

1 Listen and read. Who comes to visit?  01 student's answer



Kate Do you want to play a game, Ed?
Ed No. We always play games. I want to do something different.



Ed Let's call Libby.
Kate No, she's never at home on Fridays.
Ed Oh, I wonder where she goes.



Mum Look, Kate! Libby is outside.
Kate Great! She's coming to see us.



Libby Hello, Aunt Clare. Hello, Uncle Tony.
Mum and Dad Hello, Libby. How are you?
Libby I'm fine, thanks.



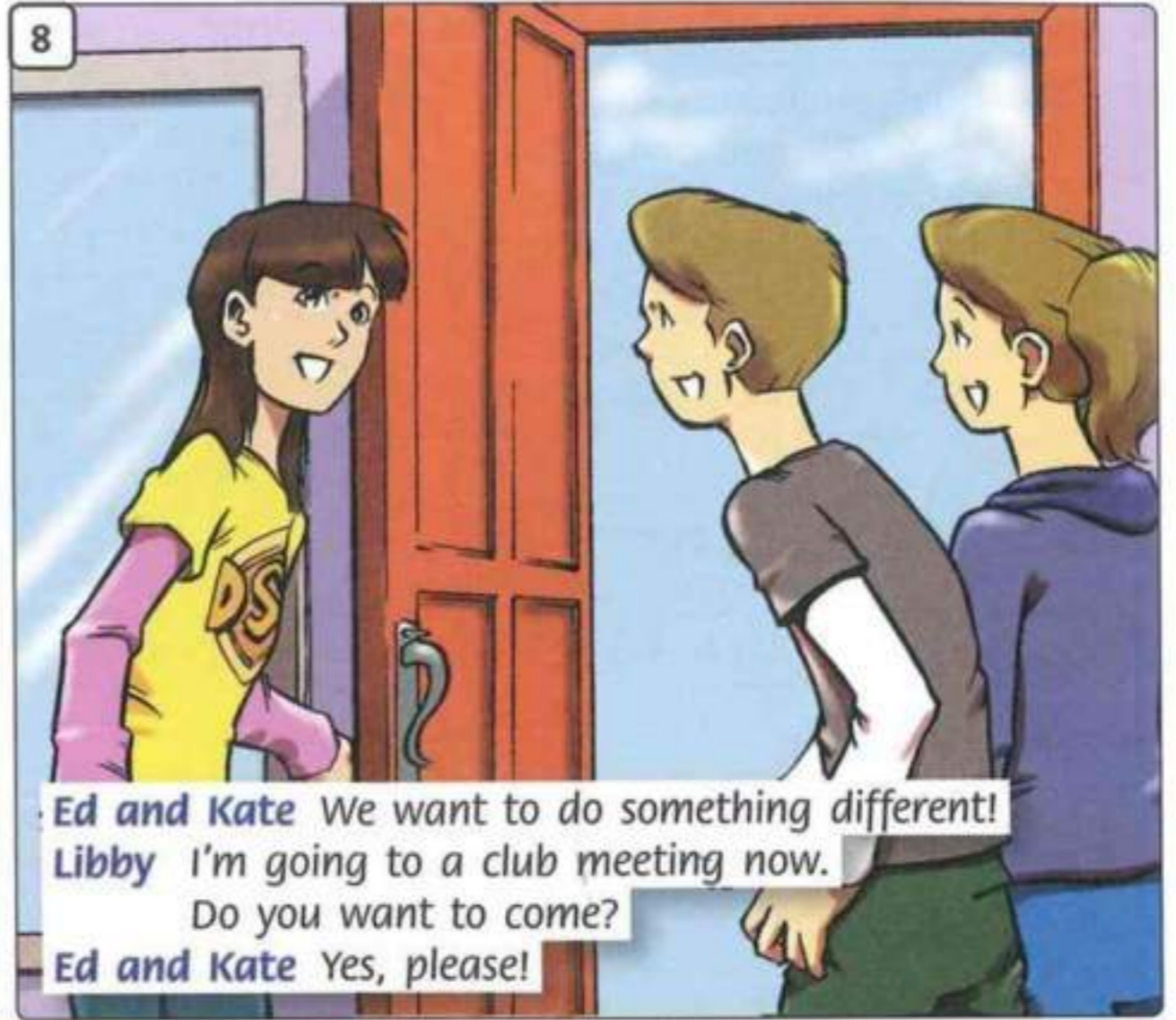
Libby Hi, Ed. Hi, Kate. What are you doing?
Ed Nothing.
Kate We're bored.



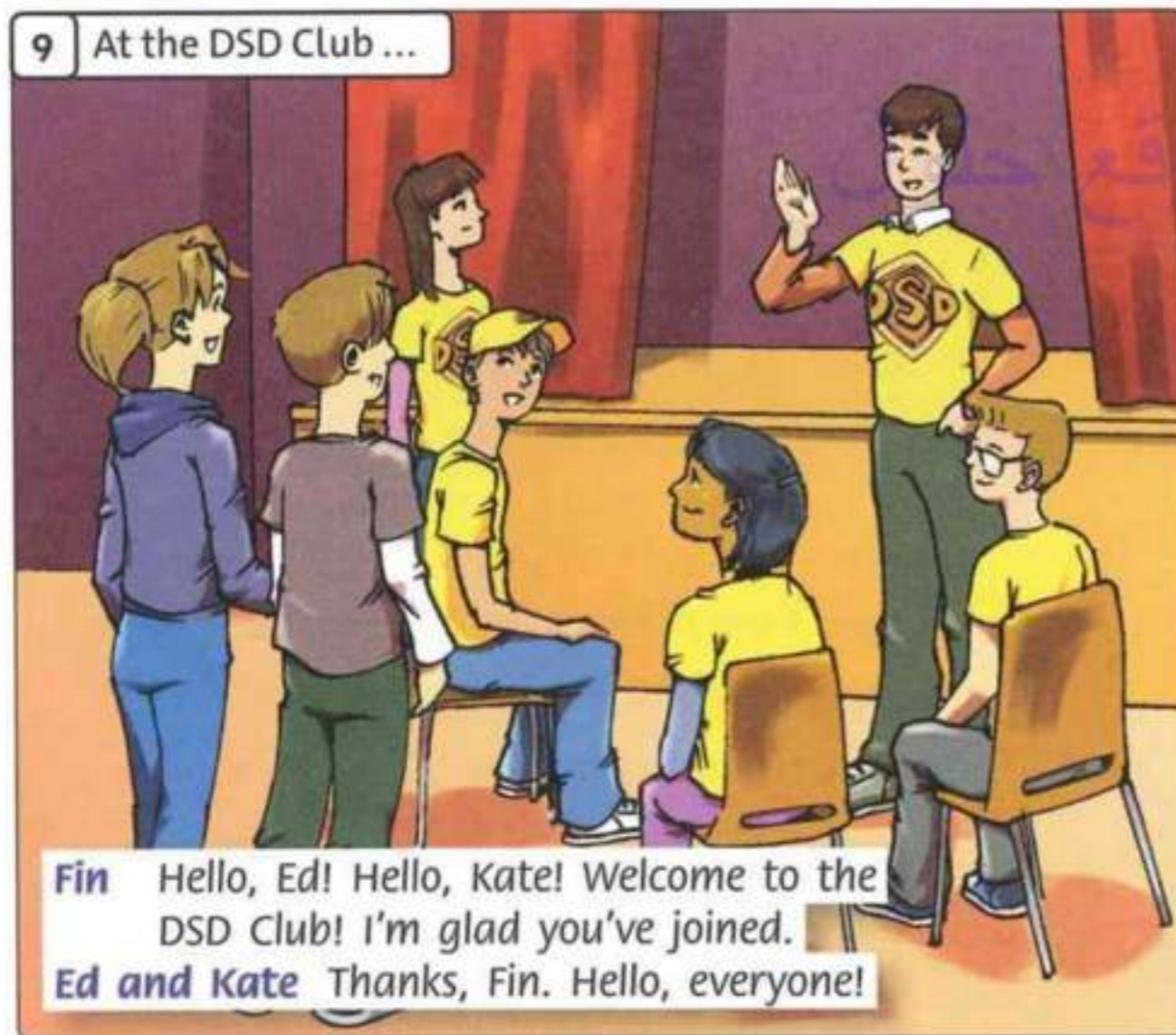
Ed What do you do on Fridays, Libby?
Libby Oh, I'm in a club. We meet every Friday.



Ed and Kate A club?
Libby Yes, it's the Do Something Different Club. My brother Fin started it last month. He's the club leader. We do lots of exciting things.



Ed and Kate We want to do something different!
Libby I'm going to a club meeting now. Do you want to come?
Ed and Kate Yes, please!



Fin Hello, Ed! Hello, Kate! Welcome to the DSD Club! I'm glad you've joined.
Ed and Kate Thanks, Fin. Hello, everyone!



Fin Here are your DSD T-shirts and caps. Are you ready to do something different?
Ed and Kate Yes! We can't wait!

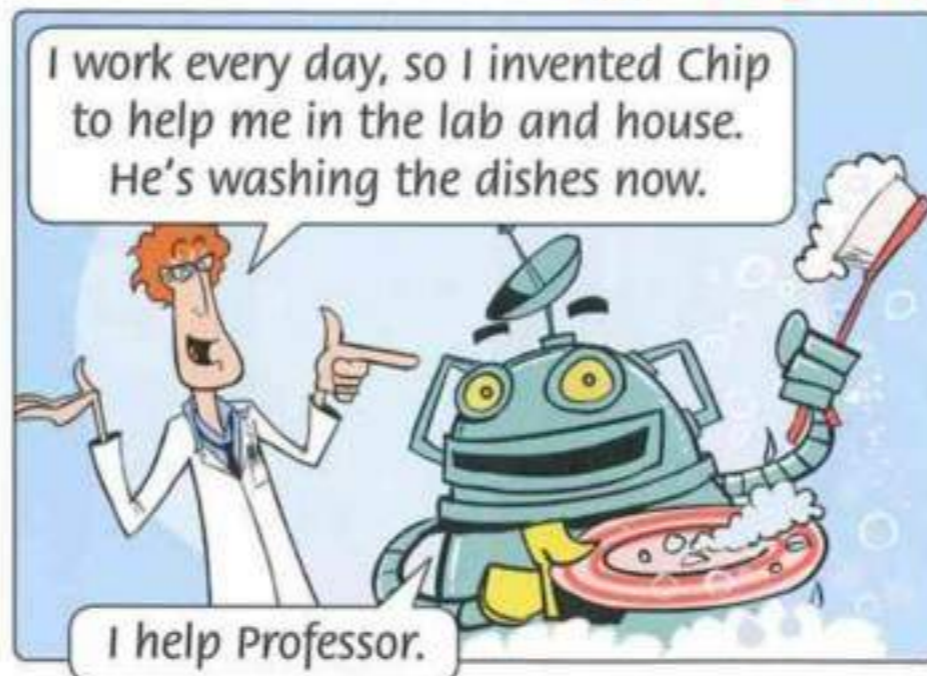
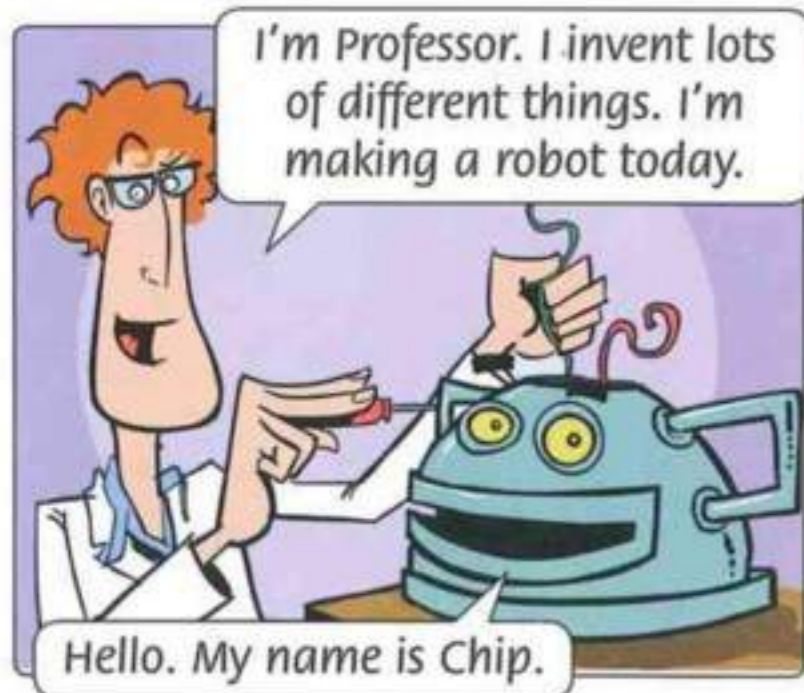
2 Listen to the story again and repeat. Act.

3 Read again and write *True* or *False*.

- 1 Ed wants to play a game. False
- 2 Libby is Ed and Kate's sister. False
- 3 Libby is in a club. True
- 4 Libby's brother is the club leader. True
- 5 Ed and Kate want to go to the club meeting. True
- 6 Fin gives Ed and Kate T-shirts and bags. False



1 Listen and read. What is Professor making? 02



2 Read and learn.

A robot.

Present simple and present continuous

Use the **present simple** to talk about habits and routines.

I **work** every day.

Use the **present continuous** to talk about actions happening now.

I'm **making** a robot today.

He's **washing** the dishes now.

Past simple

Use the **past simple** to talk about actions which started and finished in the past.

I **invented** Chip to help me in the house.

You **broke** all the dishes!

موقع حلول

3 Read and circle.

1 Anna goes / is going to the park every weekend.

3 You watch / watched TV on Sunday mornings.

5 Amy eats / is eating an apple every day.

2 We played / are playing football last Saturday.

4 Mum and Dad work / are working now.

6 I listen / listened to my new CD yesterday.

4 Speaking Ask and answer.

read / a book

do / homework

paint / pictures

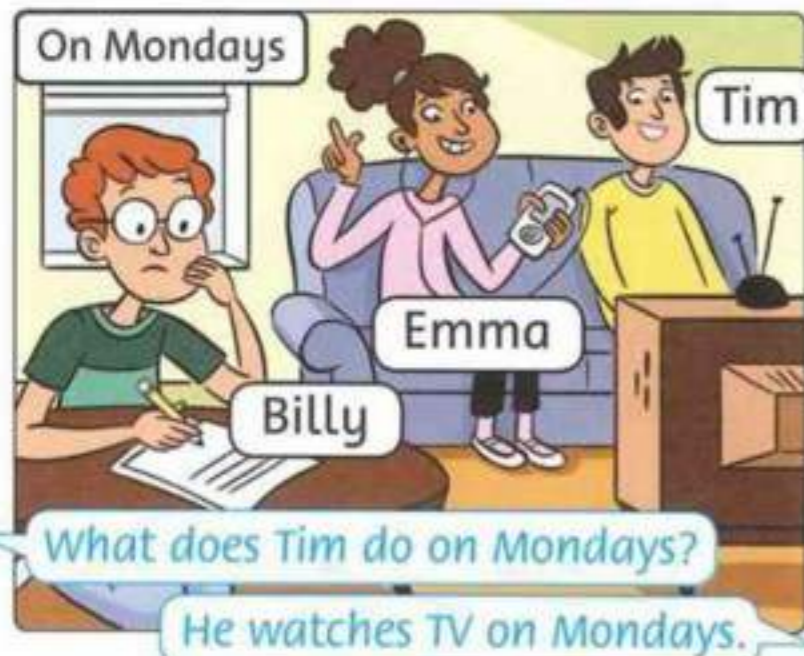
watch / TV

play / basketball

listen to / music

water / the flowers

wash / the car



Punctuation

We use capital letters for:

- the beginning of a new sentence

This is Lucy.

- names Lucy is eight.

- nationalities She is British.

- proper nouns She is from London.

London is in the UK.

My birthday is in May.

We use . at the end of a sentence.

My name is Kate.

We use ? at the end of a question.

How old are you?

We use ! after commands and to express surprise.

Come here!

We use : before lists.

Shopping list: bread, milk, eggs

We use , in a list of more than two things.

I like apples, oranges and cherries.

We use , and " " for direct speech.

"I'm cold," he said.

1 Rewrite the sentences with the correct punctuation.

1 mario is from madrid Mario is from Madrid.

2 my name is helen she said "My name is Helen," she said.

3 my favourite sports are football tennis and basketball My favourite sports are football, tennis and basketball.

4 is carla from italy Is Carla from Italy?

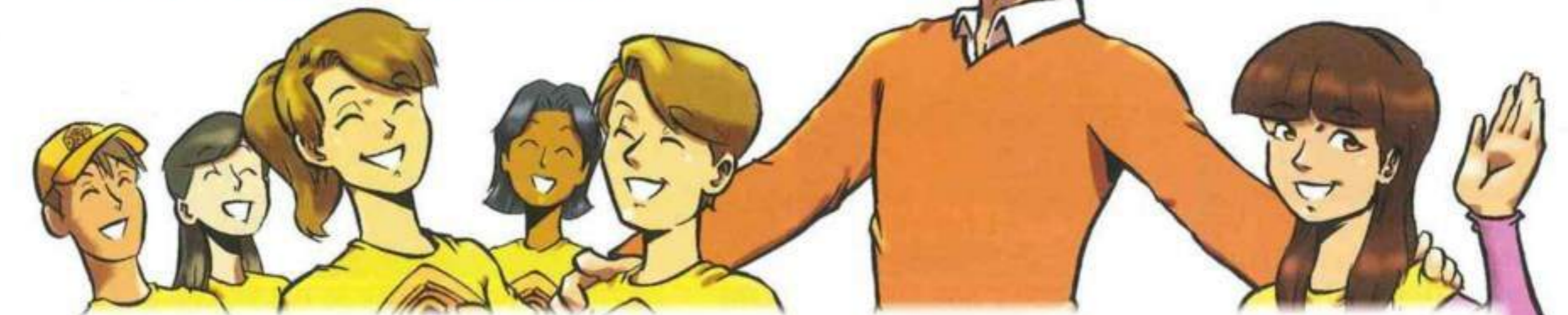
5 open the door Open the door!

6 are lee dan and amy from the usa Are Lee, Dan and Amy from the USA?

2 Listen and write. Sing. 03

different place Learn new fun
food sport Watch Make many

Do something different!




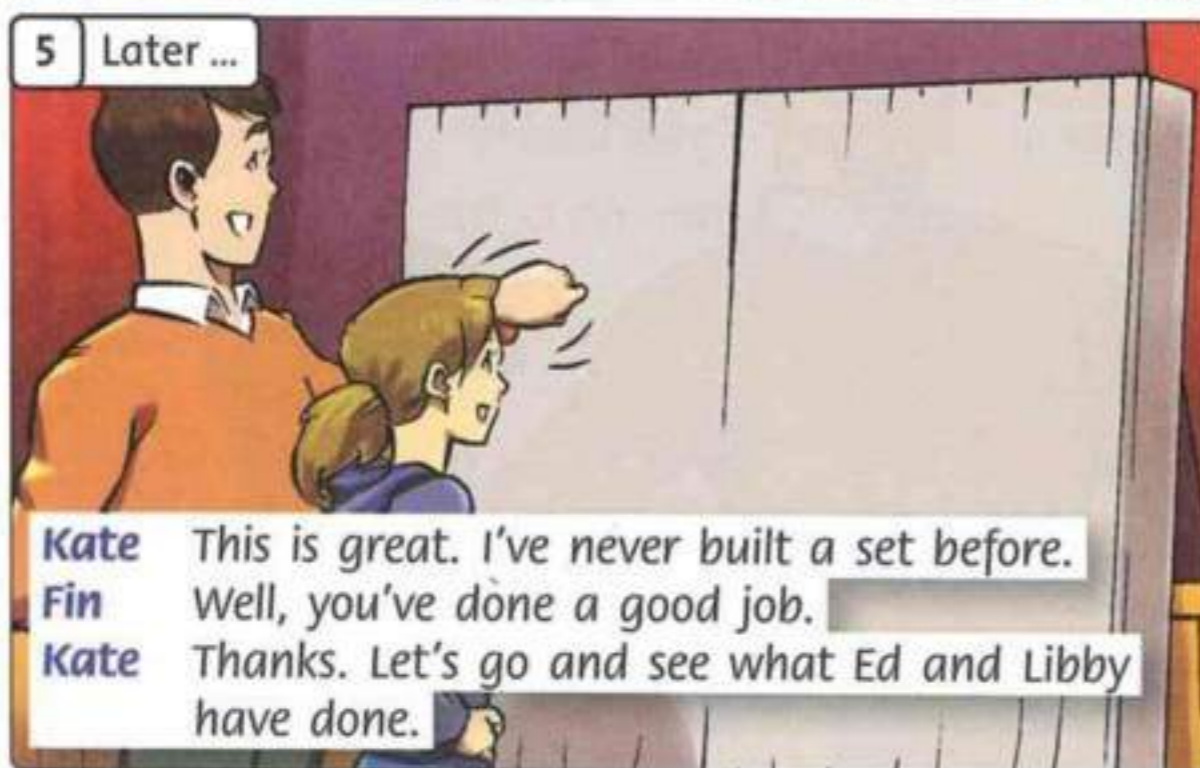
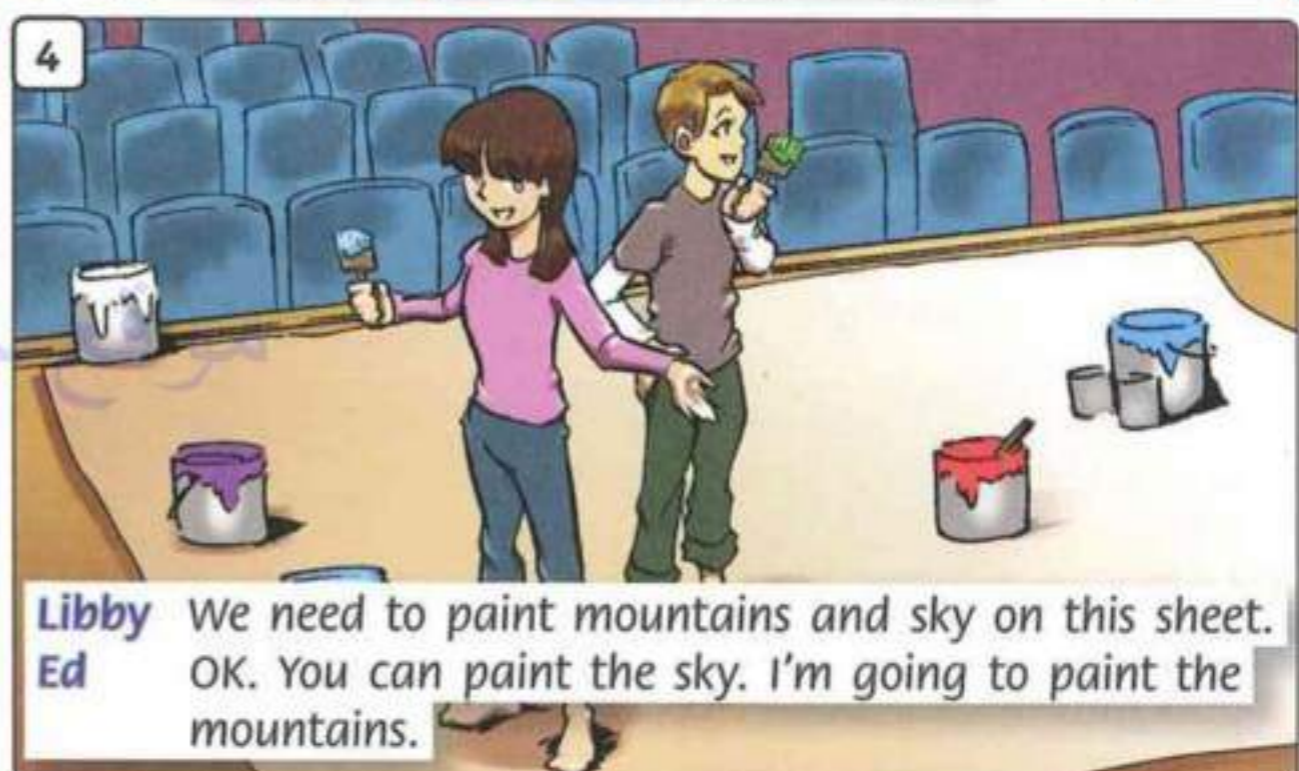
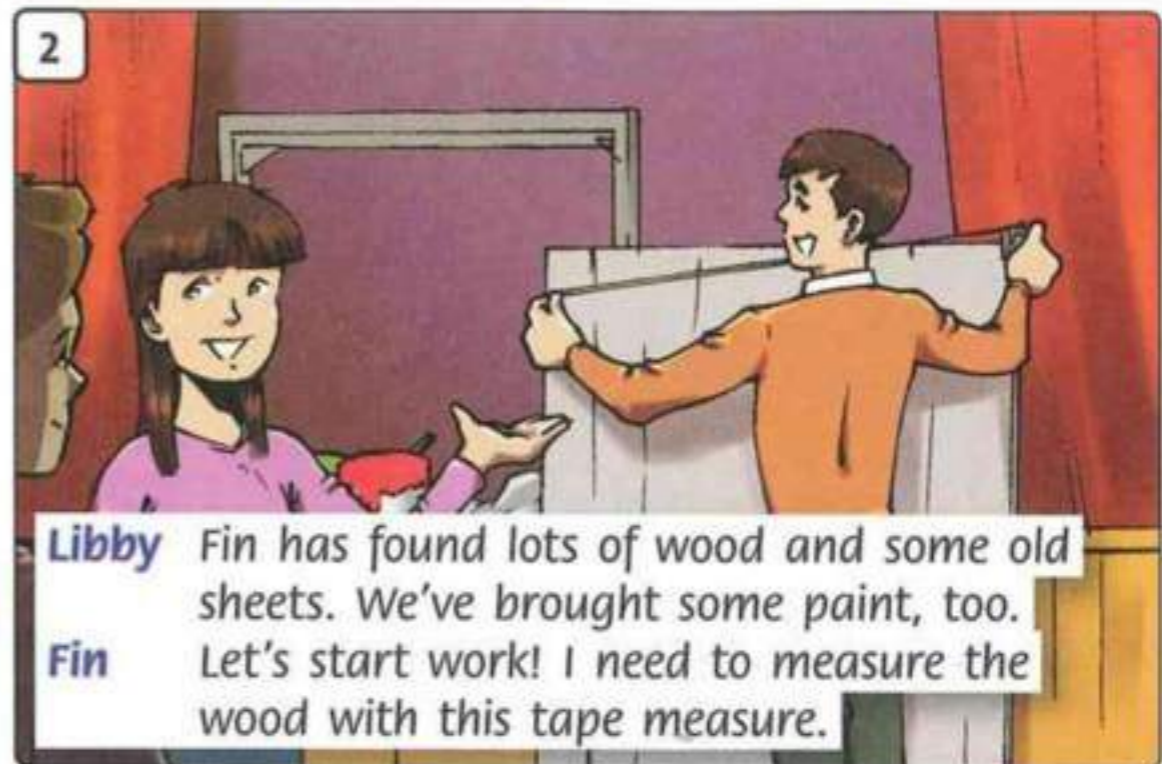
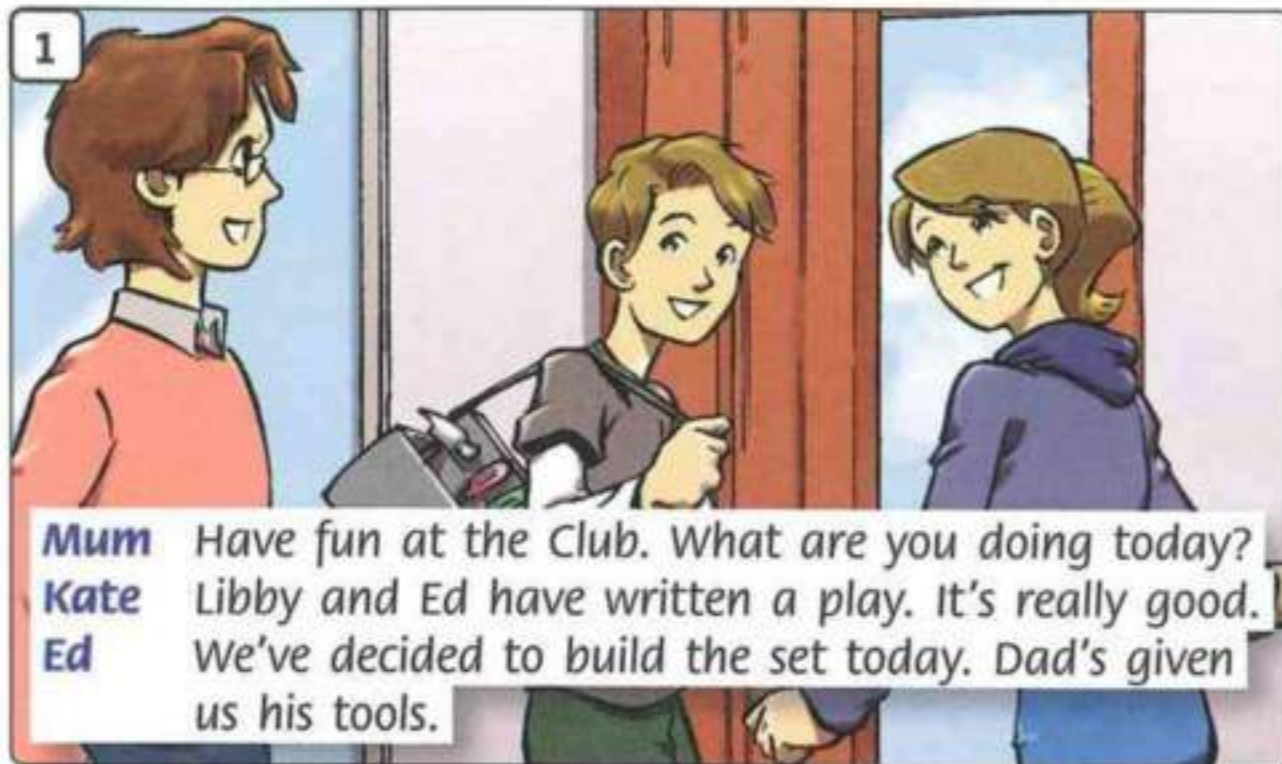
Try a new ¹ sport ,
Learn a new fact,
Find a fun ² new game
to play.
Learn a new skill,
³ make a new friend,
Do something ⁴ different today!

Chorus:
Do something different,
Have lots of ⁵ fun .
It's amazing to try something new.
Do something different,
Have lots of fun.
There are so ⁶ many new things
to do!

Try a new ⁷ food ,
Read a new book,
⁸ learn some great new
words to say.
⁹ Watch a new film,
See a new ¹⁰ place ,
Do something different today!

Lesson One Story

1 Listen and read. What is the DSD Club doing today?  04 They are building a set for a play.

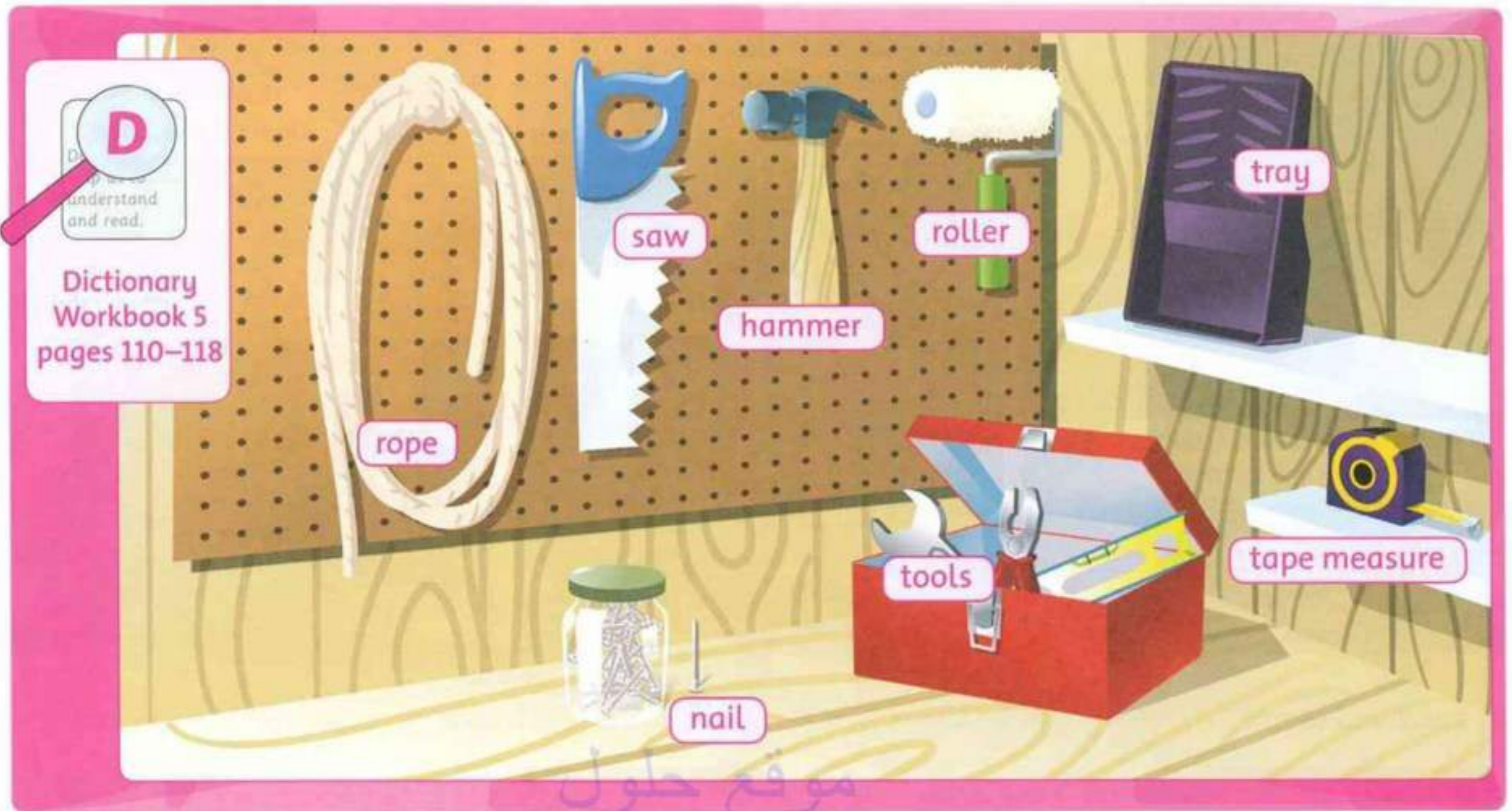


2 Listen to the story again and repeat. Act.

3 Read again and write *True* or *False*.

- | | | | |
|--------------------------------------|--------------|---|--------------|
| 1 Ed and Libby have written a story. | <u>False</u> | 2 Dad has given the children his tools. | <u>True</u> |
| 3 Fin asks Kate for a sheet. | <u>False</u> | 4 Libby paints the mountains. | <u>False</u> |
| 5 Kate is good at building. | <u>False</u> | 6 Libby and Ed can't move. | <u>True</u> |

1 Listen and repeat. 05



2 Write the words.

- 1 Dad keeps his tools in a box in the garage.
- 2 You can use rope to pull things or to tie things together.
- 3 We used a tape measure to see how long the piece of wood was.
- 4 A nail is a small, sharp piece of metal.
- 5 You can use a hammer to hit nails.
- 6 You can use a roller or a paintbrush to paint walls.

Working with words

subject — **verb** — **object**

Joe has found lots of wood.

adjective — **adverb**

Wet paint dries slowly.

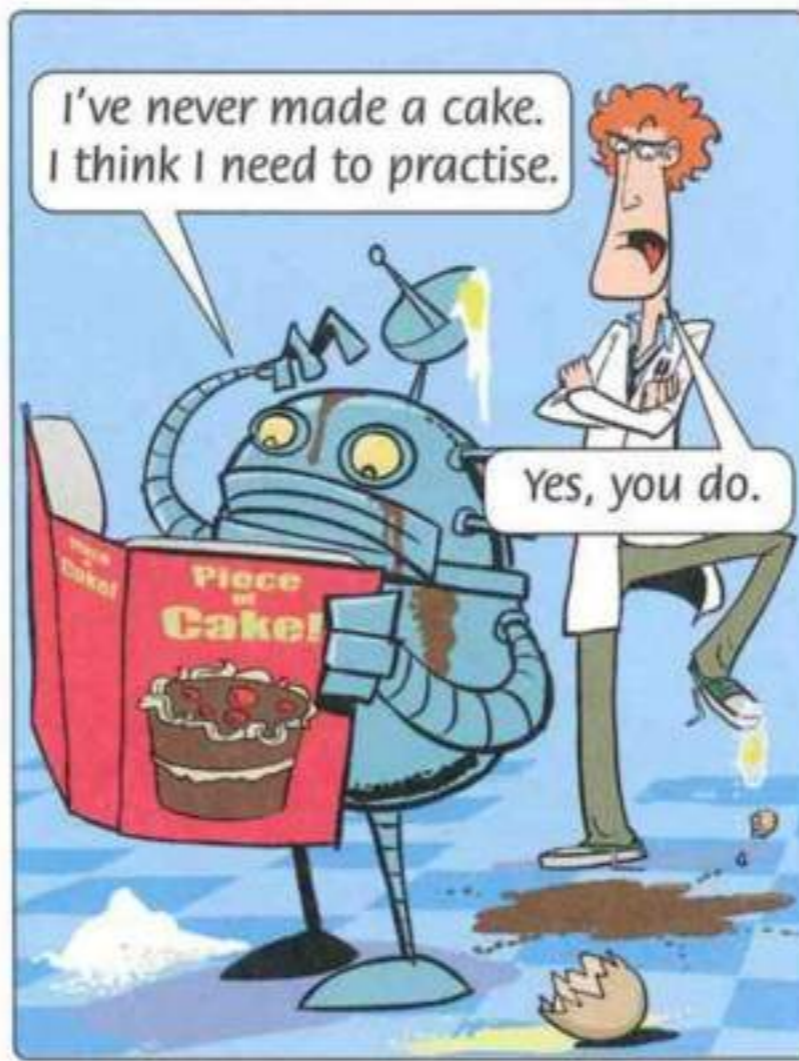
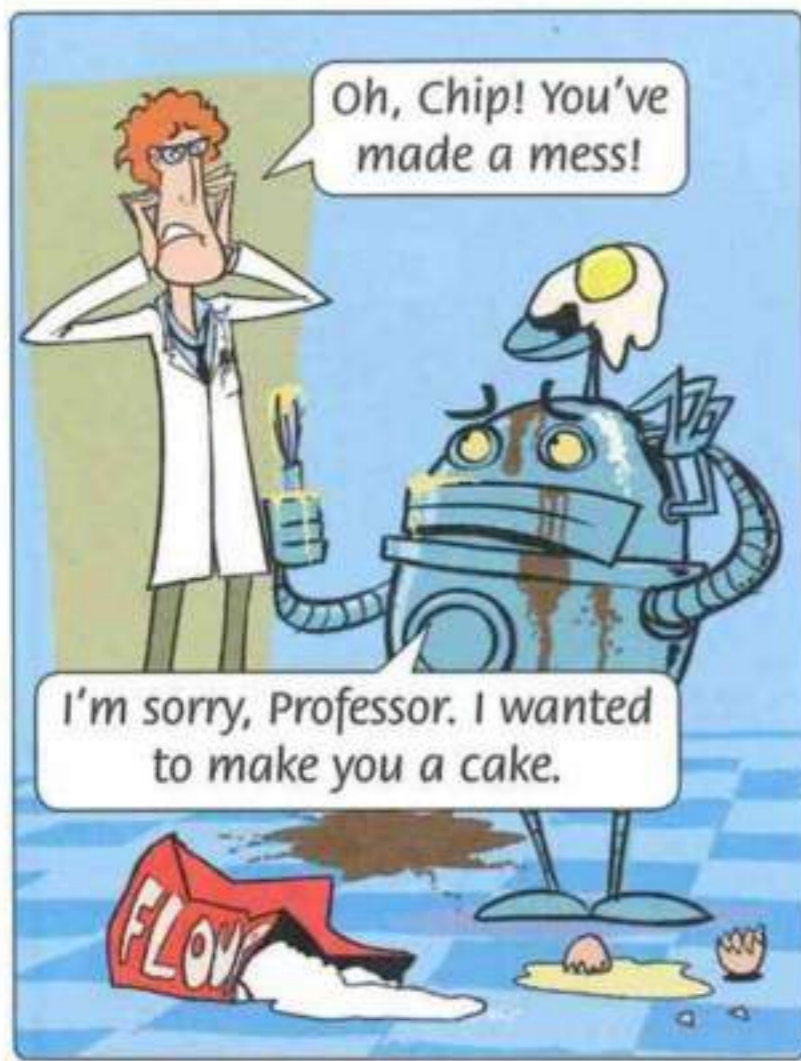
3 Look at the words in bold. Write.

verb adverb object **subject**

- 1 I've written a story. subject
- 2 Mum made a **pizza**. object
- 3 He's **playing** tennis. verb
- 4 My sister talks **fast**. adverb



1 Listen and read. Is Chip good at cooking? 06



No, he isn't.

2 Read and learn.

Present perfect

Use the **present perfect** to talk about actions in the past that are still true now.

You've **made** a mess.

Present perfect = *have / has* + past participle

ever / never

Use **ever** to ask about what someone has done in their life up to now.

Have you **ever** cleaned a kitchen?

Use **never** to talk about what someone has not done in their life up to now.

I've **never** made a cake.

3 Complete the sentences. Use *ever* or *never* and the past participle. Irregular verb list Workbook 5 page 119

- 1 We've never written (write) a play.
- 2 Have you ever seen (see) a giraffe?
- 3 Carl has never visited (visit) Italy.
- 4 Has Emma ever played (play) volleyball?
- 5 The children have never heard (hear) this story.
- 6 Has your dad ever flown (fly) a plane?

4 Speaking Ask and answer.

ride / a horse be / in a play climb / a mountain
swim / in the sea write / a song make / a cake

Have you ever ridden a horse?

No, I haven't. I've never ridden a horse.

1 Listen and read. What is Ben's hobby? 07 Woodwork.

Ben has had woodwork lessons since he was eight. He goes to lessons every Tuesday and Thursday after school. He's very good at woodwork now. He's worked on this wooden table for two weeks. He's decided to give it to his mum as a present.



2 Read and learn.



Use the present perfect and **since** to talk about past actions after a certain time or date, e.g. January, last Tuesday, 2006, 4 o'clock.

Ben has had woodwork lessons **since** he was eight.



Use the present perfect and **for** to talk about past actions in a period of time, e.g. a week, 3 years, 5 hours, a month.

He's worked on this wooden table **for** two weeks.

3 Write **since** or **for**.

1 We've lived in this house for five years.

3 You've been here for an hour.

5 The children have been in the park since ten o'clock this morning.

2 Lisa has been at this school since 2007.

4 Tony has been on holiday since last Monday.

6 I've known my best friend for three years.

4 Write sentences about Steve. Irregular verb list

Student's answer



1 (ride / a bike) Steve has ridden a bike for five years.

3 (use / a computer)

5 (live / in London)

2 (have / English lessons)

4 (play / the drums)

6 (collect / comics)

Reading

- 1 Look at the poem and the pictures. What do you think happens in the poem? student's answer
- 2 Listen and read. 08

My tree house

I've always wanted a tree house.

I think they're great places to play.

My dad drew the plans for a tree house

And we started to build it one day.

Dad got some boards and a tool box,

Some nails and a hammer and saw.

He said, "You'll need help with your tree house
Because you've never built one before."

We started working together.

He watched as I hammered and sawed.

He tried not to laugh very loudly

When I nailed my coat to a board.

Soon my new tree house was ready.

It looked wonderful there on the grass.

Four walls and a door and a carpet

And two windows, both with real glass.

The windows were two different sizes

And the door wasn't perfectly straight.

The walls were a little bit crooked

But Dad thought my tree house was great.

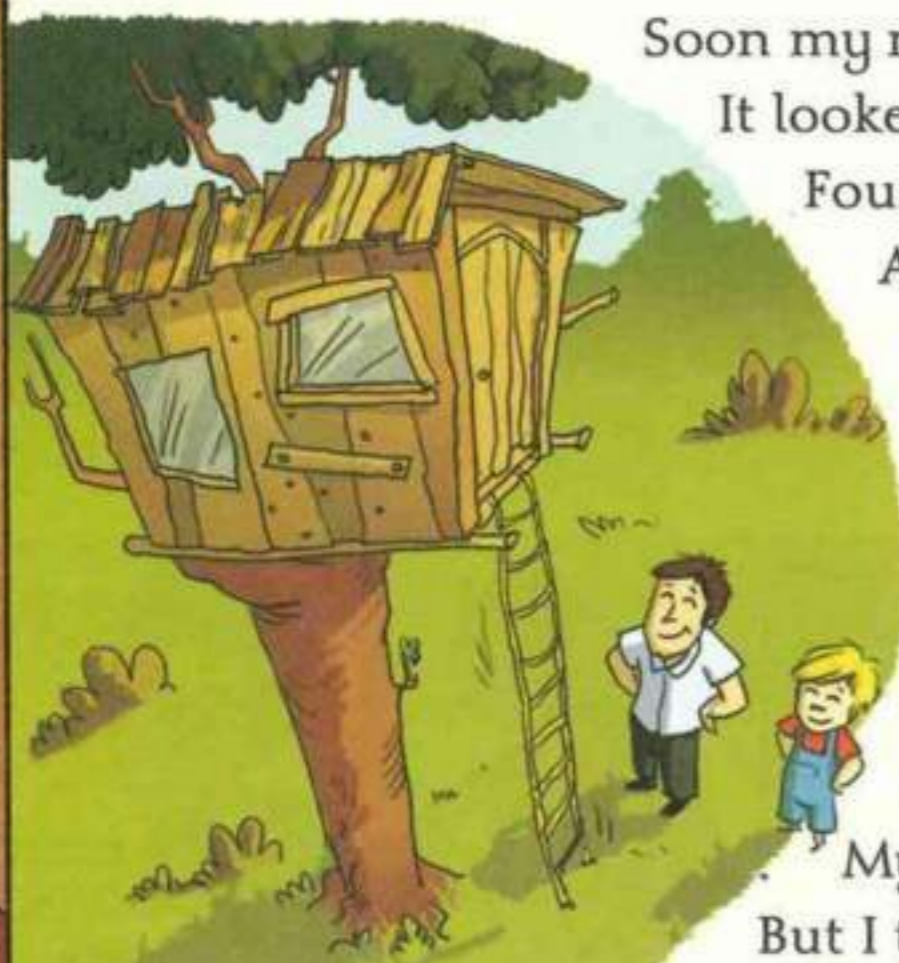
Dad got some rope and a ladder.

He pulled the house into the tree.

My tree house looks crazy and funny

But I think it is perfect for me.

Bill Robbins



3 Read again and circle.

1 Bill's dad drew the plans / boards for the tree house.

3 Dad thought the tree house was great / crooked.

5 The walls / windows were two different sizes.

2 Bill nailed his coat to a hammer / board.

4 There was real glass / carpet in the windows.

6 Dad pulled the house into a tree / ladder.

Words in context

1 Find the words in the poem to match the pictures.

D

Don't stop to understand and read.

Dictionary Workbook 5



1 tree house



2 laugh



3 straight



4 plans



5 board



6 ladder



7 crooked



8 tool box


Listening

موقع حلول


2 Listen. Who is talking? 09

3 Listen again and number the pictures in the correct order.


a




b



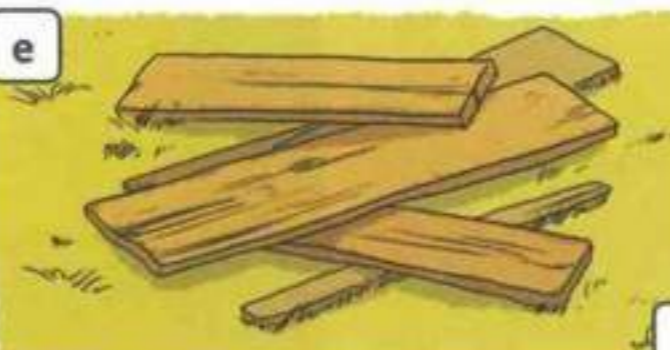
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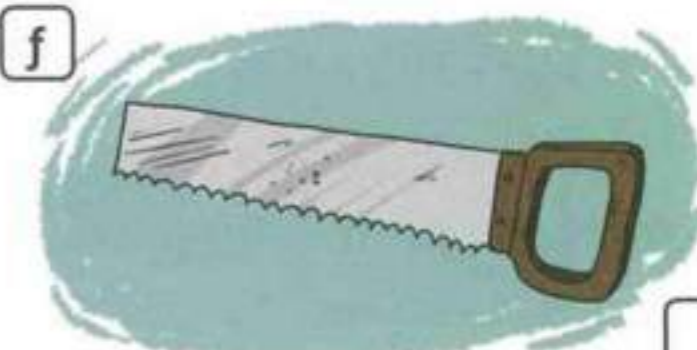
d



e



f



Speaking

4 Ask and answer. Use the prompts or your own answers.

Have you ever made something?

What did you make?

What did you use to make it?

I made _____

I used _____

Yes, I have. / No, I haven't.

a mask / a model / a card / a poster

paper / glue / paint / a box / scissors / string

Writing

- 1 Look at the text. Who do you think wrote it?
- 2 Read.



- 3 Read again and answer the questions.

- 1 What did the children use to make their kite?
- 2 When do they want to fly their kite?

A poem: pattern and rhythm

When we write a poem we follow a pattern:
syllables

Last **w**eek we **m**ade a **b**ig kite. = 7

We **h**ad a **l**ot of **f**un. = 6

My **b**rother **d**rew some **g**reat plans = 7

The **k**ite looked **l**ike the **s**un. = 6

The syllables in **red** are stressed. We say the stressed syllables more strongly than the others. This gives our poem a rhythm.

- 4 Count the syllables. Underline the syllables that are stressed.

We found some string and paper, 7

Some nails and glue and wood. 5

We sawed and glued and hammered. 7

The kite looked really good. 6

- 5 Complete writing page 12 of Workbook 5.



Our kite

Last week we made a big kite.
 We had a lot of fun.
 My brother drew some great plans.
 The kite looked like the sun.

We found some string and paper,
 Some nails and glue and wood.
 We sawed and glued and
 hammered.

The kite looked really good.

We painted the kite yellow
 Then we left it out to dry.
 And soon the kite was ready.
 It was time for it to fly!

We held on to the kite string
 And the kite flew, fast and high.
 It really looked amazing
 As it flew across the sky.

And now, when it is windy,
 We can't wait to go and play.
 We want to fly our kite
 On every windy day.

by Jenny Bell



- 3) 1- String, paper, glue, nails, wood, a saw, a hammer, yellow paint.
 2- On every windy day.

1 Complete the quiz.

1 (noun) a long, thin tool with metal teeth for cutting wood
What is the word? saw

2 Who paints the mountains on the sheet in the story?
Ed

3 Circle the adjective and underline the adverb in this sentence.
The happy children laughed loudly.

4 Correct the sentence.
I've ever written a play.
I've never written a play.

5 Correct the sentence.
I've lived in this town since five years.
I've lived in this town for five years.

6 Correct the sentence.
She's had piano lessons for last January.
She's had piano lessons since last January.

7 Who drew the plans for the tree house?
Dad

8 (noun) a large, flat piece of wood
What is the word? board

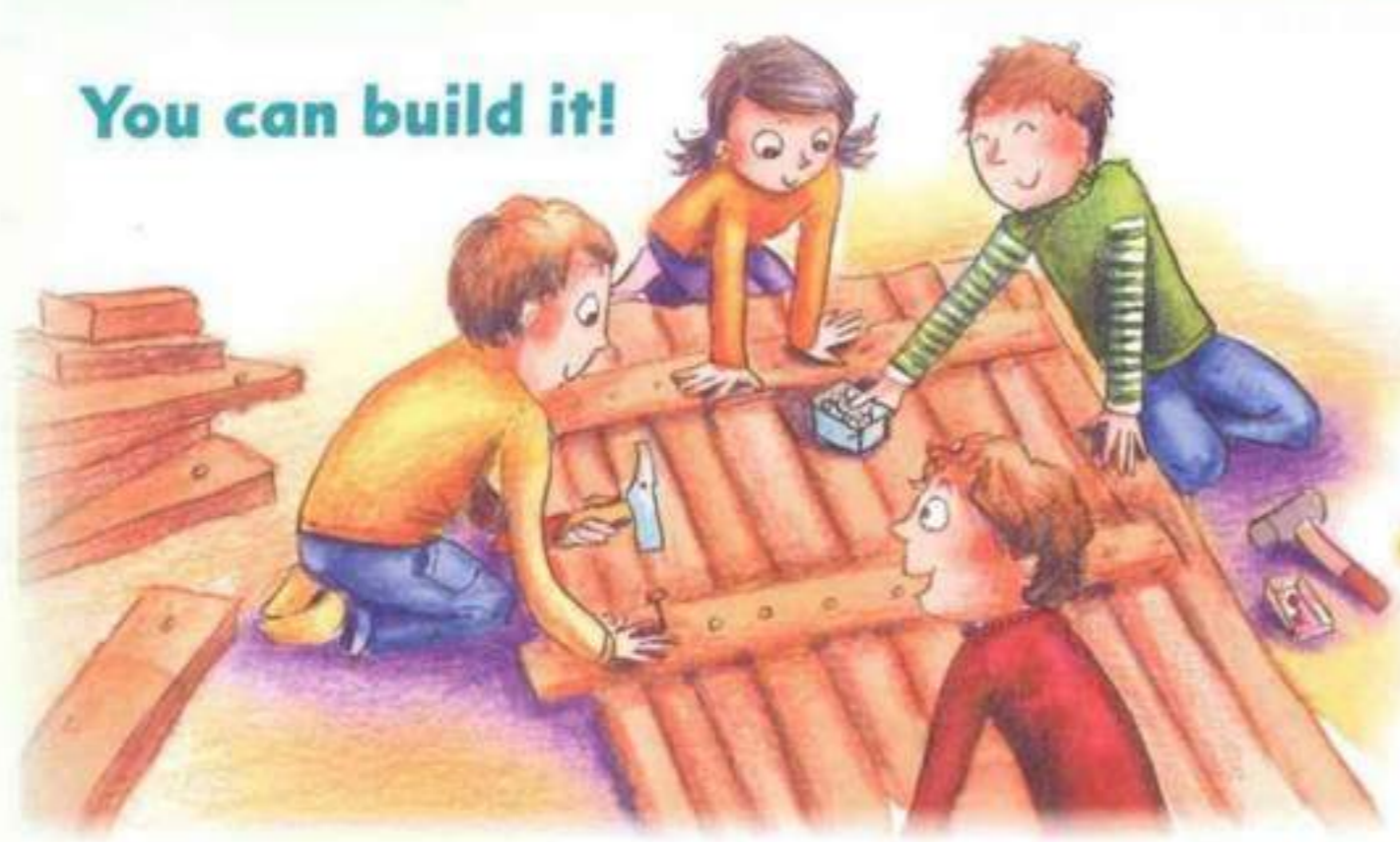
9 How many syllables?
We held on to the kite string. 7

10 Underline the stressed syllables.
We want to fly our kite.

2 Listen and write. Sing. 10

plan hammer built saw Build new nails ever

You can build it!




Have you ¹ ever built a boat?
² Build it, sail it, watch it float.
Take some ³ nails and take some wood.
Building new things feels so good!

Chorus:
You can build it, you know how.
Make a ⁴ plan and build it now!
Building things is fun to do!
Let's try building something ⁵ new.

Have you ever ⁶ built a kite?
Take some string and tie it tight.
Take a ⁷ hammer, take a ⁸ saw.
It's such fun, let's build some more!

Lesson One Story

1 Listen and read. Who are the children waiting for? Why?  11 They are waiting for Fin. He has their costumes.

1



Libby I'm so excited. The audience has arrived. Our play is going to start in five minutes.
Kate I'm not excited. I'm nervous. I need to look at the script again. I don't want to forget my words.

2



Libby Relax, Kate. You've already learnt the script. You know what to say.
Ed You look great. Your make-up is really cool.
Kate Thanks, Ed. So is yours. You look really scary!

3



Libby Where is Fin? He's got all our costumes.
Ed He's very late!

4



Libby The lights in the hall have just gone down. It's time for the play to start.
Ed Has Fin tried to call you, Kate?
Kate No ... Oh wait! This is Fin now.

5



Kate Hi, Fin. What's going on?
Fin I'm really sorry. My car has just broken down. I've already called the garage, but they can't come for half an hour.

6



Kate Oh no! What are we going to do?
Ed The audience is waiting, but we can't perform the play without our costumes!

2 Listen to the story again and repeat. Act.

3 Read again and write the names.

Ed Kate Libby Fin

1 Libby is excited.


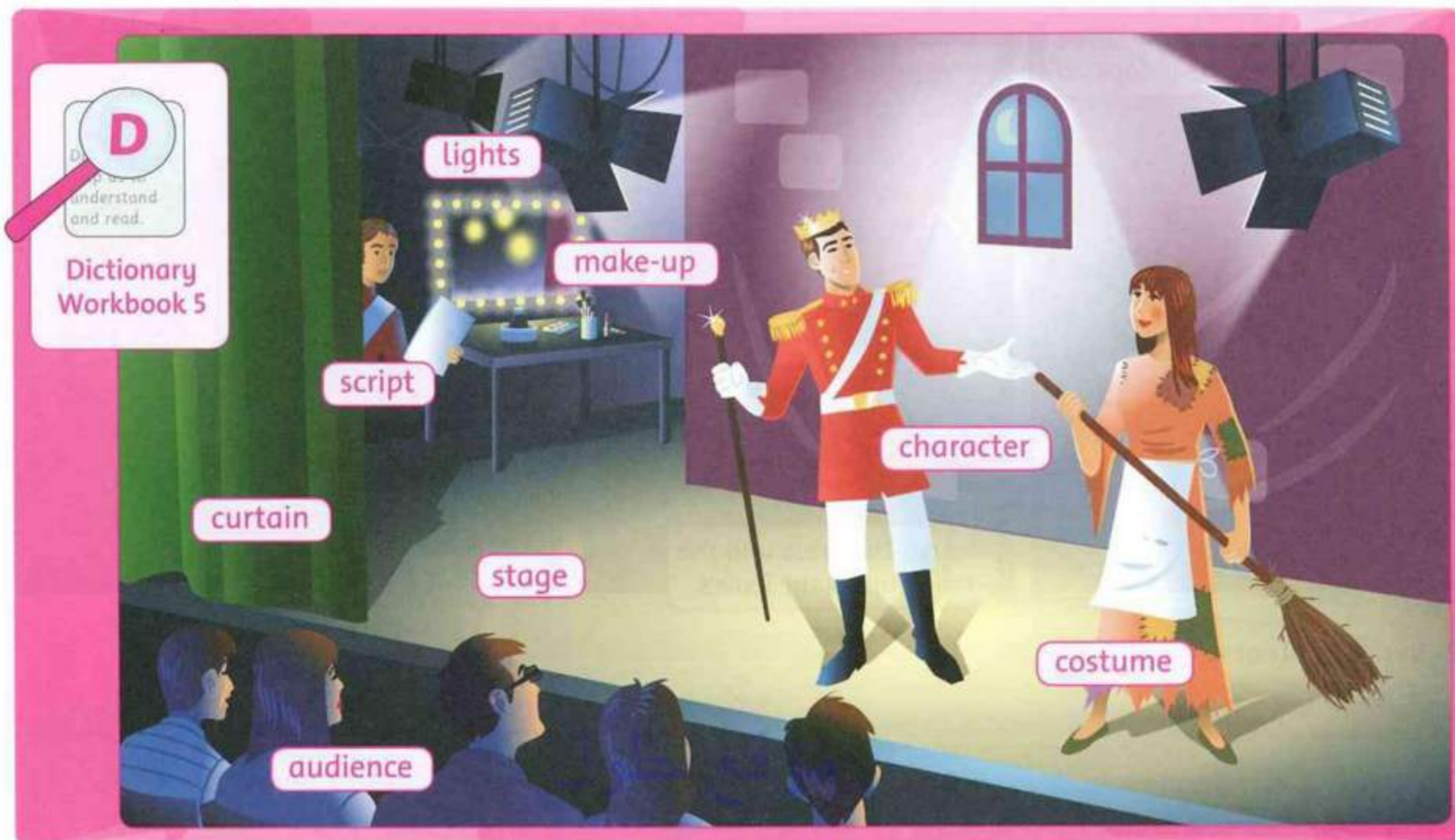
3 Ed looks really scary.

5 Kate talks to Fin on the phone.

2 Kate needs to look at the script again.

4 Fin has got all the costumes.

6 Fin has called the garage.

1 Listen and repeat.  12

2 Write the words.

- Actors need to learn a script before they can be in a play.
- I was nervous before I walked on to the stage.
- Helen was a queen in the play and she had a beautiful costume.
- We used a lot of make-up to make Ben's face look scary for the play.
- Who was your favourite character in the play?
- The audience laughed when the clown came on to the stage.

Working with words


Some words have silent letters.

We don't pronounce these letters when we say the words.

lights night straight know knee knife



Dictionary
Workbook 5

3 Listen and repeat.  13

4 Circle the silent letters.

1 I already know my words.

3 The audience sat up very straight in the scary parts!

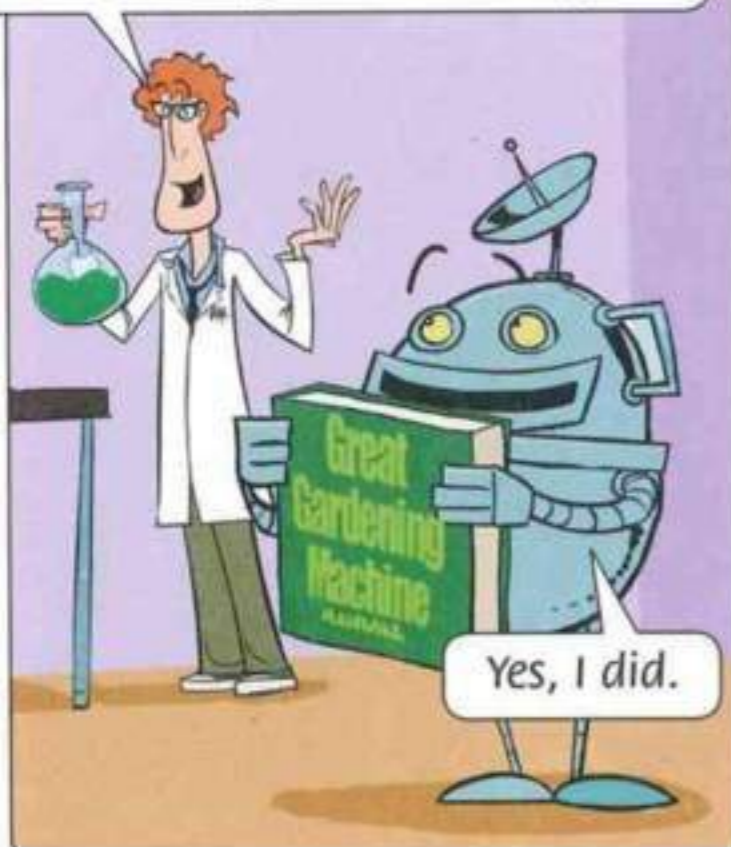
2 We saw the play last night.

4 Pass me a knife and fork, please.



1 Listen and read. What has Chip done? 14

Hello, Chip. Did you use my Great Gardening Machine today?



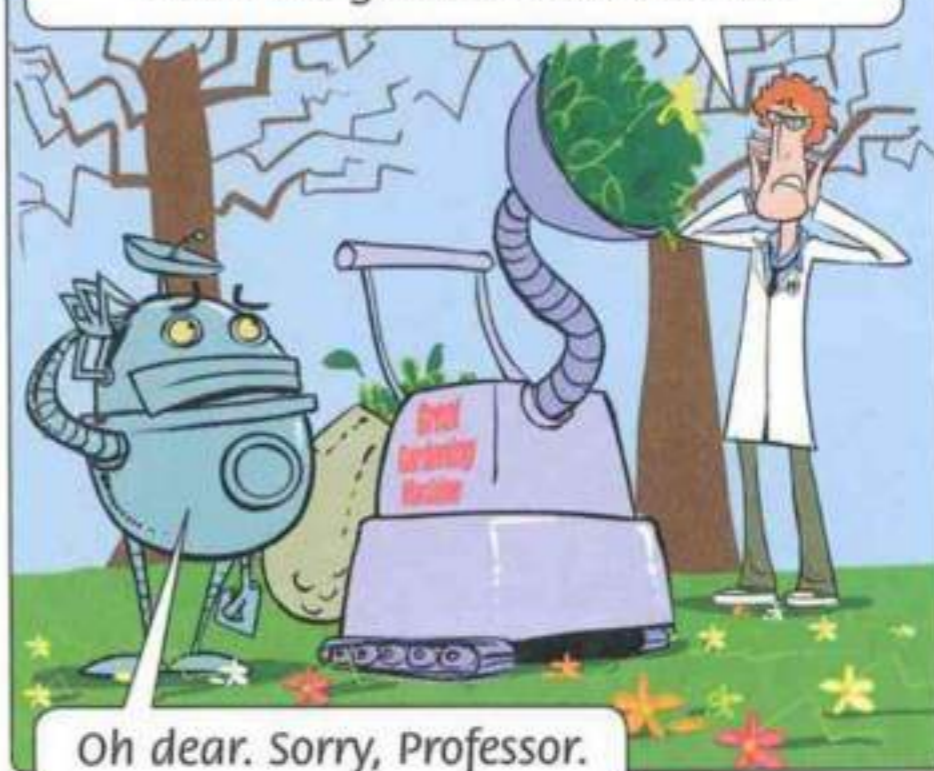
Yes, I did.

Did the machine work?



Yes! It was great! Look! I've cut the grass and I've tidied up all the leaves.

Oh, Chip. You've cut down all my flowers and you've pulled all the leaves off the trees! The garden looks terrible!



Oh dear. Sorry, Professor.

He's cut down all Professor's flowers and he's pulled all the leaves off the trees.

2 Read and learn.

Past simple

Use the **past simple** to talk about actions that started and finished in the past.

It **was** great!

Present perfect

Use the **present perfect** to talk about actions in the past that are still true now.

I've **cut** the grass and I've **tidied** up all the leaves.

3 Complete the sentences. Use the present perfect or past simple. Irregular verb list

- I haven't finished (not finish) my homework.
- You 've lived (live) in this house for ten years.
- Lucy went (go) to the cinema three days ago.
- We have been (be) best friends since we were six.
- The boys played (play) football in the park yesterday.
- Jim didn't eat (not eat) his dinner last night.

4 **Speaking** Ask and answer.

Has Lisa tidied her bedroom?

Yes, she has. She tidied her bedroom yesterday.

To do:

- tidy my bedroom ✓ (yesterday)
- visit my grandma ✓ (last Sunday)
- do my homework ✓ (two hours ago)
- buy a new schoolbag ✓ (last weekend)
- call my friend ✓ (an hour ago)
- make my mum a birthday card ✓ (yesterday)



1 Listen and read. What is she talking about? 15



My friends and I have written a play. We've decided to perform it for our school. I'm a good builder, so I've already built the set. Karen has just finished the costumes. I haven't learnt the script yet, so I'm a bit nervous, but I'm excited, too. I haven't been in a play before. I can't wait!



2 Read and learn.

already / yet / before / just

Use these time words with the present perfect:

I've **already** built the set.

I haven't learnt the script **yet**.

I haven't been in a play **before**.

Karen has **just** finished the costumes.

Look! These time words are used in different places in the sentence.

3 Read and circle.

1 We've already / before seen this film.

2 Carl hasn't travelled by plane just / before

3 You haven't eaten your breakfast already / yet

4 I've just / yet heard some exciting news.

5 Amy hasn't met a famous person before / just.

6 Billy and I have already / yet washed the car.

4 Write sentences about Mike. **V** Irregular verb list


1 Mike has just made lunch.

- 2- Mike hasn't travelled to Spain before.
- 3- Mike has just gone into the garden.
- 4- Mike has already finished his homework.
- 5- Mike hasn't ridden a horse before.
- 6- Mike hasn't watered the plants yet.
- 7- Mike has already done the washing up.
- 8- Mike hasn't practiced the guitar yet.

just / make lunch	✓
travel to Spain / before	X
just / go into the garden	✓
already / finish homework	✓
ride a horse / before	X
water the plants / yet	X
already / do the washing up	✓
practise the guitar / yet	X



Reading

- 1 Look at the pictures. Who do you think the characters are? student's answer
- 2 Listen and read.  16 answer

The Crown Diamond

by Sir Arthur Conan Doyle

Characters:

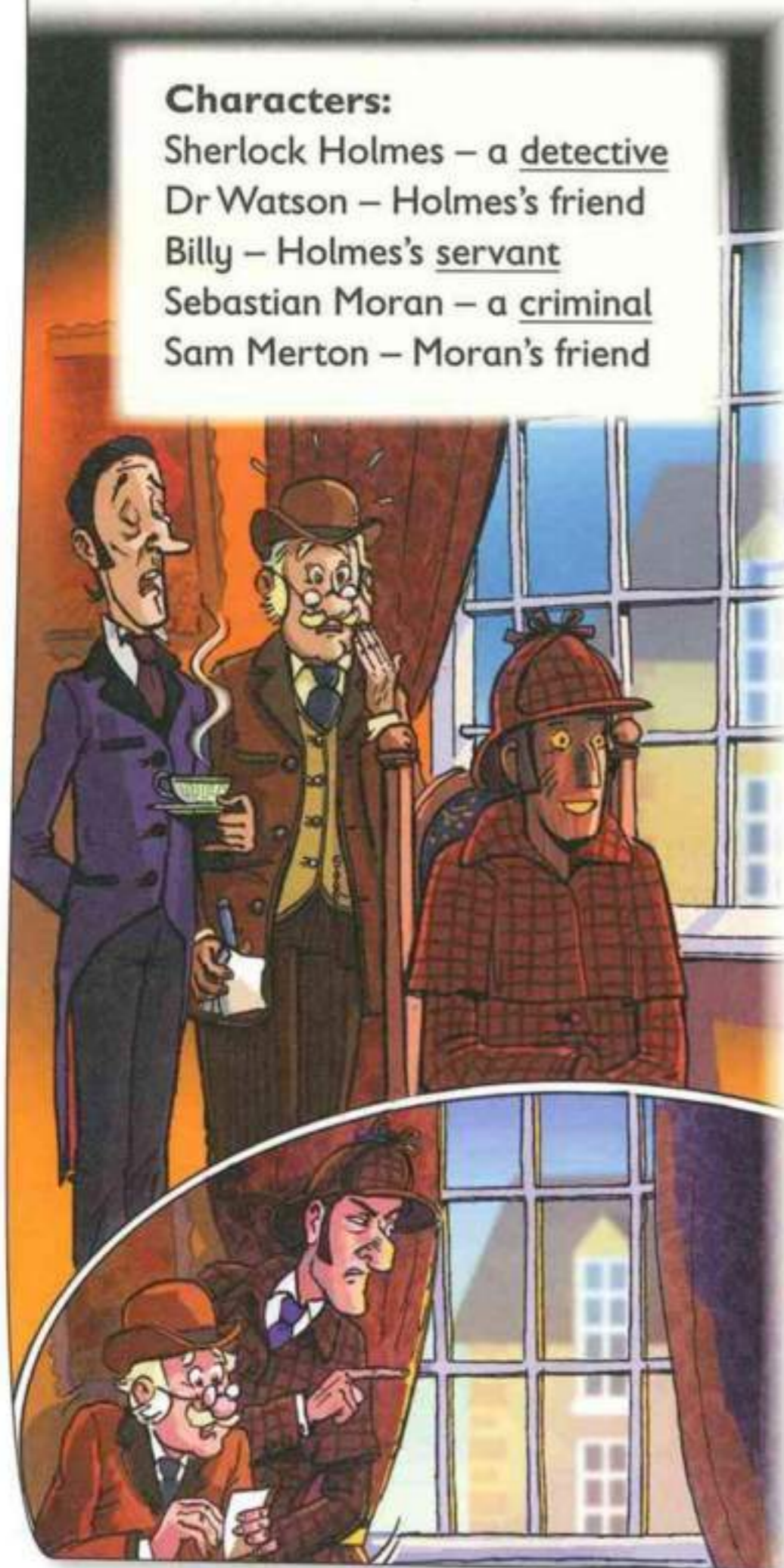
Sherlock Holmes – a detective

Dr Watson – Holmes's friend

Billy – Holmes's servant

Sebastian Moran – a criminal

Sam Merton – Moran's friend



Scene 1 A room with a large window. There is a curtain across the window.

(Enter Watson and Billy.)

Watson When will Holmes be back, Billy?

Billy I don't know, sir. He's very busy. He's trying to find the Crown Diamond.

Watson Oh, yes. It was stolen in the robbery last week.

Billy That's right, sir.

(Watson pulls back the curtain. A model of Holmes is in a chair by the window.)

Watson What's this?

Billy Holmes wants people to think he is at home when he isn't.

Watson Why?

(Enter Holmes.)

Holmes Because a man is trying to attack me, Watson.

Watson Who?

Holmes Sebastian Moran. Write it down, Watson!

(A doorbell rings. Billy exits.)

Watson (Writing in his notebook) Why don't you tell the police?

Holmes Because I haven't found out where the diamond is yet. Moran stole it and a man called Sam Merton helped him.

(Enter Billy.)

Billy Sebastian Moran is here, sir.

Holmes Good! (Looks out of the window.) And Sam Merton is outside.

Watson This is dangerous. I'll stay with you, Holmes.

Holmes No, Watson. (Writes a note.) Take this note to the police. They will come and arrest Moran. But before they get here, I will find out where the diamond is.

3 Read again and write *True* or *False*.

1 Holmes is looking for a diamond.

True

2 There is a model of Watson by the window. False

3 A man is trying to attack Watson.

False

4 Moran stole the diamond. True

5 Moran is in the street outside Holmes's house. False

6 Holmes wants Watson to go to the police. True

Words in context

1 Find the words in the play script to match the pictures.

D
 Dictionary
 Workbook 5



1 servant



2 enter



3 diamond



4 detective



5 arrest



6 note



7 robbery



8 criminal

Listening

- 2 Read the play script on page 20 again. What do you think happens next?
- 3 Listen to what happens next. Were you right? 17
- 4 Listen again and number the events in the correct order.

- Holmes shows Moran a book.
- Holmes takes the diamond.
- The police arrive.
- 1 Moran enters.
- Holmes goes into the bedroom.
- Billy brings Merton in.



Speaking

5 Ask and answer. Use the prompts or your own answers.

- What do you think happens to Moran and Merton?
- Have you ever read a detective story?
- Who were the characters?

I think _____ they run away / they go to prison / the police arrest them

_____ Yes, I have. / No, I haven't.

They were _____ a detective / a police officer / a criminal

Writing

- 1 Look at the play script. Who wrote it?
Emily Collins
- 2 Read.

The surprise party

by Emily Collins

Characters:

Katie – a 12-year-old girl
Mum – Katie's mum
Dad – Katie's dad
Robbie – Katie's brother
Children – Katie's friends



- 3 Read again and answer the questions.

- 1 Whose birthday is it? *Katie's.*
- 2 Who was in the kitchen? *Katie's friends.*

A play script

When we write a play script:

- we give a list of characters
Katie – a 12-year-old girl
Mum – Katie's mum
Dad – Katie's dad
Robbie – Katie's brother
Children – Katie's friends
- we describe where the scene happens
Katie's living room.
- we write stage directions in brackets
(Mum enters from the kitchen. She is talking to someone in the kitchen. She sees Katie and stops.)

Scene 1 *Katie's living room.**(Enter Katie.)***Katie** Where is everyone?*(Dad enters, carrying shopping bags.)***Katie** Hello, Dad. What's in those bags?**Dad** Nothing!**Katie** You've just been shopping.**Dad** No, I haven't.*(Dad exits quickly. Robbie enters, holding a present.)***Katie** Hello, Robbie.*(Robbie sees Katie and hides the present behind his back.)***Katie** What's that?**Robbie** Nothing!*(Robbie exits, quickly.)***Katie** My family is keeping a secret from me. But what is it?*(Mum enters from the kitchen. She is talking to someone in the kitchen. She sees Katie and stops.)***Katie** Hello, Mum. Who's in the kitchen?**Mum** It's Robbie.**Katie** No, it isn't. I've just seen Robbie.**Mum** Oh, OK. Come out, everyone.*(Children enter, holding presents.)***All** SURPRISE! HAPPY BIRTHDAY, KATIE!

- 4 Match.

1 *(Enter Mr Harris.)* a2 The street outside Fred and Julie's house. c3 *(Takes a photo from his pocket and shows it to Fred and Julie.)* a4 Mr Harris – a policeman
Fred – a 13-year-old boy
Julie – Fred's sister b

a Stage directions

b Characters

c Scene

- 5 Complete writing page 20 of Workbook 5.



1 Complete the quiz.

1 (noun) a group of people who watch a play
What is the word?
audience

2 Who has got the costumes in the story?
Fin

3 Circle the two silent letters in this sentence.
I know all the characters in the play.

4 Correct the sentence.
I've watched a play yesterday.

5 Correct the sentence.
Have you had your lunch just?

6 Correct the sentence.
We've never been to a surprise party already.

7 Who stole the Crown Diamond?

I watched a play yesterday.

Have you just had your lunch?

We've never been to a surprise party before.

Sebastian Moran.

8 (verb) to come into a room or building
What is the word?
enter

9 Underline the character.
Billy: (walks to the window) I don't know where she is.

10 Underline the stage direction.
Amy: What are we going to do?
(Sits down on the sofa.)

2 Listen and order the lines. Sing. 18



It's show time!

- 1 We've put on our costumes.
- ___ We're ready for our play.
- ___ So we know what to say.
- ___ We've learnt all our words now

Chorus:

- 1 It's show time! It's show time!
- ___ Let's all be stars tonight.
- ___ The stage lights are so bright.
- ___ It's show time! It's show time!

- 1 We've put on our make-up,
- ___ In front of all the school!
- ___ We're out on the stage now
- ___ We all look really cool.

Lesson One Story

1 Listen and read. Who designs the new costumes? 19 Ed designs the new costumes.




2 Listen to the story again and repeat. Act.

3 Read again and answer the questions.

- 1 Do the children make new costumes? Yes
 3 Is Ed's costume a sheet? No
 5 Does the audience enjoy the play? Yes

- 2 Is Kate's crown made from a lampshade? Yes
 4 Are the new costumes prettier than the old ones? No
 6 Does Fin have a surprise for the children? Yes

1 Listen and repeat.  20

2 Read and circle.

موقع حلول

- 1 You can use a broom / lampshade to sweep the floor.
- 2 We used a big sack / sponge to wash the car.
- 3 Can you hang the clean clothes on the broom / washing line please?
- 4 Mum uses a feather duster / washing line to dust the furniture.
- 5 Grandma bought a colourful lampshade / rubber gloves for the light in my bedroom.
- 6 I always wear washing lines / rubber gloves when I do the washing up.

Working with words

We use the suffix **-ion** to change some verbs into nouns.

invent	invention
act	action
direct	direction

When the verb ends in **-e**, remove the **-e** and add **-ion**.

congratulate	congratulation
decorate	decoration
celebrate	celebration

D


help us to understand and read.

Dictionary Workbook 5

3 Listen and repeat.  21

4 Read and circle.

- 1 We made this banner to congratulate / congratulation you on winning the race.
- 2 He got lost because he walked in the wrong direct / direction.
- 3 Let's decorate / decoration the room with these balloons and streamers.
- 4 The scientist was very pleased with his new invent / invention.

- 1 Listen and read. What is happening in the photos?  22
People are wearing costumes and dancing in the street.




Rio, Brazil

The Notting Hill Carnival is not as big as the carnival in Rio, but it is the largest street festival in the UK. It's as colourful as the carnival in Rio and it's the most exciting event in London every year. This year the carnival will be better than ever. There will be a competition for the best costume and there will be lots of wonderful music. Don't miss it!



Notting Hill, UK

2 Read and learn.

 Comparatives and superlatives

Comparatives:

This year, the carnival will be **better than** ever.

Superlatives:

It's **the largest** street festival in the UK.

It's **the most exciting** event in London every year.

Use **as ... as** to show that there is no difference between two people or things.
It's **as** colourful **as** the carnival in Rio.

Use **not as ... as** to show that there is a difference between two people or things.
The Notting Hill Carnival is **not as** big **as** the carnival in Rio.

3 Read and circle.

- 1 Ollie is the *funnier* / **funniest** boy in the class.
- 2 I think football is the *better* / **best** sport in the world.
- 3 My bag is *big* / **bigger** than your bag.
- 4 CDs are **more expensive** / *most expensive* than books.
- 5 Katie is **friendlier** / *friendliest* than her sister.
- 6 I think history was the *more interesting* / **most interesting** lesson today.

4 Write sentences about the girls. Use **(not) as ... as**.

- 1 Jenny / old / Tara **Jenny is not as old as Tara.**
- 2 Jenny / old / Karen **Jenny is not as old as Karen.**
- 3 Karen's hair / long / Jenny's hair
- 4 Tara's hair / long / Karen's hair
- 5 Jenny / tall / Karen **Jenny is not as tall as Karen.**
- 6 Tara / tall / Jenny **Tara is as tall as Jenny.**

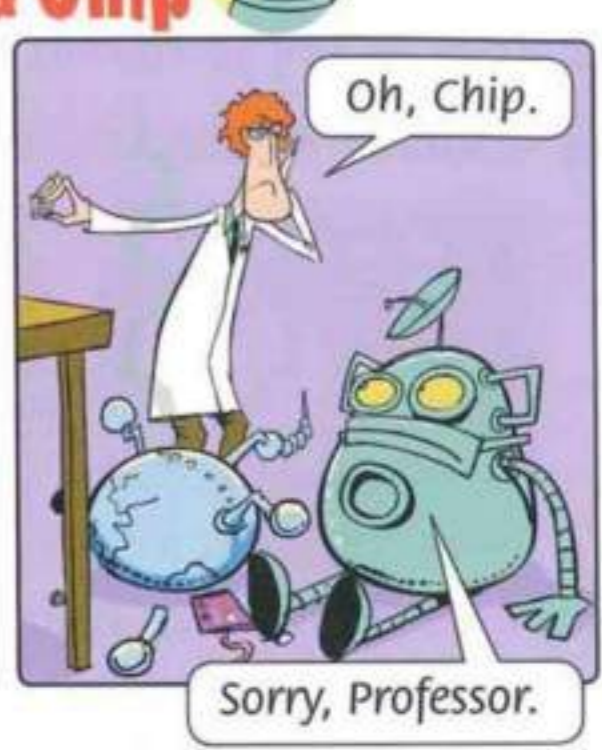
- 3 Karen's hair is as long as Jenny's hair.
- 4 Tara's hair is not as long as Karen's hair.



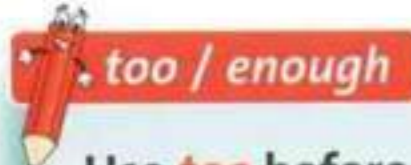
1 Listen and read. Does Chip help Professor? 23



No, he doesn't.



2 Read and learn.



Use **too** before adjectives to say that something is more than we need or want.
It's **too dark** now.

Use **enough** after adjectives or before nouns to say that something is as much as we need or want.

Is it **bright enough** now, Professor?
There isn't **enough light** in here.

رفع حلول

3 Write **too** or **enough**.

- 1 I'm too tired to play tennis.
- 2 We haven't got enough washing line to hang out the clothes.
- 3 This soup is too hot for me to eat.
- 4 This sack isn't big enough to put all the rubbish in.
- 5 Katie is too young to drive a car.
- 6 We've got enough people to make a basketball team.

4 Speaking Talk about the pictures.

shoes dress skirt hat trousers big small long short



Lucy's skirt is too big.

It's Picture A.
Ryan's trousers are long enough.

It's Picture B.

Reading

- 1 Look at the story and the pictures. What do you think happens in the story? student's answer
- 2 Listen and read. 24

Lost at the carnival

It was the sunniest day of the year. Harry and Emily were very excited because they were at the carnival with their mum and dad. Harry had a superhero costume with a long, red cape. Emily was dressed up as a pop star, with a sparkly dress and sunglasses.

Harry and Emily loved the parade. They waved at the floats and they looked at all the wonderful costumes and masks. They danced to music from the band. Just then, a crowd of dancers and people on stilts came down the street. The dancers moved between Harry and his family. Harry tried to push through the crowd, but the dancers moved too fast. Harry couldn't get away, so he moved down the street with the dancers.

Suddenly, Harry thought he saw a stage. He climbed onto it and looked around for his parents. But then Harry started to move. He wasn't on a stage. He was on a float with a lot of dancers on it. Harry picked up a microphone.

"Hello," he said, and his voice came through all the speakers in the street. "I'm Harry. Mum, Dad, Emily, can you hear me?"

Harry saw his mum and dad running through the crowd. "Where have you been?" they said.

"And where's Emily?"

"I don't know," said Harry. "I thought Emily was with you! ..."



- 3 Read again and write the words.

costumes cape stage dress float crowd

- 1 Harry's costume had a long, red cape.
- 2 Emily had a sparkly dress.
- 3 Harry and Emily looked at the wonderful costumes.
- 4 Harry couldn't push through the crowd.
- 5 Harry thought he saw a stage.
- 6 Harry was on a float.

Words in context

1 Find the words in the story to match the pictures.

D
 Dictionary
 Workbook 5



1 parade



2 speakers



3 mask



4 float



5 microphone



6 crowd



7 dancers



8 stilts

Listening

2 Read the story on page 28 again. What do you think happened to Emily?

3 Listen to what happens next. Were you right? 25

4 Listen again and match.

- | | |
|---|--------------------------------------|
| 1 The dancers <input checked="" type="checkbox"/> | a were a lot taller than Emily. |
| 2 The people on stilts <input type="checkbox"/> | b laughed when they saw Emily. |
| 3 Harry <input type="checkbox"/> | c were in front of Emily. |
| 4 Emily <input type="checkbox"/> | d called Emily through the speakers. |
| 5 Emily's parents <input type="checkbox"/> | e shouted Harry's name. |

Speaking

5 Ask and answer. Use the prompts or your own answers.

Have you ever worn a costume?	<input type="text"/>	Yes, I have. / No, I haven't.
What did you dress up as?	I dressed up as <input type="text"/>	a superhero / a spaceman / a pop star / a monster
What did you wear?	I wore <input type="text"/>	a hat / trousers / a dress / boots / a shirt
Where did you go?	I went to <input type="text"/>	a party / a carnival / a festival

Writing

1 Look at the story and the picture. What do you think happens in the story? student's answer

2 Read.

The costume by Robbie Turner

It was the day before the carnival. Liam was outside the costume shop. There was a wonderful firefighter costume in the window. Liam wanted the costume, but it was too late. A label on the costume said 'SOLD'.

At home, Liam made a carnival costume, but his costume wasn't as good as the costume in the shop. He hung his costume on his bedroom door and went to bed.

The next morning, Liam woke up early. He looked at his bedroom door and saw the firefighter costume from the shop. There was a note on the costume. It said 'To Liam, from Mum and Dad'.

Liam was very excited. He put on the costume and ran downstairs. He hugged his mum and dad. "You're the best parents in the world," he said.



3 Read again and answer the questions.

1 Where is Liam at the beginning of the story?

2 What does Liam want to buy?

1 He is outside a costume shop. 2 He wants to buy a firefighter costume.

A story: beginnings and endings

When we write the beginning of a story, we write:

- when the story takes place
It was the day before the carnival.
- who / where the characters are
Liam was outside the costume shop.
- what the characters are doing / thinking / feeling
Liam wanted the costume, but it was too late.

When we write the ending of a story, we write:

- what happens in the end
He put on the costume and ran downstairs.
- how the characters feel
Liam was very excited.

4 Write *B* (beginning) or *E* (ending).

1 Lucy was very happy. She ran home to tell her parents all about her exciting day. E

3 It was a rainy Saturday afternoon and Billy and Kate were sitting in the living room. B

2 Danny and his brother felt very pleased, but they decided to be more careful in future. E

4 It was a lovely warm day. Julie was reading a book in the garden when she suddenly heard someone call her name. B

5 Complete writing page 28 of Workbook 5.



1 Complete the quiz.

1 (noun) a rope you hang wet clothes on for them to get dry
What is the word?
washing line

2 Who has got a surprise for the children in the story?
Fin

3 Circle the correct word.
The telephone was a very important invent / invention.

4 Correct the sentence.
The carnival is best than last year.

5 Correct the sentence.
London is not as big than Rio.

6 Correct the sentence.
These shoes are enough small for me to wear.

7 Who climbed on to a float?
Harry

The carnival is better than last year.

London is not as big as Rio.

Those shoes are too small for me to wear.

8 (noun) special boxes that loud music comes out of
What is the word?
speakers

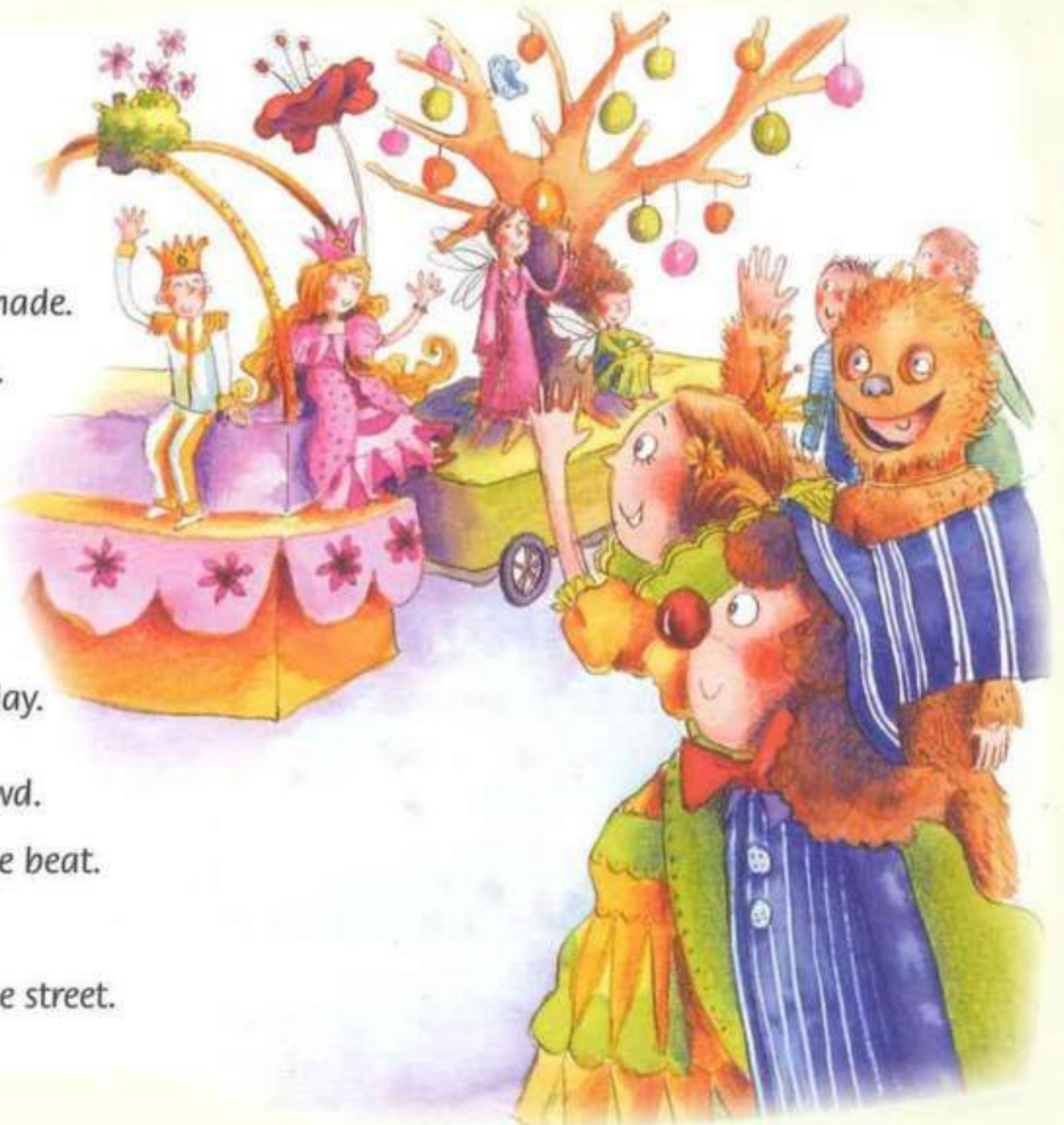
9 Write B (beginning) or E (ending).
Jake was tired, but he was very pleased. The party was a big success after all. E

10 Write B (beginning) or E (ending).
It was a sunny day and Claire was walking in the park. B

2 Listen and order the lines. Sing. 26

Come to the carnival

- 1 Come to the carnival, join the parade.
- See the princesses with beautiful crowns.
- See all the children in costumes they've made.
- See scary monsters and see funny clowns.
- Chorus:
- 1 Come to the carnival, join us today.
- Carnival time is the best time of year!
- Everyone's happy now carnival's here.
- Come to the carnival, sing, dance and play.
- 1 Come to the carnival, move with the crowd.
- Hear the bands playing and dance to the beat.
- It's always busy and it's always loud.
- Wave to the floats as they move down the street.





1 Look at the pictures. What are the people doing? student's answer

2 Read.

national youth theatre



What is the National Youth Theatre?

The National Youth Theatre (NYT) is an organization for young people who are interested in the theatre. The organization is in London. It started in 1956. It gives young people the chance to do something exciting in their school holidays and to make great new friends from all over the UK.

How did the National Youth Theatre start?

A man called Michael Croft started the organization. Michael Croft worked at a boys' school and he organized a lot of school plays. When he left the school, a lot of the students asked him to help them to perform plays in the school holidays. Michael decided to start the National Youth Theatre so that other children in the UK could have fun in their school holidays, too.

The National Youth Theatre's first play was Shakespeare's *Henry V*. In those days, it was very unusual for young actors to perform Shakespeare's plays. Lots of people were interested in the idea, so there were large audiences at the performances. Soon, lots of people knew about the National Youth Theatre and the organization grew very quickly. Young people from all over the country wanted to join.

The National Youth Theatre was a big success because it gave young people the chance to show their thoughts and feelings through acting. It also helped young people to learn to work as a team, to feel confident and to communicate well with other people.

Who can join the National Youth Theatre?

All young British people, from the age of thirteen to twenty-one, can join the National Youth Theatre. About 4,500 young people apply to join the organization every year. A lot of famous British people started their careers in the National Youth Theatre.

What can you learn at the National Youth Theatre?

The National Youth Theatre teaches young people how to act. But the organization is not just for people who want to be famous actors. You can also learn to write and direct plays, work stage lights, build sets and design costumes. You can meet some of the best writers, directors and designers in the UK. The National Youth Theatre offers lessons in lots of different subjects every summer, so young people can learn new things and have fun in their school holidays. You can find out what you are good at and learn a lot of great skills to help you in the future.

What does the National Youth Theatre do?

The National Youth Theatre organizes lots of exciting events.

In 2006, the organization celebrated its 50th birthday. On the 10th of September, 2006, the members of the National Youth Theatre performed a show in Trafalgar Square, London. The show was on the same date as the National Youth Theatre's first play, fifty years before. The show started at midday, with a parade through the city to Trafalgar Square. Then about 1,500 young actors filled the square with lots of colourful and exciting performances. The smaller performances lasted until 8pm and then there was a final, special performance with amazing music and lights. The show was a great success.

In 2007, the NYT started a special season called *Generation ID Season*. The members of the NYT worked on plays, films and even computer programs to show what life is like for young people today.

The NYT does not only perform plays in the UK. The organization often travels to major cities in other countries to perform. The NYT has been to New York, Moscow, Paris, Berlin, Madrid and to lots of places in Holland and Norway. In 2008, the National Youth Theatre travelled to China and 25 members of the organization sang the British National Anthem to an audience of 91,000 at the Beijing Olympics. People all around the world watched their performance on television. This was a special performance because London will be the next city to hold the Olympic Games.

Members of the NYT also performed Shakespeare's play, *The Merchant of Venice*, in Beijing.



3 Read again and answer the questions.

- 1 Who can join the National Youth Theatre? All young British people aged between thirteen and twenty-one.
- 2 When did the National Youth Theatre start? In 1956.
- 3 Why did Michael Croft start the National Youth Theatre? He wanted students to have fun in their school holidays.
- 4 Why did the National Youth Theatre celebrate in 2006? It was their 50th birthday.

4 Discuss.

- 1 Do you think the National Youth Theatre is a good organization? Why (not)?
- 2 Would you like to join an organization like the National Youth Theatre? Why (not)?



1 Look at the pictures. What are the people doing? How do you think they feel? student's answer

2 Read.



My name is Huckleberry Finn. I've had lots of exciting adventures. Interesting things happen to me all the time. This is a story about how my friend Jim and I escaped on a raft and sailed down the Mississippi river.

My friend Jim and I had to get away from some bad men. We ran away together and went to live on the island. We were happy on the island and we felt safe because no one knew we were there.

One day, I went to the town to get a few things. I wore different clothes and pretended to be someone else. Nobody knew I was Huckleberry Finn. But while I was in the town, I heard some terrible news. The bad men knew where we were hiding. They planned to come to the island and catch us that night!

I hurried back to the island to tell Jim the awful news. We needed to leave the island and we needed to leave fast. That night, when it was dark, we quickly put our things on our raft. Jim didn't say a word while we worked, but I knew he was scared.

When everything was ready, we started to sail around the island and out onto the Mississippi river. By one o'clock that morning, the island was behind us and we were out on the main river. The raft moved slowly, but we didn't see any boats behind us, so we felt safe. We forgot the fishing rod and we didn't have any food. We were in such a hurry to leave the island that we couldn't think about all these things.

We didn't want to travel during the day because people might see us. We decided to rest during the day and travel at night. When the sun started to come up, we found a good place to stop. We tied the raft up to a tree on the river bank and covered it with branches so nobody could see it. There were mountains on one side of the river and a forest on the other side. We weren't near a town, so we didn't worry about anybody finding us. We sat under a group of trees on the river bank all day and watched the rafts and the steamboats moving up and down the huge river.

3 Read again and answer the questions.

- 1 Why do the boys need to leave the island?
- 2 What did they forget to take with them on the raft?
- 3 Why did they want to travel at night?
- 4 How did Jim make the raft better?

4 Discuss.

- 1 Do you think Huckleberry and Jim will stay safe?
 - 2 What do you think will happen next?
 - 3 Have you ever sailed on a river? Describe the experience.
- 3) 1- They have to get away from some bad men.
 - 2- Their fishing rod.
 - 3- So that people couldn't see them.
 - 4- He built a little hut on the raft.

When it started to get dark, we came out from under the trees and looked around. There were no boats or rafts on the river and we couldn't see any people around. Jim decided to make our raft better, so that we could have a more comfortable journey. He took some wood from the top of the raft and he built a little hut on the raft. Now we had shelter from the sun and rain and we could keep all our things dry. Jim made a floor for the hut, too. The floor was higher than the deck of the raft, so our hut was safe from the waves. The steamboats made big waves when they passed. Jim and I built a wooden frame in the middle of our hut and filled it with ten or twelve centimetres of dirt. Now we had a safe place to build a fire when it was cold. Nobody could see the fire, because it was inside the hut.

Next, we made an extra oar, in case one of the others broke. We wanted to be ready for every emergency. Finally, we found a short stick with a fork at the top and fixed it to the deck of the raft. We could hang our lantern on the stick when we saw a steamboat coming down the river to stop the steamboat from hitting us. The rest of the time, we planned to keep our lantern in the hut, so nobody could see the light from it. We didn't want the wrong people to notice us.

At last, our raft was ready. We were very pleased with our work. It was a great raft and a cosy little home. We set sail again and travelled down the river for seven or eight hours. We made new fishing rods and caught fish for our dinner. We swam in the river to get clean and to help us to stay awake. It was strange to be out on the river at night, lying on our backs on the raft and looking up at the stars. We didn't talk much. It was quiet and peaceful. The weather was fine and the river was calm. Jim and I were safe at last.

Based on a story by Mark Twain

