, 10 ft wide. The pier is supported by four steel legs. The pier is made of bridge steel, and the pier is made of bridge steel.

narrative story

a personal recount

for typed 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 ☐
poems ☐ biography ☐ something else ☐

Talk about your choices with your friends.

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



English World



The adventure starts here!

English World is an internationally acclaimed English language learning series for primary schools. It uses best-practice methodology to encourage effective classroom teaching.

Active, whole-class learning is supported by grammar and skills work applied in natural contexts. The highly visual printed resources are complemented by digital material featuring video dialogues of native speakers, animated posters and sing-along versions of songs.

Packed with practical, course-specific resources, the English World online Teacher's Resource Centre provides tools to help teachers to manage classroom realities and to meet the needs of their pupils. Key features include: English World Starter Pack, core skills record sheets, Teacher Methodology Modules and a test builder.

From the authors of the best-selling series *Let's Learn English* and *Let's Learn English 2*

For Pupils



For Teachers



Mapping	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
CEFR	Pre-A1	Pre-A1 - A1	A1	A1+	Pre-A2	A2
YLE	Starters	Starters	Movers	Movers	Flyers	Flyers



MACMILLAN

www.macmillan-younglearners.com/englishworld



ISBN 978-0-230-43901-6



9 780230 439016