



DISLIBROS

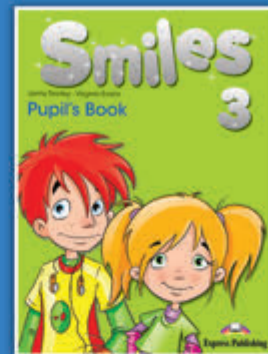
¡Aprendiendo para la vida!



Express Publishing

Smiles

Learning with
a **Smile** is
Learning for Life!



Express Publishing



Smiles interactive eBooks

The student's interactive study partner!



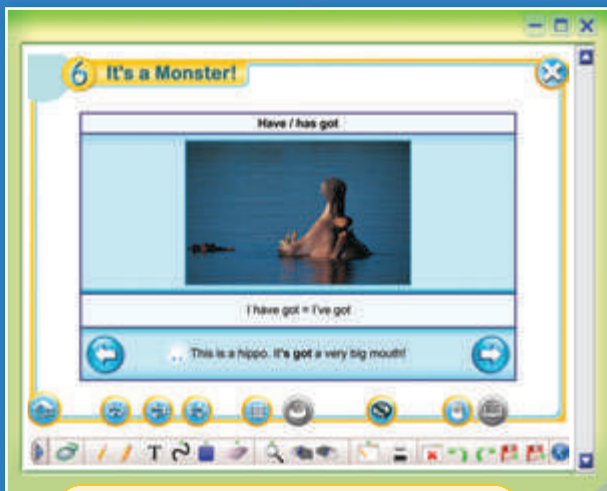
Homework is cool with the ieBook!



- Read-along dialogues and texts help students improve their reading skills



- Audio-visual practice and revision of new vocabulary



- Animated grammar revision and practice



- Portfolio activities with model projects



- Fully animated songs to sing along



- A fully animated reader



• Fully animated dialogues and songs



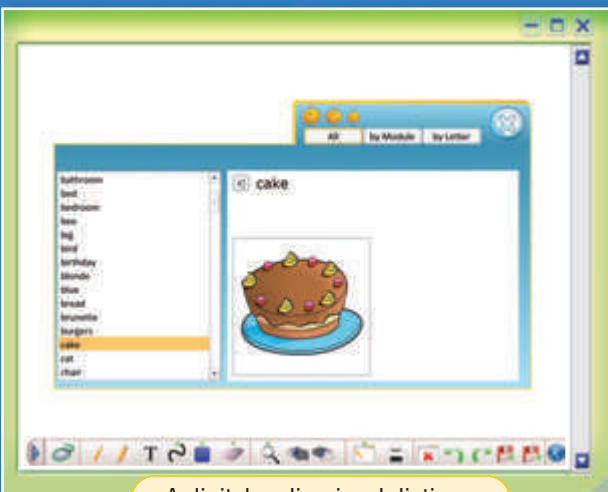
• Fun vocabulary and grammar games to revise and consolidate the language presented in each module



• Stories from around the world fully animated



• Interactive activities to practise and consolidate the new language in an enjoyable way



• A digital audio-visual dictionary

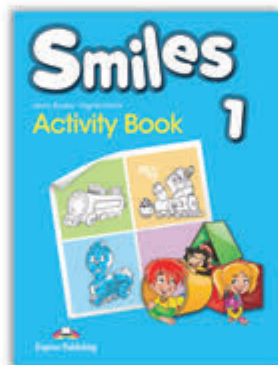


• Fun quizzes for every module

For Pupils



Pupil's Book



Activity Book



Let's Celebrate! 1

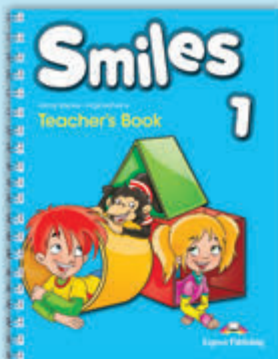


Pupil's Multi-ROM
(Audio CD & DVD)



Little Smiles is the same as *Smiles 1* but it **focuses only on listening and speaking** and it does not include any **reading or writing**.

For Teachers



Teacher's Book
(Interleaved)



Picture Flashcards



Story Cards



Teacher's Multimedia Resource Pack:

- Class CDs
- DVD
- Resource Pack CD-ROM



Interactive Whiteboard Software



Posters & Cross-Curricular Posters

Contents

Let's Start!	p. 2
Module 1 My Family	p. 4
Module 2 My School	p. 18
Module 3 My Room	p. 32
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Module 5 My Food	p. 60
Module 6 My Music	p. 74
My Green Passport	p. 88
Songs & Chants	p. 91
Pictionary	p. 93



Smiles

Jenny Dooley - Virginia Evans

Pupil's Book

1

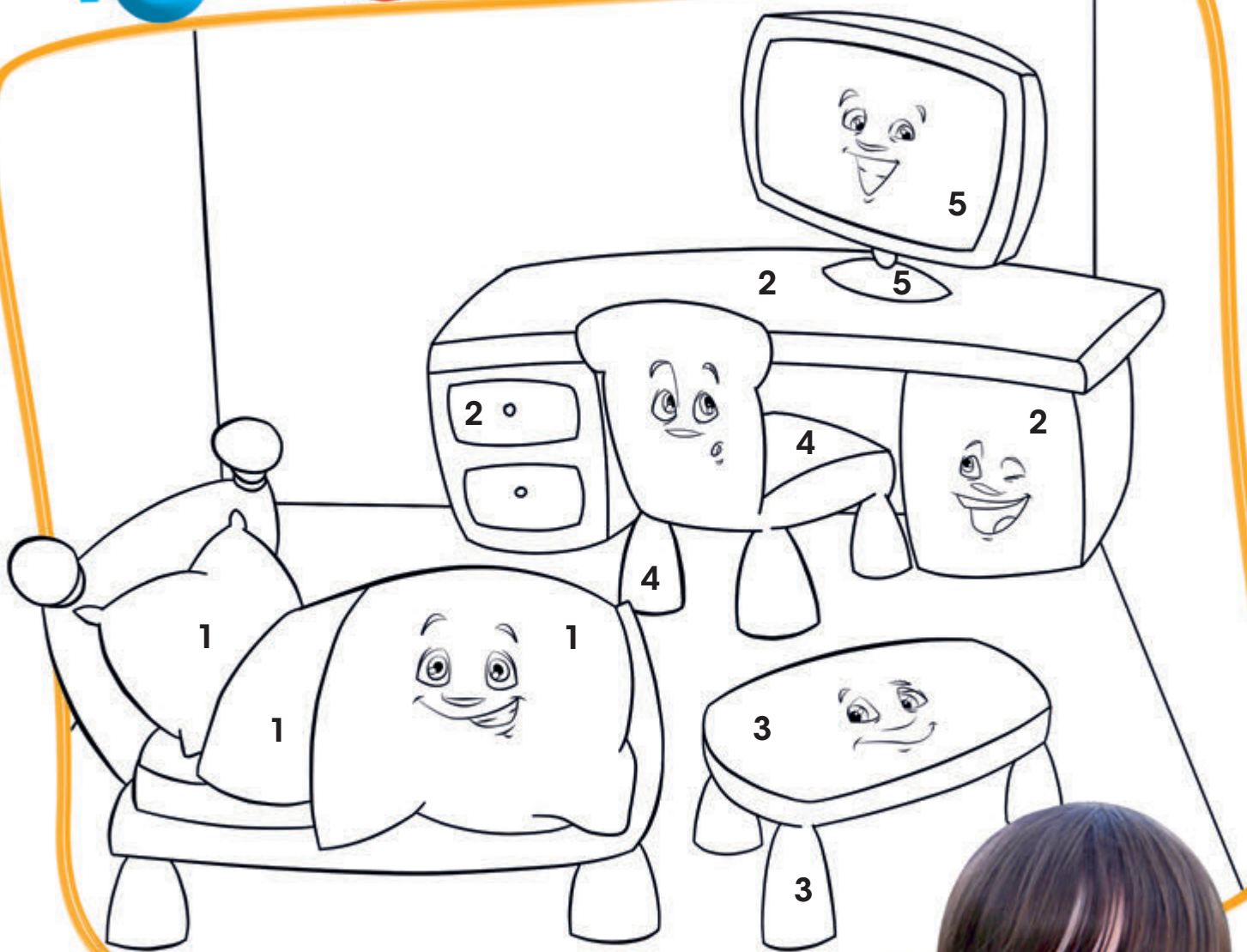


Express Publishing

3 My Room



1 Colour. Point and say.   



2 Sing the *My room* song! 

(See p. 91)

This is my bed. It's





3 Let's listen! 





4 Draw. Colour. Point and say.



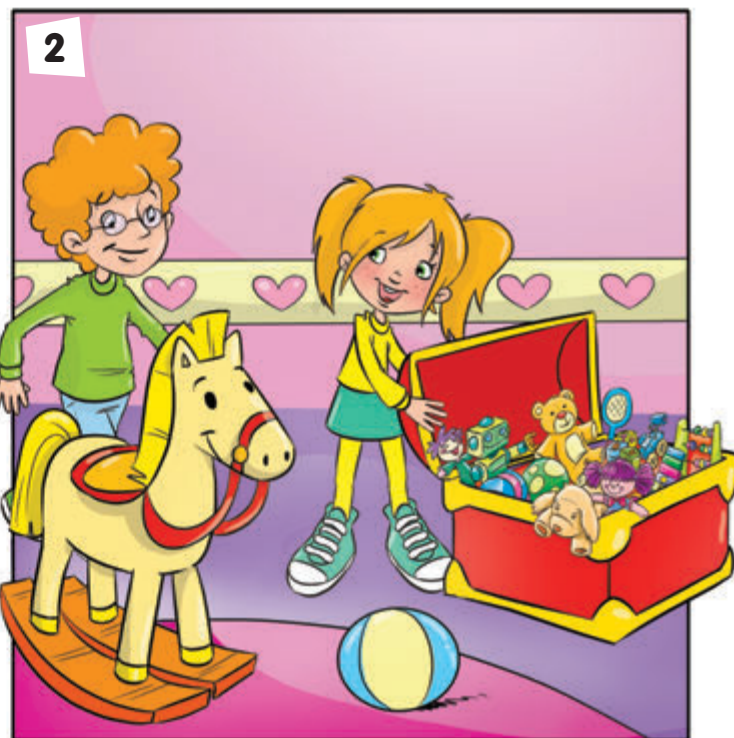
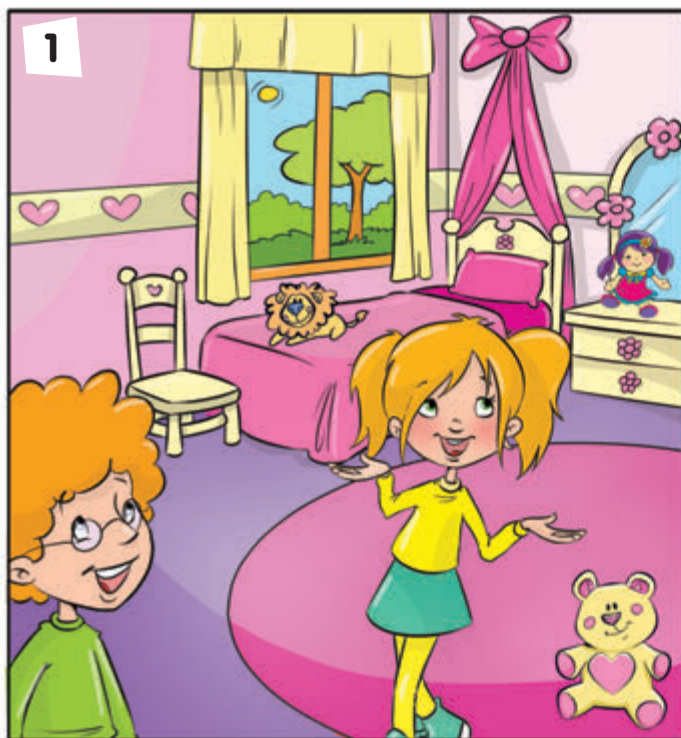
5 Sing the *My toys* song!



(See p. 91)

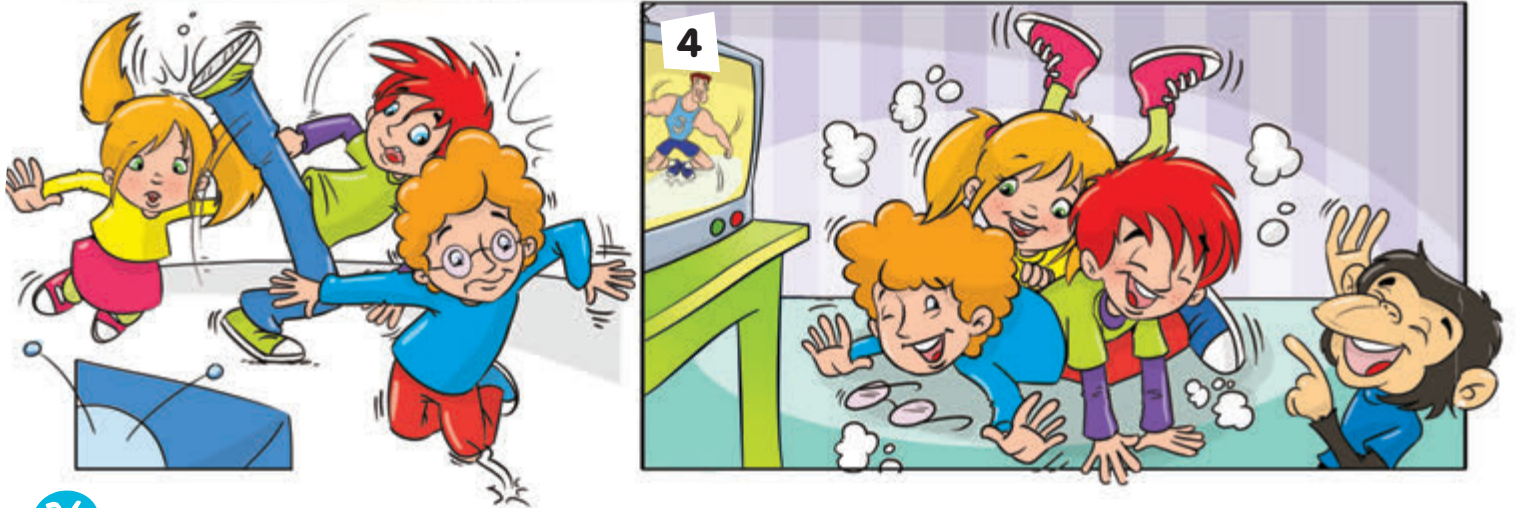


6 Let's listen! 



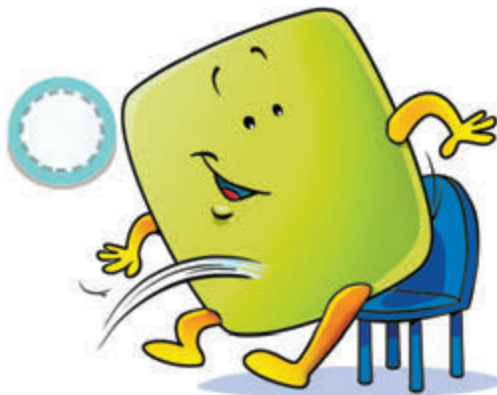


7 Let's listen! 





8 Listen and number. Play *Simon says!*   



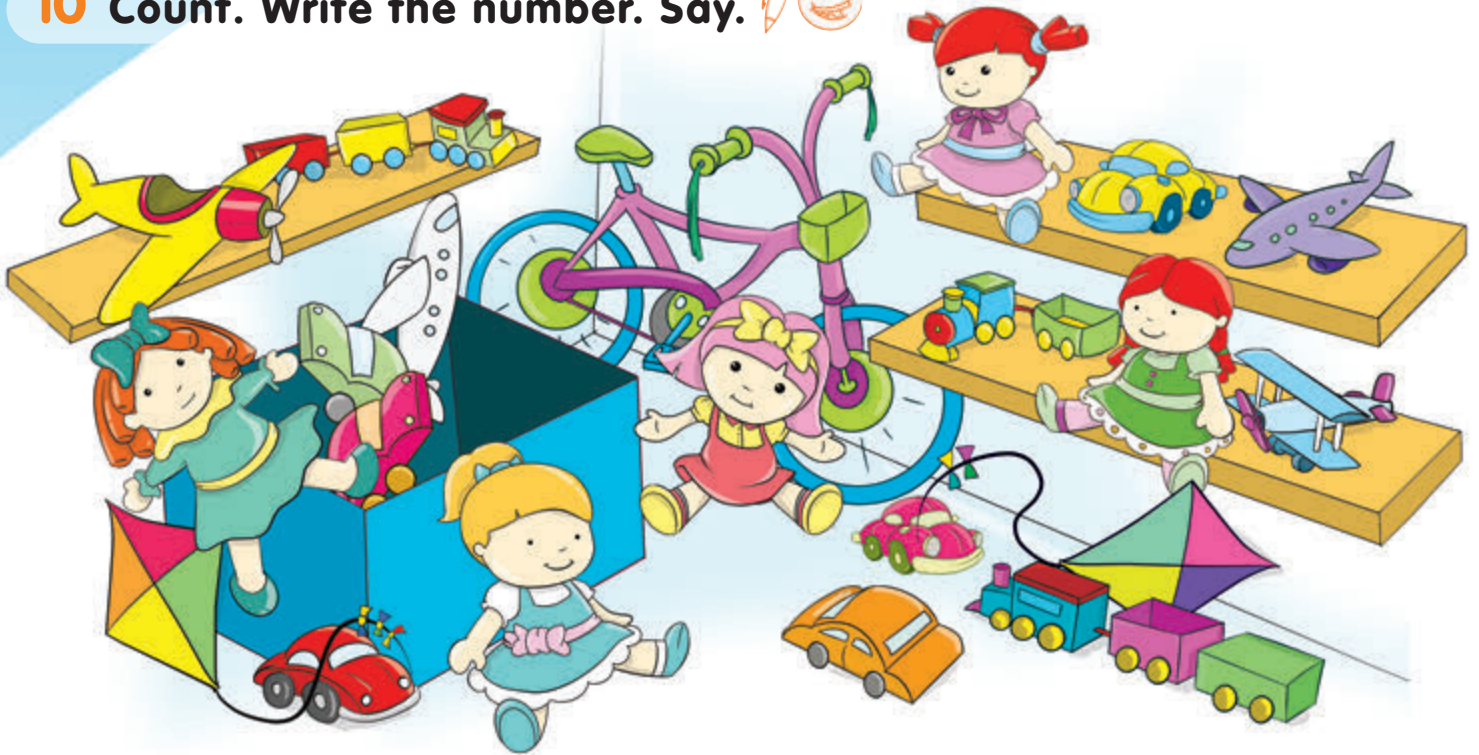
9 Sing the *Come on everybody* song and do! 

(See p. 92)

Stamp your feet!



10 Count. Write the number. Say.  



CRAFTWORK






11 Let's play!





My toys





1 Listen and point.  



- Draw a picture of a bus, boat or train from your country. Present it to the class.  

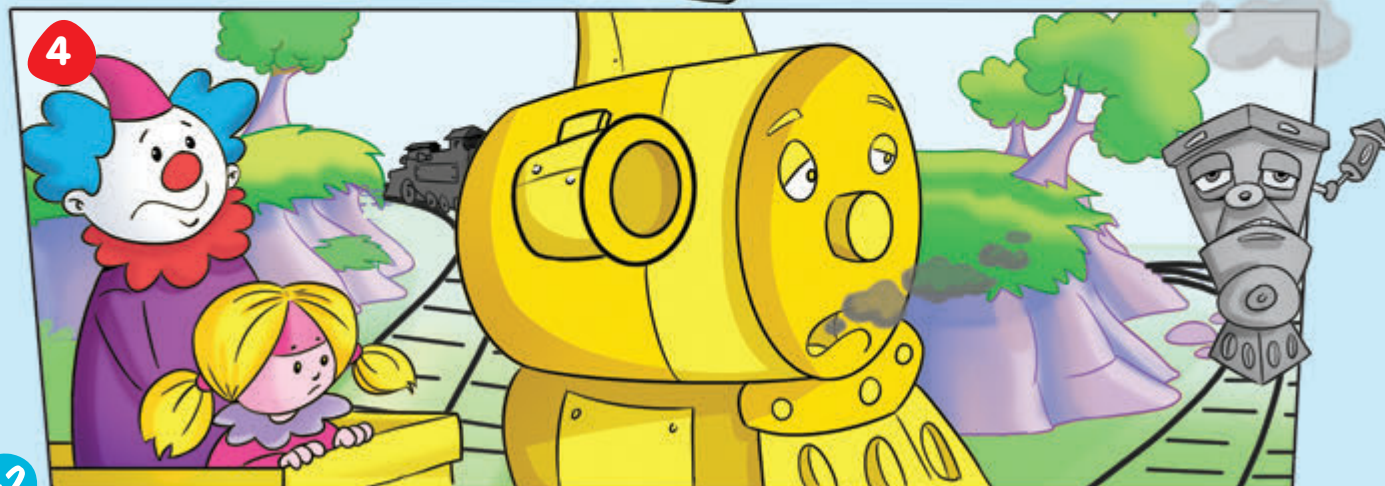
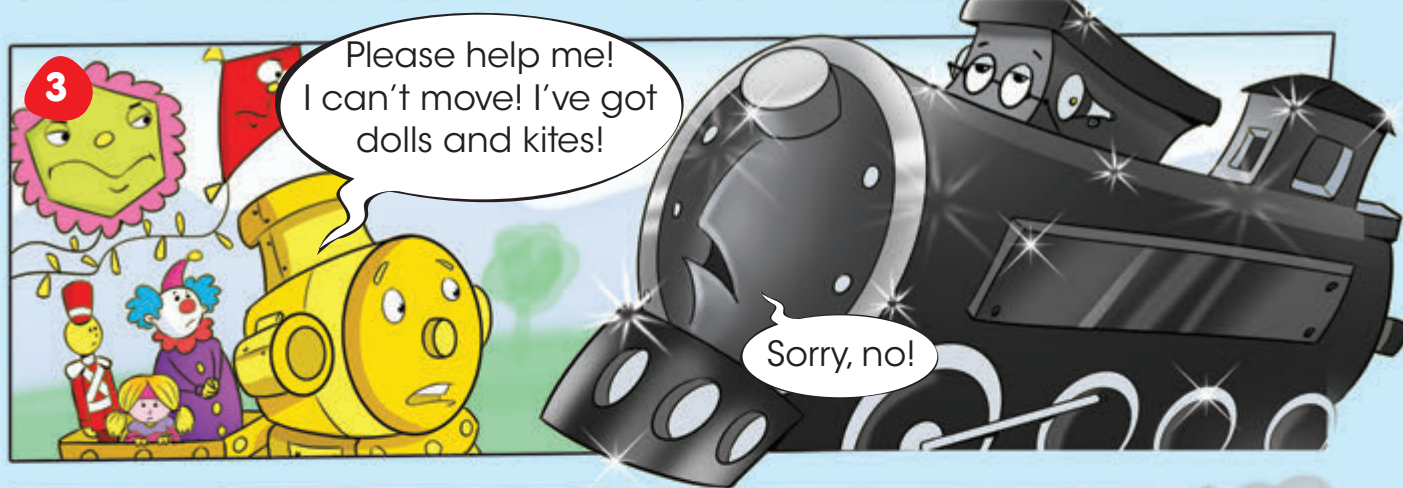
2 Circle the mistakes. 

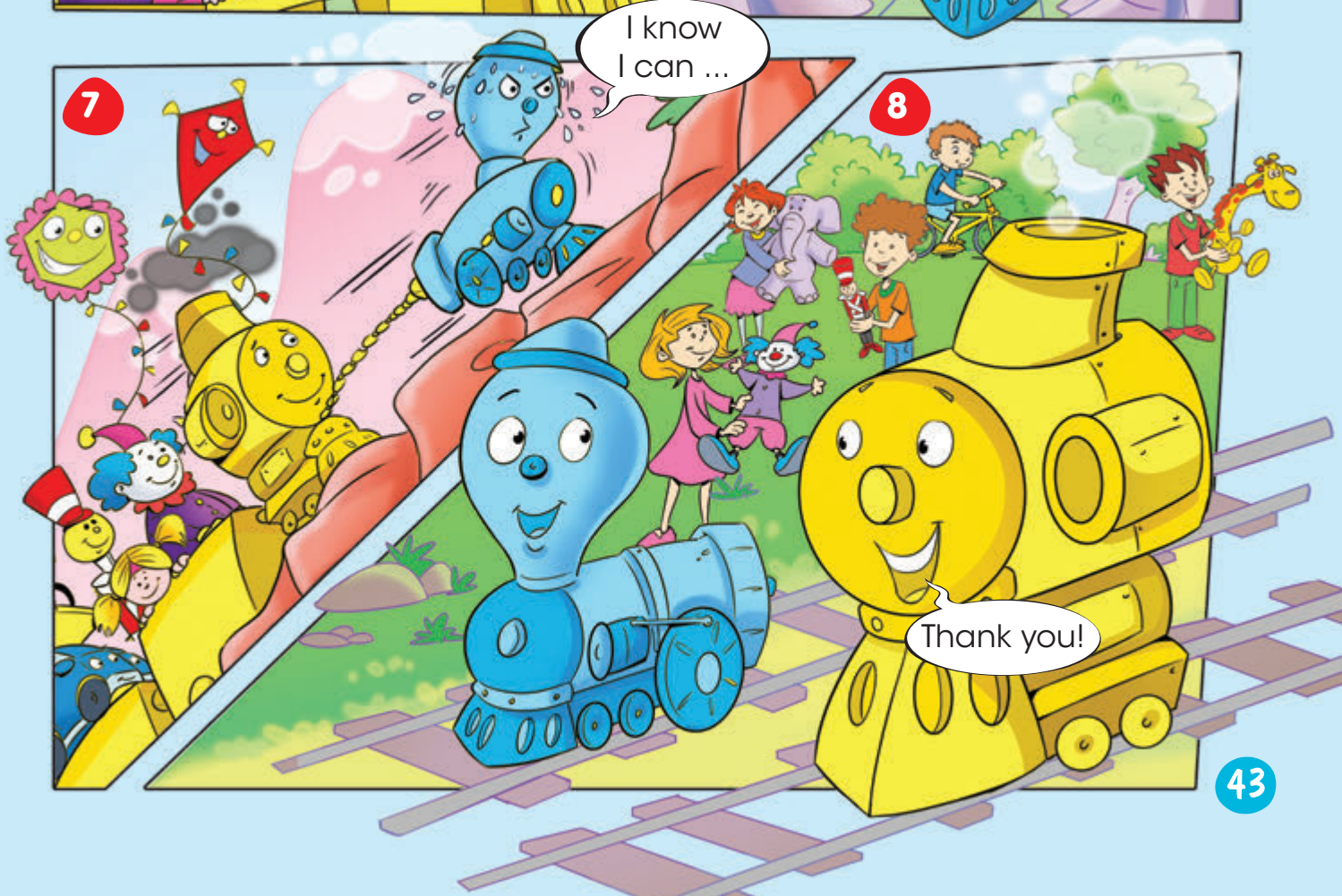


The Little Engine that Could...

A story from America

3 Let's listen! 





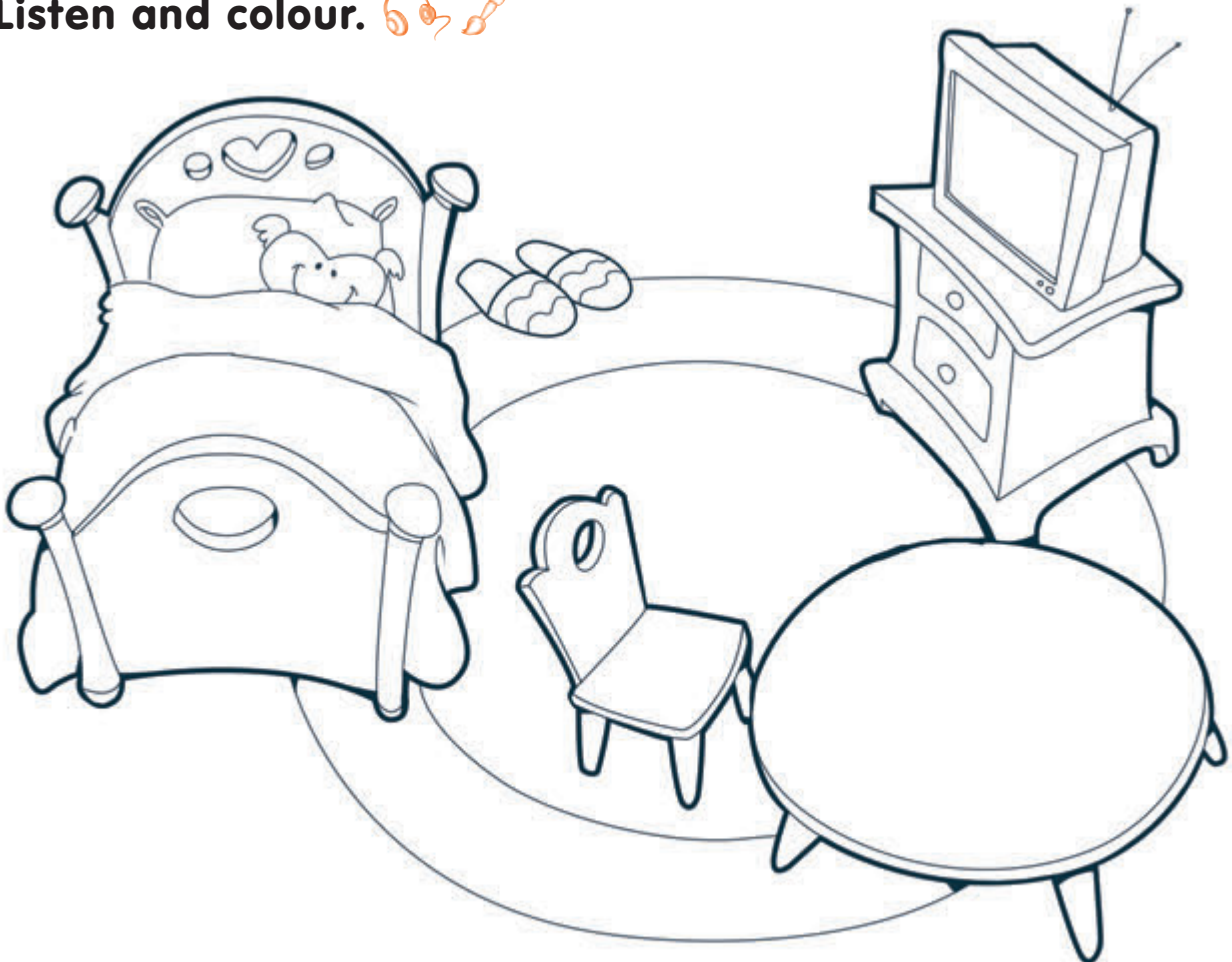


CHECKPOINT 3

1 Find the **Stickers**!

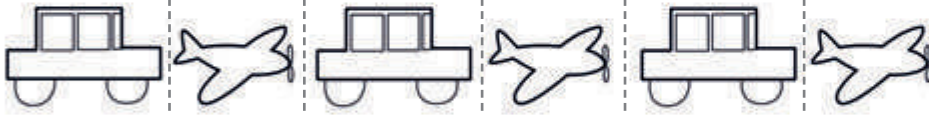


2 Listen and colour.



3 Look, draw and say.  

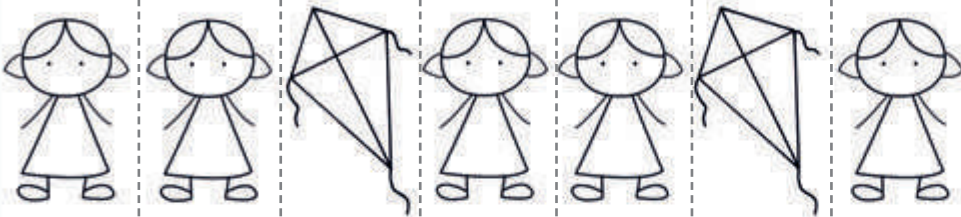
1



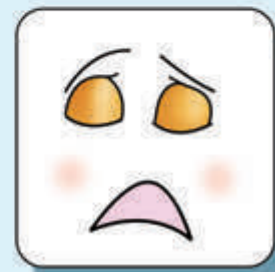
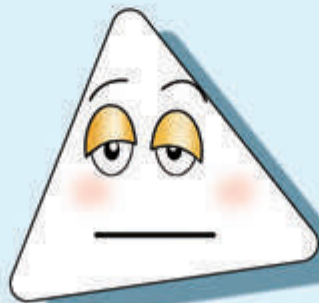
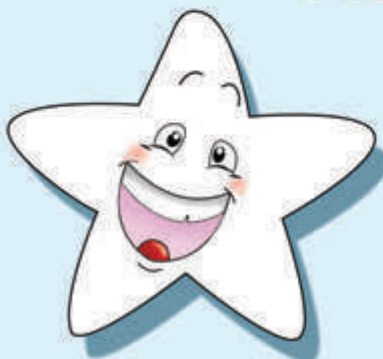
2



3

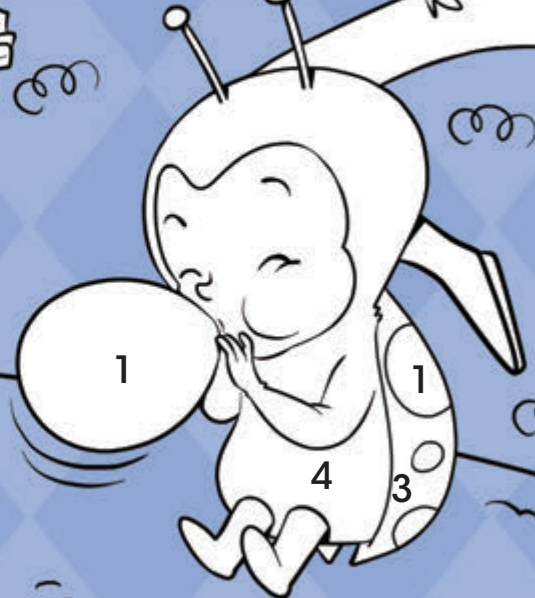


My Smiles Report



CARNIVAL

1 Use the code and colour the picture.



sample pages from
Let's Celebrate! 1

2 Let's sing!

Let's go to the carnival,
Let's go there today!
Let's go to the carnival,
Let's join the parade!

Let's go to the carnival,
Let's go there right now!
Let's go to the carnival,
Let's all dress like clowns!



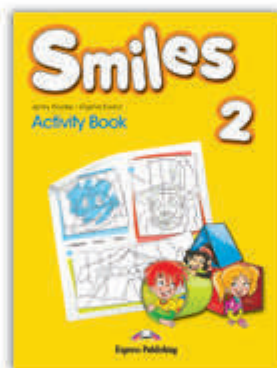
2 CRAFTWORK



For Pupils



Pupil's Book



Activity Book



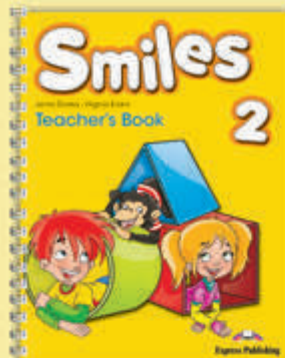
Let's Celebrate! 2



Pupil's Multi-ROM
(Audio CD & DVD)



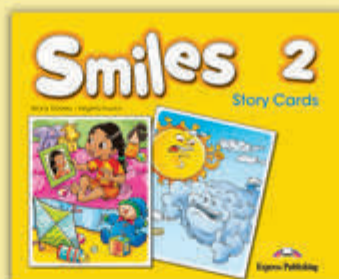
For Teachers



Teacher's Book
(Interleaved)



Picture Flashcards



Story Cards



- Teacher's Multimedia Resource Pack:
- Class CDs
 - DVD
 - Resource Pack CD-ROM



Posters &
Cross-Curricular
Posters

Contents

Let's Start!	p. 2
Module 1 My Family	p. 6
Module 2 My House	p. 20
Module 3 My Birthday ...	p. 34
Module 4 My Animals ...	p. 48
Module 5 My Toys	p. 62
Module 6 My Holidays ...	p. 76
My Green Passport	p. 90
Round-up	p. 93
Songs & Chants	p. 94
Glossary	p. 95



Smiles

Jenny Dooley - Virginia Evans

Pupil's Book

2



Express Publishing

3 My Birthday

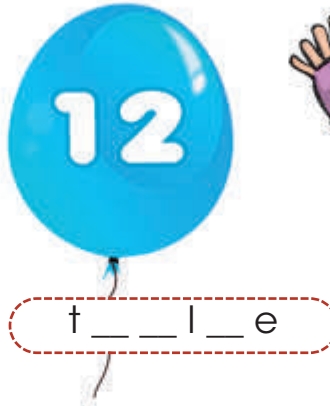
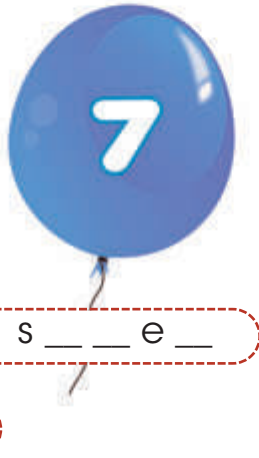


1
one

2
two

3
three

1 Complete. Talk with your friend.



2 Sing the *Birthday* song!

(See p. 94)

Happy Birthday! How old are you? – I'm seven!



3 Listen and read.



4 Tick (✓). Lilly is 5 6 7 years old!



burgers

5 Draw 😊 ☹️ and say.



6 Sing the *Food* song!

(See p. 94)

One, two, three, four,
Yummy chocolate,
Give me more!





chips



apples



bananas



sandwiches



chocolate



7 Listen and read.



8 Complete. I like b _ r _ _ r _ ! I like ch _ p _ ! I like b _ _ _ n _ s!

9 Listen and read.





pizza



milk



orange juice



cake



11 Listen and circle. Talk with your friend.

1

PIZZA
CAKE



2

BANANAS
CHIPS



3

ORANGE JUICE
ICE CREAM



4

MILK
BURGERS



12 Let's sing!

Happy Birthday to you,
Happy Birthday to you,
Happy Birthday, dear Lilly,
Happy Birthday to you!

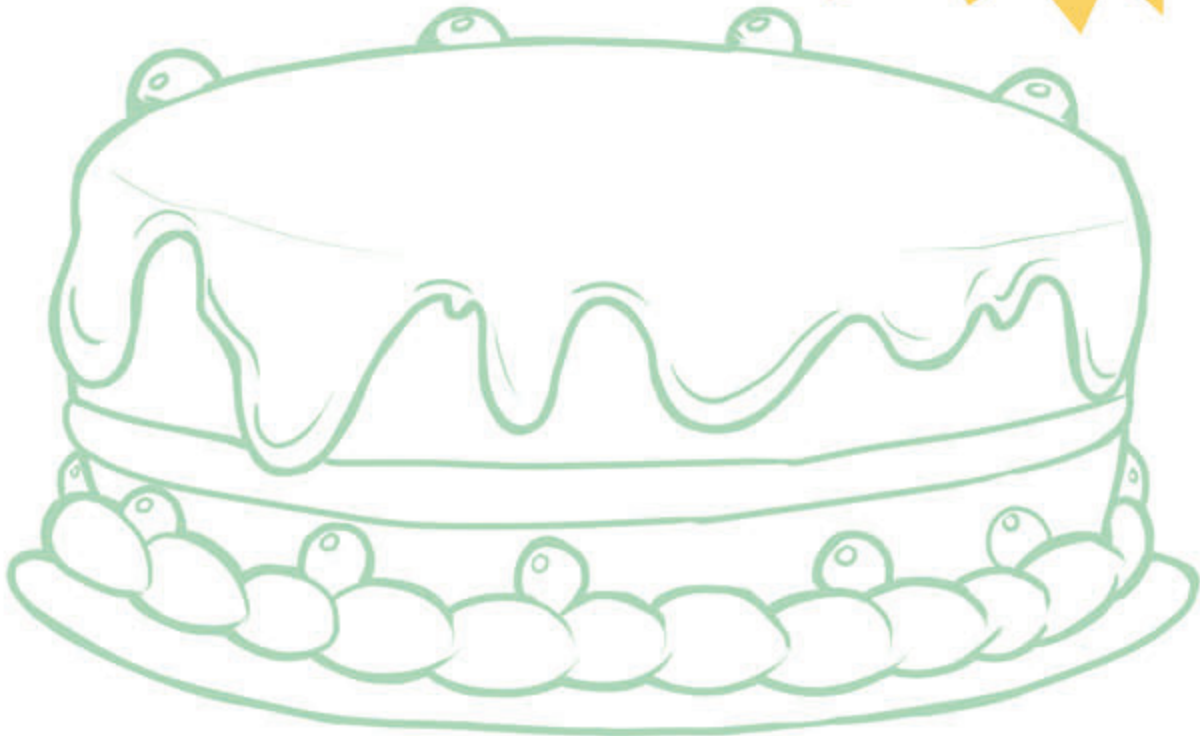


What's your favourite food? My favourite food is ...



13 How old are you? Draw candles on the cake. Then write.

I'm _____
years old.



14 Put a tick (✓) or a cross (✗).



Lilly

- bananas
- pizza
- ice cream
- milk



Charlie

- chips
- bananas
- apples
- milk



Liam

- pizza
- ice cream
- sandwiches
- chocolate cake



15 Let's play!

I like chips!

I don't like chips!



CRAFTWORK





1 Listen and read.



This is Brian.
He's from the UK.
His favourite food is
fish and chips.



This is Bianca.
She's from Italy.
Her favourite
food is pasta.



This is Isl.
He's from Japan.
His favourite
food is rice.



- Draw your favourite food from your country. Present it to the class.

**2 From trees or from plants?
Draw lines.**



oranges



corn



bananas



apples



tomatoes



pears



strawberries



peppers



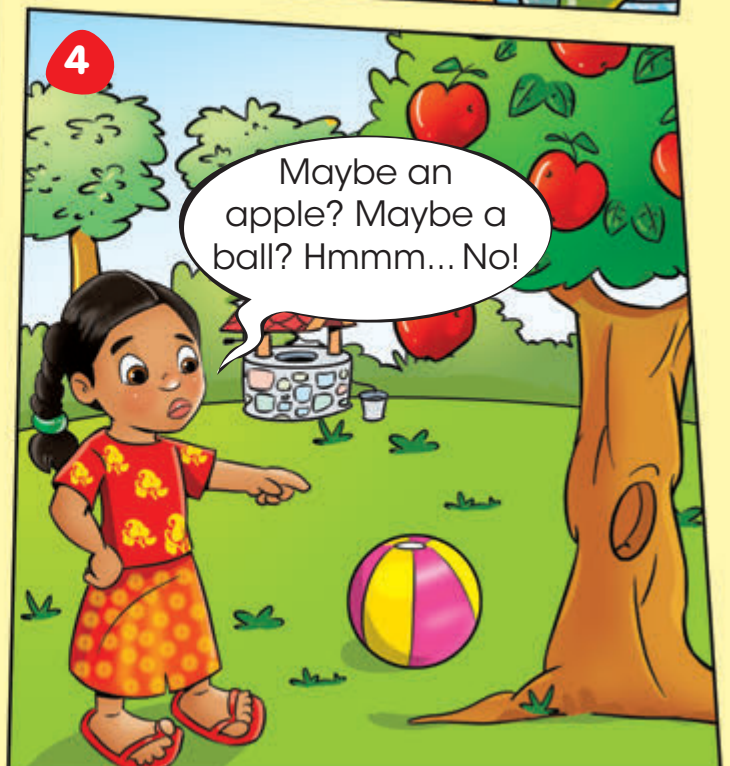


Mummy's Birthday

A story from Sri Lanka



3 Listen and read.





doll



kite



schoolbag



ball



present



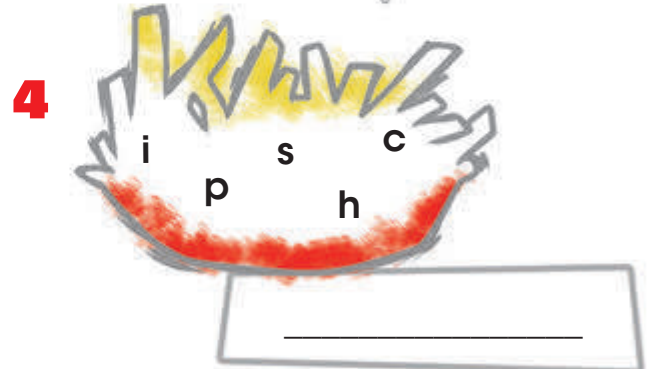
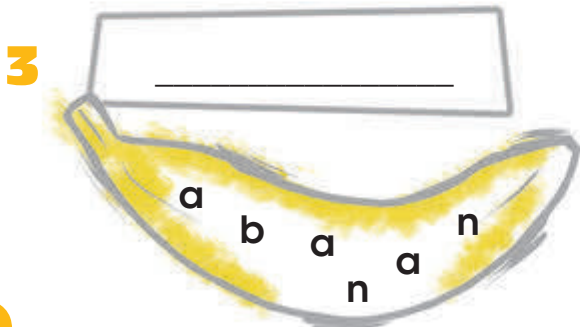
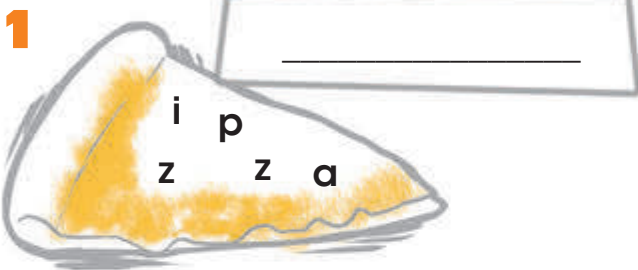


CHECKPOINT 3

1 Count and find the **Stickers** !



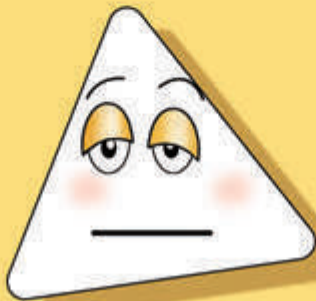
2 Look and write.



3  Listen and put a tick (✓) or a cross (X).



My Smiles Report



3 My Birthday

sample page from
Smiles 2 Activity
Book

1 How old am I? Count and write. Then match.

1 
five + five

I'm ten.



2 
four + seven

I'm _____.



3 
twelve - four

I'm _____.



4 
nine - two

I'm _____.



sample page from
Smiles 2 Activity
Book

2 Look, read and tick (✓).

1  

I like apples.

I don't like apples.

2  

I like burgers.

I don't like burgers.

3 

I like sandwiches.

I don't like sandwiches.

4  

I like chips.

I don't like chips.

Mother's Day

1 Let's sing!

I love you so,
Yes, I love you so!
You're the world's best mother
And I love you so!

Here's a kiss just for you,
Here's a hug for you too!
You're the world's best mother
And I love you so!



2 Make a card for your mum!



FATHER'S DAY

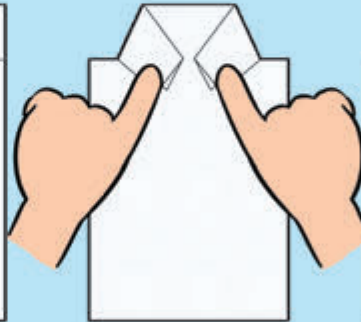
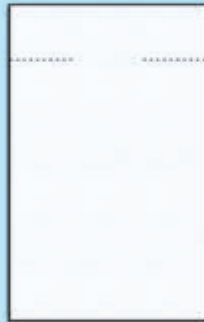


1 Spot five differences!



2 Make a shirt and tie card for your dad!

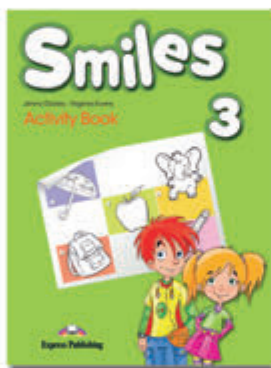
CRAFTWORK



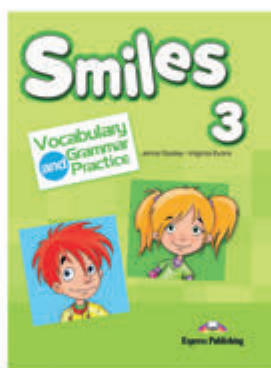
For Pupils



Pupil's Book



Activity Book



Vocabulary & Grammar Practice



Let's Celebrate! 3



Pupil's Multi-ROM
(Audio CD & DVD)

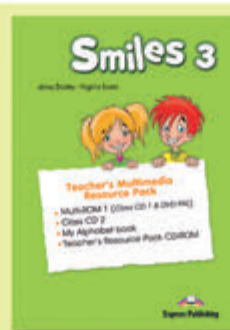
For Teachers



Teacher's Book
(Interleaved)



Picture Flashcards



Teacher's Multimedia Resource Pack:

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Posters & Cross-Curricular Posters



Smiles

Jenny Dooley - Virginia Evans

Pupil's Book

3



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Contents

Starter Unit (pp. 4-7)

In this module you will...

**Module 1
(pp. 8-19)**

learn, read and talk about...	learn how to...	practise...	write...
Unit 1 school items, people and countries	<ul style="list-style-type: none">• identify school items• talk about toys• say whose things are	<ul style="list-style-type: none">• a – an• the verb 'to be'• possessive case• plurals (-s)• this/that – these/those	<ul style="list-style-type: none">• about your school things• about your toys
Unit 2 toys, personal belongings, everyday expressions			

Storytime! (pp. 20-21)
Checkpoint 1 (pp. 22-23)

In this module you will...

**Module 2
(pp. 24-35)**

learn, read and talk about...	learn how to...	practise...	write...
Unit 3 numbers (11-20), family members, cartoon families	<ul style="list-style-type: none">• count up to 20• say how old you are• talk about your family• say what there is in a room	<ul style="list-style-type: none">• the verb 'to be'• possessive adjectives• there is/there are• plurals (-es)• prepositions of place	<ul style="list-style-type: none">• about your family• about your house
Unit 4 rooms, things in a house, living and non-living things	<ul style="list-style-type: none">• talk about your house• say where people and things are		

Storytime! (pp. 36-37)
Checkpoint 2 (pp. 38-39)

In this module you will...

**Module 3
(pp. 40-51)**

learn, read and talk about...	learn how to...	practise...	write...
Unit 5 activities, famous people	<ul style="list-style-type: none">• talk about abilities• say what you've got• identify parts of the body	<ul style="list-style-type: none">• the verb 'can'• plurals (irregular)• the verb 'have got'	<ul style="list-style-type: none">• about what you can/can't do• about a farm
Unit 6 animals, parts of a body, animals and how many legs they've got	<ul style="list-style-type: none">• describe your appearance		

Storytime! (pp. 52-53)
Checkpoint 3 (pp. 54-55)



In this module you will...

Module 4
pp. (56-67)

learn, read and talk about...

Unit 7

weather, clothes, weather in different places

Unit 8

seasons, actions, an apple tree around the year

learn how to...

- describe the weather
- talk about clothes
- say what is happening

practise...

- present continuous

write...

- about what you are wearing
- an entry in your diary

Storytime! (pp. 68-69)

Checkpoint 4 (pp. 70-71)

In this module you will...

Module 5
pp. (72-83)

learn, read and talk about...

Unit 9

food, food from different countries

Unit 10

daily routine, days of the week, time, daytime and night-time animals

learn how to...

- say which food you like/don't like
- talk about everyday activities
- tell the time

practise...

- present simple
- some/any

write...

- a note
- about your favourite day

Storytime! (pp. 84-85)

Checkpoint 5 (pp. 86-87)

My Green Passport (pp. 88-93)

Glossary (pp. 94-96)

6 It's a monster!



head

1 Listen and read.



2 Read the story and choose.

1 *It's got two big eyes!*

a Liam b Lilly

2 *It's got a big nose!*

a Liam b Lilly

3 *It's a monster!*

a Daisy b Lilly



hair



eyes



ears



nose



mouth



hands



legs



3 Complete. Use **have got** or **has got**.

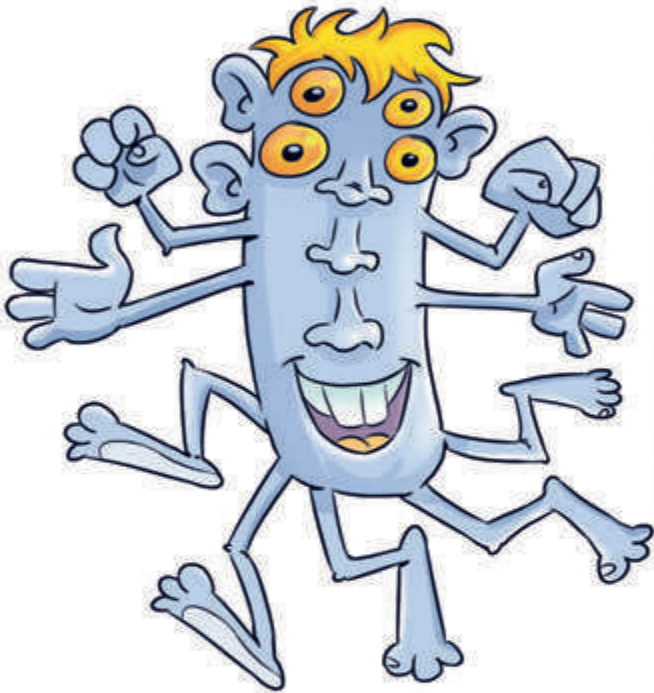
- 1 We **have got** green eyes.
- 2 Bob _____ big hands.
- 3 They _____ brown hair.
- 4 I _____ a small nose.
- 5 My sister _____ red hair.
- 6 You _____ a small head.

GRAMMAR

I/You/We/They **have got** blue eyes.
 He/She/It **has got** a small nose.

I **have got** = I've got
 She **has got** = She's got

4 Count and write. Then say.



- a 1 mouth
- b _____ eyes
- c _____ noses
- d _____ ears
- e _____ hands
- f _____ legs



It's got one mouth.

5 Listen and number.



[]



[1]



[]



[]



goat

On the farm

1 Listen and read. Then complete.

Dear Mum and Dad,
I'm here on Grandpa and Grandma's farm. It's great here! Grandpa has got ten cows now! His favourite cow is Carly! Grandma has got five chickens. They are very funny! Grandpa and Grandma have got four goats, too! The goats have got babies. They are very cute!

Love,
Daisy



Grandpa and Grandma have got ten **1)** _____, five **2)** _____ and four **3)** _____.

2 Look, read and match.



- 1 It's got a big nose. d
- 2 It's got big ears. _____
- 3 It's got big eyes. _____
- 4 It's got a big head. _____
- 5 It's got a big mouth. _____

3 Listen and repeat. Then read.



Bob's got a long body.



duck



chicken



cow



frog



rabbit



4 Read and circle.

- 1 Nanny Rose **haven't** / **hasn't** got black hair.
- 2 My dog **haven't** / **hasn't** got big ears.
- 3 They **haven't** / **hasn't** got pink noses.
- 4 Rabbits **haven't** / **hasn't** got small ears.
- 5 Roy the clown **haven't** / **hasn't** got a big head.

GRAMMAR

Have I/you/we/they **got** big hands?
Has he/she/it **got** big ears?


I/You/We/They **have not got** a cat.
 He/She/It **has not got** small ears.

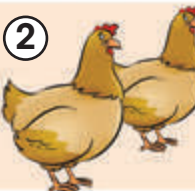
Have you **got** a dog?
 Yes, I **have**. / No, I **haven't**.


Has he **got** a rabbit?
 Yes, he **has**. / No, he **hasn't**.


have not = haven't has not = hasn't

5 Look, read and answer.

- ①  Has Liam got red hair?
 Yes, **he has**.

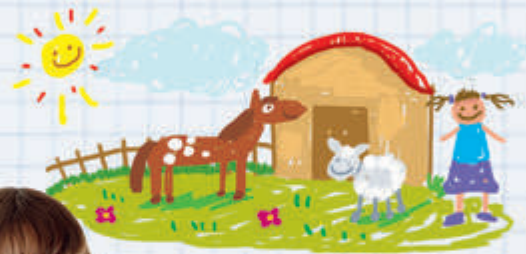
- ②  Have chickens got small heads?
 Yes, _____.

- ③  Have cows got two legs?
 No, _____.

- ④  Has Ann got green eyes?
 No, _____.



You are on a farm. Talk with your friends. Then write about it.



Dear ...,
 I'm on ... farm.
 It's great here! ...

1 Let's sing!



I'm a farmer,
My name is Sam.
I've got a lot of animals
On my farm!
I've got a cow and
It's big and fat!
Moo, moo, moo
It goes like that!



2 Which animals have you got on your farm?
Look and circle. Then say.



I've got a sheep.



How Many Legs?



3 Look. Then count and write.

No
LEGS



snake

2
LEGS



duck

4
LEGS



horse

6
LEGS



butterfly

8
LEGS



spider

1 horse + butterfly + duck = **twelve**

2 spider + snake + butterfly = _____

3 snake + chicken + duck = _____

4 dog + chicken + duck = _____

5 goat + cow + chicken = _____

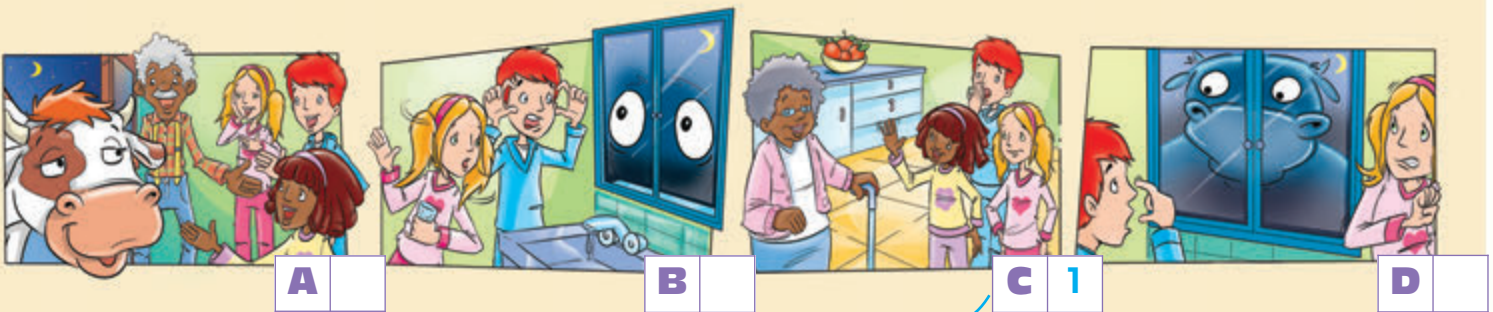
6 rabbit + duck + snake = _____

6 It's a monster!

• About the story ... Go to Pupil's Book page 46.

sample page from
Smiles 3 Activity
Book

1 Put the pictures in order. Then match the pictures to the speech bubbles.



a It's got a big nose!

b OK, children. Time for bed!

c Carly, come and say hello!

d Oh, what's that?

2 Do the crossword puzzle.

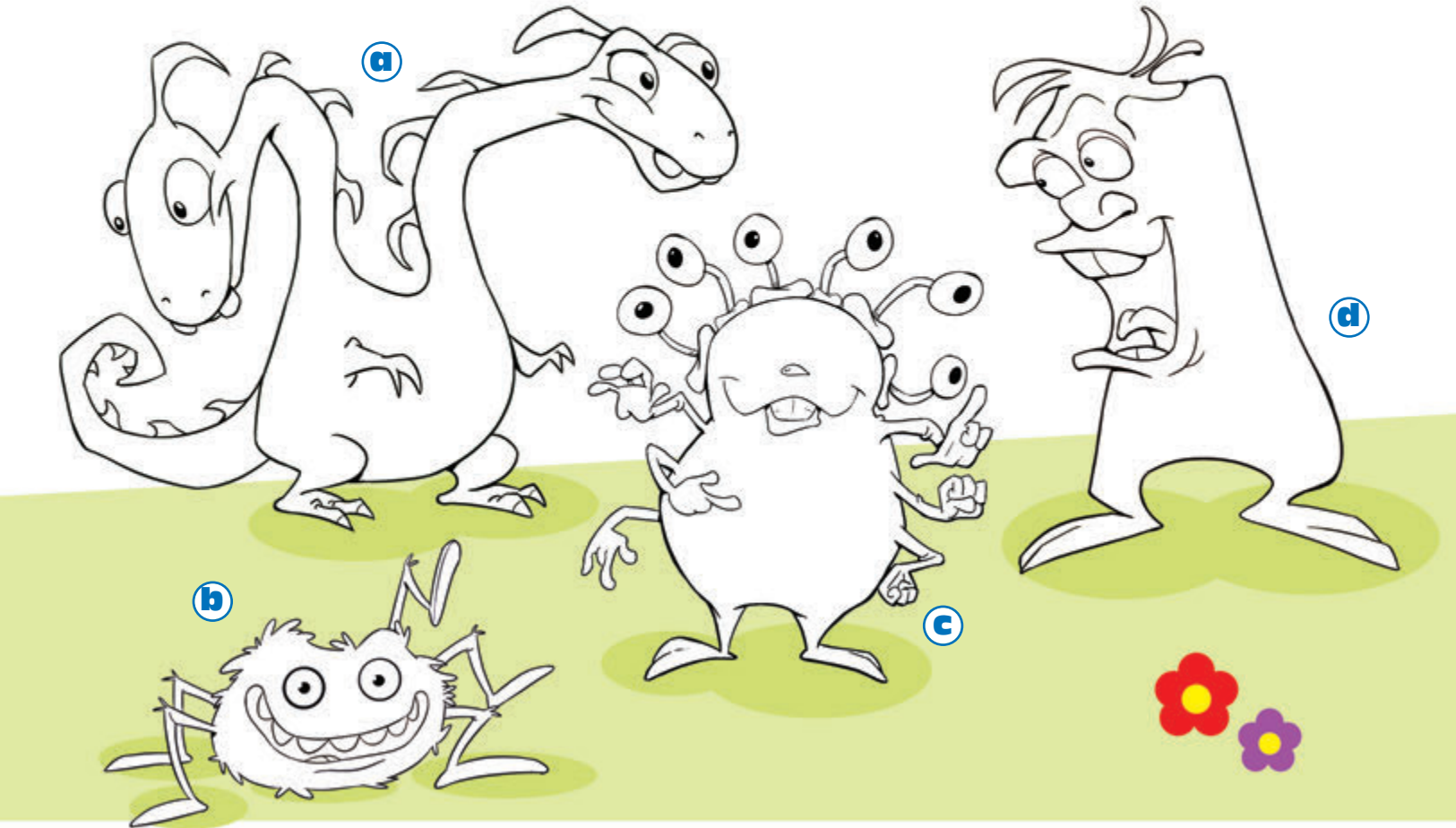
3 Read and match. Then colour.

1 **b** It's got five legs.
It's green.

3 It's got six eyes. It's blue with green hands.

2 It's got two heads.
It's purple.

4 It's got one big mouth. It's red with a blue nose.



4 Make sentences.

1 I/two/legs

I've got two legs.

2 We/red hair

3 They/green eyes

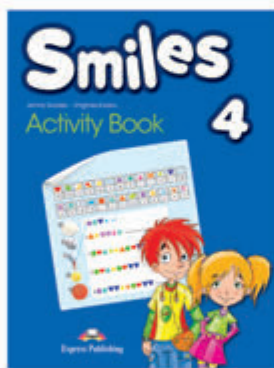
4 He/a big mouth

5 You/big hands

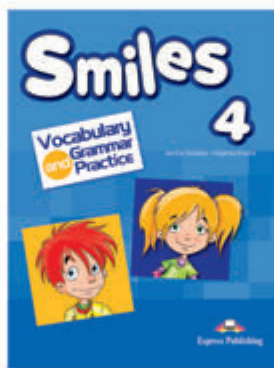
For Pupils



Pupil's Book



Activity Book



Vocabulary & Grammar Practice



Let's Celebrate! 4



Pupil's Multi-ROM (Audio CD & DVD)

For Teachers



Teacher's Book (Interleaved)



Picture Flashcards



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Posters & Cross-Curricular Posters



Smiles

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Pupil's Book

4



Express Publishing



Contents

Starter Unit (pp. 4-7)

In this module you will...

	learn, read and talk about...	learn how to...	practise...	write...
Module 1 (pp. 8-19)	Unit 1 physical description, family members, famous book characters Unit 2 activities, musical instruments	<ul style="list-style-type: none">describe peopletalk about family membersdescribe actions happening nowtalk about abilities	<ul style="list-style-type: none">the verb 'to be'possessive adjectives'the verb 'have got'present continuousthe verb 'can'object pronouns	<ul style="list-style-type: none">about a family memberabout Summer Camp

Storytime! (pp. 20-21)
Checkpoint 1 (pp. 22-23)

In this module you will...

	learn, read and talk about...	learn how to...	practise...	write...
Module 2 (pp. 24-35)	Unit 3 buildings, jobs Unit 4 daily routine, sports	<ul style="list-style-type: none">give directionstalk about jobstalk about preferencestell the timetalk about my daily routine	<ul style="list-style-type: none">prepositions of placepresent simplelike + <i>-ing</i>adverbs of frequency	<ul style="list-style-type: none">about a jobabout your day

Storytime! (pp. 36-37)
Checkpoint 2 (pp. 38-39)

In this module you will...

	learn, read and talk about...	learn how to...	practise...	write...
Module 3 (pp. 40-51)	Unit 5 clothes, rules, traditional costumes Unit 6 food, containers, money, taste	<ul style="list-style-type: none">talk about clothesgive rulesask for permissionidentify food itemstalk about prices and quantities	<ul style="list-style-type: none">plural numbermust/mustn'tcanmuch/many/a lot ofsome/any	<ul style="list-style-type: none">your classroom rulesabout your favourite sandwich

Storytime! (pp. 52-53)
Checkpoint 3 (pp. 54-55)



In this module you will...

Module 4
pp. (56-67)

learn, read and talk about...

Unit 7

animals, adjectives,
countries

Unit 8

buildings, adjectives

learn how to...

- compare animals, people and things
- talk about animals
- say where you were

practise...

- comparisons
- superlatives
- was/were

write...

- about your favourite animal
- about what you were like when you were little

Storytime! (pp. 68-69)
Checkpoint 4 (pp. 70-71)

In this module you will...

Module 5
pp. (72-83)

learn, read and talk about...

Unit 9

months

Unit 10

things to take on holiday,
natural features, countries

learn how to...

- talk about past actions
- talk about plans and intentions

practise...

- past simple (regular & irregular)
- be going to
- question words

write...

- about your last birthday
- an email while on holiday

Storytime! (pp. 84-85)
Checkpoint 5 (pp. 86-87)

My Green Passport (pp. 88-93)

Glossary (pp. 94-96)



A fruit salad



cherry



strawberry

1 Listen and read.



2 Read the story and write **yes** or **no**.

In Liam's fruit salad ...

1 there are strawberries.

yes

3 there are cherries.

2 there are mangoes.

4 there is salt.



mango



grapes



sugar



salt



butter



flour



GRAMMAR

There are **a lot of** cherries.
Are there **many** cherries?
There aren't **many** cherries.

How many ... ? Not many! / A lot!

There is **a lot of** salt.
Is there **much** salt?
There isn't **much** salt.

How much ... ? Not much! / A lot!

3 Read and circle.

- 1 There are **a lot of** / **many** apples.
- 2 There is **much** / **a lot of** sugar.
- 3 There isn't **much** / **a lot of** salt.

- 4 Are there **many** / **much** grapes?
- 5 Is there **a lot of** / **much** butter?
- 6 There are **many** / **a lot of** eggs.

4 Read and write. Then sing.




How 1)  **many cherries**
on the tree?

How 2)  _____
for you and me?

How 3)  _____ ?

How 4)  _____ ?

How 5)  _____
on my plate?

5 Let's play!

In my salad,
there's a lot of
sugar.

In my salad,
there's a lot of
sugar and a lot of
cherries.



In my salad, there's a lot
of sugar, a lot of cherries
and a lot of salt.





a jar of jam

a loaf of bread

My favourite sandwich

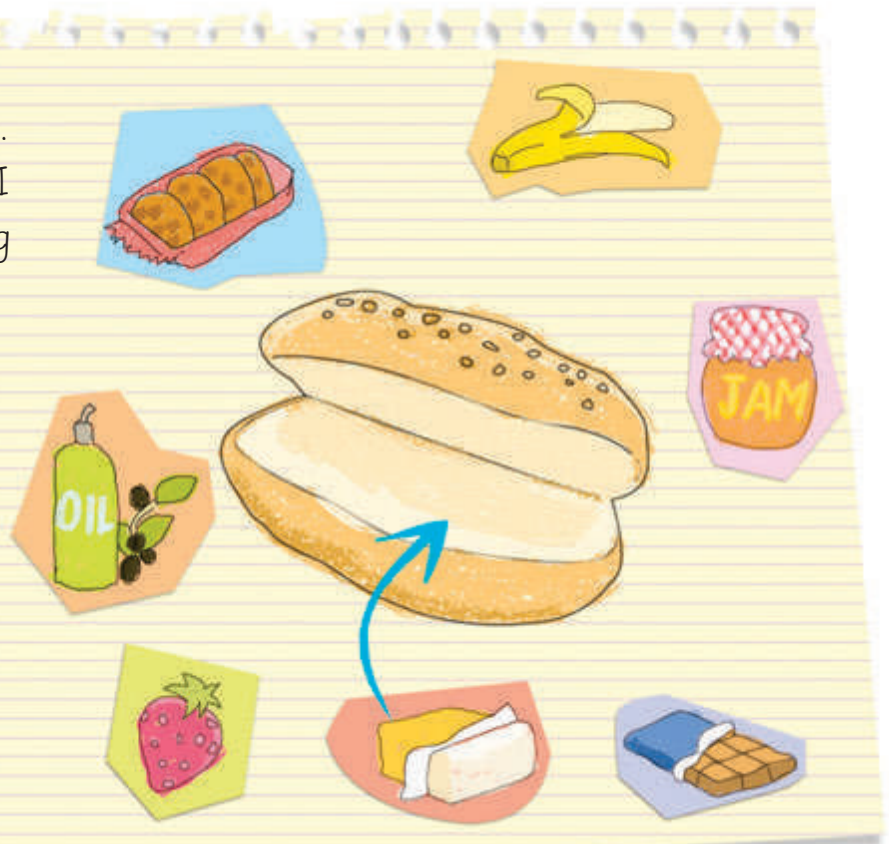
1 Listen and read. Then draw lines to make Lilly's sandwich.

This is my favourite sandwich. It's called a *Super Sandwich*! I eat it every Sunday. It's very big and it's yummy, too!

Here's what you need:

- a loaf of bread
- some butter
- a jar of jam
- a banana
- a bar of chocolate

Lilly



2 Circle the correct one.

- 1 a packet / glass of butter
- 2 a bar / loaf of bread
- 3 a jar / carton of milk
- 4 a can / bar of cola
- 5 a bottle / packet of olive oil
- 6 a packet / carton of sugar

3 Listen and repeat. Then read.



I wish for a fish in my dish!



a bottle of olive oil



a can of cola



a carton of juice



a bar of chocolate



a packet of biscuits

GRAMMAR

There is **some** bread.
Is there **any** flour?
There isn't **any** milk.

There are **some** cherries.
Are there **any** mangoes?
There aren't **any** lemons.

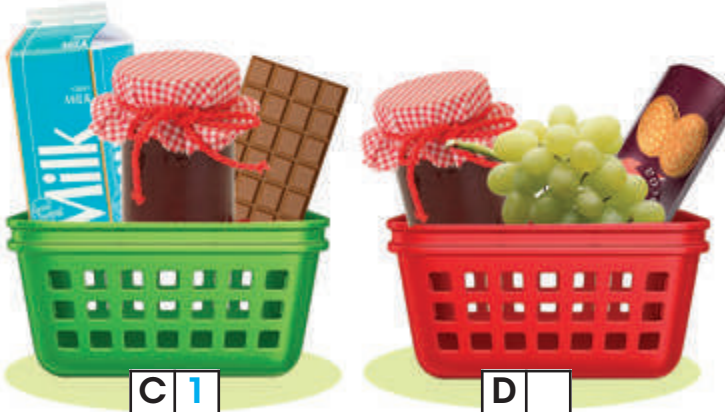
a lemon - **some** bread **BUT a loaf of** bread

an apple - **some** juice **BUT a carton of** juice

4 Complete. Use **some** or **any**.

- There are **some** grapes.
- Are there _____ eggs?
- There is _____ juice.
- There aren't _____ strawberries.
- There isn't _____ chocolate.
- There is _____ honey.

5 Listen and number.



6 Let's play!

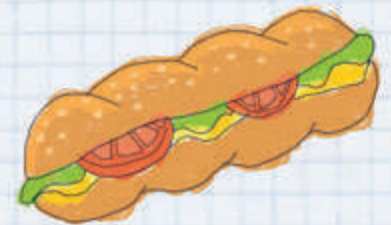
Pupil 1: *Is there any bread?*

Pupil 2: *Yes, there is.*

Pupil 1: *Your basket is number ...*



Talk with your friends. Then write about your favourite sandwich.



This is my favourite sandwich!

It's called a ...!

I eat it every ...



1 Let's sing!

We've got a jar, jar, jar,
We've got a jar of jam!
We've got a jar, jar, jar,
We've got a jar of jam!

We've got a can, can, can,
We've got a can of cola!
We've got a can, can, can,
We've got a can of cola!



2 Let's shop!



ten pence/10p



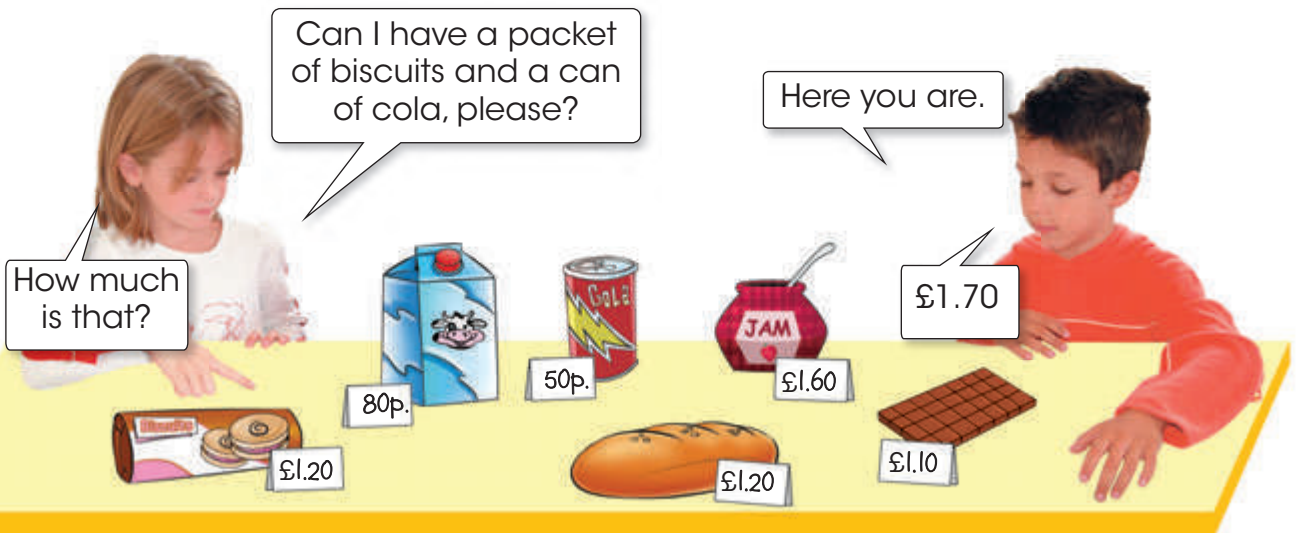
twenty pence/20p



fifty pence/50p



one pound/£1



Taste It!

Time for CLiL
Science



3 Look, read and choose.



1 a salty b sweet



2 a sour b sweet



3 a bitter b salty



4 a sweet b salty



5 a salty b bitter



6 a sour b sweet



7 a salty b sour



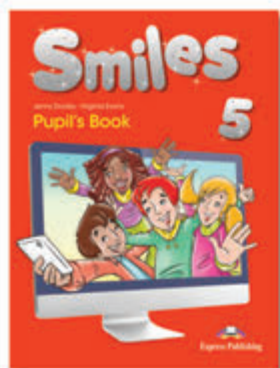
8 a salty b sweet



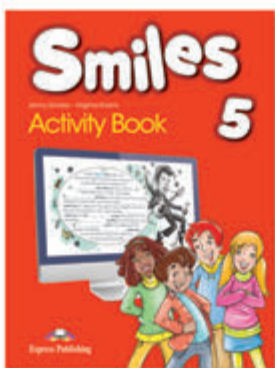
9 a bitter b sweet



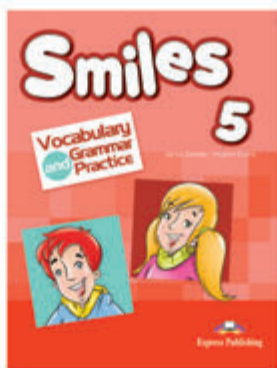
For Pupils



Pupil's Book



Activity Book



Vocabulary & Grammar Practice

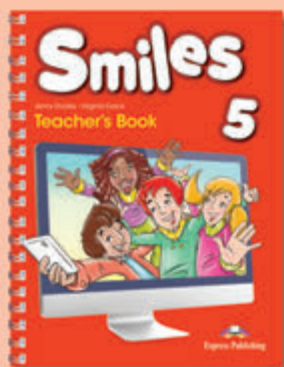


Let's Celebrate! 5



Pupil's Multi-ROM (Audio CD & DVD)

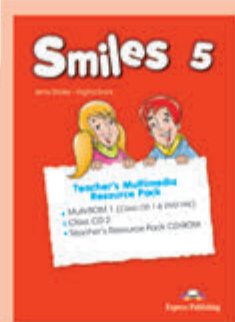
For Teachers



Teacher's Book (Interleaved)



Picture Flashcards



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5



Express Publishing

Contents

		Vocabulary	Grammar
Starter Unit (pp. 4-9)		consolidation	<ul style="list-style-type: none"> articles, prepositions of time/place ordinals, some, any, no
Module 1	1 Doing the chores (pp. 10-17)	<ul style="list-style-type: none"> chores 	<ul style="list-style-type: none"> present simple adverbs of frequency present continuous present simple vs present continuous
	2 Around the campfire (pp. 18-25)	<ul style="list-style-type: none"> things to take when camping food 	<ul style="list-style-type: none"> must/mustn't may a lot of/much/many a few/a little
	3 Feel the music (pp. 26-33)	<ul style="list-style-type: none"> types of music musical instruments 	<ul style="list-style-type: none"> would rather past simple adverbs of manner
<p>Our World I (Culture): Fun Food Festivals (p. 34) Time for CLIL I (Science): From the cow to our door! (p. 35) My Green Passport I: New School Year, New Green Lifestyle!, Natural Wonders (pp. 36-37) Storytime! I: The Trumpeter of Kraków (Value: Showing respect) (pp. 38-39) Checkpoint 1 (pp. 40-41)</p>			
Module 2	4 Out and about (pp. 42-49)	<ul style="list-style-type: none"> means of transport jobs 	<ul style="list-style-type: none"> comparisons as ... as have to infinitive gerund
	5 The fire alarm (pp. 50-57)	<ul style="list-style-type: none"> school facilities injuries and accidents 	<ul style="list-style-type: none"> past continuous past continuous vs past simple
	6 Cool stuff (pp. 58-65)	<ul style="list-style-type: none"> gadgets theatre-related words 	<ul style="list-style-type: none"> should too/enough present simple passive
<p>Our World II (Culture): Transport around the world (p. 66) Time for CLIL II (History): Greek Mythical Creatures (p. 67) My Green Passport II: Forest School, Upcycling! (pp. 68-69) Storytime! II: The Boy Who Drew Cats (Value: Following your passion in life) (pp. 70-71) Checkpoint 2 (pp. 72-73)</p>			
Module 3	7 What's on? (pp. 74-81)	<ul style="list-style-type: none"> films action sports 	<ul style="list-style-type: none"> present perfect present perfect vs past simple need
	8 Holidays (pp. 82-89)	<ul style="list-style-type: none"> holiday-related words space-related words 	<ul style="list-style-type: none"> be going to question words will
	9 On my travels (pp. 90-97)	<ul style="list-style-type: none"> things to buy at a market the natural world 	<ul style="list-style-type: none"> zero conditional 1st conditional present continuous with future meaning could (possibility)
<p>Our World III (Culture): Special Hotels (p. 98) Time for CLIL III (Science): The Solar System (p. 99) My Green Passport III: A Green Game (pp. 100-101) Storytime! III: The Lady of Stavoren (Value: Being thankful) (pp. 102-103) Checkpoint 3 (pp. 104-105)</p>			
An A-Z of the UK! (pp. 106-107)		All About the UK! (pp. 108-116)	Glossary (pp. 117-120)

Skills	Thinking Skills	Phonics/Word-Building
Speaking: Describing people, telling the time, describing the weather, asking for/giving permission	<ul style="list-style-type: none"> Using facts 	—
Reading: Daisy's chores gift Speaking: Talking about chores Listening: Open-ended questions about Ann's busy Saturdays Writing: An email about your busy day	<ul style="list-style-type: none"> Creative thinking Recalling information Interpreting information 	<ul style="list-style-type: none"> squ – scr – str squid scrub street
Reading: The children's camping with the Outdoor Club Speaking: Talking about ability, camping, food Listening: Listening for specific information about healthy food and junk food Writing: A blog entry about healthy food	<ul style="list-style-type: none"> Recalling information Understanding the main idea of a song 	<ul style="list-style-type: none"> igh – y knight light spy sky
Reading: How music affects all living things Speaking: Talking about preferences, choosing a musical instrument Listening: Note taking about a concert Writing: An email about a concert	<ul style="list-style-type: none"> Applying world knowledge Generating ideas Developing opinions 	<ul style="list-style-type: none"> Word Gym! music words
Reading: Going to London Transport Museum Speaking: Comparing means of transport, choosing the right means of transport Listening: Multiple matching about jobs and people Writing: About a community helper	<ul style="list-style-type: none"> Applying world knowledge Identifying information Creative thinking 	<ul style="list-style-type: none"> b – v blush boat viper velvet
Reading: A false alarm Speaking: Giving/Following directions, talking about past events, talking about injuries and treatment Listening: Open-ended questions about Billy's accident Writing: An email about a silly accident	<ul style="list-style-type: none"> Interpreting 	<ul style="list-style-type: none"> st step stone stage statue
Reading: Cool gadgets Speaking: Buying things, describing a gadget Listening: Gap filling about a school performance Writing: A webpage to inform parents about a school play	<ul style="list-style-type: none"> Recalling information Creative thinking 	<ul style="list-style-type: none"> Word Gym! making nouns from verbs
Reading: Watching TV Speaking: Talking about films, making suggestions, talking about experiences Listening: Listening for gist about scenes from a comedy Writing: A sports survey	<ul style="list-style-type: none"> Identifying information Paying attention to visual details Generating ideas 	<ul style="list-style-type: none"> or – aw lord bored hawk yawn
Reading: Daisy going on holiday with her family Speaking: Talking about holiday plans, making predictions Listening: Multiple matching about people's holiday plans Writing: A blog entry about holidays in the future	<ul style="list-style-type: none"> Understanding the main idea of the story Logical thinking Creative thinking 	<ul style="list-style-type: none"> sh – ch sheriff cash cheque rich
Reading: An open air market Speaking: Shopping, talking about future plans, arranging to meet Listening: Listening for specific information about holidays Writing: A postcard while on holiday	<ul style="list-style-type: none"> Evaluating a text Applying world knowledge Prioritising 	<ul style="list-style-type: none"> Word Gym! compound nouns

3 Feel the music

1 Listen and repeat. What's your favourite type of music?



2 **Thinking** : What kind of music is it? Listen and circle.

Extract 1: disco / jazz

Extract 3: reggae / heavy metal

Extract 2: classical / country

Extract 4: pop / rock and roll

3 Choose and say.



lively upbeat energetic relaxing happy romantic



depressing sad loud dull noisy monotonous

I think pop is upbeat.

4 Talk with your friend.

Would you rather listen to pop or heavy metal?

I'd rather listen to pop because I think it's more upbeat. Heavy metal is too noisy.



Study spot

I **went** to a concert yesterday.
 We **listened** to some pop music.
 It **was** great!



dance - danced travel - travelled
 stop - stopped study - studied

be - was/were get - got
 become - became make - made
 do - did sing - sang
 eat - ate take - took
 go - went write - wrote



5 Complete the sentences. Then, in pairs, do the quiz. Check your answers with your teacher.

music QUIZ

- Who **won (win)** a music award for the best rap song in 2016?
A Justin Bieber **B** Kendrick Lamar
- Which band _____ **(Beyoncé/sing)** in?
A Coldplay **B** Destiny's Child
- Mozart _____ **(start)** playing classical music when he was six.
A True **B** False
- What kind of music _____ **(Bob Marley/play)**?
A heavy metal **B** reggae
- Who _____ **(be)** the 'King of Pop'?
A Michael Jackson **B** Elvis Presley
- Taylor Swift's grandmother _____ **(be)** an opera singer.
A True **B** False
- When _____ **(disco music/become)** popular?
A 1970s **B** 1950s
- Adele _____ **(write)** the song 'Hello'.
A True **B** False



6 Read, choose and complete.

~~were~~ band talked ate holiday
 travelled morning autograph

Last summer Jim and his family **1) were** in Italy on holiday. They **2) _____** around by car. Every **3) _____** they visited museums and every evening they **4) _____** at traditional Italian restaurants. One evening they met Jim's favourite **5) _____** in one of the restaurants. Jim **6) _____** to them and he even got a(n) **7) _____**. It was the best **8) _____** ever!





7  Listen and read. What is the text about? Choose.

- A How music affects all living things. B How music can improve milk and wheat production.

We All
Love
Music!

Music has the power to make us feel lively, depressed, relaxed or happy. Research into the effect music has on living things gives us some surprising results.

So, how does music affect **young people**? Teenagers who listened to lively, upbeat music when they did homework were in a better mood, so their marks improved! Classical music at school helped school children relax and concentrate more on their work. And that's not all! Teenagers who took music classes were more sociable and creative, not to mention better at Maths. That's a great reason to start learning to play a musical instrument, don't you think?

Does it surprise you that **animals like music, too**? Researchers discovered that horses moved in time to the rhythm of the music they listened to. That's almost like dancing! And dogs slept more and barked less when they listened to classical music, but heavy metal music made them bark a lot and even shake! Heavy metal fans, be careful! And did you know that cows produce more milk when they listen to classical music? Ah, music, wonderful moo-sic!

What about **plants**? They're living things, too!

Researchers found that playing classical music in a rice field made the rice grow faster. The wheat in some wheat fields in Canada seemed to like violin music – farmers produced over 60% more wheat than usual. That's amazing!





8 Read again and write **T** for True or **F** for False.

- | | |
|--|----------|
| 1 Music can make you feel depressed. | T |
| 2 Students who listened to upbeat music when they did their homework got better marks. | _____ |
| 3 Taking music classes can make students better at Maths. | _____ |
| 4 Dogs love heavy metal music. | _____ |
| 5 Cows produce less milk when they listen to music. | _____ |
| 6 Plants like listening to music. | _____ |

9 Read and match.

- | | | |
|---|--|---|
| <p>1 research</p> <p>2 improve</p> <p>3 sociable</p> <p>4 discover</p> <p>5 produce</p> | | <p>a enjoy being with others</p> <p>b study</p> <p>c find out</p> <p>d make</p> <p>e get better</p> |
|---|--|---|

10 **Thinking Cap**: Discuss in pairs.

- What kind of music makes you feel **happy, sad, cheerful, bored**?
- When people go jogging, they like listening to music. Why?



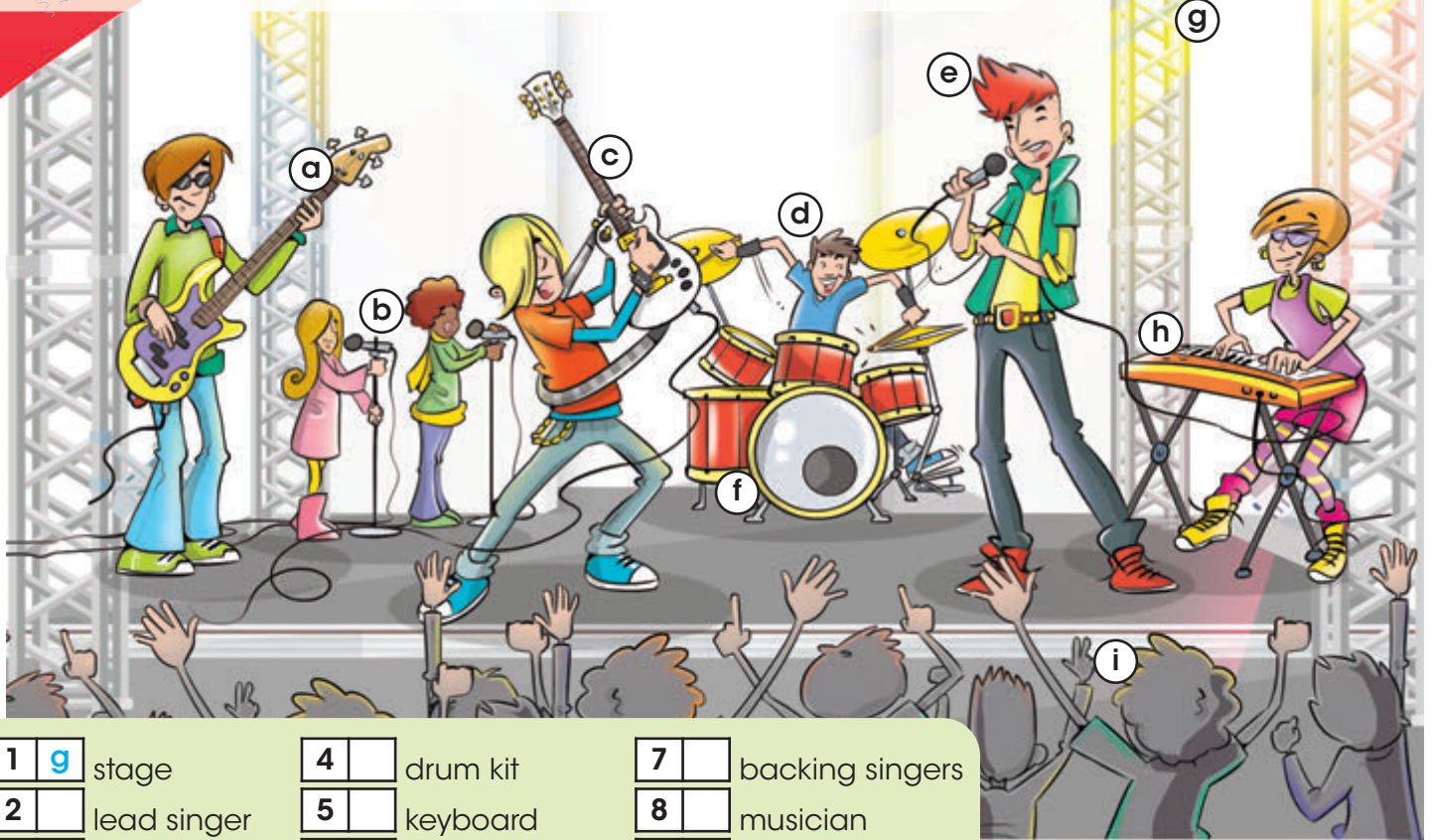
Word Gym!

11 **Music words**: Read, choose and complete. You can use your dictionary to help you.

catchy ~~rhythm~~ beat tune lyrics audience

- | | |
|--|---|
| 1 Charlie moved to the rhythm of the music. | 4 The _____ sang along with the band. |
| 2 I like songs with a strong _____ . They make me want to dance! | 5 I recognise the _____, but I can't remember the name of the song. |
| 3 This is a(n) _____ song. It's easy to remember. | 6 He writes the _____, but someone else writes the music. |

12 Match the words to the pictures. Then listen and check.



- | | | | | | | | | |
|---|----------|-------------|---|--|-----------------|---|--|-----------------|
| 1 | g | stage | 4 | | drum kit | 7 | | backing singers |
| 2 | | lead singer | 5 | | keyboard | 8 | | musician |
| 3 | | bass guitar | 6 | | electric guitar | 9 | | fans |

13 Read and complete the interview with words from Ex. 12.



Rosie: Thank you for talking to me today, Billy. The readers of our school magazine are all very big **1) f a n s!**

Billy: Thank you, Rosie.

Rosie: When did you first want to be a **2) _____** ?

Billy: Well, my dad bought me a **3) _____** for my 12th birthday. I think it all started with that!

Rosie: Can you play any other instruments?

Billy: Yes, I play the **4) _____**, which is a bit like a piano. I took piano lessons all the way through school.

Rosie: How does it feel when you are up on **5) _____** ?

Billy: Oh, it's really exciting. I like being the **6) _____** because I love performing.

Rosie: Thanks again for your time, Billy. Our readers think you and your band, *The Boxers*, are fantastic.

Billy: Thanks a lot. See you at the concert tonight!



Study spot



She played the violin **beautifully** when she was six.

quick - quickly
 good - **well**
 beautiful - beautifully
 fast - **fast**
 easy - easily



14 Read and complete.



Hello, bloggers. I went to *The Boxers* concert last night. The band played really **1) well (good)**. I had a great time, but the evening went by too **2) _____ (quick)**! Two hours was not enough! Did you go to the concert? Post a comment and tell me all about it!

Jude



My mum and I went to the concert, too. The concert hall was far away, but luckily we found it **3) _____ (easy)**. *The Boxers* were good, but I thought the backing singers sang **4) _____ (bad)**. We couldn't hear the band **5) _____ (clear)** because the fans cheered **6) _____ (noisy)** all the way through the songs!

Sam

15 Talking point Listen and read. Then act out similar dialogues.

Penny: I'd like to learn a musical instrument, but I'm not sure which one.

Bill: How about the **bass guitar**?

Penny: No way. It's too **monotonous** for me. I'd like something **more romantic**.

Bill: Why don't you try the **piano** then? It's quite **romantic**.

Penny: That's a brilliant idea!

16 Let's Play

I played the guitar very well!

- loud
- slow
- quick
- fast
- quiet
- angry

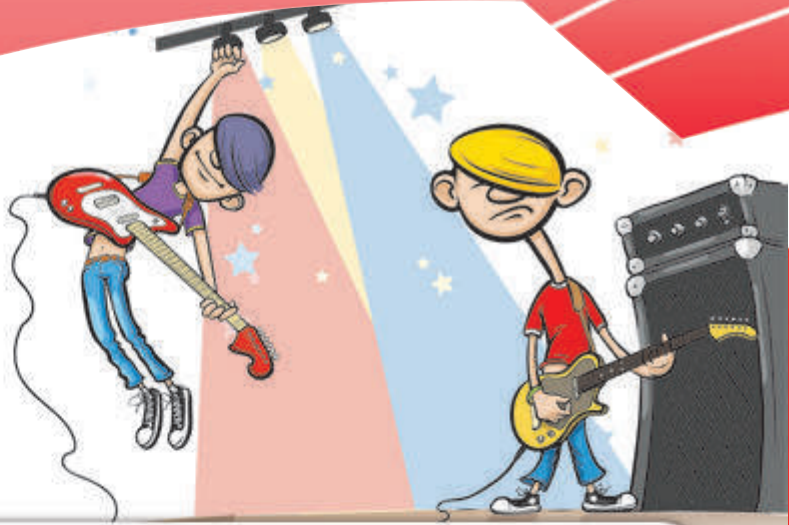
Say the sentence loudly!




I played the guitar very well!



A concert



- 17  Which band did Frannie like? What's the name of the lead singer? Listen and read to find out.

⊗ ⊙ ⊕🚫 👑 ⏪ ⏩ ⏴ ⏵ ✎ ✉🔍 Search

Inbox

Sent

Date Received ▾

From: Frannie@abc.com
To: Val@abc.com
Subject: concert

Hi, Val!

Just writing to let you know about the concert last night. It was brilliant! It's a shame you couldn't come.

There were three bands playing during the evening, but the best was a new band called *Zenith*. They played really well. Their music was a mixture of jazz and rock and it was amazing. They played some really catchy songs and soon had the audience dancing and singing happily along with them! The lead singer is called Vince. He's got a great voice and he's an excellent performer. By the end of the evening, he had a lot of fans, including me! At the end of the concert, I ran quickly to buy their new album and I managed to get Vince's autograph! He was really nice and chatty and he told me that all the members of *Zenith* went to school together. Cool, huh? I think we should form a band at school!

Anyway, their next concert is in Tellworth next month, so you can find out all about them for yourself!

Take care,
Frannie

18 Read the email again and correct the mistakes.

- 1 Frannie went to the concert last ~~Saturday~~ ^{night}.
- 2 *Zenith* play a mixture of jazz and reggae.
- 3 Frannie bought *Zenith's* autograph at the end of the concert.
- 4 *Zenith* members met at a concert.
- 5 *Zenith's* next concert is in London.

19  Listen and complete.

- 1 When? Last **Saturday**
- 2 Name of favourite band: _____
- 3 Type of music: mixture of _____ and rock and roll
- 4 Name of lead singer: _____
- 5 Next concert? _____



20  **Read and complete the song with the rhyming words. Then listen and check.**


- beat • groove • hand • treat • understand • move

*We all love music, that's for sure!
And not only on the dance floor!
Music is a friend that takes you by the 1) **hand**.
And when music speaks, we all 2) _____!*

Music gets you feeling,
Music makes you 3) _____!
Music's got the power
To put you in the 4) _____!

Dancing to the rhythm,
Moving to the 5) _____.
Pop, jazz or classical,
Music's such a 6) _____!

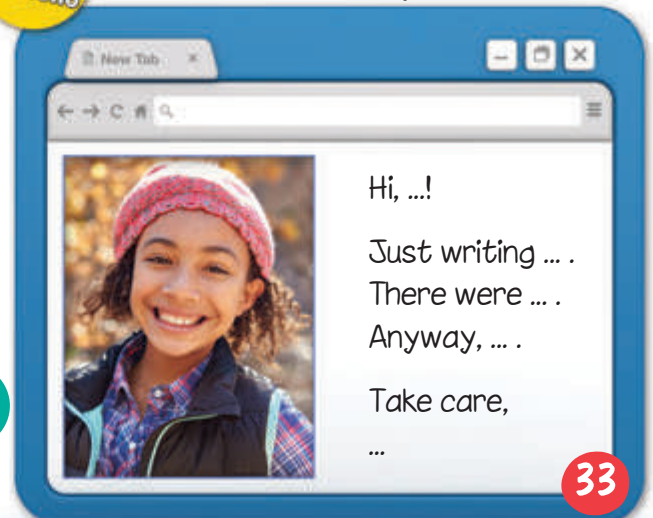
 **Let's Sing!**

21  **Thinking**: "Music is for everyone!"
Discuss in pairs.

22 **Imagine you went to a concert last night. Answer the questions.**


- 1 What was the name of the band?
- 2 What kind of music did they play?
- 3 What is the lead singer called? How was he/she?
- 4 When/Where is their next concert?

 **Write an email to your friend about a concert you went to.**



New Tab x

← → C F Q



Hi, ...!

Just writing
There were
Anyway,

Take care,
...

Our World 1

1  Listen and read.



The Chinchilla Melon Festival

is in Queensland, Australia.
This crazy event happens every two years in February to celebrate watermelons!

There are a lot of things to see and do during this three-day festival. You can watch an exciting watermelon parade with lots of dancers in watermelon costumes. There are watermelon sports to play, too! There is a watermelon tug of war, a watermelon race and even watermelon water skiing!

The Chinchilla Melon Festival is a great place to go if you love watermelons and you love mess!



The Battle of the Oranges

is in February or March in Ivrea, Italy, and it's a food festival with a difference!

The preparations for the biggest food fight in Italy begin with around 250,000 kilos of oranges arriving in Ivrea. There are two sides in the Battle of the Oranges. There are the 'good guys', the orange throwers on the streets, and the 'bad guys', the throwers in their carriages. At the end of the festival, everyone is covered in a sticky, orange mess!

This is an event where you must leave your best clothes at home!



2 Check your friend.

The Chinchilla Melon Festival is in Italy.

That's wrong! It is in Australia.

From the cow
to our door!



Time for CLIL 1

← Science

Milk is an important part of our daily diet because it helps us grow strong and healthy. But how does delicious milk get from the cows to our table? Here's a quick photo tour.

3 Read and match the definitions below with the words in yellow in the text.

- 1 the heating of milk and then cooling it to kill bacteria
- 2 put something somewhere and keep it for later use
- 3 large farm buildings where animals stay
- 4 take milk from a cow
- 5 making
- 6 take something to a place

4 Read and answer.

- 1 Why is milk important for people?
- 2 Where do dairy cows live?
- 3 How many hours do they spend eating and sleeping?
- 4 When does a dairy cow start producing milk?
- 5 When do farmers usually milk the dairy cows?
- 6 How long does milk usually stay in the tank?

5 @ Collect information about how your favourite food gets to your table. Make a project or a PowerPoint® presentation. Present it to the class.



1

It all begins with the cows. Dairy cows live in **barns**. They spend 8 hours eating, 8 hours sleeping and 8 hours chewing their food.



2

A dairy cow usually starts **producing** milk at the age of 2. Farmers usually **milk** them twice a day: in the morning (around 6 am*) and in the afternoon (around 5 pm*).



3

Farmers **store** the milk in a special cold place. We call it a tank. The milk stays there for 24 - 48 hours. Then tankers collect the milk and take it to a dairy factory.



4

When the tanker delivers the milk to the dairy factory there are a lot of things to do. First it goes to quality control. Then it is time for **pasteurisation** and more processing. The milk is then ready to go into cartons and bottles.



5

Special lorries **deliver** the cartons and the bottles of milk to the shops. You and your family can now drink it. Enjoy!

*am = midnight to midday
pm = midday to midnight

My Green Passport I

New School Year,
New Green Lifestyle!

Hi, everyone!

Welcome back to school!
I'm **Mr Green** and here are my **tips** for a **Green School Year!**



AT SCHOOL

1) **b)** Have you got things from last year like pens or pencils you can use? Reuse them! You can save money and help the planet.

Do you need new notebooks? Buy some that are **2)** _____.

Take your lunch in a lunch box so you haven't got much rubbish to throw away. Your mum's food is healthier than anything you can buy and you are green at the same time!

AT HOME

3) _____! Turn off your computer or laptop when you are not using them!

Give your old toys and books to others. You can even give your old books to your friends and they can give you theirs.

Have you still got last year's clothes that don't fit anymore? **4)** _____ or use your old clothes to make something else.

TRAVELLING

Try walking or **5)** _____.

Can't walk or cycle because you live far away from your school? Then take the school bus with other pupils!

Going to school by car can be green, too! Ask your mother or father to take your friends with you. **6)** _____!

1 Thinking Cap: Read and complete.

- a) from recycled paper
- b) Check in your room

- c) Don't waste electricity
- d) Give them away

- e) We call this carpooling
- f) cycling to school

2 Match to make sentences.

- 1 We can reuse
- 2 Taking your lunch in a lunch box
- 3 We must turn off
- 4 We can give away
- 5 We can walk or

- a ride our bikes to school.
- b our old books and clothes.
- c is healthier and greener.
- d our computers and save electricity.
- e pens and pencils from last year.

Natural Wonders

3 Read and choose.

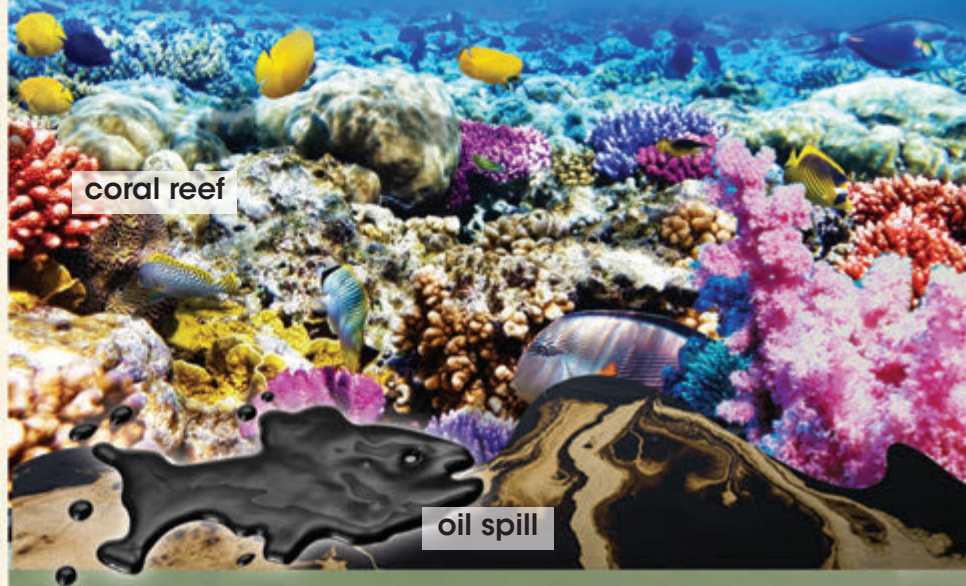
- How long is the Great Barrier Reef?
A 2,300 kilometres
B 230 kilometres
- Why is it a natural wonder?
A It's very long.
B It's got one third of the world's soft coral.
- Why is it disappearing fast?
A There are a lot of fish there.
B People pollute the reef.
- What is the Dead Sea?
A a lake B a sea
- Why is it a natural wonder?
A It's the lowest spot on Earth.
B It hasn't got any salt in it.
- Why is the Dead Sea getting smaller?
A The River Jordan is getting bigger.
B Less water is going into the Dead Sea.

4 @ Find information about another natural wonder. Make a project or a PowerPoint® presentation. Present it to the class.

Think about:

- where it is
- why it is a natural wonder
- problems it faces

The Great Barrier Reef in Australia is one of the world's natural wonders. It is 2,300 kilometres long and it is home to many different kinds of fish and coral. One third of the world's soft coral is there! But the coral reef is disappearing fast. This is happening because of oil spills from ships, overfishing and water pollution. It may be full of life today, but it may be dead tomorrow!



The Dead Sea is a salt lake in the Middle East. It is the lowest spot on Earth. It has got 10 times more salt than seawater, as well as minerals that people use in therapies. But the Dead Sea is getting smaller every year! The Dead Sea gets its water from the River Jordan, but people are using a lot of water from the River Jordan and less water is going into the Dead Sea. Cosmetic companies are also taking away the minerals in the Dead Sea to put in their products.

We must try to protect our natural wonders before it is too late and these beautiful treasures are just a memory!

mineral

The Trumpeter of Kraków

A story from Poland



watchman



tower



cloud

1 Listen and read. How does the old watchman warn the people of Kraków?

1 This is the city of Kraków in Poland many years ago. An old watchman is standing at the top of a tower. Every day, he stands there looking over the city, making sure its people are safe. One day he sees a cloud of dust in the distance. The old watchman is worried. What is it?



2 As the watchman looks closer, he can see that a large army is galloping towards the city. Invaders from the east want to attack the people of Kraków!



3 There is only one thing the watchman can do. He picks up his trumpet immediately and starts to play the warning tune again and again!



4 At first the people of Kraków are puzzled. They don't know why the watchman is playing the warning tune again and again. Suddenly, they realise that someone is attacking their city.



5 The invaders are getting closer and closer to the city. But the Polish archers are ready to fight. The archers line up and the battle begins. The Polish arrows fly through the air! Eventually the invaders turn back. Kraków is safe!





dust



army



gallop



attack



puzzled



battle



archer



arrow

6 Everyone is celebrating, but the old man is not with them.

Where is the watchman?

We must find him. He is a hero!



7 The people find the old watchman but, sadly, he is dead. He is still holding his trumpet, ready to blow one last note.



8 The brave old watchman from Kraków becomes a hero. Hundreds of years later, from the tower in Kraków, every hour a trumpeter plays the tune to remember the Trumpeter of Kraków!



2 Read and put the story in order.

- A The archers line up and protect their city.
- B The people of Kraków understand that someone is attacking their city.
- 1 C The old watchman sees an army galloping towards Kraków.
- D The people of Kraków show respect to the old watchman by playing the tune every hour.
- E He plays the warning tune on his trumpet.
- F The city of Kraków is safe, but the old watchman is dead.

3 Over to you: Tell the class.

- 1 Do you like the story? Why?/Why not?
- 2 What's your favourite part of the story?
- 3 Why should we respect brave people like the old watchman?



Show respect to people who give their lives to save others!

VOCABULARY

1 Read and underline. (20 marks)

- 0 The **musician/fans** cheered when the band walked on stage.
- 1 I always put **crisps/honey** on my yogurt.
- 2 Why are your clothes on the floor, Tim? Please **wash/tidy** your room.
- 3 Do you like the new **lead/stage** singer of the band?
- 4 Where's the **blanket/rope**? I'm really cold.
- 5 Give me your dirty clothes, please. I want to **hang out/do** the laundry.
- 6 Sam plays the **keyboard/drum kit** really well.
- 7 Can you **sweep/mop** the floor? There's milk all over it.
- 8 **Watermelon/Walnut** is my favourite summer fruit.
- 9 I need a **whistle/penknife** to clean the fish.
- 10 The windows are dirty. Can you **do/wash** them?

	20
--	----

2 Read and choose. (10 marks)

- 0 I don't like _____ because it's too noisy.
a heavy metal **b** country music
- 1 I'm very busy. Can you _____ the carpet?
a mow **b** vacuum
- 2 Sue, do you want some _____ for breakfast?
a peas **b** cereal
- 3 Mum, can I cook the dried beans on the _____?
a camp stove **b** cool box
- 4 James, take these plates and _____ the table, please.
a clear **b** set
- 5 I think _____ is very relaxing.
a classical music **b** disco music

	10
--	----

GRAMMAR

3 Read and complete with the right tense. (10 marks)

- 0 Look! Wendy **is cleaning** (clean) the windows!
- 1 _____ (they/dance) at the party yesterday?
- 2 What _____ (he/do) every day?
- 3 Don't go to the park now. It _____ (rain).
- 4 We _____ (not/go) to the rock concert last night.
- 5 Last Saturday, Sheila _____ (write) a rap song.

	10
--	----

4 Read and circle. (5 marks)

- 0 There is **a lot of** / a few honey in the jar.
- 1 Is there **much** / many cola in the glass?
- 2 There is **a little** / a few yogurt in the pot.
- 3 He ran **quick** / quickly to his mum.
- 4 How **much** / many crackers are there?
- 5 There are **a little** / a few crisps in the packet.

	5
--	---

5 Read and complete. Use **must**, **mustn't** or **may**. (5 marks)

- 0 We **mustn't** go near wild animals.
- 1 It _____ rain later so bring an umbrella.
- 2 You _____ have a helmet to go climbing.
- 3 I _____ go on a picnic, but I'm not sure.
- 4 You _____ eat a lot of junk food because it isn't healthy.
- 5 We _____ drop litter at the campsite.

	5
--	---

COMMUNICATION

6 Read and complete. (15 marks)

love collect cook do light too

Alex: I 0) **love** camping!

Julie: Me 1) _____!

Let's get everything ready. We must

2) _____ a campfire.

Alex: Can I 3) _____ the firewood?

Julie: Yes, why not? And we must 4) _____ some food. I'm hungry.

Alex: I can 5) _____ that, too!



15

LISTENING

7 What is their favourite chore? Listen and match. (15 marks)

- | | | |
|---------|----------|------------------------|
| 0 Cindy | <u>D</u> | A hang out the clothes |
| 1 Anna | ___ | B cook a meal |
| 2 Ryan | ___ | C tidy my room |
| 3 Harry | ___ | D water the plants |
| 4 Tina | ___ | E make the beds |
| 5 Mark | ___ | F do the ironing |
| | | G walk the dog |

15

READING AND WRITING

8 Read, choose and complete. (20 marks)

- ~~chores~~ • relax • always • look
 • walk • tidy • because • or
 • get • make • dishes

I help Mum and Dad with the 0) **chores** around the house on Saturdays. I 1) _____ up early, at about seven, and 2) _____ Marley, my dog. Then I 3) _____ my room. I always 4) _____ after my baby brother, so that my mum and dad can do other chores. I usually wash my mum's car, too, but today I'm not washing it 5) _____ it's raining. I'm lucky! At around twelve, it's time for lunch. This is the best part of the day because we 6) _____ pizza. I always put some extra cheese on top! Marley loves it! I 7) _____ give him a slice! Then I wash the 8) _____ and watch TV. In the afternoon, I spend time with my friends and 9) _____! We usually go to the cinema 10) _____ to the park.



20

Total 100

Now I can

- | | | | |
|-------------------------------------|-----|---|-----|
| • talk and write about chores | 😊😊😊 | • talk about different types of music/musical instruments | 😊😊😊 |
| • talk about my daily routine | 😊😊😊 | • talk about preferences | 😊😊😊 |
| • talk about camping | 😊😊😊 | • talk about past events | 😊😊😊 |
| • talk and write about healthy food | 😊😊😊 | • write about a concert | 😊😊😊 |

in English

3 Feel the music

1 Read and complete the sentences. Then write the secret phrase.

- 1 I think  **classical** music is very r o m a n t i c .
A K
- 2 I'd rather listen to  _____ because it's more u _____ .
J F
- 3 _____  is my favourite type of music. It's very e _____ .
L E
- 4 I don't like  _____ music because it's dull and m _____ .
H B
- 5 This  _____ song is very sad and d _____ .
C M
- 6 Do you like  _____ ? I think it's loud and n _____ .
G D I

The secret phrase is ... m
A B C D E F G H I J K L M !

2 Read and complete with the **past simple**.

Elvis Presley 1) **was (be)** a famous American singer. His music was a mixture of country and rhythm and blues. He 2) _____ **(become)** famous with the song 'Heartbreak Hotel' in 1956. Elvis Presley 3) _____ **(have)** an amazing voice and he also played the guitar really well. When he 4) _____ **(perform)** on stage, he was always very energetic. During his concerts, the audience went crazy! They 5) _____ **(dance)** and 6) _____ **(sing)** along with him. Elvis Presley 7) _____ **(make)** over forty albums and 8) _____ **(win)** many different music awards. He also 9) _____ **(appear)** in over thirty films. Today he is known as the 'King of Rock and Roll'.



Presentation Skills I

sample pages from
Smiles 5 Activity Book

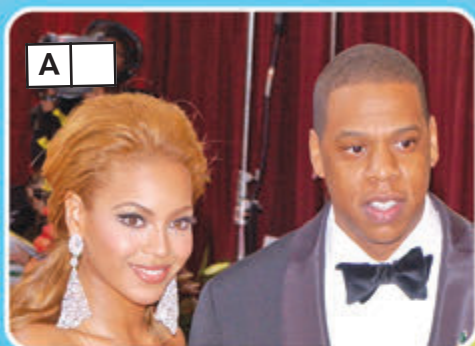
My Favourite type of Music

1  Listen to Jake presenting his favourite type of music and circle the right answer.

- 1 Rap music started over a hundred years ago in ____
a Africa. b America.
- 2 The first big hit was *Rapper's Delight* by ____
a Snoop Dog. b The Sugarhill Gang.
- 3 The *Dougie* and *Hit the Quan* are ____
a rap bands. b rap dances.

2  Listen to Jake's presentation again and match the pictures he is using in his presentation with the sentences below.

- 1 This is a popular rap dance!
- 2 African musicians told stories in rhyme to the beat of a drum.
- 3 During the 80s and 90s, famous rap singers included Snoop Dog, 50 Cent and Eminem.
- 4 Some people say Jay Z is the greatest rapper ever! I really like his wife Beyoncé's music, too.

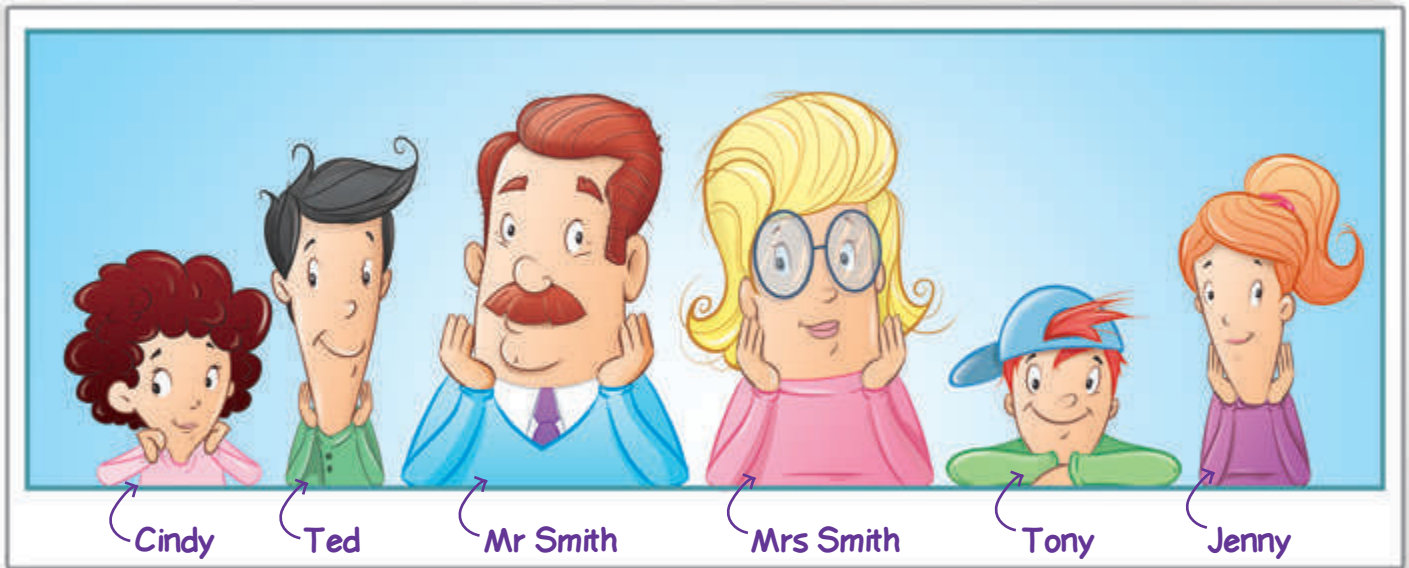




1. TALKING ABOUT HOUSEHOLD CHORES

PUPIL B

This is the Smith family. They all help with the chores.



- Use the following information to answer Pupil A's questions.



- Now ask Pupil A questions to find out who is doing the following chores.

- do the laundry
- do the ironing
- mow the lawn
- make the beds
- hang out the clothes
- water the plants

Pupil B: Who does the laundry?

Pupil A: Mrs Smith.

REMEMBERING NEW WORDS: SYNONYMS AND OPPOSITES



Tip

Learn new words with their **synonyms** (words that have the same meaning) and their **opposites** (words that have the opposite meaning).

1 Read and tick (✓) the synonym.

<p>1 glad</p> <p><input checked="" type="checkbox"/> happy</p> <p><input type="checkbox"/> funny</p> <p><input type="checkbox"/> nice</p>	<p>4 delicious</p> <p><input type="checkbox"/> tasty</p> <p><input type="checkbox"/> crazy</p> <p><input type="checkbox"/> happy</p>
<p>2 giant</p> <p><input type="checkbox"/> short</p> <p><input type="checkbox"/> huge</p> <p><input type="checkbox"/> easy</p>	<p>5 noisy</p> <p><input type="checkbox"/> small</p> <p><input type="checkbox"/> loud</p> <p><input type="checkbox"/> afraid</p>
<p>3 start</p> <p><input type="checkbox"/> win</p> <p><input type="checkbox"/> break</p> <p><input type="checkbox"/> begin</p>	<p>6 crazy</p> <p><input type="checkbox"/> big</p> <p><input type="checkbox"/> angry</p> <p><input type="checkbox"/> mad</p>

3 Rewrite the following email in your notebooks. Replace the **blue** words with their **synonyms** and the **red** words with their **opposites**.

Hi, Karen

I hope you are well. I had a great weekend at my aunt's house. She lives in a **small** town by the sea. It was too **hot** to go swimming, but we found lots to do. We went for **long** walks and ate lots of **delicious** food! My aunt is **young** and she lives on her own so she was **happy** to have some company. She keeps a lot of animals so the house is very **quiet**, but it's great fun. She's got two **giant** cats and a(n) **ugly** kitten as well as three **crazy** dogs and a horse! It's quite **easy** looking after them all!

See you soon,

Love

Mandy



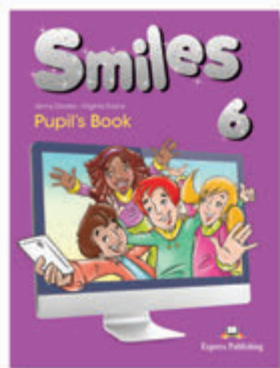
2 Read and match the opposites.

- | | |
|----------|-------------|
| 1 quiet | a difficult |
| 2 cold | b short |
| 3 fast | c noisy |
| 4 long | d ugly |
| 5 easy | e small |
| 6 near | f hot |
| 7 pretty | g young |
| 8 strong | h slow |
| 9 big | i weak |
| 10 old | j far |

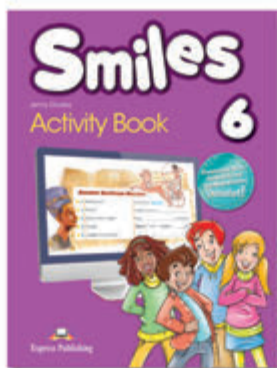
4 Play a synonym/opposite game!



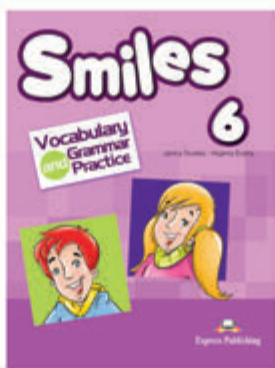
For Pupils



Pupil's Book



Activity Book



Vocabulary & Grammar Practice

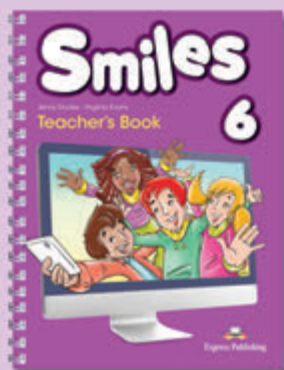


Let's Celebrate! 6



Pupil's Multi-ROM
(Audio CD & DVD)

For Teachers



Teacher's Book
(Interleaved)



Picture Flashcards



Teacher's Multimedia
Resource Pack:

- Class CDs
- DVD
- Resource Pack CD-ROM



Posters &
Cross-Curricular Posters



Smiles

Jenny Dooley

Pupil's Book

6



Express Publishing

Contents

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	Starter Unit (pp. 4-9)	consolidation • object/possessive/indefinite pronouns • prepositions of place, articles
Module 1	1 A happy life (pp. 10-17)	• free-time activities, hobbies • present continuous • present continuous (future meaning) • present simple • infinitive • gerund
	2 A long time ago (pp. 18-25)	• the Vikings • extreme weather and natural disasters • past simple • used to • past continuous • past continuous vs past simple
	3 Mother Nature (pp. 26-33)	• endangered animals • environmental problems • modal verbs (must, may, might, could, have to, should) • will
Our World I (Culture): Zoos in Australia and Japan (p. 34) Time for CLIL I (Natural History): Dangerous Dinosaurs (p. 35) My Green Passport I: Ecotourism, A Danger to Our Lives! (pp. 36-37) Storytime! I: The Town with Lazy People (Value: Hard work is rewarded) (pp. 38-39) Checkpoint 1 (pp. 40-41)		
Module 2	4 Good times (pp. 42-49)	• preparations for an event • experiences • present perfect • present perfect vs past simple
	5 Special days (pp. 50-57)	• food • cooking instructions • be going to • a lot of, a little, a few, much, many
	6 Going places (pp. 58-65)	• places, buildings • things to take with you when exploring • comparisons • as ... as • relative pronouns
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	9 Smart World (pp. 90-97)	• computers • hopes and dreams • reported speech: statements, commands • question tags
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Are you a True Londoner? (pp. 106-107) All About the UK! (pp. 108-116) Glossary (pp. 117-120)		

Skills	Thinking Skills	Phonics/Word-Building
<p>Reading: Diana's favourite things about the UK Speaking: Asking for (personal) information, talking about location/sports Writing: A project about your favourite things in your country</p>	<ul style="list-style-type: none"> • Mathematical thinking • Applying world knowledge 	<p>—</p>
<p>Reading: Jake's new hobby Speaking: Talking about free-time activities and hobbies, fixed future plans, preferences, making suggestions Listening: Multiple matching about celebrities and their hobbies Writing: An email about your favourite day</p>	<ul style="list-style-type: none"> • Recalling information • Creative thinking 	<ul style="list-style-type: none"> • j - g jellyfish jewellery giant gem
<p>Reading: Going on a Viking Day school trip Speaking: Talking about past civilisations, past events Listening: Listening for specific information about the Aztecs Writing: An email about a flood</p>	<ul style="list-style-type: none"> • Applying world knowledge • Developing opinions • Understanding the main idea of a song 	<ul style="list-style-type: none"> • oo - u goose broom hood bull
<p>Reading: The Wonders of Wildlife Speaking: Talking about endangered animals, environmental problems Listening: Listening for specific information about rainforests Writing: A campaign poster for the protection of the rainforests</p>	<ul style="list-style-type: none"> • Applying world knowledge • Understanding the main idea of a text 	<ul style="list-style-type: none"> • Word Gym! making nouns from verbs
<p>Reading: A charity sleepover Speaking: Organising an event, making excuses, talking about experiences Listening: Note checking about things to do for a school bazaar Writing: An email about a school trip</p>	<ul style="list-style-type: none"> • Creative thinking • Logical thinking • Developing opinions 	<ul style="list-style-type: none"> • o - oa cost sock coal gold
<p>Reading: Getting ready for Bonfire Night Speaking: Talking about food, plans and intentions Listening: Multiple matching about organising a surprise birthday party Writing: A recipe</p>	<ul style="list-style-type: none"> • Creative thinking • Interpreting information • Applying world knowledge 	<ul style="list-style-type: none"> • sk - sn - sp ski snail spade
<p>Reading: Andrew's Weird and Wonderful Blog Speaking: Talking about places and buildings, making comparisons, getting ready for an exploration Listening: Multiple matching about a visit to Cape Town Writing: An article about places to visit in your city/town</p>	<ul style="list-style-type: none"> • Making decisions 	<ul style="list-style-type: none"> • Word Gym! making adjectives from nouns
<p>Reading: Watching the "What's The Object?" TV programme Speaking: Talking about what things are made of/used for, inventions and inventors Listening: Multiple matching about Leonardo da Vinci Writing: A biography</p>	<ul style="list-style-type: none"> • Lateral thinking • Applying world knowledge • Developing opinions 	<ul style="list-style-type: none"> • e - a mend apron patch
<p>Reading: The <i>Top Team</i> competition Speaking: Talking about holiday/travelling problems, talking about sports, making wishes Listening: Gap filling about which sports some children would like to do Writing: An email inviting a friend to a sports event</p>	<ul style="list-style-type: none"> • Generating ideas • Interpreting information 	<ul style="list-style-type: none"> • shion - ssion - sion - tion fashion admission mansion exhibition
<p>Reading: The Five Generations of Computers Speaking: Talking about computers, hopes and dreams for the future Listening: Multiple matching about children's hopes and dreams Writing: A blog entry about your hopes and dreams</p>	<ul style="list-style-type: none"> • Evaluating information • Developing opinions 	<ul style="list-style-type: none"> • Word Gym! computer words

3 Mother Nature

1 Match. Then listen and check. Which animals live on land? Which live in water? Which on land and in water? Tell the class.

- | | |
|--------------|------------|
| 1 A bat | 6 whale |
| 2 seal | 7 salmon |
| 3 leopard | 8 wolf |
| 4 chimpanzee | 9 fox |
| 5 turtle | 10 buffalo |



2 **Thinking Cap** In pairs, read and decide.

FUN FACTS!

- _____ are symbols of happiness in China and Japan.
A Bats B Whales
C seals can sleep underwater.
 - Leopards D Seals
_____ can learn sign language and even play computer games!
A Chimpanzees B Seals
 - _____ love to sing.
A Bats B Whales
C Salmon D Leopards
 - _____ are playful. They love balls and often steal them from golf courses.
A Foxes B Wolves
C African D never forget people who have hurt them in the past.
A seals B buffalo
 - _____ like to rest on tree branches during the day.
A Leopards B Buffalo
- A: I think bats are symbols of happiness in China and Japan.
B: So do I./No, I don't think so. I think ...

26 Check your answers online or with your teacher. Were your answers right?

Study spot

We **must** protect endangered animals such as mountain gorillas. (It is our duty.)
Mountain gorillas **may/might/could** become extinct in the future. (It is possible.)
I **believe** the numbers of mountain gorillas **will** rise in the future. (prediction)



3 Read and choose.

- There aren't many pandas left. We _____ protect them.
A must B may
- We _____ visit the zoo tomorrow if the weather is fine.
A could B must
- I'm afraid elephant numbers _____ go down in the future.
A must B will
- He isn't sure what to do. He _____ call the local zoo.
A may B will
- People _____ stop hunting animals for fur. It's cruel!
A must B might
- We _____ never buy things made from endangered animals.
A might B must
- I believe whales _____ disappear because people are overhunting them.
A will B must
- It _____ be an endangered species, but I'm not sure.
A may B will

4 Talking point Listen and read. Then act out similar dialogues.

- Elena: Look at these amazing **Amur leopards**.
Tom: Did you know they may become extinct pretty soon? **There are only seven of them left in the wild.**
Elena: Really? Why's that?
Tom: Because people hunt them for their fur to make coats and carpets.
Elena: That's a shame! Will they disappear forever?
Tom: Let's hope not! It's up to us!



Name: **Green Turtles**
Fact: More than 100,000 are killed every year.
Reason: people kill them to sell their meat and eggs.



Name: **Chimpanzees**
Fact: A hundred years ago, 2 million chimpanzees - today only around 300,000.
Reason: people hunt them for their meat or sell them as pets.

3

5 Here are some important years from the text: 1900, 1922, 1914. What do they refer to? Read quickly and find out. Then listen and read.



The Wonders of Wildlife

The **American buffalo** is a magnificent animal. Native Americans had great respect for buffalo because they needed buffalo meat and fur to survive. Before the 1800s, there were 60 million buffalo running free across the 'Wild West' of the USA. Then, when people from other countries came to settle in the USA, they hunted buffalo by the thousands. By 1900, there were only 300 buffalo left. In other words, they were almost extinct. Fortunately, people realised that they needed to do something to protect the buffalo, and today buffalo numbers are rising!

The **Barbary lion** is another example of an animal almost disappearing. These proud animals once fought with gladiators and are now extinct in the wild. People used to hunt them in Africa and the last lion in the wild was killed in Morocco in 1922. Today you can only see a Barbary lion in a zoo. With our help and protection, they may be brought back to life, like the buffalo, and once again return to the wild where they belong!

For many animals, protection came too late. Martha, the last **passenger pigeon** on Earth, died in a zoo in 1914. Years ago, there were more passenger pigeons on Earth than any other type of bird! The whole sky used to turn dark because there were so many pigeons flying in the air. People killed them for their tasty meat until there were none left to eat! We must all learn our lesson from animals like Martha. Can you imagine a world without whales or chimpanzees, or the many other endangered animals on Earth?

6 Read again and write buffalo, Barbary lions, passenger pigeons.

- Their numbers are increasing today.
- The last one died about 100 years ago.
- There were 60 million running free.
- They once fought with the gladiators.
- They lived in Africa.
- There are none left.

buffalo _____
_____ _____
_____ _____
_____ _____

7 Find a word in the text that ...

- means wonderful.
- means the hair that grow on some animals.
- is the opposite of die.
- means make a place your new home.
- means no longer existing.
- means increasing.
- means man trained to fight.
- means delicious.

8 Thinking Cap Which sentence best summarises the text? Read and choose.

- A Wildlife will always find a way to survive.
B If we don't take care of animals, they will become extinct.

Word Gym!

Making nouns from verbs: reflect - reflection
The sea **reflects** sunlight. He saw his **reflection** in the water.

9 Read and circle.

- We should all work for the **protect / protection** of wild animals.
- Tom wants to **create / creation** some bird houses in his garden.
- It's not enough to say that you love animals. You should take **act / action**!
- They closed the local zoo after the **inspect / inspection**.
- Let's **connect / connection** to social media and find out when the campaign is.
- Mr Park wants to **invert / invention** a machine that can feed pets when they are hungry.

Are you a True Londoner?

UNDERGROUND

1 Could people mistake you for a Londoner or are you just a tourist? Take our quiz to find out!

- What do you call the underground train system?
A the metro B the tube
C the subway
- Famous London taxis are _____
A yellow B blue C black
- In what year was the Great Fire of London?
A 1666 B 1766 C 1616
- Who wrote: "When a man is freed of London, he is freed of life"?
A William Shakespeare
B Oscar Wilde
C Samuel Johnson
- You love Indian food. Which street is full of curry houses?
A Pudding Lane
B Petticoat Lane
C Brick Lane
- King Henry VIII created _____ in 1536 for hunting.
A St James's Park
B Hyde Park
C Regent's Park
- What's your favourite London-based football team?
A Manchester United
B Everton
C Chelsea
- Where do you go to watch the start of the London Marathon?
A Brixton B Blochbeath C Bromley
- What's Camden Lock famous for?
A its markets B its parks C its lakes
- You talk with a London accent. What's it called?
A Brummie B Cockney C Scouse
- You are watching a game of cricket. Where are you?
A of Lord's B of Wembley
C of Wimbledon
- Every year, the Notting Hill Carnival is in _____
A June B July C August
- If you love watching plays, the most famous theatres are _____
A in the London Docklands
B in the West End
C on the Old Kent Road
- The Union Flag flies from Buckingham Palace when the Queen _____
A is not in B is in C is ill
- The most famous toy shop in London is _____
A Hamleys B Harrods C Boots
- What is Piccadilly Circus?
A a park B a square
C a zoo
- Which bridge is over the River Thames?
A London Bridge
B Severn Bridge
C Humber Bridge
- What can you see at the O2 Arena?
A football B concerts
C ice skating
- Which is the tallest building in London?
A Big Ben B Tower 42
C The Shard
- What's the most famous London dish?
A egg and chips B pie and mash
C beans on toast

How did you score? Check your answers with your teacher or online. Then look at the key below.

- 0-6 correct: You're definitely not a Londoner. You should read about or visit this famous city!
- 7-14 correct: Perhaps you've visited London, but you don't know a lot about it!
- 15-20 correct: You either live in London or you are very interested in this colourful city. You can call yourself a true Londoner!

Over to you: In pairs or groups, prepare a quiz about a city in your country. Try it out on another pair/group.



3 ENDANGERED ANIMALS OF BRITAIN

1 Listen and read. Then match to make sentences.

- The red squirrel was _____
 - It is in danger because of _____
 - The grey squirrel came _____
 - The hedgehog's numbers _____
 - A lot of hedgehogs _____
 - The first Day of the Hedgehog was _____
- a have dropped over the past years.
b die on the roads.
c in 2015.
d once everywhere in the UK.
e a disease introduced to the UK by the grey squirrel.
f to the UK over a hundred years ago.



2 Thinking Cap: Red squirrels or Hedgehogs? Read and complete. Check your answers online or with your teacher.

- Red squirrels can be right-handed or left-handed.
- _____ sleep in winter in cold places.
- _____ are called 'The gardeners' friend'.
- _____ are born without hair and teeth.
- _____ can't see very well.
- _____ can hang upside down.
- _____ can find food under a thick layer of snow.
- _____ come out at night and spend the day sleeping.

The UK is home to many wonderful animals, but unfortunately as in most countries, some of them are now on the endangered list.

The red squirrel is a mammal that you could once see everywhere in the UK. Unfortunately, these typically British animals are in danger because of disease. The disease is carried by the grey squirrel, a North American animal introduced to the UK over a hundred years ago. The grey squirrel can survive the disease, but it kills red squirrels.

The hedgehog the UK's favourite wild animal, may disappear altogether. Their numbers have dropped as much as the number of tigers worldwide! What are the main causes of this drop in numbers? The increase in traffic on the roads and the heavy dangerous machines that farmers use. Cars and bigger vehicles could easily kill a little hedgehog. In 2015, the first Day of the Hedgehog took place to make people aware that hedgehogs are endangered and they should be protected.



3 Over to you: Write about an endangered animal in your country. Write about: what type of animal it is, where you can see it, the reasons it is endangered.

BRITISH CHARITIES 4

1 Read and underline. Then listen and check.

One of the most well-known charities **1) in/on** the UK is the **RSPCA**, the Royal Society for the Prevention of Cruelty to Animals. It has fought **2) for/to** protect animals since 1824. It is a popular charity because the UK is a nation of animal lovers and believes that animals should be protected **3) on/at** all times.



The **RSPCA** rescue animals if they have not been treated properly and they also treat sick animals and find homes for them. In the UK it is **4) against/for** the law to be cruel to an animal and people are encouraged to call the RSPCA if they have ever seen this happen.



Keep Britain Tidy is a national charity that has existed **5) since/for** 1955. Its aim is to keep Britain clean and tidy and to encourage people to go green. The charity wants to make people aware **6) from/of** the environment they live in and to stop doing things that make their neighbourhoods look dirty and ugly. These things include throwing rubbish **7) on/at** the streets, writing graffiti on walls and damaging public property such **8) as/like** telephone boxes and bus stops.

2 Complete the sentences using the words below.

well-known protect treat cruel encourage damage

- Harrods is a **well-known** department store in London.
- Students must not _____ school property such as desks and lockers.
- It is _____ to leave your pet on its own for a long time.
- You should wear a helmet to _____ your head when you cycle.
- We should _____ animals with lots of love and care.
- We should _____ children not to be afraid of animals.

3 Over to you: Write about a popular charity in your country. Write about: the name of the charity, when the charity started, who the charity helps and what it does.

Our World I

1 Where are they? Read and write.

- 1 Look at Sue! She's stroking a koala! **Australia Zoo**
- 2 I want to climb the dinosaur skeleton!
- 3 We can get something to eat after the bird show!
- 4 Let's feed the kangaroo!
- 5 Why don't we ride a camel?
- 6 Would you like to take a wombat for a walk?

2 Read and correct the sentences.

Hi, guys! I'm collecting information for a PowerPoint presentation about zoos from around the world. Which zoos do you think are worth a visit? **Only**

Comments

I'm from Queensland, Australia. I believe Australia Zoo is the place to go for a fun day out! You can see over 1,000 different animals. I went last week and I fed a giant tortoise and even took a picture with a huge snake! It was a lot of fun! I also saw real crocodiles and learned about how they live in the wild! It was an unforgettable experience!



Sally

I'm from London, England. I think London Zoo is fantastic! There are over 18,000 different animals to see and lots of things to do! I really loved the Komodo Dragon House! There are only a few thousand Komodo dragons left in the wild, so I'm glad I saw them! You can also get up close with a giant spider! I had the chance to hold one in my hand! It was so cool! London Zoo is well worth a visit!



Harry

I'm from Japan. Yesterday I went to Zoasia, one of Japan's biggest zoos and I felt like I traveled the world! There are different areas where animals from around the world live like they are in the wild. It's almost like their natural habitats! There is a special tunnel where visitors can see polar bears swimming underwater! I also saw a Red Panda - it was so cute! Then I went on a monkey tour! I had so much fun! Zoasia is a great zoo, full of adventure!



Misaki

- Sally took a picture with a gaspardill.
- There are more than 10,000 animals at Australia Zoo.
- Harry enjoyed visiting the Giant Spider House.
- You can hold a snake in your hand at London Zoo.
- At Zoasia, visitors can see pandas swim underwater.
- Misaki went on a Red Panda tour.

snake

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Cover this page after page 34 of the Pupil's Book.



Time for CLIL

Natural History

3 How much do you remember about Spinosaurus and Deinonychus? Read and write **yes** or **no**.



Spinosaurus ...

- was smaller than T. Rex. **no**
- could swim.
- ate other animals.

Deinonychus ...

- could run really fast.
- was huge.
- had spikes on its back.



4 Read and write what the dinosaur names mean.

- | | | |
|--------------------|-------------------|----------------|
| 1 delno = terrible | + nykus = claw | = Deinonychus |
| 2 mikro = small | + cephalo = head | = Microcephalo |
| 3 spino = spine | + saurus = lizard | = Spinosaurus |
| 4 mega = huge | + don = tooth | = Megadon |

1 Deinonychus means 'terrible claw'.

5 Imagine you are a famous scientist who has just discovered a new dinosaur! Draw a picture and write a short description of it.



This is Microcephalo! Microcephalo lived millions of years ago. Microcephalo means 'small head'. It had a very long tail and long spikes on its back. It had really huge sharp claws that it used to rip into other dinosaurs. It had lots of feathers on its head, but it could run really fast!

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Cover this page after page 35 of the Pupil's Book.

Presentation Skills II

Endangered Animals

1 Read and complete Violet's presentation. Then listen and check. How does Violet begin and end her presentation?

- Can I ask you all? So, let's see why? Another reason?
- Did you know? I'll leave you today? To begin with today?



Hello, everyone. 1) **Can I ask you all?** to close your eyes for a minute and picture this: the young ones are playing, climbing, rolling in the mud and having fun, while their mothers relax close by, keeping an eye on them. Where are you? At a playground? No! You're on a mountain in Africa watching a group of amazing mountain gorillas!

Mountain gorillas are wonderful animals, but they could become extinct if we are not careful. There are only about 700 of them left! 2) **Did you know?** I'd like to tell you a few things about these gentle giants. 3) **So, let's see why?** that they were only discovered in 1922! They live in the thick mountain rainforests of Africa, so they are quite well-hidden from the world. Mountain gorillas look scary but really they are very gentle creatures who live together in families and are mostly vegetarian. The family has got a big male leader, called a silverback. The silverback looks after his family and will only become aggressive when he thinks his family is in danger. He's just a good dad!

4) **Another reason?** mountain gorillas might be in danger. Well, there's hunting for one thing. Hunters kill the gorillas for food. They also chop off body parts to sell as souvenirs. That's disgusting! 5) **To begin with today?** the gorillas are in danger is that their homes are disappearing. People are chopping down the trees in the rainforests for land, firewood and houses.

Today, people are working hard to protect mountain gorillas, their forests and their way of life in the mountains. But why is this work so important? 6) **I'll leave you today?** with something to think about. Dian Fossey, the famous scientist who studied mountain gorillas, once said: "The man who kills the animals today is the man who kills the people who get in his way tomorrow."

2 Listen to Violet's presentation again. Answer the questions.

- How many gorillas are there?
- Where do they live?
- Why are they in danger?

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OVER TO YOU



Plan

3 Ask and answer. Use the information below or your own ideas.

Name?	Asian Elephant	Red Wolf	?
How many left?	about 50,000	about 100	?
Interesting facts?	help with logging, vegetarian creatures, live in families	they eat small animals, live in small groups	?
Why endangered?	people hunt them for sport and food, sell tusks, destroy homes	people hunt them, forests where they live getting smaller	?

- A: What's the name of your endangered animal? B: The Asian elephant.

Prepare

4 Read and number. Write 1, 2 or 3.

- Step 1: **Prepare your presentation.** What information are you going to include in the Introduction, Main Body and Conclusion? How are you going to begin and end your presentation? How are you going to present your information?
- Step 2: **Learn about the endangered animal.** Where can you find some information?
- Step 3: **Choose an endangered animal.** What animal is your presentation about?

Practise

- Rehearse your presentation.
- It is a good idea to ask a friend to listen to you. Does he/she have any questions for you?

Present

Present an endangered animal. Don't forget to follow PRESENT on page 73.

THINK

The question is, are we happy to suppose that our grandchildren may never be able to see an elephant except in a picture book?

David Attenborough, scientist



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3. TALKING ABOUT ENVIRONMENTAL PROBLEMS

PUPIL B

You are part of a group that organises the environmental campaign below. Use the information to answer **Pupil A's** questions.

SAVE OUR LAKE!

Help us save our town's lake and the animals that live in it!

Place: Blueville Lake
Date: Saturday 2nd February
Time: 9 am - 5 pm

Planned activities

- take clean-up
- feeding birds
- becoming a member of Adopt-A-Lake
- having a picnic

Pupil A is part of a group that organises an environmental campaign. Ask him/her the questions below to find out information about it.

- What/event? / When? / What/activities?
- Where? / What time/start? /

Pupil B: What is the event?
Pupil A: It's an event to ...

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4. TALKING ABOUT EXPERIENCES

PUPIL B

You are on your summer holiday. Use the email you wrote to your parents below to answer **Pupil A's** questions about it.

Compose

Dear Mum and Dad,

I'm having a great time on grandma and grandpa's farm! I've been here for three days and I've already done a lot of cool things.

I've picked berries in the wild and I've milked a cow! It was so funny! I've also built a tree house with grandpa. Yesterday I caught a butterfly, but then I let it go!

I'm having a lot of fun! I'll see you next week!
 Speak soon!

Pupil A is on his/her summer holiday. Ask him/her the following questions to find out about it.

- Where/you?
- How long/be there?
- What activities/do/so far?
- When/come/home?

Where are you?
 I'm on a school camping trip.

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LET'S PLAY!

START

- 1 What do you like doing in your free time?
- 2 Where did the Vikings use to live?
- 3 MISS A TURN!
- 4 What did you use to do when you were six years old?

- 5 Name two dinosaurs.
- 6 When is Bonfire Night?
- 7 PLAY AGAIN!
- 8 Who invented the telephone?

- 9 Name three food items that start with 's'.
- 10 GO BACK TWO SQUARES!
- 11 Where was Coltejo Castle from?
- 12 Where is the highest skyscraper in the world?

- 13 Name three endangered animals.
- 14 Name three things you need to take with you when you go exploring.
- 15 What are you doing next weekend?
- 16 Who painted *Guernica*?

- 17 Which is your favourite invention?
- 18 Name three individual and two team sports.
- 19 MISS A TURN!
- 20 Name three food items you can peel.

- 21 MISS A TURN!
- 22 Why is the Arctic melting?
- 23 How often are the Olympic Games held?

- 24 Who discovered America?
- 25 Name three green fruit and vegetables.
- 26 GO FORWARD TWO SQUARES!
- 27 What is your dream for the future?

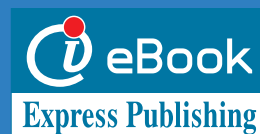
- 28 Name three parts of a computer.
- 29 Where is the Natural History Museum?
- 30 Name three types of extreme weather.
- 31 When is the Notting Hill Carnival?

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Smiles is a series that provides a well-designed learning environment where young learners can work towards developing their competencies in English in a structured yet creative manner. This unique course offers learning tasks, games, songs and chants designed to stimulate the development of young learners and to awaken their natural curiosity to the world around them. The aim of the course is to make learning relevant and to assist young learners in connecting to their inner passions while achieving their full potential.

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