In this unit, I will ...

- name different kinds of entertainment.
- talk about experiences I’ve had in the past.
- learn about a children’s choir in Uganda.
- use the present perfect and the past simple together.
- read and write different kinds of poems.
- have a conversation about my favourite kind of entertainment.
- learn about ways of being creative and original.

Look at Nancy’s photos. Answer the questions.

1. What’s happening in the photos?
2. Which would you like to see or do?

Copy the chart. Complete it with words related to each category.

<table>
<thead>
<tr>
<th>ENTERTAINMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
</tr>
<tr>
<td>guitar</td>
</tr>
</tbody>
</table>

Look and match. Listen, check and repeat. Which things do you listen to, look at, read or watch?

- pop concert
- play
- 3D film
- dance show
- ballet
- sculpture
- art exhibition
- poems
- magazines
- classical music concert
- comedy show
- circus

Listen and do the vocabulary quiz.
5 **Thinking skills** Read the rest of Nancy’s message. Which two things do you think Nancy did?

This year, I went to the Chingley Arts Festival. It was great. I did two activities there. I learnt something new and I won a competition. Can you guess what I did?

6 **Communicate** Imagine you’re at the arts festival. Discuss which activities you’d like to do.

I like writing poetry. Let’s go to the poetry competition.

I prefer painting to writing poetry. Let’s do wall painting.
Lesson 2 Grammar

1 Look at the photo. What are they doing? Read and listen to find out.

Hi, Nancy. That arts festival looks fun. Did you enjoy it?

Yes, I did. And I won first prize in the poetry competition!

Wow! That’s great! 😊

Thanks! I’m really happy. I was so nervous, though. Have you ever been to a poetry competition?

No, I haven’t. But I’ve been to a pop concert. I love singing. Do you?

Yes, I sing in the school choir. Look! Here’s a photo of our concert last week.

I’ve been to a big choir concert. It was amazing.

Lucky you! Do you know about the African Children’s Choir?

No. Are they good?

Yes, they’re brilliant. They started in Uganda. That’s where I was born. I’ll send you some information about them.

That sounds really interesting. Thanks!

2 Read and say true or false. Correct the false sentences.

1 Nancy didn’t win anything in the poetry competition.
False. Nancy won first prize in the poetry competition.

2 Tom sings in a choir at school.

3 Tom doesn’t know about the African Children’s Choir.

4 Nancy was born in London.

3 Look and learn.

Grammar Wall

Present perfect

| I/You/We/They | have/haven’t | been to a play. |
| He/She/It     | has/hasn’t   |

Have

| I/you/we/they | he/she/it   | (ever) been to a play? |

Yes, I/you/we/they have.
No, I/you/we/they haven’t.

Yes, he/she/it has.
No, he/she/it hasn’t.

4 Read and think. Answer.

Think about grammar

To make the present perfect, we use have/has with a past participle.

1 What’s the past participle of go?
2 How do we say the short form of I have been and He has been?

5 Look at the dialogue in Activity 1 again. Answer the questions.

1 What experiences has Tom had?
2 How many examples of the present perfect can you find?

6 Communicate Ask and answer about your experiences.

Have you ever seen live music?

Yes, I have.

Where was it?

It was at a concert in my music school.

What kind of music was it?

It was classical music.

Key learning outcomes: use the present perfect to talk about past experiences

Grammar: present perfect
Before you read

1 Thinking skills: Read and discuss.
   - Have you ever been in a choir?
   - Would you like to be in a choir?
   - What kind of music would you sing?

2 Listen and read: CD2 40

A choir for Africa

This story begins in Uganda, a country in the centre of Africa. It was 1984 and there was a war in Uganda. The people were very poor.

1 One day, Ray Barnett was listening to the radio at home in Canada.
   Thousands of children in Uganda haven’t got enough food. Many of them are dying.

2 Ray went to Uganda to help. One day, he drove a boy to his aunt’s house. The boy sang for the whole journey.
   That’s beautiful!

3 After hearing the boy sing, Ray decided to create a children’s choir.
   Wow! I want people in other countries to hear them.

4 The choir sang at concerts in Canada. People loved their music.
   I’ve seen the choir four times. I’m their biggest fan.

5 Ray helped the people in Uganda to use the money for new homes and new schools.
   Thanks for helping us.

6 There are now about 40 African Children’s Choirs. They’ve won awards and they’ve sung in front of the Queen of England.

After you read:

Go to page 60 in your Activity Book.

Values:
- Ray Barnett wanted people to hear the children sing. Why?
- How did the music make people feel?
- How does music make you feel?

Key learning outcomes:
- read a story with a cultural focus; listen for specific information
- Values: the importance of music in bringing the world together
Lesson 4 Grammar and Pronunciation

1 Listen and read. Act out.

CD3 2

Think about grammar

1 We use the present perfect / past simple to talk about our experiences.
2 But if we say when we did it, we use the present perfect / past simple:
I've been to the circus.
I went to the circus last year.

Listen and read. How is the ‘e’ pronounced in these past participles? Listen again and repeat.

1 eaten 4 given
2 taken 5 ridden
3 written 6 broken

2 Look and learn.

Grammar Wall

Present perfect
regular / irregular verbs

I/You/ We/They
have
tn't
He/She/It
has
hasn’t
Has
he/she/it
(ever) been to the circus?
Yes, he/she/it has.
No, he/she/it hasn’t.

For regular verbs, the past participle is the same as the past simple; we add -ed. But irregular verbs are different:
see – seen
eat – eaten
take – taken
make – made
buy – bought
sing – sung

3 Read and think. Choose.

4 Read the story on page 63 and the dialogue in Activity 1 again. Find examples of the present perfect and the past simple.

5 Listen and read. How is the ‘e’ pronounced in these past participles? Listen again and repeat.

6 Communicate Ask and answer about your experiences.

Have you ever made a cake?
Yes, I have. I made a chocolate cake last week.

Key learning outcomes: identify and practise the weak ‘e’ sound in past participles
Grammar: using the present perfect and the past simple together
Lesson 5 Vocabulary, Listening and Speaking

Look and match. Listen, check and repeat.

- make a sculpture
- play in an orchestra
- act in a play
- make a film
- compose music
- juggle
- write a poem
- create a comic
- paint a portrait
- sing in a choir

Listening tip!
Before you listen, look at the chart and predict the language you are going to hear.

Look at the chart. Listen and say who.

What are the past participles of the verbs in Activity 1? Which ones are irregular?
Listen and check.

Communicate Completa la tabla para ti. Pregúntale y responde para completar la tabla con tus amigos.

Have you ever juggled?
No, I haven’t.

Have you ever been on a plane?
Yes, I have.

Key learning outcomes: identify and say expressions for making entertainment; listen for specific information
Vocabulary: expressions for making art and entertainment
Lesson 6 Reading

Before you read

1 Read and discuss.

• Do you know any poems? • Do you think these sentences about poems are true?

| Poems have got more than one verse. | Poems always rhyme. |
| Poems have always got short lines.  | Poems have got a rhythm. |

2 Match the musical instruments to the verses of the poem.

3 Listen and read the poem. Find the rhyming words. Then read again. Can you tap the rhythm of the poem on the desk?

An Orchestra of One

by Helen Douglas

I like to play the French horn.
Its sound is deep and low.
I take the deepest breath I can
And then I blow and blow.

The violin is easy
When the music’s nice and slow.
But when it’s something faster,
It’s hard work with the bow.

The cello is much bigger.
Double bass is bigger still.
I haven’t learnt to play it yet,
But one day soon I will.

The flute is very pretty
And sounds sweet as can be.
The clarinet is deeper
And sounds quite sad to me.

I love to play the drums.
I bang them really loudly.
I crash the giant cymbals
And twirl the drumsticks proudly.

I could be an orchestra,
An orchestra of one.
I’d run from drum to violin.
Oh, wouldn’t that be fun?

4 Listen again and check the rhythm of the poem. Listen again and repeat.

After you read

5 What do you think?

• Did you like the poem? • What did you like about it? • Which verse did you like the most? Why?

Go to page 63 in your Activity Book.

Key learning outcomes: read a poem for general understanding; scan a poem for specific information; discuss rhyme and rhythm.
**Investigate a text**

1. **Match the words and the definitions.**
   - 1 verse
   - 2 rhythm
   - 3 syllable
   - 4 rhyme
   a part of a word that has got one vowel sound
   b to have the same sound as another word
   c a group of lines that are part of a poem
   d a pattern of repeated sounds

2. **Read about haikus. Then read the two haikus about music. Count and check the number of syllables.**

   A haiku is a style of short poem that comes from Japan. The poem usually describes the writer’s feelings about one thing. There are always three lines in a haiku. The first and third lines have got five syllables and the second line has got seven syllables.

   **The Drum**
   Hit the big bass drum.
   The sound booms around the room.
   Echo – then silence.

   **My Choir**
   I love my school choir.
   When we sing, I feel alive.
   Voices together.

3. **Discuss a text**

   **Read the haikus again. Answer the questions.**
   - 1 Are the lines always complete sentences?
   - 2 Do the lines end with rhyming words?
   - 3 Which line has got the most syllables?
   - 4 Is there a rule for the number of words in a line?

4. **Writing skills: Onomatopoeic words**

   In descriptive writing and poetry, it can be useful to use words that sound like their meaning. These are called onomatopoeic words.

   The sound booms around the room. I bang them really loudly.

5. **Read An Orchestra of One again. Can you find any onomatopoeic words in the poem?**

   **Plan and write two haikus on page 64 in your Activity Book.**

**Key learning outcomes:** identify features of a haiku; identify onomatopoeic words; write two haikus
Lesson 8 Speaking and Self-evaluation

1 Look at the photos. Describe them. What’s Tyler’s favourite kind of entertainment?

2 Listen to the conversation. What does each photo mean for Tyler?

3 Listen again. Complete four questions that Martha asks.
   - What kind …?  • Have you ever …?  • Can you …?  • Where do you …?

4 Prepare a conversation about your favourite kind of entertainment on page 65 in your Activity Book.

   What’s your favourite kind of entertainment?
   - I like music best, do you?
   - I like music, too.

   I like films best, do you?
   - Have you seen it, too?
   - Do you like popcorn, too?
   - How about you?

   Remember to ask questions back when you have a conversation.

5 Reflect on the unit Read and think about your learning. What can you do now?

   Hi, Nancy. Thanks for all your messages. I’ve learnt so much about festivals and I listen to African music a lot now.

   That’s great, Tom!

   I can talk about experiences I’ve had in the past.
   I know where Uganda is and I can understand a story about the African Children’s Choir.

   I can read and write different kinds of poems.
   I can have a conversation about my favourite kind of entertainment.

   Do the Unit Review on page 66 in your Activity Book.

Key learning outcomes: listen to and have a conversation about favourite kinds of entertainment; review learning and reflect on progress in the unit.
Watch the video. Read and answer the questions.

1. Has Max’s dad ever painted a portrait?
2. What did Max’s teachers say they could do?
3. What kind of transport can you see in the chalk picture?
4. Why does Max hope that it doesn’t rain?
5. Which idea does Amy prefer?

Watch the video again. What are these things? What is the connection with the video?

Read, think and answer.

Being creative and original

Don’t just do the first idea that you think of. Try to be original. Read these tips. Can you think of any more?

Tip 1
Think about what other people are going to do. Then do something different!

Tip 2
Look for inspiration to help you. You can speak to people or use the Internet.

Work with a partner. Draw a mind map. What would you do for a school talent day? Look at your map and decide which ideas are original?

I’ve got an idea. Why don’t we do a comedy show?

ideas for a talent day

drawing cartoon portraits

Key learning outcomes: watch and understand a video about art
Ways of thinking: being creative and original
A film script
Write a short film script and perform it for the class.

Share knowledge

1. Read and discuss.
   1. What periods in history do the photos show?
   2. What do you know about these periods?
   3. Have you ever seen a historical film? Which one?
   4. Do you think these films are exciting? Why? / Why not?

Investigate

2. Listen and circle the correct information about life in medieval times on page 68 in your Activity Book.

Digital tip!
Why don’t you use the Internet to find out more information about medieval times?
Read and listen to the film script. What do you think the queen whispers to the peasant?

A poor peasant is walking to the town market. He’s carrying a heavy sack on his back.

Peasant: (worriedly) I need to take this food to the market, but it’s too heavy for me.

We can hear the sound of a horse on the path.

Peasant: (hopefully) I can hear someone. Maybe this person will help me.

A noble approaches on a horse. The peasant bows.

Peasant: (politely) Kind noble, will you help me? This sack is heavy and I must take it to the market. My wife and children are hungry.

Noble: (angrily) Get out of my way, peasant! I’m too important to help you.

The noble rides away and the peasant continues walking. Then he hears another horse.

Peasant: (hopefully) I can hear another horse. Maybe this person is kinder.

The Queen approaches and stops her horse.

Peasant: (excitedly) It’s the Queen!

The peasant bows very low.

Queen: (kindly) What’s the matter, peasant? Why do you look so sad?

Peasant: This sack is very heavy. I must take it to the market. My wife and children are hungry.

Queen: (kindly) I’ll help you, but you must promise me one thing in return.

Peasant: (desperately) Yes, yes. I promise.

Queen: Come closer. No one must hear...

The Queen whispers secretly to the peasant.

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3 Perform your film script for the class.

Some people get nervous when they perform. Help each other to do well.

Cooperative learning

Thank you for saving the country. You’re now a knight.

Thank you, King John.

You’ll live in Sussex Castle.

Read and answer the questions on page 69 in your Activity Book.

Key learning outcomes: write and perform a film script in a group

Language: adverbs of manner: kindly, hopefully, excitedly
1 Present perfect

I/You/We/They | have | been to a pop concert.
He/She/It | has | has/haven’t

Have | I/you/we/they | (ever) sung in a choir?
Has | he/she/it | have/haven’t.

Yes/No, | I/you/we/they | he/she/it | has/haven’t.

Remember that you can also use never with the present perfect for negative sentences: I’ve never been to France.

2 Irregular past participles

Infinitive | Past simple | Past participle
be | was/were | been
eat | ate | eaten
give | gave | given
go | went | been/gone
see | saw | seen
sing | sang | sung
swim | swam | swum
take | took | taken
wear | wore | worn
write | wrote | written

3 Present perfect & past simple

We use the present perfect to talk about our experiences. We use the past simple to talk about specific details of that experience.

Present perfect to ask about experience:
Have you ever seen a tiger?
Past simple to give detail about an experience:
Yes, I have. I saw a tiger at the zoo last year.

Vocabulary

1 Forms of entertainment

- pop concert
- dance show
- art exhibition
- ballet
- concert
- classical music concert
- play
- circus
- comedy show
- magazines
- film
- 3D film
- poems

2 Making art and entertainment

- act in a play
- make a film
- write a poem
- paint a portrait
- compose music
- sing in a choir
- juggle
- create a comic
- make a sculpture
- play in an orchestra

Practise in your Activity Book (page 107).
1 Work in pairs and look at the exam question. Write down five words that are important in the story. Compare your list with another pair. Are they the same?

Look at the three pictures. Write the story shown in the pictures. Write 35 words or more.

Two pupils, David and Milly, have written stories from the pictures. Answer the questions. Which story do you think will get the best mark?

**David’s story**

Jenny is going to the circus with her dad. She is very excited. First of all, she watches the white horses. The women ride the horses. They are very fast. Then they see a funny clown. He asks Jenny to sing a song with him!

**Milly’s story**

On Saturday, it was Isabel’s birthday. She went to the circus with her dad. It was brilliant! Isabel sang with a clown. It was funny and her dad took lots of photos.

1 Who hasn’t written more than 35 words?
2 Who has written their story in the past tense?
3 What adjectives do they use? Who uses the most?
4 Who has made three spelling mistakes?
5 Who writes about all three pictures?
6 Who uses time connectives in their story?

3 Write your version of the story in your notebook. Compare with a friend.

**Exam help**

Q: Do I write the story in the present tense or the past tense?
A: You can use the present or the past tense. Make sure you don’t change your tense in the middle of the story!