

# Academy Stars 5

Workbook



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# Welcome

## Lesson 1 Meet the Academy Stars

### 1 What do you remember? Read and complete.



1 I'm <sup>1</sup> Sophia. I like doing <sup>2</sup> \_\_\_\_\_  
in my free time. I play <sup>3</sup> \_\_\_\_\_ at  
weekends. My favourite subject is <sup>4</sup> \_\_\_\_\_.

2 Hi, I'm <sup>1</sup> \_\_\_\_\_. I live with my mum, my dad and my  
<sup>2</sup> \_\_\_\_\_. I like <sup>3</sup> \_\_\_\_\_ things like models.  
My favourite subjects are <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_.



3 I'm <sup>1</sup> \_\_\_\_\_. I live with my parents and my two  
<sup>2</sup> \_\_\_\_\_. In my free time, I like <sup>3</sup> \_\_\_\_\_.  
My favourite subject is <sup>4</sup> \_\_\_\_\_.

4 Hello, I'm <sup>1</sup> \_\_\_\_\_. I live with my parents and my  
<sup>2</sup> \_\_\_\_\_. My favourite subject is <sup>3</sup> \_\_\_\_\_.  
I play the <sup>4</sup> \_\_\_\_\_ and the <sup>5</sup> \_\_\_\_\_.



### 2 Complete the sentences for you.

My Profile 



- 1 Hi, I'm \_\_\_\_\_.
- 2 I live with \_\_\_\_\_.
- 3 At school my favourite subject is \_\_\_\_\_.
- 4 In my free time I \_\_\_\_\_.
- 5 This year I want to \_\_\_\_\_.



# Lesson 2 Let's review!

1 Write the words in the correct column.

butcher's    horse riding    chef    mountain    fur    wings  
 root    police officer    sailing    stream    photographer    surfing  
 chemist's    stem    feather    bakery    waterfall    petal

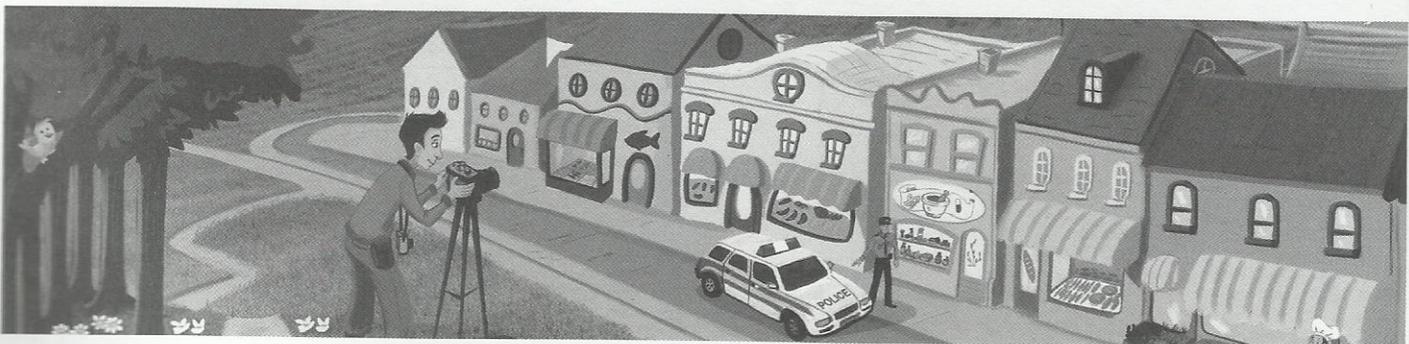
Jobs	Shops	Outdoor sports	Natural features	Parts of an animal	Parts of a plant
	butcher's				

2 Look at the picture on Pupil's Book pages 6-7 for one minute. Then close your book and write **T** (True) or **F** (False).

- 1 There's a waterfall in the mountains. T
- 2 Someone is fishing in the stream. \_\_\_\_\_
- 3 There are some flowers in the grass. \_\_\_\_\_
- 4 A man is taking a photograph of the sea. \_\_\_\_\_
- 5 People are mountain biking and walking in the mountains. \_\_\_\_\_
- 6 People are sailing and surfing in the sea. \_\_\_\_\_
- 7 There isn't a fishmonger's in the village. \_\_\_\_\_
- 8 A chef has bought some vegetables from the greengrocer's. \_\_\_\_\_
- 9 A business woman is looking at her phone. \_\_\_\_\_
- 10 A police officer is driving his car. \_\_\_\_\_

3 Write four more sentences about the picture on Pupil's Book pages 6-7.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_



4 Complete with the verbs in the box. Use the correct form of the past simple.

have go ride find speak get take do say buy

SEND

TO

Hi, Mum!

I'm having a great holiday. Yesterday we <sup>1</sup> went to the beach. We <sup>2</sup> \_\_\_\_\_ lots of activities like swimming and sailing. Then we went mountain biking. We <sup>3</sup> \_\_\_\_\_ our bikes to the top of a hill – the view was fantastic! But I <sup>4</sup> \_\_\_\_\_ a photo because I forgot my camera!

We <sup>5</sup> \_\_\_\_\_ a lovely place to have a picnic.

It started to rain, but we sat under a tree so we <sup>6</sup> \_\_\_\_\_ wet. In the afternoon, we went into the village. We <sup>7</sup> \_\_\_\_\_ some fruit at the greengrocer's and a nice cake at the bakery. It was a great day, we <sup>8</sup> \_\_\_\_\_ lots of fun.

<sup>9</sup> \_\_\_\_\_ you \_\_\_\_\_ to Grandma at the weekend?

What <sup>10</sup> \_\_\_\_\_ she \_\_\_\_\_ about the present I sent her?

See you on Friday!

Jack



5 Circle the correct form to complete the sentences. Add two more sentences.

## Keep safe in the countryside

- 1 It is / isn't important to think about safety when you are in the countryside.
- 2 Don't pick any flowers **which** / **where** you see in the countryside.
- 3 You **should** / **shouldn't** take a map to help you find your way.
- 4 You **must** / **mustn't** eat any plants – they could be dangerous.
- 5 If you decide to **swim** / **swimming** in a river, be careful in the water.
- 6 Don't **leave** / **to leave** any rubbish after a picnic.
- 7 Go to a chemist's to **buy** / **buying** medicine if you feel ill.
- 8 Always close the gate in fields **where** / **who** there are animals.

- 9 \_\_\_\_\_
- 10 \_\_\_\_\_



## 1

## It's an emergency!

## Lesson 1 Vocabulary

## 1 Read and match the words to the correct definition.

- 1 Another word for electricity.
- 2 A large machine that you use to cook food.
- 3 To practise something before you perform it in front of people.
- 4 The word for 1,000,000 – one thousand times one thousand.
- 5 A form of transport that takes people to hospital.
- 6 You use this to make a building warm.
- 7 A source of energy that we use for lights and many machines.
- 8 Something bad that happens that often hurts you.
- 9 To happen, or affect people, with force.
- 10 Feeling uncomfortable and a little stupid.

- a ambulance
- b million
- c hit
- d accident
- e power
- f rehearse
- g embarrassed
- h cooker
- i heating
- j electricity

## 2 Complete the dialogue with the words from Activity 1.

A: Hi, Zoe. Why didn't you call me last night?

B: I'm sorry, there was no <sup>1</sup> electricity and all the lights went out.

A: Oh, no – you had a <sup>2</sup> \_\_\_\_\_ cut!  
Where were you when it <sup>3</sup> \_\_\_\_\_?

B: I was at school. I'm going to play in a concert on Saturday so I had to <sup>4</sup> \_\_\_\_\_.

A: How did you get home?

B: I had to walk. It was scary in the dark. And I saw an <sup>5</sup> \_\_\_\_\_ – a car crashed into a building.

A: Was it serious?

B: No, no one was badly hurt. But an <sup>6</sup> \_\_\_\_\_ took the driver to hospital.

A: Did you get home OK?

B: Yes, but it was really cold. There was no <sup>7</sup> \_\_\_\_\_. And we couldn't make any dinner – the <sup>8</sup> \_\_\_\_\_ stopped working, too.

A: Poor you! What time did the electricity come back on?

B: This morning! A man from the electricity company was on TV. He was really <sup>9</sup> \_\_\_\_\_ about the power cut. More than a <sup>10</sup> \_\_\_\_\_ people had no lights or power all night.



# Lesson 2 Reading comprehension

1 Read the newspaper article on Pupil's Book pages 8–9. Then tick (✓) the correct ending, a or b.

- |                                              |                                              |                                     |
|----------------------------------------------|----------------------------------------------|-------------------------------------|
| 1 Martha had biscuits for dinner because ... | a she didn't like soup.                      | <input type="checkbox"/>            |
|                                              | b her cooker wasn't working.                 | <input checked="" type="checkbox"/> |
| 2 Natasha was scared because ...             | a a woman stopped the train.                 | <input type="checkbox"/>            |
|                                              | b the train had no lights and couldn't move. | <input type="checkbox"/>            |
| 3 Doctors worked very hard because ...       | a there were lots of car accidents.          | <input type="checkbox"/>            |
|                                              | b the ambulances couldn't help people.       | <input type="checkbox"/>            |
| 4 The elephant escaped because ...           | a it was looking for food.                   | <input type="checkbox"/>            |
|                                              | b someone left the gate open.                | <input type="checkbox"/>            |
| 5 The power cut happened because ...         | a an animal broke the power lines.           | <input type="checkbox"/>            |
|                                              | b New York Power cut the power lines.        | <input type="checkbox"/>            |

2 How did they feel during the power cut? Match.

- |           |                           |
|-----------|---------------------------|
| 1 Martha  | a worried about an animal |
| 2 Natasha | b cold and hungry         |
| 3 John    | c very busy               |
| 4 James   | d scared                  |
| 5 Marni   | e embarrassed             |



## Learning to learn

3 Tick (✓) the words that have the same verb and noun form.

- |                                              |                                   |                                   |                                  |                                   |
|----------------------------------------------|-----------------------------------|-----------------------------------|----------------------------------|-----------------------------------|
| 1 escape <input checked="" type="checkbox"/> | 3 answer <input type="checkbox"/> | 5 notice <input type="checkbox"/> | 7 drink <input type="checkbox"/> | 9 sing <input type="checkbox"/>   |
| 2 rehearse <input type="checkbox"/>          | 4 feed <input type="checkbox"/>   | 6 colour <input type="checkbox"/> | 8 heat <input type="checkbox"/>  | 10 break <input type="checkbox"/> |

4 Write the correct noun for the words that are different in Activity 3.

- 1 rehearsal      2 \_\_\_\_\_      3 \_\_\_\_\_      4 \_\_\_\_\_

5 Choose two noun / verb pairs from Activity 3. Write a sentence with each word.

- 1 \_\_\_\_\_  
 \_\_\_\_\_
- 2 \_\_\_\_\_  
 \_\_\_\_\_

## Lesson 3 Grammar

### 1 Underline the verbs. Tick (✓) if the verb form is correct and cross (x) if it isn't.

- I was sitting  in my classroom when the electricity was going off .
- My class was doing  a test when it happened .
- I was working  on the computer when I was losing  my work.
- We did  our English project when Paul shouted , 'Help!'
- Our teacher went  to the library when the lights were coming  back on.
- We had  lunch when there was  another power cut.

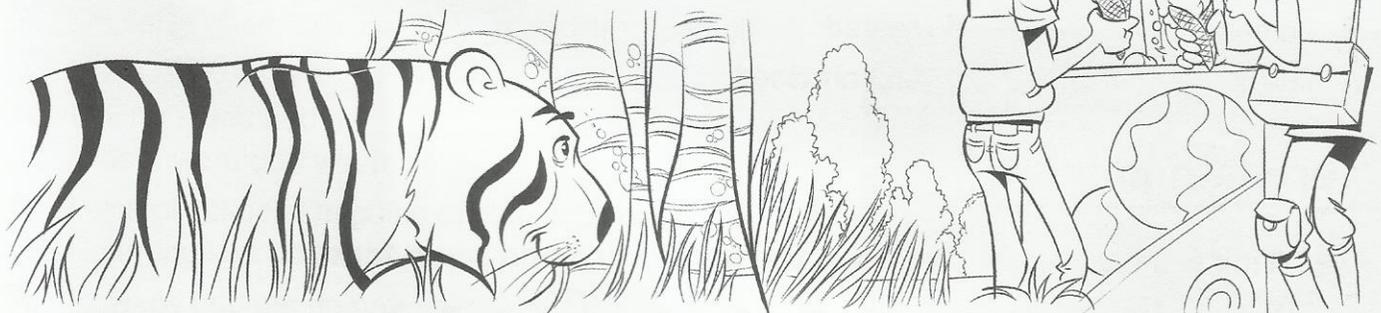
### 2 Complete the text with the correct form of the verbs.

Last night there was a problem at the zoo. The new zookeeper  
 1 was feeding (feed) the tiger when it escaped.

He wasn't watching when the tiger 2 \_\_\_\_\_ (run)  
 away. Some tourists 3 \_\_\_\_\_ (walk) in the

park when they heard a strange noise. They  
 4 \_\_\_\_\_ (buy) ice cream when they saw  
 the tiger. They were phoning the emergency services when a  
 police car 5 \_\_\_\_\_ (arrive). The tiger

6 \_\_\_\_\_ (sleep) under a tree when the police  
 finally caught it. It is now safely back in the zoo.



### 3 What happened after school? Write sentences with *when*.

- go home / see an accident

I was going home when I saw an accident.

- phone police / ambulance arrive

\_\_\_\_\_

- open door / lights come back on

\_\_\_\_\_

- watch TV / power go off again

\_\_\_\_\_

- wash the dishes / water go cold

\_\_\_\_\_

## Lesson 4 Language in use

### 1 Match to make sentences.

- |                                   |                                           |
|-----------------------------------|-------------------------------------------|
| 1 There was a fire drill while we | a realised it was an emergency.           |
| 2 We were singing                 | b the fire started.                       |
| 3 We were walking outside when we | c we were waiting in the playground.      |
| 4 I saw smoke outside             | d were rehearsing for a concert.          |
| 5 I was measuring liquids when    | e while I was doing a science experiment. |
| 6 The fire engine arrived while   | f when we heard the alarm.                |

### 2 Complete the sentences with the correct form of the verbs.

- I was doing (do) gymnastics when the emergency happened (happen).
- The alarm \_\_\_\_\_ (ring) while my friend \_\_\_\_\_ (listen) to music.
- We \_\_\_\_\_ (hear) a fire engine while we \_\_\_\_\_ (leave) the sports centre.
- We \_\_\_\_\_ (not wear) coats when we \_\_\_\_\_ (go) outside.
- The fire fighters \_\_\_\_\_ (arrive) while we \_\_\_\_\_ (wait) in the car park.
- They \_\_\_\_\_ (bring) the last person out of the building while we \_\_\_\_\_ (watch).



### 3 Complete the questions. Then write answers for you.

- What were you doing (you / do) when the fire alarm rang (ring)?  
\_\_\_\_\_
- What \_\_\_\_\_ (your friends / play) when you \_\_\_\_\_ (arrive) at the park?  
\_\_\_\_\_
- What music \_\_\_\_\_ (you / listen) to when your mum \_\_\_\_\_ (come) home?  
\_\_\_\_\_
- What \_\_\_\_\_ (your friend / do) when you \_\_\_\_\_ (phone)?  
\_\_\_\_\_
- What \_\_\_\_\_ (you / write) when the computer \_\_\_\_\_ (stop) working?  
\_\_\_\_\_

# Lesson 5 Exam practice

- 1  Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



### Example

<del>emergency</del>	fire engine	electricity	smoke	safe
ambulance	alarm	fire drill	accident	rescue

On Saturday night there was an emergency at the city zoo. A fire started in the zoo's café. A neighbour phoned the fire brigade at 12 o'clock when the fire  
1 \_\_\_\_\_ rang.

After ten minutes a <sup>2</sup> \_\_\_\_\_ arrived. The animals were making strange noises when the firefighters went into the zoo. It was very dark because there wasn't any <sup>3</sup> \_\_\_\_\_. The firefighters were carrying torches.

They tried to stop the fire and the thick black <sup>4</sup> \_\_\_\_\_. They took water from the small lake in front of the café. Suddenly an elephant appeared. It started to take water from the lake with its trunk and helped the firefighters. Doug Miller, a firefighter, said, 'It was amazing. The elephant started to help us while we were working. It's a hero!'

At 12.30, Fire Officer Mackenzie reported, 'The fire is out now. The kitchen is a mess, but all the animals are <sup>5</sup> \_\_\_\_\_. And we had a little help from an animal friend!'

Now choose the best name for the story:

An accident at the zoo

Animal to the rescue

Fire in the city

## Lesson 6 Working with words

1 Complete the table.

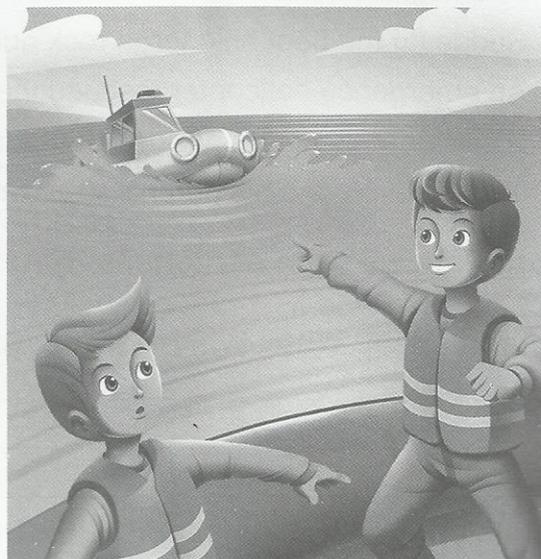
adjectives	used for ...	examples
words ending in <i>-ed</i>	people and how they _____	<u>surprised</u> _____
words ending in <i>-ing</i>	things that cause the _____	<u>frightening</u> _____

2 Complete the text using the correct form of the adjective.

← → <http://www.myblog.com>

I was on a boat trip when suddenly the engine stopped. I was <sup>1</sup> surprised (surprise) but everything seemed to be OK. We were out at sea and it was <sup>2</sup> \_\_\_\_\_ (excite). But after a few minutes I felt a bit <sup>3</sup> \_\_\_\_\_ (worry) that there was a problem.

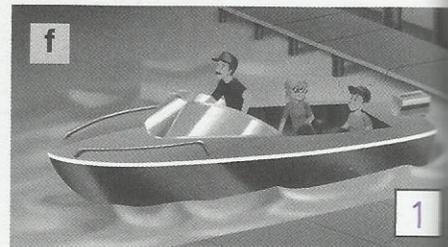
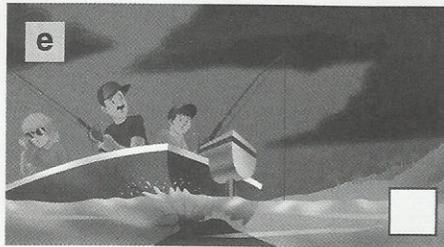
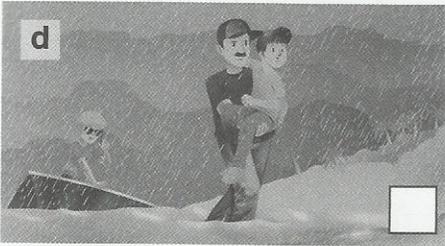
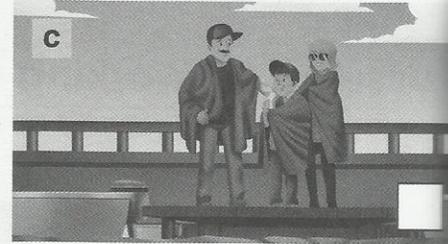
Suddenly, someone screamed. It was <sup>4</sup> \_\_\_\_\_ (terrify). The children in the boat were <sup>5</sup> \_\_\_\_\_ (frighten) and started to cry. Then the captain said, 'Get into the lifeboat, please.' His face was red and he looked very <sup>6</sup> \_\_\_\_\_ (embarrass). The rescue boat arrived and after 20 minutes we were back on land!



**Lesson 6 Writing**

**Prepare to write**

1 Look at the pictures. Number them in order to tell the story.



2 Which part of a newspaper article about the story are these sentences from? Write *I* (introduction), *M* (main body) or *C* (conclusion).

- 1 The weather changed suddenly while they were sailing towards an island.
- 2 A family is safe after a sailing accident yesterday.
- 3 Suddenly the boat hit a large rock and started to sink.
- 4 An emergency helicopter rescued them from the island.
- 5 'They were lucky the accident happened near the island,' said the helicopter pilot.
- 6 Jack Robson and his parents were on a boat trip when an accident happened.

*M*

3 Complete with the sentences in Activity 2. Add one more sentence to each section.

**Introduction: Who? Where? What were they doing?**

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**Main body: What happened? How did they feel?**

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**Conclusion: How did it end? What did people say?**

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# Lesson 7 Functional language

## 1 Complete the sentences.

explained      whispered      shouted  
screamed      ~~said~~      asked

- 1 'I'm a bit cold and tired,' she said.
- 2 'Are you wearing your life jacket?' the teacher \_\_\_\_\_.
- 3 'Aaagh!' he \_\_\_\_\_ when he saw the shark.
- 4 He \_\_\_\_\_ that a rescue helicopter was coming to save them.
- 5 'Help!' they \_\_\_\_\_ when they saw the helicopter.
- 6 She couldn't speak so she \_\_\_\_\_ her name quietly.



## Check-up challenge

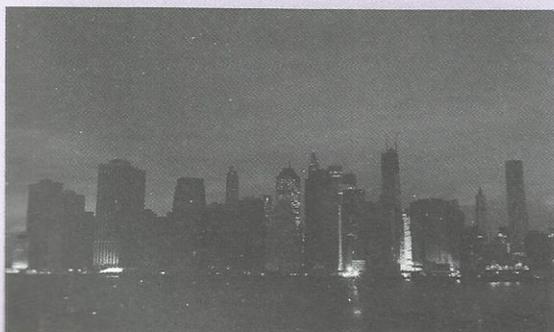
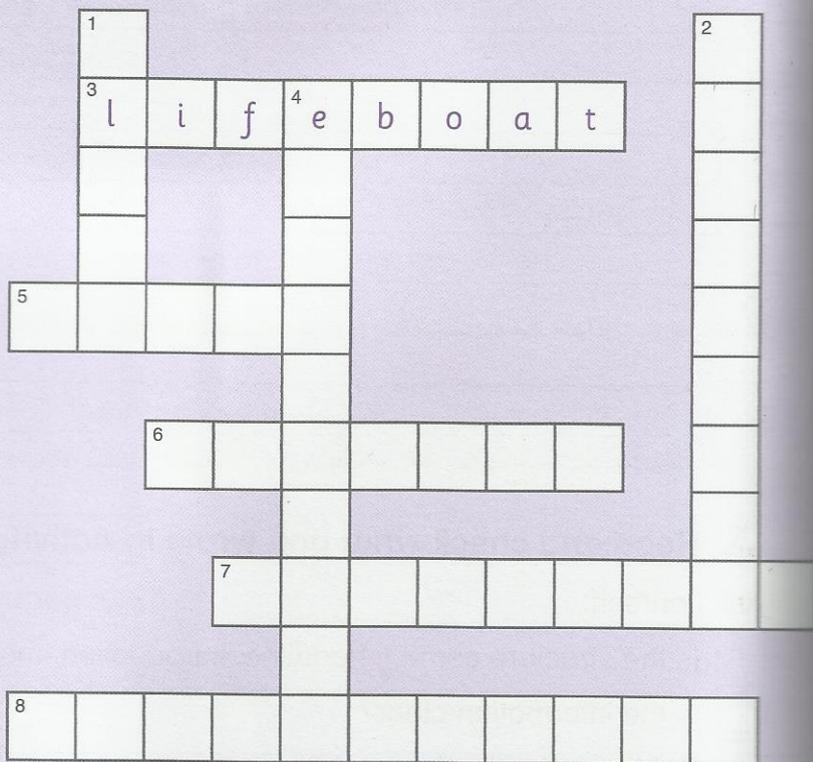
### 1 Complete the puzzle.

#### Across

- 3 A small boat for emergencies.
- 5 You see this when there is a fire.
- 6 To talk very, very quietly.
- 7 Feeling really scared.
- 8 Televisions need this to work.

#### Down

- 1 You hear this in a fire drill.
- 2 This takes people to hospital.
- 4 You can do this in a science lesson.



## 2 Complete with the correct tense of the verbs.

I saw a bad traffic accident yesterday while I <sup>1</sup> was going (go) to school.

I <sup>2</sup> \_\_\_\_\_ (walk) along the High Street when I <sup>3</sup> \_\_\_\_\_ (hear) a loud noise.

Then someone said, 'That car crashed into a bus while it <sup>4</sup> \_\_\_\_\_ (turn) the corner!'

It was a real emergency. People <sup>5</sup> \_\_\_\_\_ (get) off the bus quickly when a fire engine

<sup>6</sup> \_\_\_\_\_ (arrive). The firefighters stopped the fire in a few minutes and everyone was safe.

An ambulance <sup>7</sup> \_\_\_\_\_ (come) while they <sup>8</sup> \_\_\_\_\_ (fight) the fire. It took two people

to hospital. A reporter came to write about it. 'What <sup>9</sup> \_\_\_\_\_ you \_\_\_\_\_ (do) when

the accident happened?' she asked me. 'I <sup>10</sup> \_\_\_\_\_ (wait) to cross the road,' I answered.

## 3 What a terrible day! Write sentences with *when* or *while*.

1 I / have / English lesson // fire alarm / ring

I was having an English lesson when  
the fire alarm rang.

2 electricity / go off // I / work / in / library

\_\_\_\_\_

3 I / make dinner // fire / start

\_\_\_\_\_

4 I / fall over // I / play / outside

\_\_\_\_\_

5 my mum / broke / leg // she / go / downstairs

\_\_\_\_\_



## What I can do!

### 1 Put a tick (✓) or a cross (x).

understand facts in a newspaper article

use adjectives with *-ing* and *-ed*

talk about interrupted past activities

write a newspaper article from notes

talk about emergency situations

identify and express feelings

### 2 My unit progress

1 My favourite activity: \_\_\_\_\_

2 Something I did well: \_\_\_\_\_

3 Something I could improve: \_\_\_\_\_

# 2 Life in the past

## Lesson 1 Vocabulary

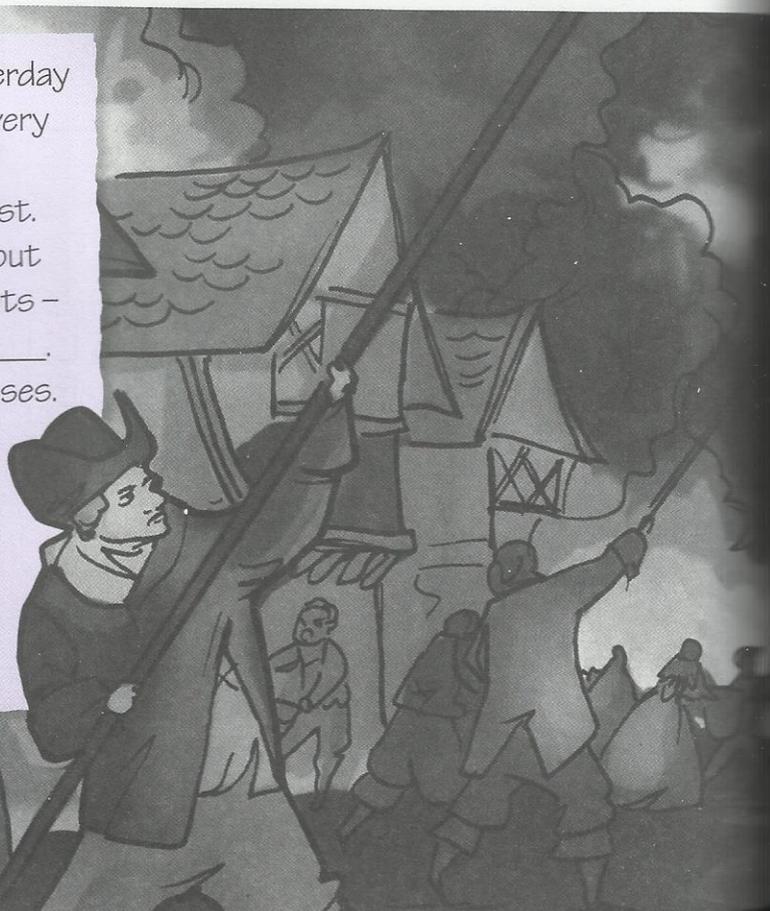
- 1  Look and read. Choose the correct words and write them on the lines. There is one example.

build	burn down	bury	dig	freezing
office	<del>portrait</del>	possession	servant	soldier

- 1 A picture or painting of a person. portrait
- 2 Very, very cold. \_\_\_\_\_
- 3 Someone who works for another person in their house. \_\_\_\_\_
- 4 To put something in the ground and cover it. \_\_\_\_\_
- 5 A building or room where people work. \_\_\_\_\_
- 6 A person who works in the army. \_\_\_\_\_
- 7 Something that is yours – it belongs to you. \_\_\_\_\_
- 8 To make something by putting parts or materials together. \_\_\_\_\_
- 9 To use a tool to make a hole in the ground. \_\_\_\_\_
- 10 To be destroyed by fire. \_\_\_\_\_

- 2 Complete the text with the words from Activity 1.

I am a <sup>1</sup> soldier in the King's army. Yesterday I woke up early in the morning. The weather was very cold – it was <sup>2</sup> \_\_\_\_\_ outside. I got up and called my <sup>3</sup> \_\_\_\_\_ to bring breakfast. Suddenly I heard someone shout, 'Fire!'. I looked out of the window. There was a huge fire in the streets – the houses near us were going to <sup>4</sup> \_\_\_\_\_. Soon we may need to <sup>5</sup> \_\_\_\_\_ new houses. I went to my <sup>6</sup> \_\_\_\_\_ and found my favourite <sup>7</sup> \_\_\_\_\_. It was a small <sup>8</sup> \_\_\_\_\_ of my wife. I went outside to the garden to <sup>9</sup> \_\_\_\_\_ a hole. I had to <sup>10</sup> \_\_\_\_\_ the portrait to save it from the fire.



## Lesson 2 Reading comprehension

1 Read the diary on Pupil's Book pages 22–23. Write *T* (True) or *F* (False).

- 1 Samuel Pepys bought a watch to tell the time.
- 2 He got to work quickly on 16th March.
- 3 Elisabeth had her own teeth.
- 4 It took a long time to paint a portrait.
- 5 The Great Fire of London started on 2nd September.
- 6 It destroyed houses built of stone.

T  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2 Complete the sentences with your own words.

- 1 Samuel was wearing three jackets because \_\_\_\_\_.
- 2 He knew what time it was when he heard \_\_\_\_\_.
- 3 After he bought a pair of glasses he felt \_\_\_\_\_.
- 4 The servants woke him up early because \_\_\_\_\_.
- 5 He went to speak to the King because \_\_\_\_\_.
- 6 He hid his most expensive possession \_\_\_\_\_.

### Working with words

3 Make nouns from the verbs in the box. Write the words in the correct column.

act      build      direct      invent      paint      sail      teach      sing

-er	-or
_____	actor
_____	_____
_____	_____
_____	_____

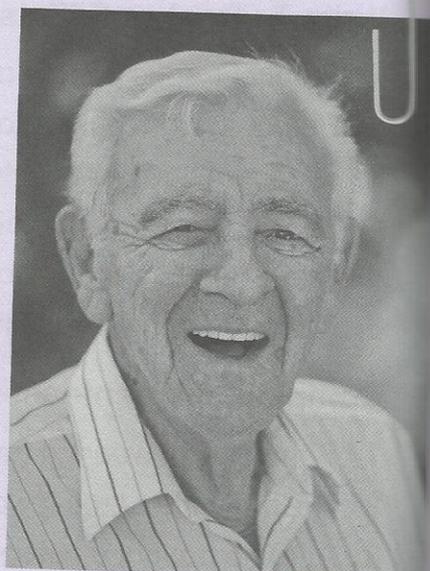
4 Complete the sentences with the correct form of the words in Activity 3.

- 1 My friend wants to be an actor. I'm going to watch her act in our school play.
- 2 My uncle is a \_\_\_\_\_. He \_\_\_\_\_ around the Caribbean last summer.
- 3 Thomas Edison \_\_\_\_\_ the light bulb. He's my favourite \_\_\_\_\_.
- 4 Jane's grandfather \_\_\_\_\_ their family home. He used to be a \_\_\_\_\_.
- 5 Steven Spielberg is a famous \_\_\_\_\_. He \_\_\_\_\_ the *Indiana Jones* films.

## Lesson 3 Grammar

### 1 Read and circle the correct form.

This is my great grandfather. Life was very different when he was young. He <sup>1</sup> **used to** / **didn't use to** work in an office in the city. Travelling to the city was difficult. People <sup>2</sup> **used to** / **didn't use to** have cars so they <sup>3</sup> **used to** / **didn't use to** walk a long way. My great grandmother <sup>4</sup> **used to** / **didn't use to** work in the city, she stayed at home every day. She <sup>5</sup> **used to** / **didn't use to** cook and clean, and she <sup>6</sup> **used to** / **didn't use to** make a fire every morning because it was so cold. There wasn't any electricity so people <sup>7</sup> **used to** / **didn't use to** watch TV. In the evenings, my great grandfather <sup>8</sup> **used to** / **didn't use to** light candles to read.



### 2 Write about you when you were four years old. Use *used to* or *didn't use to*.

- 1 I \_\_\_\_\_ go to school.
- 2 I \_\_\_\_\_ go to bed early.
- 3 I \_\_\_\_\_ read books.
- 4 I \_\_\_\_\_ play computer games.
- 5 I \_\_\_\_\_ speak English.
- 6 I \_\_\_\_\_ have a favourite toy.



### 3 Imagine your country 200 years ago. Write about what people used to / didn't used to do. Use the topics below or your own ideas.

travel

servants

electricity

candles

computers

Life in my country 200 years ago was very different.

People didn't use to travel by bus or car.

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## Lesson 4 Language in use

**Unscramble the questions about when you were five. Then answer for you.**

- 1 English / Did / you / speak / use / to ? Did you use to speak English?
- 2 play / What / use / games / to / you / did ? \_\_\_\_\_
- 3 pet / use / have / Did / to / you / a ? \_\_\_\_\_
- 4 bed / What / did / to / go / time / use / to / you ? \_\_\_\_\_

**Write questions with the prompts to complete the dialogue.**

- A: <sup>1</sup> Where / live? Where did you use to live?
- B: I used to live in a cottage near the beach.
- A: <sup>2</sup> have / servants? \_\_\_\_\_
- B: No, we didn't. I used to help with the chores.
- A: <sup>3</sup> What / chores / do? \_\_\_\_\_
- B: I used to dust and vacuum the carpets.
- A: <sup>4</sup> go / to school? \_\_\_\_\_
- B: Yes, I used to go to the village school.
- A: <sup>5</sup> What / study? \_\_\_\_\_
- B: We used to study maths, history ... all the subjects that you study!
- A: <sup>6</sup> go out / with friends? \_\_\_\_\_
- B: Yes, I did. We used to go to the cinema.

**Write questions to go with the answers.**

- 1 Did you use to have hot water?  
No, I didn't. There wasn't any hot water in my house.
- 2 \_\_\_\_\_  
I used to read or sew in the evenings.
- 3 \_\_\_\_\_  
I used to walk to school.
- 4 \_\_\_\_\_  
Yes, I did. I used to play outside every day.
- 5 \_\_\_\_\_  
I used to play tennis.



## Lesson 5 Exam practice

- 1  Kim is visiting an old school today. She is asking the guide questions about the classroom. What does the guide say?

Read the conversation and choose the best answer on page 23. Write a letter (A–H) for each answer.

You do not need to use all the letters. There is one example.

### Example

Kim: How many pupils were there?

Guide: \_\_\_\_\_ B \_\_\_\_\_

### Questions

**Guide:** Welcome to our old-time classroom. I'm your guide for today. You can see there was only one classroom for all the pupils.

- 1 **Kim:** Where did the pupils use to live?

**Guide:** \_\_\_\_\_

- 2 **Kim:** There are no computers! How did they use to write?

**Guide:** \_\_\_\_\_

- 3 **Kim:** Did they use to have electricity?

**Guide:** \_\_\_\_\_

- 4 **Kim:** Did they use to have heating?

**Guide:** \_\_\_\_\_

- 5 **Kim:** What sports did they use to do?

**Guide:** \_\_\_\_\_

**Kim:** Wow! School was very different in those days.

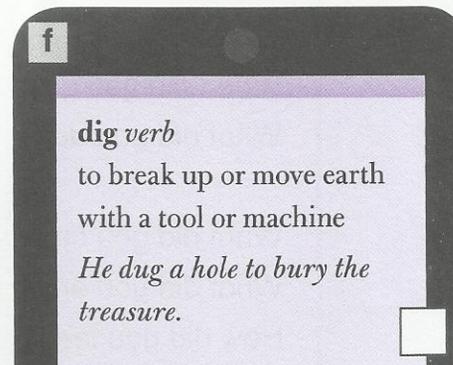
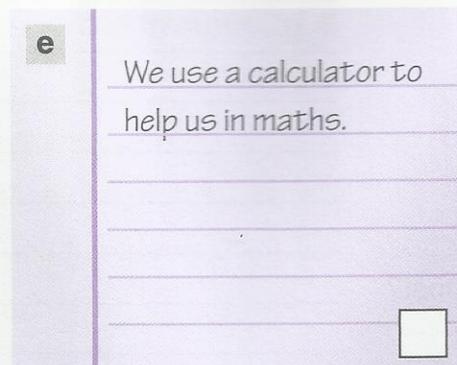
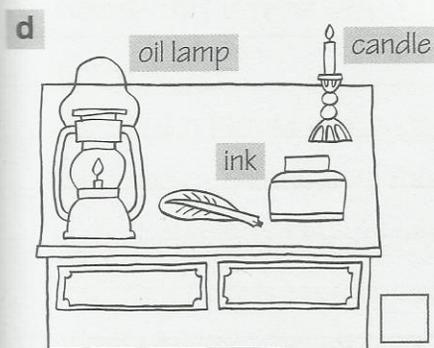
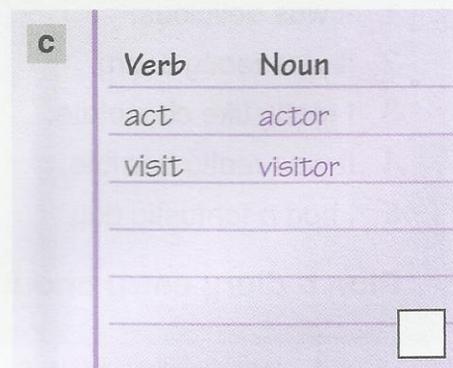
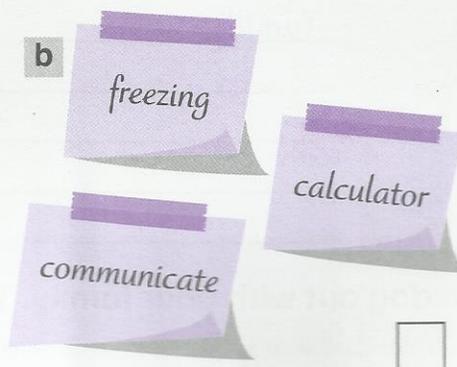
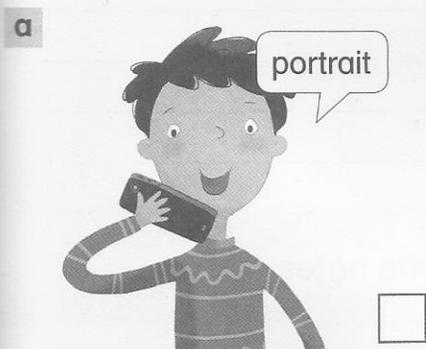


- A They used to use pen and ink.
- B There used to be about 30 pupils at the school. **(example)**
- C They used to do gymnastics.
- D They didn't use to have a computer.
- E They lived in villages near the school.
- F Yes, they did. There was only one fire so it was freezing.
- G They didn't use to study.
- H No, they didn't. They used to use oil lamps.

## Lesson 6 Learning to learn

**E** Match the strategies for memorising vocabulary to the pictures.

- 1 Write the words on labels. Stick them in different places around your home.   b
- 2 Record the words on your phone, play them back and repeat. —
- 3 Write sentences or definitions with the words. —
- 4 Draw a picture or diagram in your notebook and add labels. —
- 5 Use colour coding for different kinds of words, e.g. nouns, adjectives. —
- 6 Create a mini-dictionary on your phone or computer. Organise by topic. —



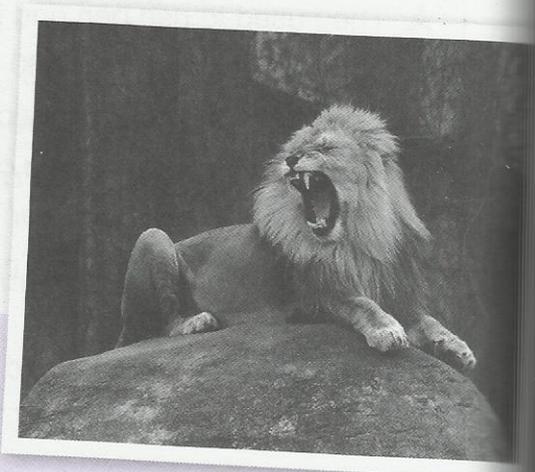
**E** Tick (✓) the strategies you use. Then choose a new strategy to try out.

# Lesson 6 Writing

## Prepare to write

1 Complete the diary entry with the words in the box.

BEST	Aaargh!!!	LOVE	Yum!!!
toot, toot!	yuck!	eeet!	AWESOME



Sunday, 8th May

Today was really <sup>1</sup> cool! I went to an adventure park with my family. There were lots of amazing animals.

We watched the lions and one of them roared at me - <sup>2</sup> \_\_\_\_\_ - it was really scary!

After that, we explored the Adventure Castle - it was <sup>3</sup> \_\_\_\_\_. Then we took a train round the lake - <sup>4</sup> \_\_\_\_\_. I took a photo of a crocodile with its mouth open - <sup>5</sup> \_\_\_\_\_

On the way home we stopped for ice cream. I <sup>6</sup> \_\_\_\_\_ ice cream! I had strawberry flavour. <sup>7</sup> \_\_\_\_\_ It was the <sup>8</sup> \_\_\_\_\_ day out ever!

2 How could you write sentences 1-5 in a diary? Use your own ideas or the ones in Activity 1.

1 It was delicious.

Yum!!!

2 It was really scary.

3 I really like chocolate.

4 It was really horrible.

5 I had a fantastic day.

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3 Plan a diary entry about a day out with your family. Write notes.

Where did you go?

Who with?

When did you go?

What did you do?

What did you see?

What did you enjoy most?

How did you feel?

What did you think about

your day?

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# Lesson 7 Functional language

## 1 Complete the dialogue with phrases from the box.

I'm going to talk about      in those days      Could you repeat      ~~Welcome to~~  
 Another interesting thing      Can I check something      What do you mean by

**A:** 1 Welcome to the History Project.  
 Today 2 \_\_\_\_\_ transport  
 in our town 100 years ago. It was very different  
 3 \_\_\_\_\_. In 1900, horses were  
 the main form of transport.

**B:** 4 \_\_\_\_\_ that, please?

**A:** Of course. Horses were the main form of transport.  
 They used to pull almost every vehicle.

**B:** 5 \_\_\_\_\_ 'pull every vehicle'?

**A:** A vehicle is a type of transport. Horses used to pull  
 most of them, including buses. 6 \_\_\_\_\_ is that most people couldn't  
 use public transport because it was very expensive. They used to walk to work every day.

**B:** 7 \_\_\_\_\_, please? Were there trains in 1900?

**A:** Yes, there were. There were steam trains for travelling long distances.



## Check-up challenge

### 1 Write the words in the correct column.

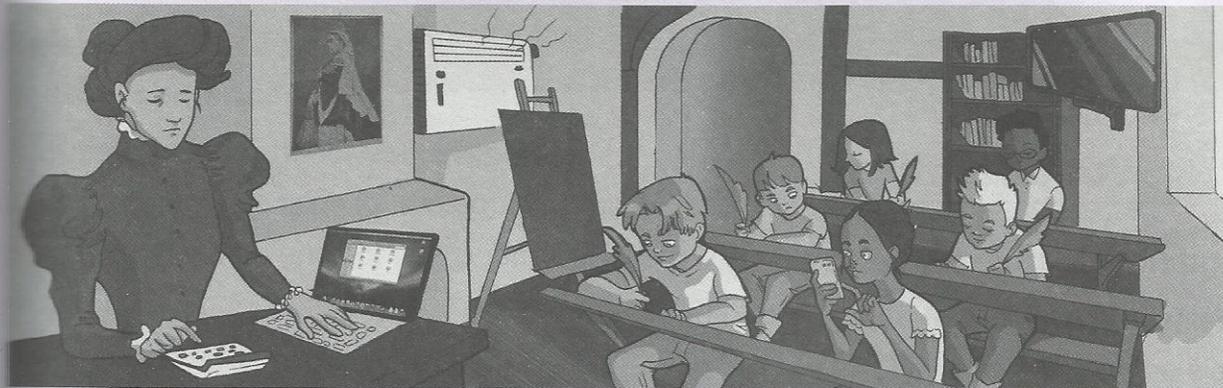
verbs	people	things
_____	_____	ink
_____	_____	_____
_____	_____	_____

ink      servant      guide ✓  
 build      carpet      soldier  
 burn down      dig      portrait

### 2 Unscramble the words to complete the sentences.

- Samuel Pepys worked in an **fiecof** office.
- To learn about the past, we study **yorstih** \_\_\_\_\_.
- My mobile phone is my favourite **nissosspeo** \_\_\_\_\_.
- It snowed last night so this morning it's **zegrifen** \_\_\_\_\_.
- A small house in the country is called a **togcate** \_\_\_\_\_.
- We use email and text messages to **camutciemon** \_\_\_\_\_.
- If you can't do maths in your head, use a **talucoclar** \_\_\_\_\_.
- Life is very different in the 21st **ryncuet** \_\_\_\_\_.

Find six mistakes in the picture and write sentences.



- 1 Students didn't use to have mobile phones.
- 2 They \_\_\_\_\_
- 3 Teachers \_\_\_\_\_
- 4 They \_\_\_\_\_
- 5 Classrooms \_\_\_\_\_
- 6 They \_\_\_\_\_

Number the dialogue in order. Then complete with the correct form of *use to*.

- a We \_\_\_\_\_ play in the woods and ride our bikes. \_\_\_\_\_
- b No, we didn't! We \_\_\_\_\_ have them in those days! \_\_\_\_\_
- c That's nice. What \_\_\_\_\_ you \_\_\_\_\_ do there? \_\_\_\_\_
- d About two kilometres. We went to a farm to buy eggs. \_\_\_\_\_
- e I \_\_\_\_\_ visit my grandma. She lived in the countryside. 2
- f How far \_\_\_\_\_ you \_\_\_\_\_ cycle? \_\_\_\_\_
- g What did you use to do at the weekend? 1
- h \_\_\_\_\_ you \_\_\_\_\_ play computer games? \_\_\_\_\_

## What I can do!

1 Put a tick (✓) or a cross (x).

- |                                      |                          |                                     |                          |
|--------------------------------------|--------------------------|-------------------------------------|--------------------------|
| infer meaning from a text            | <input type="checkbox"/> | make nouns from verbs               | <input type="checkbox"/> |
| ask and answer about past situations | <input type="checkbox"/> | write a diary entry                 | <input type="checkbox"/> |
| describe past habits and situations  | <input type="checkbox"/> | give a talk and clarify information | <input type="checkbox"/> |

2 My unit progress

- 1 My favourite activity: \_\_\_\_\_
- 2 Something I did well: \_\_\_\_\_
- 3 Something I could improve: \_\_\_\_\_

## 3

## Adventure time

## Lesson 1 Vocabulary

## 1 Read and unscramble the words.

- 1 Canoeing is similar to **agikakny** kayaking.
- 2 There's an amazing **wiev** \_\_\_\_\_ from the top of this building.
- 3 You can go **insigk** \_\_\_\_\_ in the mountains when there is enough snow.
- 4 To use a canoe or a kayak you need a **dalepd** \_\_\_\_\_.
- 5 You can take a trip into the air in a **toh-rai lobonal** \_\_\_\_\_.
- 6 Be careful in the balloon because the **aefml** \_\_\_\_\_ is very hot.
- 7 You need to listen carefully when the **ctsnrrituo** \_\_\_\_\_ tells you what to do.
- 8 Canada has all kinds of **esrceyn** \_\_\_\_\_ – sea, mountains, lakes and forests.
- 9 You can see different types of **lilwedif** \_\_\_\_\_, including brown bears.
- 10 I took lots of photos of the amazing **delsapnac** \_\_\_\_\_.

## 2 Complete Adam's blog with the words from Activity 1.

4th June

Hi, there! I'm Adam. I'm doing something I've never done before – I'm flying in a <sup>1</sup> hot-air balloon. It's really hot 😞 inside because of the <sup>2</sup> \_\_\_\_\_. But the <sup>3</sup> \_\_\_\_\_ from up here is amazing. You can see for miles – it's a beautiful <sup>4</sup> \_\_\_\_\_.

9th June

Today I was on the river. I've never been <sup>5</sup> \_\_\_\_\_ before. A kayak is smaller than a canoe and the <sup>6</sup> \_\_\_\_\_ is different. We practised in the morning with the <sup>7</sup> \_\_\_\_\_ at the kayak school. Then in the afternoon we travelled down the river. The <sup>8</sup> \_\_\_\_\_ was awesome, it's very colourful at this time of year.

16th June

Now I'm in the west in the Rocky Mountains. There's lots of snow and today I went <sup>9</sup> \_\_\_\_\_ for the first time. Tomorrow I'm going up to Jasper National Park to see all the <sup>10</sup> \_\_\_\_\_. Maybe I'll see a bear!

## Lesson 2 Reading comprehension

1 Read Emma's blog on Pupil's Book pages 34–35. Then find and correct the mistake in each sentence.

- 1 Emma's blog is about ~~Vancouver~~. Canada
- 2 Emma tried kayaking for the second time in June. \_\_\_\_\_
- 3 A canoe paddle has got two blades. \_\_\_\_\_
- 4 People fly hot-air balloons when the wind is calm. \_\_\_\_\_
- 5 Emma went for a hot-air balloon ride in the evening. \_\_\_\_\_
- 6 They did the Edge Walk around the city. \_\_\_\_\_
- 7 They were 553 metres above the ground. \_\_\_\_\_
- 8 Emma's dad showed them how to do the Edge Walk. \_\_\_\_\_

2 Circle the best answer to complete each sentence.

- 1 Emma thinks Vancouver is great because of the scenery / the city life.
- 2 She thinks skiing is **dangerous** / **exciting**.
- 3 She spent three hours **on the river** / **at kayak school**.
- 4 She thinks hot-air balloons are **quiet and cool** / **hot and noisy**.
- 5 She thought the Edge Walk was **difficult but fun** / **scary but exciting**.
- 6 Emma's blog shows that she likes **adventures** / **sports**.

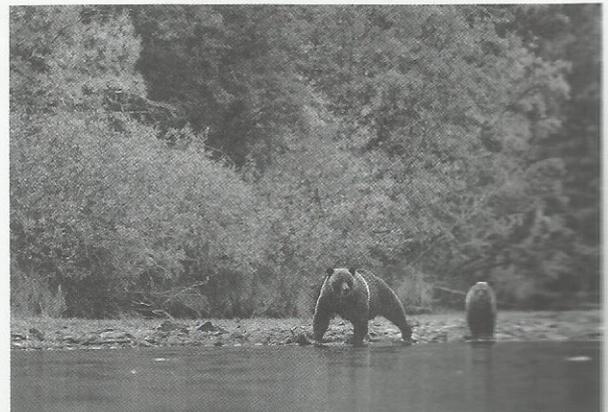
### Working with words

3 Complete the chart with the past participle forms.

go	<u>gone</u>	have	_____	fly	_____	write	_____
see	_____	swim	_____	sleep	_____	meet	_____
hear	_____	do	_____	take	_____	be	_____

4 Complete the text with verbs from Activity 3.

This holiday I've <sup>1</sup> done a lot of exciting things! I've <sup>2</sup> \_\_\_\_\_ some amazing experiences. I've <sup>3</sup> \_\_\_\_\_ in a hot-air balloon and I've <sup>4</sup> \_\_\_\_\_ in a tent at Adventure Camp. I've <sup>5</sup> \_\_\_\_\_ a brown bear in the wild, I've <sup>6</sup> \_\_\_\_\_ the birds sing, and I've <sup>7</sup> \_\_\_\_\_ in a big lake. I've <sup>8</sup> \_\_\_\_\_ lots of interesting people, too! That's why I've <sup>9</sup> \_\_\_\_\_ this blog!



## Lesson 3 Grammar

### 1 Complete the sentences with the correct form of the verbs.

- 1 I 've flown (fly) in a hot-air balloon.
- 2 He \_\_\_\_\_ (swim) with dolphins in the sea.
- 3 I \_\_\_\_\_ never \_\_\_\_\_ (visit) the USA.
- 4 We \_\_\_\_\_ (climb) a very high mountain.
- 5 They \_\_\_\_\_ (travel) to lots of different countries.
- 6 She \_\_\_\_\_ never \_\_\_\_\_ (see) a brown bear in the wild.

### 2 Write sentences about Kelly with the prompts.

HOME

ABOUT

BLOG

CONTACT

Kelly Martin is 12 years old.

- 1 She / write / a blog

She's written a blog.

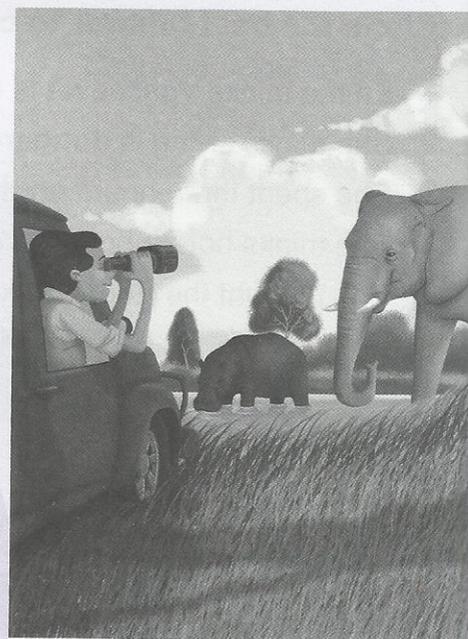
- 2 She / travel / to Africa on safari

- 3 She / never / see / a lion in the wild

- 4 She / never / fly / in a hot-air balloon

- 5 She / sleep / in the jungle

- 6 She / never / swim / with a shark



### 3 Write about what you have and haven't done. Use the suggestions below or your own ideas.

fly in a hot-air balloon

travel by train

sleep in a tent

meet a famous person

swim with dolphins

write a poem

I've \_\_\_\_\_

I've never \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 4 Language in use

**Complete the survey for you. Write *Yes, I have* or *No, I haven't*.**

- 1 Have you ever been camping? \_\_\_\_\_
- 2 Have you ever put up a tent? \_\_\_\_\_
- 3 Have you ever slept in a sleeping bag? \_\_\_\_\_
- 4 Have you ever carried a rucksack? \_\_\_\_\_
- 5 Have you ever made a camp fire? \_\_\_\_\_
- 6 Have you ever seen the stars? \_\_\_\_\_

**Complete the questions with *Have you ever* and the correct verb.**

walk      use      be      put up      sleep      see

A: 1 Have you ever been camping?

B: No, I haven't.

A: 2 \_\_\_\_\_ a map?

B: Yes, I have. I learned about maps at school.

A: And 3 \_\_\_\_\_  
in the mountains using a compass?

B: No, I haven't. Is it difficult?

A: No, it isn't, I'll show you.

4 \_\_\_\_\_  
in a tent before?

B: No, I haven't. Is it scary?

A: No, but you must be careful of the wildlife.

5 \_\_\_\_\_  
a brown bear?

B: Yes, I have – but only in the zoo!

A: OK, time for the tent.

6 \_\_\_\_\_  
a tent before?

B: No, I haven't.

A: Oh, dear! I can see that!



## Lesson 5 Exam practice

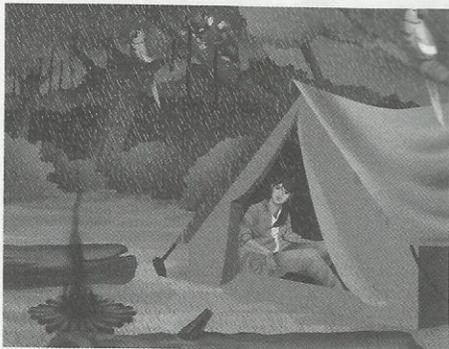
- 1  Read the email and write the missing words. Write one word on each line.



Hi Bill,

- Example** Being an explorer is the best job! So far I've had a good experience in the Amazon. I've seen amazing scenery and wildlife. Yesterday I saw a snake,
- 1 but it \_\_\_\_\_ bite me – thank goodness! I've spent four days in the jungle
  - 2 and I haven't got lost! I've \_\_\_\_\_ a compass to find my way because this river isn't on the map! It's time to stop for the night now. I've put up my
  - 3 \_\_\_\_\_ and I'm making dinner. It *doesn't* smell delicious ...
  - 4 I'm enjoying travelling along the river \_\_\_\_\_ boat. It's amazing to
  - 5 explore places where people have \_\_\_\_\_ been before. See you soon!  
I can show you all my amazing photos!

- 2  Look at the three pictures. Write about this story. Write 20 or more words.




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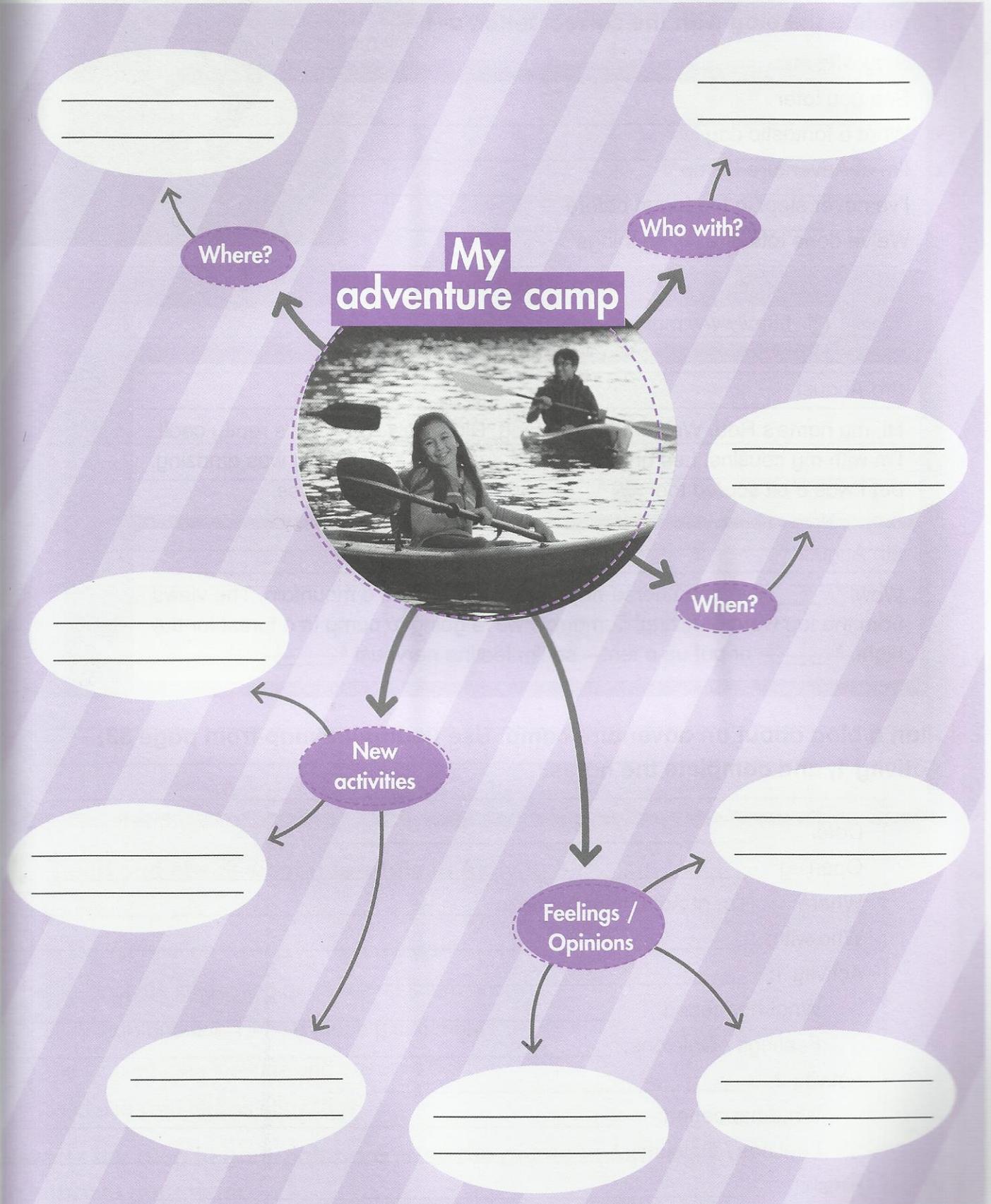
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Lesson 6 Learning to learn

Imagine you went to an adventure camp. Complete the mind map.

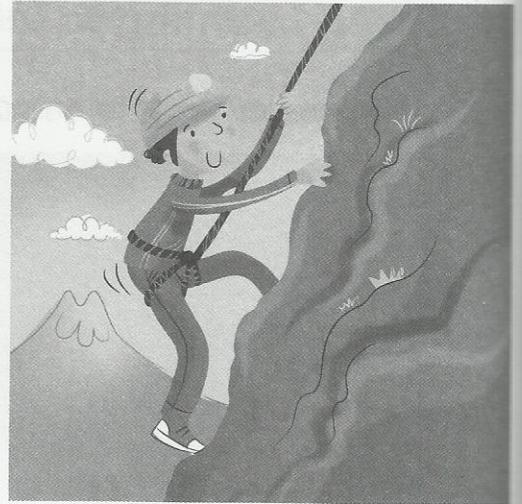


## Lesson 6 Writing

### Prepare to write

#### 1 Complete the blog with the correct letter, a–f.

- a Stay with me
- b See you later
- c What a fantastic day
- d ~~I'm at Adventure Camp~~
- e I've never slept in the forest before
- f We've done lots of exciting things



← → <http://www.myblog.com>

3rd August

Hi, my name's Rob. Welcome to my blog. Right now <sup>1</sup> d. It's really cool! I'm with my cousins, Lee and Gemma. <sup>2</sup> \_\_\_\_\_ like kayaking. It was amazing, but I was a bit scared too! 😱 <sup>3</sup> \_\_\_\_\_ and follow our adventures.

5th August

Wow! <sup>4</sup> \_\_\_\_\_! I've been horse-riding and I've climbed a mountain. The views from the top were amazing! Tomorrow we're going to camp in a forest for the night. <sup>5</sup> \_\_\_\_\_ – or put up a tent – so I'm feeling nervous! <sup>6</sup> \_\_\_\_\_!

#### 2 Plan a blog about an adventure camp. Use your mind map from page 33, Activity 1, and complete the notes.

Date: \_\_\_\_\_

Opening: \_\_\_\_\_

Where: I'm at Adventure Camp in \_\_\_\_\_

Who with: \_\_\_\_\_

Activity 1: \_\_\_\_\_

    What happened: \_\_\_\_\_

    Feelings / Opinions: \_\_\_\_\_

Activity 2: \_\_\_\_\_

    What happened: \_\_\_\_\_

    Feelings / Opinions: \_\_\_\_\_

Finish: \_\_\_\_\_



## Lesson 7 Functional language

### 1 Complete the dialogue with the correct phrases, a–f.

- a Great – we always need good coaches.
- b ~~Really? Well, that's good experience.~~
- c Can you tell me more about the sports activities?
- d That's very useful.
- e Have you ever done a course?
- f Do you play well enough to coach?

A: Hello, Katy. Have you worked at an adventure camp before?

B: No, I haven't, but I've been to lots of camps.

A: <sup>1</sup> Really? Well, that's good experience.

B: And I've done lots of different activities – sports, acting and painting.

A: <sup>2</sup> \_\_\_\_\_

B: Of course. I've done a lot of kayaking and I also play basketball.

A: <sup>3</sup> \_\_\_\_\_

B: Yes, I think so. I play for the school team.

A: <sup>4</sup> \_\_\_\_\_

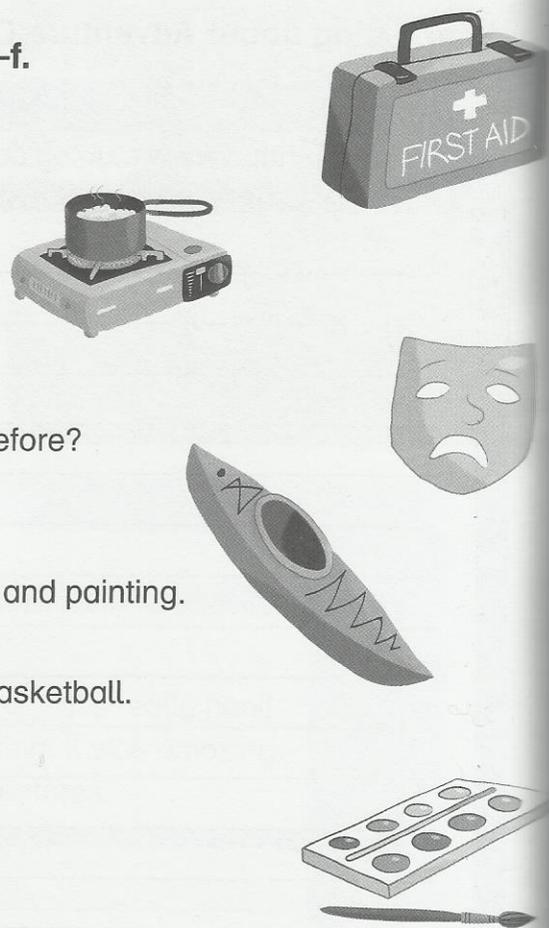
B: I can also do first aid.

A: <sup>5</sup> \_\_\_\_\_

B: Yes, I have. I did one at school last year.

A: <sup>6</sup> \_\_\_\_\_

Welcome to our camp!

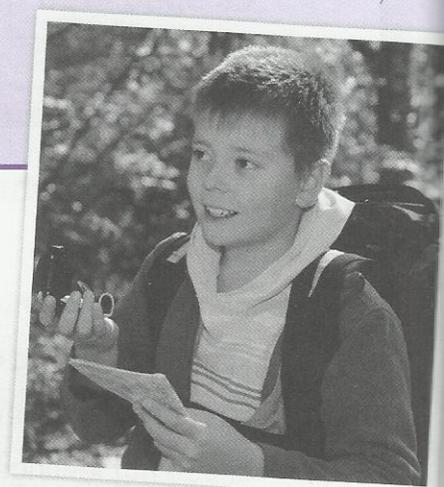


## Check-up challenge

### 1 Read and circle the correct word.

Well, here I am at Adventure Camp. I've been <sup>1</sup> **kayaking** / **skiing** in the mountains – the <sup>2</sup> **view** / **camp** from the top was amazing! We've done forest walks, too. I've seen some amazing <sup>3</sup> **landscape** / **wildlife** – there are lots of animals here. I've used a <sup>4</sup> **compass** / **camera** to find my way. It's fun to be an <sup>5</sup> **explorer** / **instructor**, but I don't want to get lost!

I've been camping in the forest, too. It's quite difficult to <sup>6</sup> **put up** / **get up** a tent! And I've slept in a <sup>7</sup> **rucksack** / **sleeping bag** – it wasn't very comfortable! I've also learned to cook on the camp fire. Last night I made dinner and it was <sup>8</sup> **horrible** / **delicious**! Everyone liked it.



**Write true sentences about you. Then add two more things you've done.**

- 1 try / skiing I've tried skiing. / I've never tried skiing.
- 2 climb / a tree \_\_\_\_\_
- 3 visit / another country \_\_\_\_\_
- 4 write / a blog \_\_\_\_\_
- 5 travel / by boat \_\_\_\_\_
- 6 sleep / under the stars \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_



**You are interviewing an explorer. Write questions and answers.**

**You:** 1 Have you ever seen a snake? (see / a snake)

**Explorer:** Yes, \_\_\_\_\_.

**You:** 2 \_\_\_\_\_  
 / \_\_\_\_\_ (be / on TV)

**Explorer:** No, \_\_\_\_\_.

**You:** 3 \_\_\_\_\_  
 / \_\_\_\_\_ (travel / across Africa)

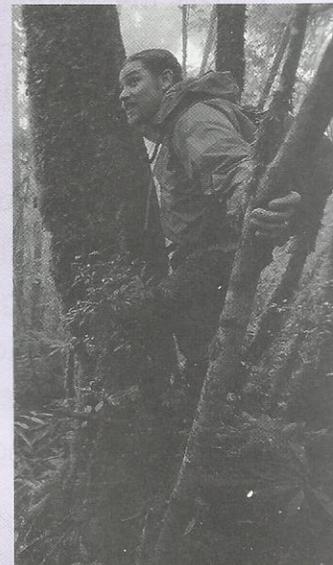
**Explorer:** Yes, \_\_\_\_\_.

**You:** 4 \_\_\_\_\_  
 / \_\_\_\_\_ (swim / with sharks)

**Explorer:** No, \_\_\_\_\_.

**You:** 5 \_\_\_\_\_ (write / a book)

**Explorer:** Yes, \_\_\_\_\_.



## **What I can do!**

**1 Put a tick (✓) or a cross (x).**

- |                                        |                          |                                |                          |
|----------------------------------------|--------------------------|--------------------------------|--------------------------|
| differentiate between fact and opinion | <input type="checkbox"/> | use irregular past participles | <input type="checkbox"/> |
| describe life experiences              | <input type="checkbox"/> | write a blog entry             | <input type="checkbox"/> |
| ask and answer about experiences       | <input type="checkbox"/> | act out an interview           | <input type="checkbox"/> |

**2 My unit progress**

- 1 My favourite activity: \_\_\_\_\_
- 2 Something I did well: \_\_\_\_\_
- 3 Something I could improve: \_\_\_\_\_

## 4

## Cool jobs

## Lesson 1 Vocabulary

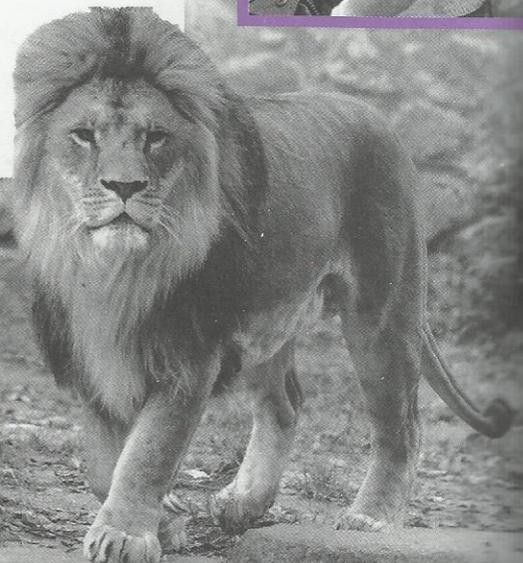
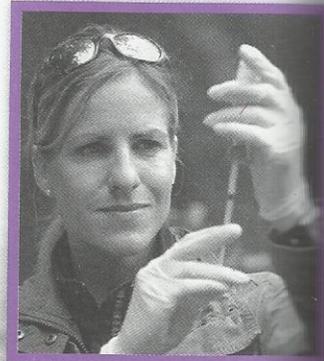
- 1  Look and read. Choose the correct words and write them on the lines. There is one example.

gardener	pilot	vet	university	interested in
challenging	energetic	clever	rewarding	safe

- 1 This means you're out of danger. \_\_\_\_\_ safe \_\_\_\_\_
- 2 Someone who makes sick animals better as a job. \_\_\_\_\_
- 3 A place where some people study after they finish school. \_\_\_\_\_
- 4 This describes something that makes you feel important or useful. \_\_\_\_\_
- 5 This describes an activity which is difficult, but interesting and enjoyable. \_\_\_\_\_
- 6 Someone who flies a plane as a job. \_\_\_\_\_
- 7 Intelligent and good at learning things. \_\_\_\_\_
- 8 Someone who looks after a garden as a job. \_\_\_\_\_
- 9 This describes someone who is active and full of energy. \_\_\_\_\_
- 10 Liking something and wanting to learn more about it. \_\_\_\_\_

2 Complete the text with the words from Activity 1.

My name is Sara Barton and I work at the same adventure safari park as Derek Chatham. He's the <sup>1</sup> gardener here and cuts the tall plants. I'm a <sup>2</sup> \_\_\_\_\_ and I work with the animals. Before I studied at <sup>3</sup> \_\_\_\_\_, I wanted to be a <sup>4</sup> \_\_\_\_\_ and fly planes. You need to be <sup>5</sup> \_\_\_\_\_ to do both jobs, but I'm happy that I chose this job. It can be difficult sometimes – looking after lions is more <sup>6</sup> \_\_\_\_\_ than cats or rabbits, but it's also a very <sup>7</sup> \_\_\_\_\_ job. It feels good to help sick animals and keep them <sup>8</sup> \_\_\_\_\_. I'm very <sup>9</sup> \_\_\_\_\_ wildlife, but I sometimes do more <sup>10</sup> \_\_\_\_\_ activities like karate.





# Lesson 3 Grammar

## 1 Write the phrases in the correct column.

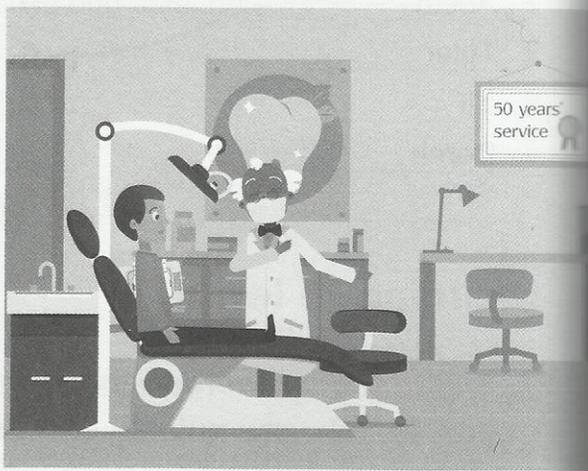
two weeks      ten minutes      2012      three years  
 last year      7 o'clock      a long time      I left school

for	since
two weeks	
_____	_____
_____	_____
_____	_____

## 2 Complete the dialogue with the words in the box.

for      How long      visited      since      for      **been**      has      've

**A:** How long have you <sup>1</sup> been a dentist?  
**B:** I've been a dentist <sup>2</sup> \_\_\_\_\_ 50 years.  
**A:** <sup>3</sup> \_\_\_\_\_ have you worked here?  
**B:** I <sup>4</sup> \_\_\_\_\_ worked here for 40 years.  
**A:** What about your assistant? How long  
<sup>5</sup> \_\_\_\_\_ she worked here?  
**B:** <sup>6</sup> \_\_\_\_\_ 1975. But no one has  
<sup>7</sup> \_\_\_\_\_ for years.  
**A:** Hmm ... I think my teeth are fine!  
**B:** Don't worry ... I haven't done this <sup>8</sup> \_\_\_\_\_  
 a very long time, but I think I know what to do ...



## 3 Write questions with the prompts. Then answer for you with *for* or *since*.

- How long / have / your mobile phone?  
How long have you had your mobile phone? \_\_\_\_\_
- How long / have / your favourite hobby?  
 \_\_\_\_\_
- How long / live / in your home?  
 \_\_\_\_\_
- How long / know / your best friend?  
 \_\_\_\_\_

## Lesson 4 Language in use

- 1 Write sentences about your day at a sports club.  
Use the verbs in the box.

play      meet      have      find

1 gym instructor ✓ / swimming coach ✗  
I've already met the gym instructor.

I haven't met \_\_\_\_\_ yet.

2 gym ✓ / canteen ✗

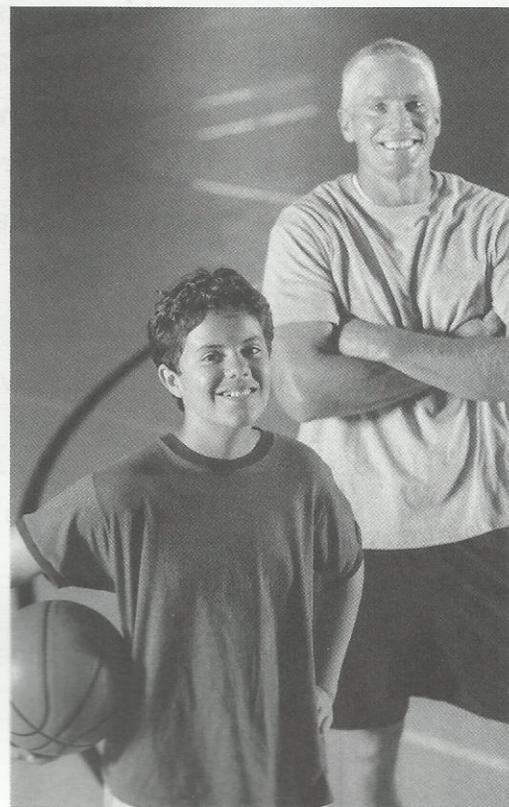
\_\_\_\_\_

3 a drink ✓ / lunch ✗

\_\_\_\_\_

4 basketball ✓ / football ✗

\_\_\_\_\_



- 2 Write five sentences about your day with *I've already ...* and *I haven't ... yet*.  
Use the suggestions or your own ideas.

have breakfast / lunch / dinner

do my homework

see my friends

have a maths / English / science lesson

play basketball / football / tennis

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



## Lesson 5 Exam practice

- 1  Jane and Laura are in the school canteen. They're talking about what they're going to eat. What does Laura say?

Read the conversation and choose the best answer on page 43.

Write a letter (A–H) for each answer.

You do not need to use all the letters. There is one example.

### Example

**Jane:** Hi, Laura. Have you been to the new school canteen?

**Laura:** \_\_\_\_\_ **D** \_\_\_\_\_

- 1 **Jane:** Great, let's go now! Have you had lunch yet?

**Laura:** \_\_\_\_\_

- 2 **Jane:** Good – so we can have ice cream now! Have you tried these ones?

**Laura:** \_\_\_\_\_

- 3 **Jane:** What's your favourite flavour?

**Laura:** \_\_\_\_\_

- 4 **Jane:** I haven't tried that flavour yet. Pass me a spoon, please.

**Laura:** \_\_\_\_\_

- 5 **Jane:** OK! Mmm, it's delicious. ... Oh no, there's the bell.

**Laura:** Oh, dear. \_\_\_\_\_

**Jane:** Hurry up! I've already been late three times this week!



- A I haven't finished my ice cream yet.  
 B Here you are. Be careful – it's freezing!  
 C I've already had it.  
 D No, I haven't been there yet. **(example)**  
 E Yes, I've already had a sandwich.  
 F No, I haven't tasted them yet.  
 G I like mango – it tastes delicious.  
 H I've already been to the cloakroom.

## Lesson 6 Working with words

Write the phrases in the correct column.

make	do
a noise	the cleaning

a noise  
 the cleaning  
 the shopping  
 a fire  
 a poster  
 your homework  
 the washing  
 a cake  
 a model  
 the cooking

Complete the text with *make* or *do*.

I'm a paramedic and I work in a hospital. My job is very busy and I also have lots of chores to do. I usually <sup>1</sup> do the shopping on the way home. I <sup>2</sup> \_\_\_\_\_ the cooking in the evening. Sometimes I <sup>3</sup> \_\_\_\_\_ a cake while my children <sup>4</sup> \_\_\_\_\_ their homework. At the weekend, I <sup>5</sup> \_\_\_\_\_ the cleaning while the children tidy their bedrooms. Then we do something together. Sometimes we <sup>6</sup> \_\_\_\_\_ a model or a poster. We usually <sup>7</sup> \_\_\_\_\_ a lot of noise! When it's cold we <sup>8</sup> \_\_\_\_\_ a fire to keep warm.



## Lesson 6 Writing

### Prepare to write

#### 1 Match notes a–g to the plan for a magazine article.

- a for five years
- b best moments are getting close to wildlife
- c ~~David Taylor, helicopter pilot~~
- d in an unusual place – Antarctica
- e loves flying and visiting interesting places
- f flies a helicopter to bring food and medicine
- g made a hole in the ice to see animals underwater



#### Paragraph 1 (introduction)

- 1 Name and job
- 2 Where he works
- 3 How long he has done it
- 4 What he does in his job

David Taylor, helicopter pilot

#### Paragraph 2 (main body)

- 5 Why he chose it
- 6 Recent interesting experience

#### Paragraph 3 (ending)

- 7 What he likes most

#### 2 Which paragraph (1, 2 or 3) do these sentences come from?

- 1 'We saw seals and penguins under the ice!' 2
- 2 He sometimes rescues sick people or animals. \_\_\_\_\_
- 3 'My favourite thing is looking at the landscape and all the ice.' \_\_\_\_\_
- 4 'I wanted to do something completely different.' \_\_\_\_\_

#### 3 Answer the questions to add more information to the article.

- 1 What is the climate like in Antarctica?  
\_\_\_\_\_
- 2 How does David feel about working there?  
\_\_\_\_\_
- 3 How is his job challenging / rewarding?  
\_\_\_\_\_

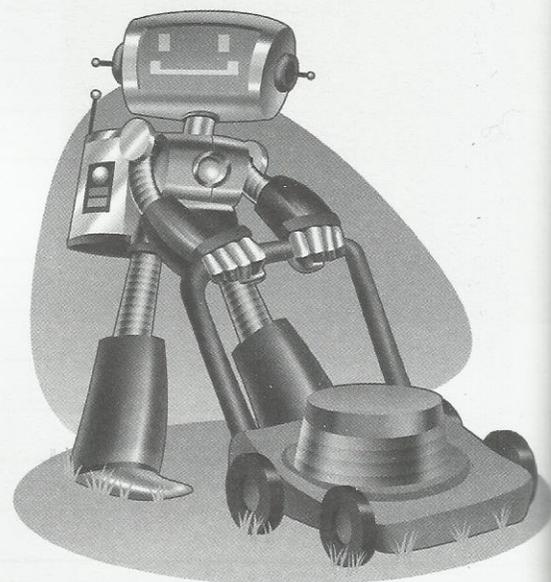


## Lesson 7 Functional language

### 1 You are talking to your robot home helper. Complete the dialogue with the phrases.

Shall I do it      Don't worry      would be great      afraid I haven't  
be helpful      ~~I'm sorry~~      Would you like      haven't had time

- A:** Hello! Have you done all the chores yet?  
**B:** <sup>1</sup> I'm sorry, I haven't finished yet.  
**A:** That's OK. Have you made the beds?  
**B:** No, I haven't. <sup>2</sup> \_\_\_\_\_ now?  
**A:** Thanks, that would <sup>3</sup> \_\_\_\_\_.  
 Have you done the washing?  
**B:** No, I'm <sup>4</sup> \_\_\_\_\_.  
<sup>5</sup> \_\_\_\_\_ me to do it now?  
**A:** Yes, please. That <sup>6</sup> \_\_\_\_\_.  
 Have you made the dinner yet?  
**B:** No, I'm afraid I <sup>7</sup> \_\_\_\_\_. Shall  
 I make it now?  
**A:** <sup>8</sup> \_\_\_\_\_. I can do it. We're  
 going to have pizza.



## Check-up challenge

### 1 Circle eight words in the wordsearch. Then complete the sentences with the words.

c	l	o	a	k	r	o	o	m
y	p	b	d	f	l	y	l	p
v	o	a	h	r	t	g	o	e
r	l	t	r	e	n	b	c	c
n	i	t	f	e	c	w	k	l
q	t	e	x	z	f	h	e	e
t	e	r	k	e	w	n	r	v
c	n	y	m	s	p	i	t	e
f	a	c	t	o	r	y	c	r

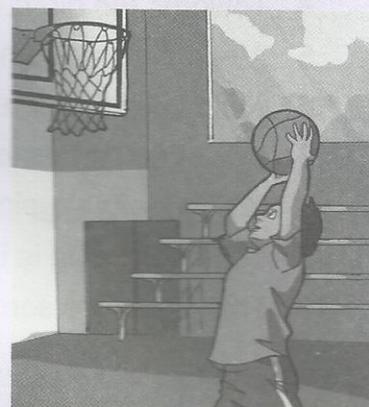
- You leave your coat in the cloakroom at school.
- That tastes horrible. I want to \_\_\_\_\_ it out!
- You must be \_\_\_\_\_ to your teacher.
- My robot needs a \_\_\_\_\_ to work.
- People make things like cars in a \_\_\_\_\_.
- You can keep your books in a \_\_\_\_\_ at school.
- He's very \_\_\_\_\_ – he's always top of the class.
- Don't eat ice cream too quickly or your mouth will \_\_\_\_\_.

2  Write questions with the verbs and your own ideas. Answer for you with *for* or *since*.

- 1 (want) How long have you wanted to \_\_\_\_\_ ?  
I've wanted to \_\_\_\_\_ .
- 2 (live) How long have you \_\_\_\_\_ ?  
\_\_\_\_\_
- 3 (play) \_\_\_\_\_  
\_\_\_\_\_
- 4 (have) \_\_\_\_\_  
\_\_\_\_\_
- 5 (like) \_\_\_\_\_  
\_\_\_\_\_

3  Read and write the missing words.

Jeff is a new student at our school. He <sup>1</sup> has only been here <sup>2</sup> \_\_\_\_\_ a week, but he has <sup>3</sup> \_\_\_\_\_ made a lot of friends. He hasn't met all the teachers <sup>4</sup> \_\_\_\_\_ – and he <sup>5</sup> \_\_\_\_\_ done his maths homework, so I don't know if he's a good student. But I know he's good at sport. He's <sup>6</sup> \_\_\_\_\_ basketball in the gym, but he hasn't joined the team yet. He loves food too! He's already <sup>7</sup> \_\_\_\_\_ to the canteen and tried all the pizzas! How <sup>8</sup> \_\_\_\_\_ have I know Jeff? I've only known him <sup>9</sup> \_\_\_\_\_ Monday, but we <sup>10</sup> \_\_\_\_\_ become really good friends.



2  What I can do!

1 Put a tick (✓) or a cross (x).

scan a text for specific information

use expressions with *make* or *do*

talk about how long I have done something

write a magazine article

say what has or hasn't happened

make and accept offers

2 My unit progress

1 My favourite activity: \_\_\_\_\_

2 Something I did well: \_\_\_\_\_

3 Something I could improve: \_\_\_\_\_

## 5

## Getting around

## Lesson 1 Vocabulary

- 1  Look and read. Choose the correct words and write them on the lines. There is one example.

hug      pedal      lift      old-fashioned      skyscraper  
backwards      forwards      polluted      virtual      workshop

- 1 To move something to a higher position. lift
- 2 You do this to make a bicycle move. \_\_\_\_\_
- 3 Towards the direction that is in front of you. \_\_\_\_\_
- 4 Towards the direction that is behind you. \_\_\_\_\_
- 5 A very tall, modern building. \_\_\_\_\_
- 6 A place where you make things or repair broken things. \_\_\_\_\_
- 7 You often do this to someone to show love or friendship. \_\_\_\_\_
- 8 Not modern – typical of a time in the past. \_\_\_\_\_
- 9 The air in a city is like this if there is a lot of traffic. \_\_\_\_\_
- 10 This describes something on a computer screen that looks real. \_\_\_\_\_

- 2 Complete the text with the words from Activity 1.

I love playing computer games, especially  
 1 virtual ones, which are so realistic. I've  
 got a new time-travel game. If you click the button  
 to go 2 \_\_\_\_\_ into the future, you can  
 see very tall 3 \_\_\_\_\_. On the screen, you  
 can 4 \_\_\_\_\_ people into the air to the  
 top of these buildings and see inside. If you click  
 the button to go 5 \_\_\_\_\_, you can see  
 the past. It's fun to see how people travelled over  
 100 years ago. There weren't many cars so the  
 air wasn't 6 \_\_\_\_\_. In the game there's  
 an 7 \_\_\_\_\_ car in a 8 \_\_\_\_\_  
 for repair. It doesn't go very fast! People  
 9 \_\_\_\_\_ their bicycles along the street.  
 You can make friends and 10 \_\_\_\_\_ the  
 people you like. You can follow them around to see  
 their daily life, which is fun!



## Lesson 2 Reading comprehension

1 Read the story on Pupil's Book pages 60–61. Then number the sentences in order.

- a Abi went into grandma's workshop. \_\_\_\_\_
- b She rode the bike back in time to the present. \_\_\_\_\_
- c Abi didn't like what she saw in the future. \_\_\_\_\_
- d They went outside to play tennis. \_\_\_\_\_
- e Grandma gave Abi a game for a birthday present. \_\_\_\_\_
- f Abi was playing a virtual tennis game. 1
- g She found an old-fashioned bike and rode it into the future. \_\_\_\_\_
- h Grandma suggested playing tennis outside. \_\_\_\_\_

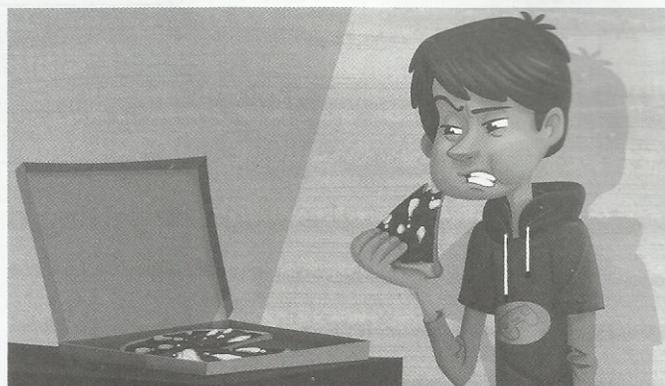
2 In what ways is the future that Abi sees different? Write three more sentences.

- 1 There are lots of skyscrapers and flying cars.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

### Working with words

3 Complete the table. Make new words by adding *-ful* or *-less*.

	-ful	-less
1 care	<u>careful</u>	<u>careless</u>
2 taste	_____	_____
3 home	_____	_____
4 fear	_____	_____
5 colour	_____	_____
6 power	_____	_____



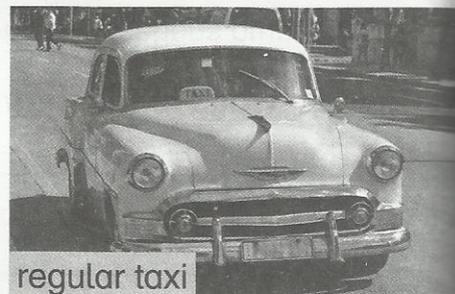
4 Complete the sentences with words from Activity 3.

- 1 This pizza doesn't have any flavour – it's tasteless.
- 2 He's the fastest runner in the country – his legs are very \_\_\_\_\_.
- 3 That poor man doesn't have anywhere to live – he's \_\_\_\_\_.
- 4 He isn't scared of anything – he's \_\_\_\_\_.
- 5 What a nice picture! The red and orange flowers are very \_\_\_\_\_.
- 6 I made a lot of mistakes because I was very \_\_\_\_\_.

# Lesson 3 Grammar

## 1 Complete the sentences about Cuban taxis with *not as ... as* or *just as ... as* and the adjectives.

- 1 Both taxis are cheap.  
Coco taxis are just as cheap as regular taxis.
- 2 Coco taxis are faster.  
Regular taxis aren't \_\_\_\_\_ Coco taxis.
- 3 Regular taxis are more comfortable.  
Coco taxis aren't \_\_\_\_\_ regular taxis.
- 4 Both taxis are fun.  
A regular taxi is \_\_\_\_\_ a Coco taxi.
- 5 Both taxis are noisy.  
A Coco taxi is \_\_\_\_\_ a regular taxi.
- 6 A regular taxi is safer.  
A Coco taxi isn't \_\_\_\_\_ a regular taxi.



## 2 Write sentences to compare the transport.

- 1 planes / helicopters (dangerous) ✗ Planes aren't as dangerous as helicopters.
- 2 skateboards / motorbikes (exciting) = Skateboards are just as exciting as motorbikes.
- 3 buses / trains (expensive) ✗ \_\_\_\_\_
- 4 cars / taxis (fast) = \_\_\_\_\_
- 5 bikes / motorbikes (noisy) ✗ \_\_\_\_\_
- 6 planes / trains (comfortable) = \_\_\_\_\_

## 3 Tick (✓) all the ways of getting around in your town. Then write four sentences to compare them.

bus     taxi     car     bike   
 walking     boat     train     the metro

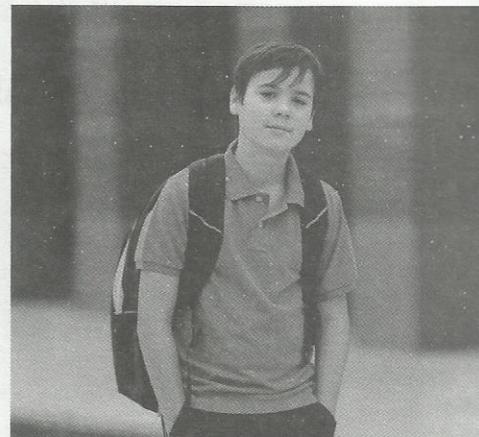
In my town ...

- 1 (expensive) buses aren't as expensive as trains.
- 2 (safe) \_\_\_\_\_
- 3 (fast) \_\_\_\_\_
- 4 (comfortable) \_\_\_\_\_
- 5 (noisy) \_\_\_\_\_

## Lesson 4 Language in use

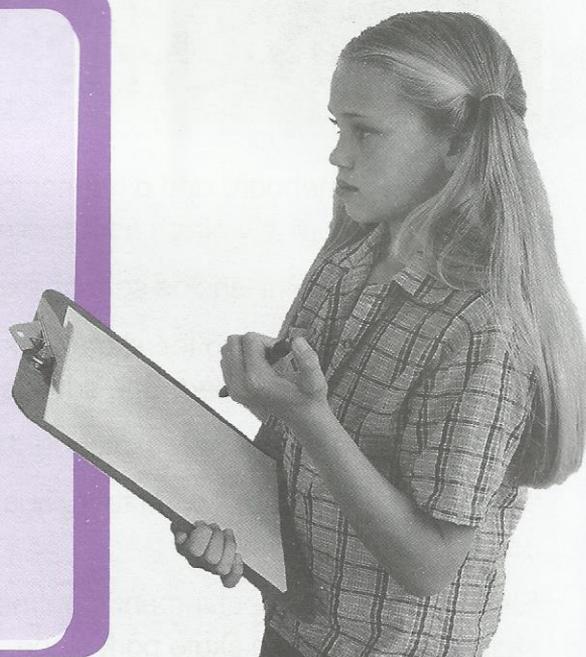
### 1 Read and circle the correct words.

I walk to school, but it's <sup>1</sup> too slow / slow enough – it takes me 40 minutes. I'd rather cycle because walking isn't <sup>2</sup> too fast / fast enough. I've got a helmet and there's a cycle path, but my mum says it's <sup>3</sup> too dangerous / dangerous enough. My friend Carl travels to school by train. He hates it because the trains are <sup>4</sup> too crowded / crowded enough and they aren't <sup>5</sup> too comfortable / comfortable enough. His travel card also costs a lot of money. Carl thinks it's <sup>6</sup> too expensive / expensive enough.



### 2 Complete the sentences with *too* or *not enough* and the adjectives. Use the correct form of *to be*.

- 1 Simon doesn't like cycling because it isn't fast enough. (not fast)
- 2 Helen doesn't like buses because they \_\_\_\_\_ . (slow)
- 3 Mel doesn't like trains because they \_\_\_\_\_ . (expensive)
- 4 Paul doesn't like cycling because it \_\_\_\_\_ . (not safe)
- 5 Mick doesn't like walking because the traffic \_\_\_\_\_ . (noisy)
- 6 Kelly doesn't like cycling because she \_\_\_\_\_ . (not fit)



### 3 What problems are there getting around in your town? Write sentences using *too* and *not enough*.

- 1 Cycling is too dangerous.
- 2 The buses aren't fast enough.
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## Lesson 5 Exam practice

- 1  Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3, or 4 words.

### At the skate park



Elena got a skateboard and a helmet for her birthday. They were very expensive because her mum is worried about safety.

'Cheaper equipment isn't as safe as expensive equipment,' she told Elena.

Yesterday Elena went to the skate park to practise skateboarding. The park is very popular so it was crowded. She saw her friend Liam and went over to speak to him.

'Hi, Elena! Is that your new skateboard?' he asked.

'Yes, it is,' she replied. 'I want to try something new, and keep fit and healthy at the same time.'

Elena put on all her equipment – helmet, gloves and pads. Then she rode her skateboard down the skate park slope. She felt very happy. It was just as exciting as everyone said. Then suddenly she realised that she didn't know how to stop. She screamed! The skateboard was going too fast and Elena was terrified. She jumped off just before she hit a tree, but then she fell over. Her friend Liam ran to help her.

'Elena, are you OK?' he asked.

'Yes, I'm not hurt,' she replied. 'It's a good thing my mum bought all the right safety equipment. It protected me. Maybe skateboarding isn't as easy as I thought!'

'I can teach you!' said Liam. 'Come on!'

**Example**

Elena got a skateboard as a birthday present.

Elena's mum chose expensive equipment because it was safer.

**Questions**

- 1 There were a lot of people at the skate park because it is \_\_\_\_\_.
- 2 Liam is Elena's \_\_\_\_\_.
- 3 Elena wants to skateboard to stay \_\_\_\_\_.
- 4 To protect her, Elena wore a \_\_\_\_\_.
- 5 Elena screamed because she was \_\_\_\_\_.
- 6 She wasn't hurt when she \_\_\_\_\_.
- 7 Liam offered to \_\_\_\_\_ how to skateboard.

**Lesson 6 Learning to learn**

Look at the bus timetable and find the information.

**Monday to Saturday**

Depart	am	am	am	pm	pm	pm
Town Square	9.20	10.30	11.45	2.00	4.00	6.00*
Central Station	9.30	10.40	11.55	2.10	4.10	6.10
Green Lane	9.40	10.50	12.05	2.20	4.20	6.20
Brook Way	9.55	11.05	12.20	2.35	4.35	6.35
Dome Stadium	10.10	11.20	12.35	2.50	4.50	6.50
High Street	10.25	11.35	12.50	3.05	5.05	7.05

*\*This service does not run on holidays.*

- 1 Which day of the week can you not travel?
- 2 Where does the bus start from?
- 3 What time is the first bus in the morning?
- 4 How often does it run in the afternoon?
- 5 How long does it take from Town Square to Brook Way?
- 6 How long does it take from Green Lane to the High Street?
- 7 How long is the whole journey from Town Square to the High Street?
- 8 Which service does not run if it is a holiday?

Sunday \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

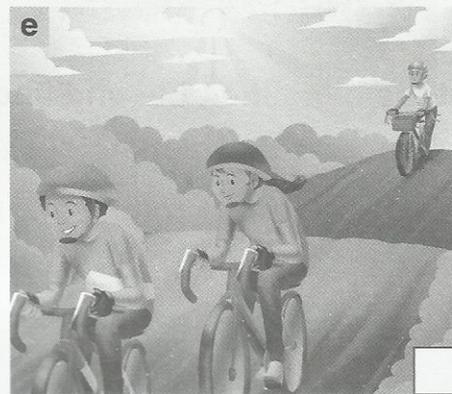
\_\_\_\_\_

\_\_\_\_\_

**Lesson 6 Writing**

**Prepare to write**

**1** Look and think about the story. Number the pictures in order.



**2** Plan your story. Make notes to answer the questions about the story in Activity 1.

**At the beginning**

- 1 Where is the boy? \_\_\_\_\_
- 2 What's he doing? \_\_\_\_\_
- 3 What's his problem? \_\_\_\_\_

**In the middle**

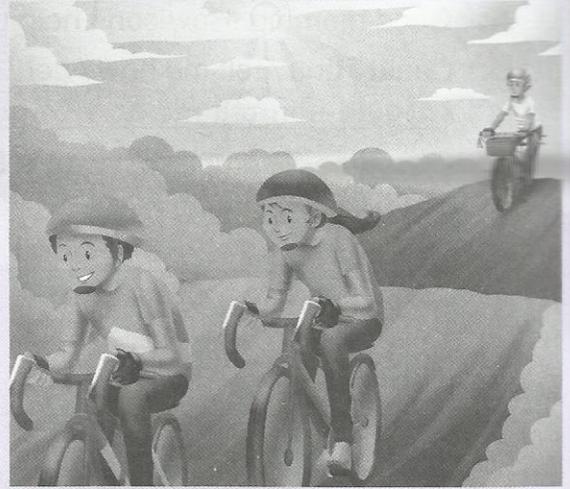
- 4 What was the weather like at the start? \_\_\_\_\_
- 5 How was the boy doing in the race? \_\_\_\_\_
- 6 What was the weather like later? \_\_\_\_\_
- 7 What happened to the other cyclists? \_\_\_\_\_

**In the end**

- 8 Who won the race? Why? \_\_\_\_\_
- 9 How did the boy and his friends feel? \_\_\_\_\_

## Ready to write

Write your story about the bike race. Give your story a title.



**Read and check what you wrote in Activity 3.**

Ask yourself:

- Is it organised into paragraphs?
- Does it have a beginning, a middle and an end?
- Did I use different vocabulary?
- Did I use verb tenses correctly?
- Is the spelling correct?

**Rewrite the story in your notebook. Use the points in Activity 4 to improve your work.**

# Lesson 7 Functional language

## 1 Write questions with the prompts to complete the dialogue.

A: Good morning. How can I help you?

B: Could / you / tell me how / get / to the island?

1 Could you tell me how to get to the island?

A: Of course. The quickest way is by ferry.

B: How long / it / take?

2 \_\_\_\_\_ ?

A: It takes 20 minutes.

B: How often / it / depart?

3 \_\_\_\_\_ ?

A: It departs every hour.

B: How much / cost?

4 \_\_\_\_\_ ?

A: A return costs £5. There's a discount if you're under 18.

B: Could / I / have / return / please?

5 \_\_\_\_\_ ?

A: Here you are. Enjoy your day.



## Check-up challenge

### 1 Circle the word in each group that is different and explain why.

1 polluted / old-fashioned / discount / popular / crowded

It isn't an adjective.

2 workshop / ticket office / virtual / skyscraper / factory

3 pedal / hug / protect / accident / lift

4 elbow pad / safety / helmet / knee pad / gloves

### 2 Complete the text with the words in the box.

ticket office	discount	crowded	cycle path
travel card	old-fashioned	polluted	popular

Get your tickets for the next island trip! The ferry leaves in 20 minutes. You can get your tickets at the <sup>1</sup> ticket office. They only cost £5. There's a <sup>2</sup> \_\_\_\_\_ for children and students who have a <sup>3</sup> \_\_\_\_\_. Don't miss this fantastic trip! The island is amazing – you can see the <sup>4</sup> \_\_\_\_\_ houses in the historic part of the town. You can ride your bike around the island on a special <sup>5</sup> \_\_\_\_\_. There's a lot of wildlife because the island isn't <sup>6</sup> \_\_\_\_\_ – the air is very clean. Hurry now – we've sold a lot of tickets already and the ferry is getting <sup>7</sup> \_\_\_\_\_ because our trip is very <sup>8</sup> \_\_\_\_\_.

Unscramble the sentences. Then tick (✓) if you agree or cross (x) if you don't agree.

- exciting / as / aren't / ferries / as  
 \_\_\_\_\_ Ferries aren't as exciting as \_\_\_\_\_ planes.
- noisy / motorbikes / just / as / are / as  
 \_\_\_\_\_ helicopters.
- skateboards / as / aren't / as / dangerous  
 \_\_\_\_\_ bikes.
- trains / as / aren't / expensive / as  
 \_\_\_\_\_ taxis.
- comfortable / just / are / as / buses / as  
 \_\_\_\_\_ trains.

Bobby is at the playground with his grandpa. Look and complete with **too or not enough** and the correct adjective.

dangerous      fast  
 young          old          fit

- The girl is cycling too fast.
- Bobby isn't \_\_\_\_\_ to ride in a pedal car.
- The pedal cars are \_\_\_\_\_ for young children.
- Grandpa isn't \_\_\_\_\_ to go on the swings.
- Grandpa isn't \_\_\_\_\_ to cycle.



## What I can do!

- Put a tick (✓) or a cross (x).
 

infer meaning from a short story	<input type="checkbox"/>	use suffixes <i>-ful</i> and <i>-less</i>	<input type="checkbox"/>
compare different types of transport	<input type="checkbox"/>	write a short story	<input type="checkbox"/>
talk about getting to school	<input type="checkbox"/>	request information about a journey	<input type="checkbox"/>

## 2 My unit progress

- My favourite activity: \_\_\_\_\_
- Something I did well: \_\_\_\_\_
- Something I could improve: \_\_\_\_\_

# Mid-year review

## 1 Circle the word in each group that is different and explain why.

1 smoke / fire engine / experiment / alarm / lifeboat

It isn't part of an emergency situation.

2 instructor / cooker / soldier / explorer / gardener

3 cottage / office / canteen / workshop / ferry

4 compass / discount / tent / rucksack / sleeping bag

5 shout / whisper / scream / explain / terrified

6 factory / canteen / cloakroom / locker / gym

## 2 Complete with the words in the box.

accident  
~~crowded~~

safety equipment  
rescue boat

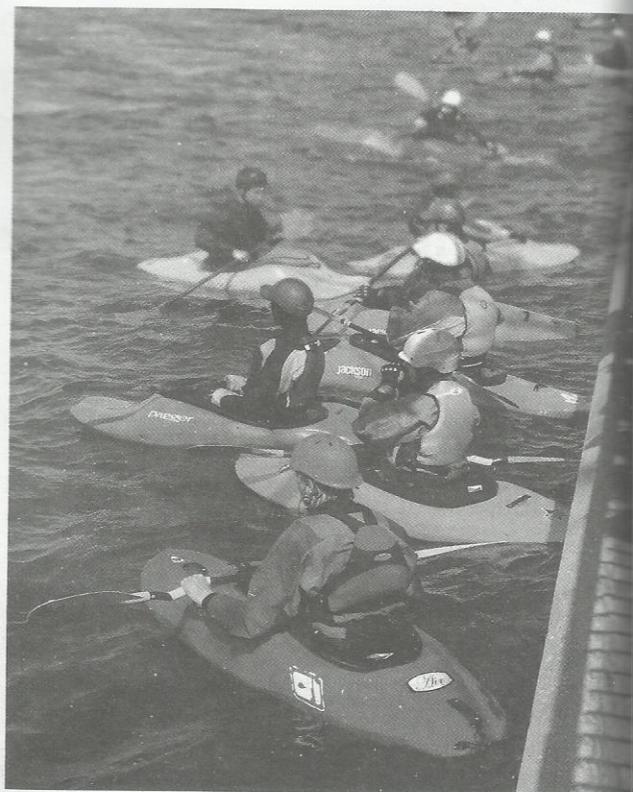
communicate  
protect  
kayaking

polluted  
instructor

Going to the beach can be a lot of fun. However, beaches can be very <sup>1</sup> crowded in summer and sometimes they're <sup>2</sup> \_\_\_\_\_ – try to find a clean one which is safer.

The beach is a good place to try water sports. If you do an activity like <sup>3</sup> \_\_\_\_\_, make sure you have a good <sup>4</sup> \_\_\_\_\_ to teach you the basics. You should also use the proper <sup>5</sup> \_\_\_\_\_, like a helmet and life jacket. It is important to <sup>6</sup> \_\_\_\_\_ yourself so that you stay safe.

If you do have an <sup>7</sup> \_\_\_\_\_, you need to know what to do. <sup>8</sup> \_\_\_\_\_ with the emergency services as quickly as possible to let them know what's happened. If necessary, they will send out a <sup>9</sup> \_\_\_\_\_.



### Circle the correct words to complete the sentences.

- 1 He felt **frighten** / **frightened** / **frightening** when he saw the lion.
- 2 I was walking to school **when** / **while** / **as** I saw an accident.
- 3 He **not** / **didn't** / **doesn't** use to wear glasses.
- 4 I've never **fly** / **flew** / **flown** in a helicopter.
- 5 At holiday camp I had to **put up** / **go up** / **burn down** my tent.
- 6 My brother is very interested **in** / **at** / **with** wildlife.
- 7 I haven't met the new teacher **yet** / **already** / **soon**.
- 8 I've been at this school **since** / **for** / **in** four years.

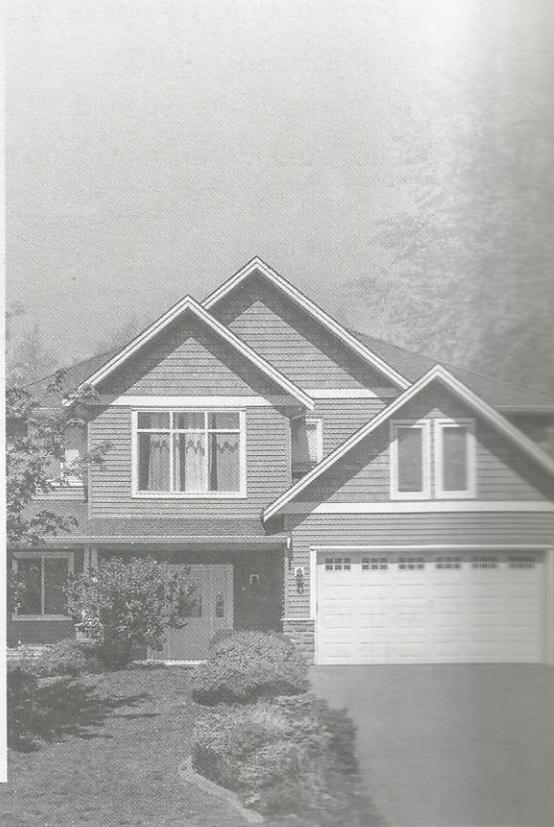
### Complete with the past simple or past continuous.

Last month I <sup>1</sup> was travelling (travel) to holiday camp when we <sup>2</sup> \_\_\_\_\_ (have) an accident. A cyclist <sup>3</sup> \_\_\_\_\_ (ride) out in front of our bus while the driver <sup>4</sup> \_\_\_\_\_ (turn) the corner. The bus hit a tree. When I <sup>5</sup> \_\_\_\_\_ (get) off the bus, I <sup>6</sup> \_\_\_\_\_ (see) a lot of smoke coming from the engine. I told our teacher and he phoned the emergency services. The cyclist's leg was hurt and he looked terrified. 'I'm sorry,' he said. 'I <sup>7</sup> \_\_\_\_\_ (not look) when the bus <sup>8</sup> \_\_\_\_\_ (turn) the corner. I didn't see it.' The ambulance <sup>9</sup> \_\_\_\_\_ (arrive) to take him to hospital while the firefighters <sup>10</sup> \_\_\_\_\_ (put) out the fire on the bus. Luckily no one was badly hurt.

### Complete the dialogue with the words in the box.

never	<b>used</b>	for	already	yet
use	always	ever	How long	since

- A:** Look at this photo. This is the house where I <sup>1</sup> used to live when I was little.
- B:** Did you <sup>2</sup> \_\_\_\_\_ to live in this town?
- A:** No, I've <sup>3</sup> \_\_\_\_\_ lived in a village in the countryside.
- B:** <sup>4</sup> \_\_\_\_\_ have you lived in your new house?
- A:** I've lived here <sup>5</sup> \_\_\_\_\_ last summer.
- B:** Have you made new friends at school <sup>6</sup> \_\_\_\_\_?
- A:** Yes, I have. I've been a member of the football club <sup>7</sup> \_\_\_\_\_ six months. I've <sup>8</sup> \_\_\_\_\_ met a lot of new people. And I've tried new sports like skiing! Have you <sup>9</sup> \_\_\_\_\_ been skiing?
- B:** No, I've <sup>10</sup> \_\_\_\_\_ tried skiing. I don't think I'd like to – it's too cold!



6 Write sentences with **just / not as ... as** or **too / not enough**.

1 Buses / not / fast / trains

Buses aren't as fast as trains.

2 Skateboarding / just / exciting / skiing

\_\_\_\_\_

3 Buses / crowded / in the morning

\_\_\_\_\_

4 Cycling / not / exciting / for me

\_\_\_\_\_

5 Helicopters / just / noisy / motorbikes

\_\_\_\_\_

6 Travelling by plane / expensive / for my family

\_\_\_\_\_



7  Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

**Example**

<del>while</del>	when	that	since	too
for	frightened	enough	frightening	as

Last summer Marie went to an adventure camp in the mountains. The scenery was beautiful and she wanted to see some wildlife. Another girl arrived while she was putting up her tent.

'Hi, I'm Lucy,' the girl said.

'Hello,' said Marie. 'How long have you been at the camp?'

'I've been here <sup>1</sup> \_\_\_\_\_ Saturday. I'll help you with your tent.'

The two girls became friends. They spent the first day kayaking, which Marie found challenging, but it wasn't as difficult <sup>2</sup> \_\_\_\_\_ putting up a tent. In the evening, they were tired after a busy day. After dinner, they went back to their tents. Marie was opening her sleeping bag <sup>3</sup> \_\_\_\_\_ she heard a scream. She ran to Lucy's tent.

'Look!' said Lucy, pointing inside her tent. 'It's a snake!'

Lucy was <sup>4</sup> \_\_\_\_\_, but Marie stayed calm. She ran to find the camp leader, Mrs Gibbs. Mrs Gibbs called the mountain rescue service and they took the snake into the forest.

'Well, we wanted to see some wildlife,' said Lucy, 'but finding a snake in your tent is <sup>5</sup> \_\_\_\_\_ exciting for me!'



**Pete** is talking to his Aunt Carol about her job. What does she say?

Read the conversation and choose the best answer.

Write a letter (A–H) for each answer.

You do not need to use all the letters. There is one example.

Example

**Pete:** How long have you been a vet, Aunt Carol?

**Carol:** \_\_\_\_\_ C \_\_\_\_\_

1 **Pete:** Have you ever done a different job?

**Carol:** \_\_\_\_\_

2 **Pete:** How long have you worked at the animal clinic?

**Carol:** \_\_\_\_\_

3 **Pete:** Is it an interesting job?

**Carol:** \_\_\_\_\_

4 **Pete:** What were you doing when I called you this morning?

**Carol:** \_\_\_\_\_

5 **Pete:** Can I visit you at the clinic one day?

**Carol:** \_\_\_\_\_



**A** I've worked there since I left university.

**B** I was checking a cat's teeth.

**C** For about 12 years. **(example)**

**D** You haven't finished school yet.

**E** Yes, I have. I used to work in a factory.

**F** Yes, it is. I've never felt bored.

**G** Yes, of course. You'll learn a lot there!

**H** You need a lot of experience with animals.

## 6

## How is it made?

## Lesson 1 Vocabulary

## 1 Read and unscramble the words.

- 1 The most popular type of trousers are called **sejan**. \_\_\_\_\_ jeans \_\_\_\_\_
- 2 They are usually made of blue **medin**. \_\_\_\_\_
- 3 This material comes from the **totnoc** plant. \_\_\_\_\_
- 4 After about six months the cotton is ready to **resvath**. \_\_\_\_\_
- 5 At the factory the cotton is made into **nary**. \_\_\_\_\_
- 6 Some jeans are washed with stones to make them **fots**. \_\_\_\_\_
- 7 To make the jeans blue, indigo **yed** is added. \_\_\_\_\_
- 8 Jeans are usually a **kard** blue colour. \_\_\_\_\_
- 9 Stonewashing changes the colour to **tightl** blue. \_\_\_\_\_
- 10 You shouldn't **wohrt yawa** your old jeans – recycle them! \_\_\_\_\_

## 2 Complete the text with the words from Activity 1.

What can you do with your old <sup>1</sup> \_\_\_\_\_ jeans \_\_\_\_\_?

You really shouldn't <sup>2</sup> \_\_\_\_\_ old clothes.

Just be creative and recycle them!

Jeans are made of <sup>3</sup> \_\_\_\_\_, a material which is made from a plant called <sup>4</sup> \_\_\_\_\_. After a few months, the cotton is ready to <sup>5</sup> \_\_\_\_\_. Then it is made into <sup>6</sup> \_\_\_\_\_. This is then coloured with indigo <sup>7</sup> \_\_\_\_\_, which gives the material its typical blue colour. Denim is a strong material so you can use it to make a useful bag for school.

Choose normal <sup>8</sup> \_\_\_\_\_ blue jeans, or use stonewashed denim, which is <sup>9</sup> \_\_\_\_\_ blue.

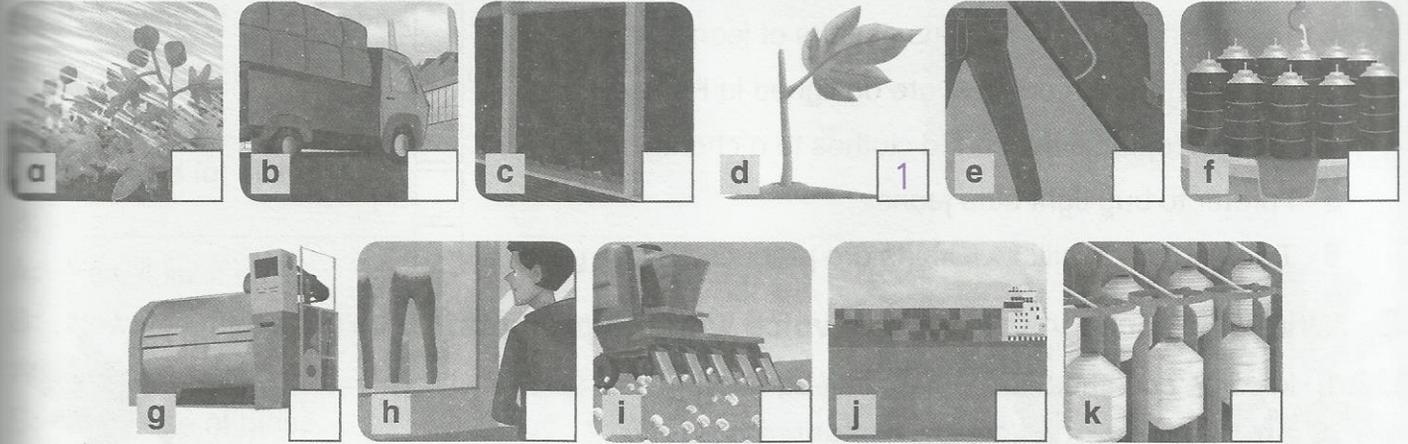
It is also very <sup>10</sup> \_\_\_\_\_ and comfortable.

Give your old jeans a new life and help the environment too!



## Lesson 2 Reading comprehension

What do you remember? Number the pictures in order to show how jeans are made. Then read the text on Pupil's Book pages 70–71 and check.



Circle the correct words to complete the sentences.

- Cotton grows in warm, **wet** / dry countries.
- A lot of water is needed to **grow** / harvest cotton plants.
- To change the colour of material, **water** / dye is used.
- Jeans are stonewashed to make them **clean** / soft.
- Jeans are packed and transported all over **the world** / the USA.
- A lot of **people** / resources are used to make one pair of jeans.

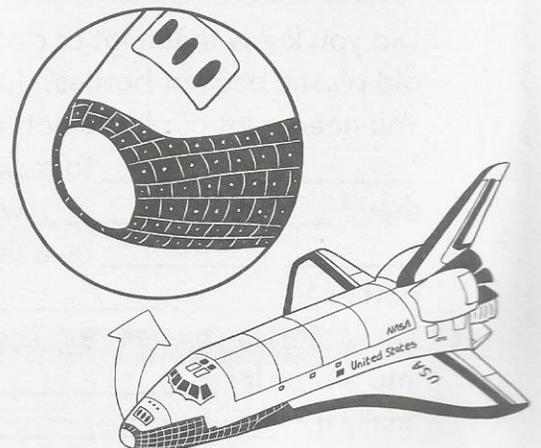
### Working with words

Write the noun form of the verbs by adding **-tion**, **-ion** or **-sion**.

- |                          |                 |                 |
|--------------------------|-----------------|-----------------|
| 1 create <u>creation</u> | 3 direct _____  | 5 invent _____  |
| 2 decide _____           | 4 educate _____ | 6 explode _____ |

Complete the text with the words from Activity 3.

Scott Robson made the <sup>1</sup> decision to study science when he was 18. He had a good <sup>2</sup> \_\_\_\_\_ at university and now he works in a special factory. His latest <sup>3</sup> \_\_\_\_\_ has helped NASA's space programme. It's a special material which protects spaceships against heat. The material is very important when a spaceship is travelling in the <sup>4</sup> \_\_\_\_\_ of the sun. Without it, there could be an <sup>5</sup> \_\_\_\_\_. 'I love my job,' said Scott. 'It's great to be part of scientific discoveries and the <sup>6</sup> \_\_\_\_\_ of new ideas.

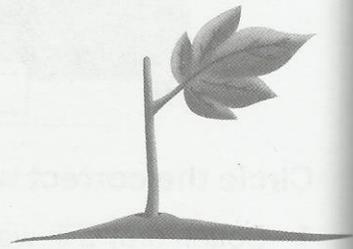


1 Which sentences are in the passive voice? Tick (✓).

- 1 Some jeans are made of stonewashed denim.
- 2 People throw away millions of pairs of jeans every year.
- 3 Many expensive dresses are designed in France.
- 4 Many people give their old clothes to a charity shop.
- 5 I prefer to buy light blue jeans.
- 6 Two and a half billion T-shirts are produced every year.

2 Write sentences in the passive voice with the prompts.

- 1 in some countries / cotton / plant / by hand  
In some countries cotton is planted by hand.
- 2 a lot of cotton / grow / in China and India  
 \_\_\_\_\_
- 3 summer clothes / make / of cotton because it's cool  
 \_\_\_\_\_
- 4 some paper money / make / with cotton  
 \_\_\_\_\_
- 5 over 2 billion cotton T-shirts / sell / every year  
 \_\_\_\_\_



3 Complete with the passive form of the correct verbs.

wash      make      sell      transport      colour      pack      design      cut

# New for old!

Did you know that a lot of clothes <sup>1</sup> are made from old plastic bags or bottles? Just look at this amazing dress! You need a lot of plastic bottles to make it! First, the bottles <sup>2</sup> \_\_\_\_\_ to make sure they are clean. Next, they <sup>3</sup> \_\_\_\_\_ with dye. Then the dress <sup>4</sup> \_\_\_\_\_ by a fashion designer. After that, the bottles <sup>5</sup> \_\_\_\_\_ into different shapes and the dress is made in a factory. Then the dress <sup>6</sup> \_\_\_\_\_ into a box. It <sup>7</sup> \_\_\_\_\_ to a shop or market and finally it <sup>8</sup> \_\_\_\_\_.



# Lesson 4 Language in use

Complete the dialogue with phrases from the box.

A: Can you guess what this is?

B: <sup>1</sup> Is it made of leather?

A: No, it isn't. It's made of metal.

B: <sup>2</sup> \_\_\_\_\_

A: It's used for sitting on.

B: <sup>3</sup> \_\_\_\_\_

A: Yes, it is.

B: Now you guess this one.

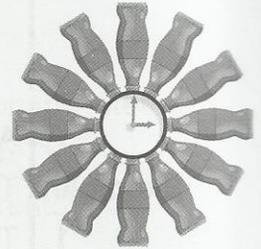
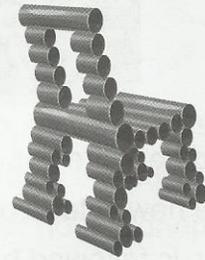
A: <sup>4</sup> \_\_\_\_\_

B: It's made of glass.

A: <sup>5</sup> \_\_\_\_\_

B: No, it isn't. It's used for telling the time! It's a clock!

Is it a chair?  
What's it made of?  
Is it used for keeping bottles in?  
What's it used for?  
Is it made of leather?



Write sentences about the objects with *made of* and *used for*. Then check your answers on Pupil's Book page 74.



It's made of metal.

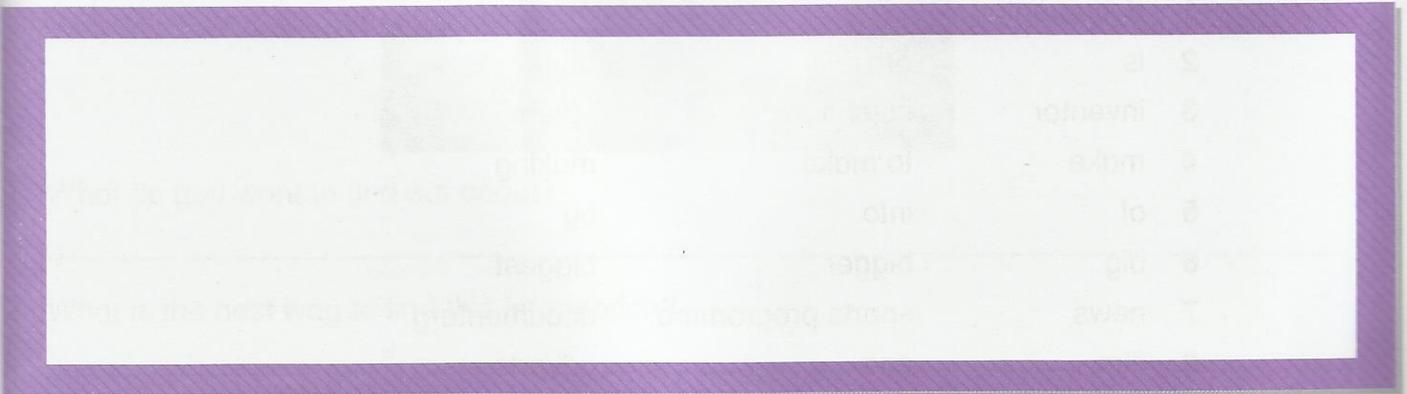
It's used \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

Draw an unusual object. Write sentences about it with *made of* and *used for*.



It \_\_\_\_\_

It \_\_\_\_\_

# Lesson 5 Exam practice

1  Read the text. Choose the right words and write them on the lines.



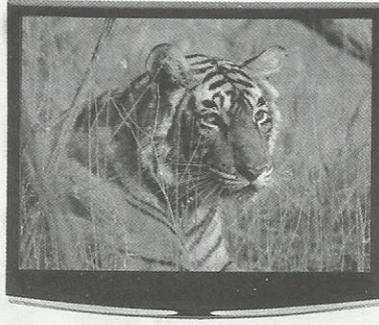
And here are this evening's programmes ...

- Example** The news starts at 6 pm. It is read as usual by Geeta Barnes.
- 1 This is followed by a \_\_\_\_\_ at 6.30 pm about recycled materials
- 2 and how they \_\_\_\_\_ used again to make new creations like clothes
- 3 or bags. You can also find out about a new \_\_\_\_\_. It's a coffee
- 4 machine – a machine that is used for \_\_\_\_\_ coffee. It's unusual
- 5 because it's made \_\_\_\_\_ wood. Stay with us for more great
- 6 programmes after this. At 8 pm, it's the \_\_\_\_\_ football match of the
- 7 year! Join us at the stadium for the \_\_\_\_\_ you're all waiting for.
- 8 And now it's time for the \_\_\_\_\_ ...
- 9 Try our natural orange juice. It is \_\_\_\_\_ with real oranges and there
- 10 are no chemicals added. \_\_\_\_\_ bottle contains the juice of 25 oranges.  
Mmm! It's delicious.

Example	for	by	with
1	documentary	advert	music programme
2	is	are	have
3	inventor	invention	invent
4	make	to make	making
5	of	into	by
6	big	bigger	biggest
7	news	sports programme	documentary
8	film	end	adverts
9	make	made	making
10	Each	All	Other

## Lesson 6 Learning to learn

**Part 1** Match the situations to the best way of researching the information.



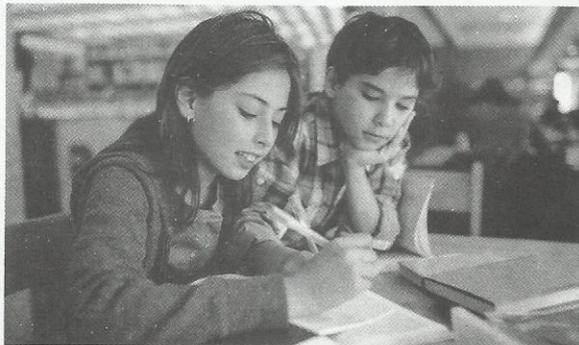
You want to know ...

- |                                              |                                                                    |
|----------------------------------------------|--------------------------------------------------------------------|
| 1 what's happening in your country today.    | <b>a</b> Look at websites on the internet.                         |
| 2 what life was like in the past.            | <b>b</b> Watch the news on TV.                                     |
| 3 how chocolate is made.                     | <b>c</b> Ask your grandparents.                                    |
| 4 information about the area where you live. | <b>d</b> Use a dictionary.                                         |
| 5 the meaning of a new word.                 | <b>e</b> Watch wildlife documentaries.                             |
| 6 about animals and where they live.         | <b>f</b> Look in the local community section of your town library. |

**Part 2** Write two more ways of researching information.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

**Part 3** Think of something you need to research soon and answer the questions.

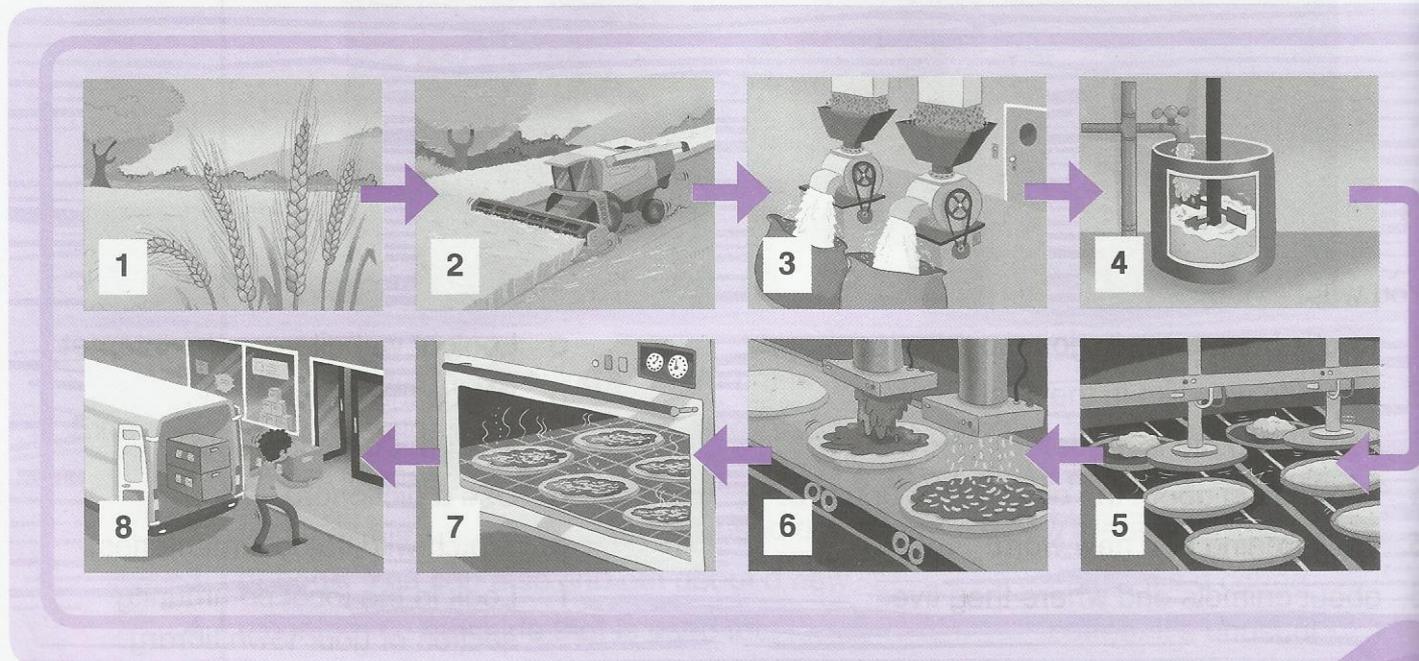


- 1 What do you want to find out about?  
\_\_\_\_\_
- 2 What is the best way to find this information?  
\_\_\_\_\_
- 3 Why?  
\_\_\_\_\_

# Lesson 6 Writing

## Prepare to write

1 Look at the infographic. How is pizza made? Match the pictures to stages a-h.



- a press the dough into flat circles \_\_\_\_\_
- b make into flour in a factory \_\_\_\_\_
- c add toppings like cheese and tomato \_\_\_\_\_
- d add water to make dough \_\_\_\_\_
- e transport pizzas to the shops \_\_\_\_\_
- f harvest the wheat \_\_\_\_\_
- g grow wheat \_\_\_\_\_ 1
- h bake pizzas in an oven \_\_\_\_\_



2 You are going to write an article about how pizza is made. Underline the verbs in Activity 1. Then complete the notes with the correct passive form.

- 1 Wheat is grown.
- 2 The wheat \_\_\_\_\_.
- 3 It \_\_\_\_\_ into flour.
- 4 Water \_\_\_\_\_.
- 5 The dough \_\_\_\_\_ into circles.
- 6 Toppings \_\_\_\_\_.
- 7 The pizzas \_\_\_\_\_ in an oven.
- 8 The pizzas \_\_\_\_\_ to the shops.

3 Add information to make your article more interesting.

- 1 Why is pizza a popular dish? \_\_\_\_\_
- 2 What other toppings are added to pizzas? \_\_\_\_\_
- 3 What is your favourite kind of pizza? \_\_\_\_\_

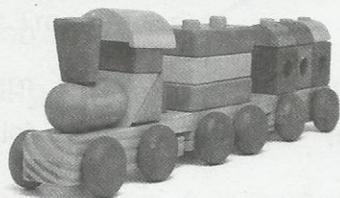




2 Number the stages in order. Then write sentences using the passive voice.

These beautiful toys are made in small workshops.

- a many / sell / as birthday presents \_\_\_\_\_
- b the wood / take / to a workshop \_\_\_\_\_
- c the trees / cut down \_\_\_\_\_
- d toys / take / to toy shops \_\_\_\_\_
- e trees / plant \_\_\_\_\_ 1
- f the wood / make / into beautiful toys \_\_\_\_\_



- 1 Trees are planted.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

3 Describe the objects using *made of* and *used for*. Use the words in the box.

feed / birds      plastic      keep / money in      denim



- 1 It's made \_\_\_\_\_ .      2 \_\_\_\_\_
- It \_\_\_\_\_ .      \_\_\_\_\_

4 What I can do!

1 Put a tick (✓) or a cross (x).

- |                          |                          |                                            |                          |
|--------------------------|--------------------------|--------------------------------------------|--------------------------|
| interpret an infographic | <input type="checkbox"/> | use suffixes <i>-tion</i> and <i>-sion</i> | <input type="checkbox"/> |
| talk about processes     | <input type="checkbox"/> | write about a process                      | <input type="checkbox"/> |
| describe objects         | <input type="checkbox"/> | write and perform a radio advert           | <input type="checkbox"/> |

2 My unit progress

- 1 My favourite activity: \_\_\_\_\_
- 2 Something I did well: \_\_\_\_\_
- 3 Something I could improve: \_\_\_\_\_

## 7

## Music and song

## Lesson 1 Vocabulary

## 1 Read and match the definitions to the correct words.

- |                                                           |                   |
|-----------------------------------------------------------|-------------------|
| 1 A musical instrument in the shape of a box.             | a classical music |
| 2 Music with a strong rhythm and spoken words.            | b pop music       |
| 3 Traditional music that often tells a story.             | c accordion       |
| 4 A more serious style of music, often played on a piano. | d rap             |
| 5 A type of modern music which young people often like.   | e folk music      |

## 2 Read the definitions and write the correct words.

tour      ~~rhythm~~      tune      perform      promote

- |                                                         |               |
|---------------------------------------------------------|---------------|
| 1 A regular, repeated pattern of sounds in music.       | <u>rhythm</u> |
| 2 To act, sing, dance or play music in front of people. | _____         |
| 3 To travel around playing music in different places.   | _____         |
| 4 The sound and rhythm of a song or a piece of music.   | _____         |
| 5 To give publicity to something to make it popular.    | _____         |

## 3 Complete the dialogue with the words from Activities 1 and 2.

A: What's your favourite type of music?

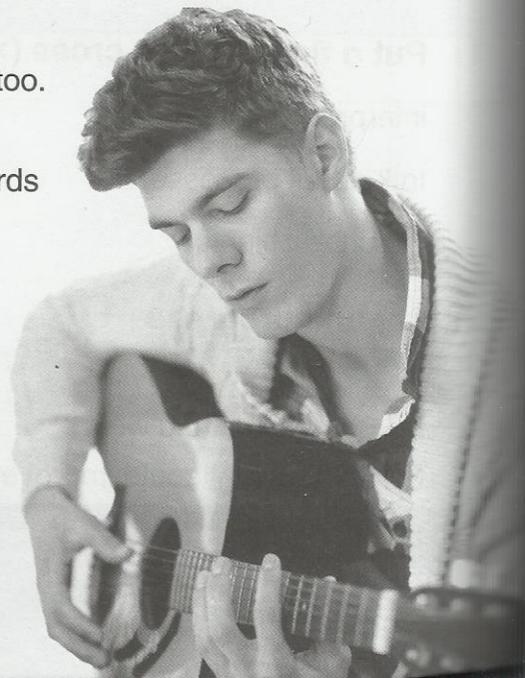
B: I especially like <sup>1</sup> rap because I love the cool words and chants. I don't like <sup>2</sup> \_\_\_\_\_ because it's too traditional. At school I played <sup>3</sup> \_\_\_\_\_ on my violin, but I prefer more modern styles like <sup>4</sup> \_\_\_\_\_.

A: What instruments do you play?

B: I play the violin, the guitar and the <sup>5</sup> \_\_\_\_\_, too.

A: What are your plans for the future?

B: Well, I'm writing a new song right now. I've written the words and now I'm working on the music. It's got a great <sup>6</sup> \_\_\_\_\_, which is easy to sing along to because it's got a very regular <sup>7</sup> \_\_\_\_\_. I'm going to <sup>8</sup> \_\_\_\_\_ Europe and <sup>9</sup> \_\_\_\_\_ my new song at concerts. You can find all the dates and places on the internet – I'm using social media to <sup>10</sup> \_\_\_\_\_ the song.



## Lesson 2 Reading comprehension

Read the interview on Pupil's Book pages 82–83.

Write *T* (True), *F* (False) or *NM* (Not Mentioned).

- 1 Martin doesn't like classical music.     F
- 2 He believes that we can learn a lot from folk music.
- 3 Martin has read a lot of books about Robin Hood.
- 4 He thinks about the tune first when writing a song.
- 5 The piano was the first instrument he learned.
- 6 He's at the Trocadero right now.



Read the song lyrics on Pupil's Book page 83. Underline the best words to complete the sentences.

- 1 In the first verse, a girl is walking with ...
  - a her father.
  - b Robin Hood.
- 2 Robin Hood lived ...
  - a in another country.
  - b near the girl and her father.
- 3 He was famous because he ...
  - a lived in Sherwood Forest.
  - b helped poor people.
- 4 He was called Robin Hood because of ...
  - a his clothes.
  - b where he lived.
- 5 Robin Hood was ...
  - a strong and dangerous.
  - b honest and kind.
- 6 He helped ...
  - a only people he knew.
  - b everyone.



## Working with words

Complete the words with *im-* or *dis-* to make them negative.

- |                     |                |                |               |
|---------------------|----------------|----------------|---------------|
| 1 <u>dis</u> honest | 3 _____agree   | 5 _____respect | 7 _____polite |
| 2 _____possible     | 4 _____perfect | 6 _____appear  | 8 _____mature |

Complete the text with words from Activity 3.

Sometimes we have different opinions and <sup>1</sup> disagree with our friends. However, you shouldn't be rude or <sup>2</sup> \_\_\_\_\_ to people you don't agree with. You shouldn't be <sup>3</sup> \_\_\_\_\_ either – it's important to say what you really think. It's also important not to <sup>4</sup> \_\_\_\_\_ people who don't agree with you. For example, I love rap, but my sister hates it. She says it's <sup>5</sup> \_\_\_\_\_ to listen to. So when I want to play rap, I just <sup>6</sup> \_\_\_\_\_ into my bedroom and listen to it on my computer.

### 1 Read and circle the best form of the verbs.

On Friday night, I <sup>1</sup> 'll / **'m going to** perform at the school concert with my friends.

We <sup>2</sup> 'll / **'re going to** play our new song. My friend Lou <sup>3</sup> will / **is going to** sing.

My sister <sup>4</sup> won't / **isn't going to** perform with us because she's ill.

My friends think that I <sup>5</sup> 'll / **'m going to** be famous one day and perform in front of millions of people. But in the future, I think people <sup>6</sup> will / **are going to** perform virtually – they <sup>7</sup> won't / **aren't going to** be there in person.

I <sup>8</sup> won't / **'m not going to** study music at university, but I'd like to start a group with Lou. When we're famous, we <sup>9</sup> won't / **aren't going to** remember how nervous we used to be at school concerts! Oh, look! There's our music teacher. The rehearsal <sup>10</sup> will / **is going to** start in a few minutes.

### 2 Write sentences with the correct form of *will* or *going to*.

- 1 Next year I 'm going to \_\_\_\_\_  
learn to play the accordion.
- 2 In the future, all music  
\_\_\_\_\_ be digital.
- 3 On Friday night, we \_\_\_\_\_  
watch a concert.
- 4 There \_\_\_\_\_ be any  
instruments in the future, only computers.
- 5 I \_\_\_\_\_ study music at  
school next year.
- 6 Be careful! You \_\_\_\_\_  
drop your guitar!
- 7 I \_\_\_\_\_ have a piano  
lesson on Saturday.
- 8 Look! The musicians are here. The concert  
\_\_\_\_\_ start.



### 3 Write sentences with your own ideas.

This week, I'm going to \_\_\_\_\_.

Next summer, \_\_\_\_\_.

In the future, \_\_\_\_\_.

In 20 years time, \_\_\_\_\_.

Look! \_\_\_\_\_.

## Lesson 4 Language in use

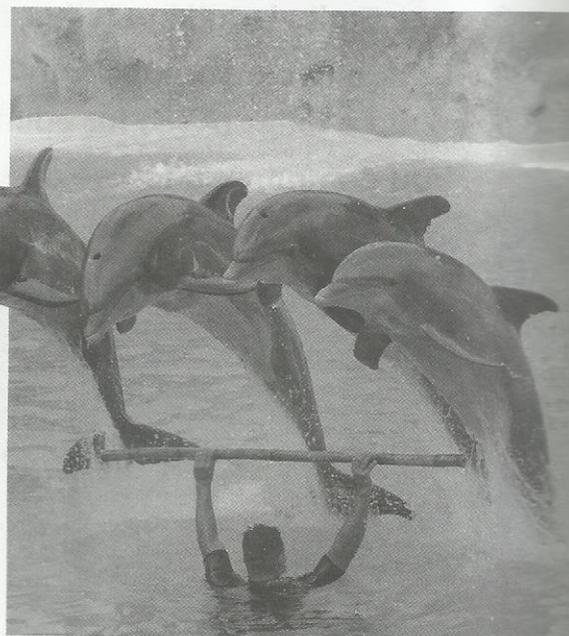
Do the sentences refer to present routine or the future? Write *P* (Present) or *F* (Future).

- I always have cereal for breakfast.   P
- What time does the concert start tonight?
- What do you usually do after school?
- The bus leaves at 11.30 tomorrow morning.
- What time does your train arrive this afternoon?
- Orchestra practice sometimes finishes quite late.

Look and complete the sentences about a school trip.

9.00	bus / leave
10.30	arrive / at the zoo
11.00	dolphin show / start
12.30	have / lunch
2.30	penguin tea party / start
5.00	park / close

- The bus leaves at 9 o'clock.
- We arrive at the zoo at 10.30.
- The dolphin show starts at 11.00.
- We have lunch at 12.30.
- The penguin tea party starts at 2.30.
- The park closes at 5.00.



Complete the dialogue with the correct form of a verb from the box.

leave    start    ~~have~~    finish    open    have    arrive    finish

- A: I've just looked at the calendar. It's your school play on Friday night.  
 B: That's right. We <sup>1</sup> have our final rehearsal on Friday afternoon.  
 A: What time does it start?  
 B: It <sup>2</sup> starts at 3 o'clock.  
 A: What time <sup>3</sup> leaves the bus at 2 o'clock?  
 B: It leaves at 2 o'clock. We <sup>4</sup> arrive at 2.30 so we have half an hour before the rehearsal.  
 A: And when <sup>5</sup> starts the rehearsal at 3 o'clock?  
 B: It <sup>6</sup> ends at about 5 o'clock. Then we <sup>7</sup> take a break for two hours.  
 A: So the play starts at 7 o'clock?  
 B: Yes, that's right. The doors <sup>8</sup> open at 6.30.  
 A: You're going to be great!

# Lesson 5 Exam practice

1  Read the song review and write the missing words. Write one word on each line.

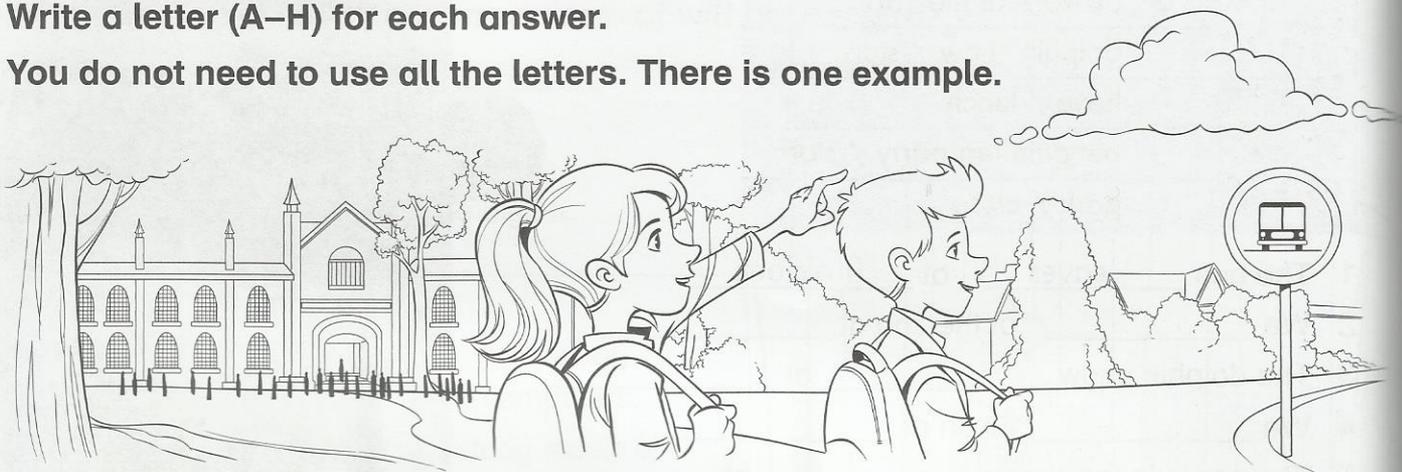
- Example** My favourite pop song is *Superstar*. It's got a really catchy tune.
- 1 It always makes me feel happy \_\_\_\_\_ it's really positive about life.
  - 2 It also reminds me \_\_\_\_\_ my holiday last year, which was fantastic.
  - 3 Next month the band that sings *Superstar* is \_\_\_\_\_ to tour the country.
  - 4 There's a concert in my town \_\_\_\_\_ 3rd July, which I'm going to go to.
  - 5 My parents are going to buy me a \_\_\_\_\_ for it. I'm really excited!

2  Emily is talking to her friend Jim about music. What does Jim say?

Read the conversation and choose the best answer on page 77.

Write a letter (A–H) for each answer.

You do not need to use all the letters. There is one example.



**Example**

**Emily:** What's your favourite kind of music?

**Jim:** \_\_\_\_\_ **B** \_\_\_\_\_

1 **Emily:** Can you play a musical instrument?

**Jim:** \_\_\_\_\_

2 **Emily:** Are you going to play in the school concert on Saturday?

**Jim:** \_\_\_\_\_

3 **Emily:** What time does it start?

**Jim:** \_\_\_\_\_

4 **Emily:** Do you think you'll feel nervous before the concert?

**Jim:** \_\_\_\_\_

5 **Emily:** Let's hurry to the bus stop. Look at those black clouds!

**Jim:** \_\_\_\_\_

- A** At 3 o'clock.  
**B** I like classical music most. (example)  
**C** Yes, it's going to rain.  
**D** I'm going to play the flute and the guitar.  
**E** Yes, I can. I play the violin in the school orchestra.  
**F** No, I won't. I'm going to relax and listen to music.  
**G** We'll be famous musicians one day.  
**H** Yes, I am. We have our final rehearsal tomorrow afternoon.

## Lesson 6 Learning to learn

 Complete the song lyrics with the words in the box.

day      play      you      free      holiday      down

### Holiday blues

I'm feeling bored, I'm feeling blue. 8

Got to get in touch with <sup>1</sup> you.

The holidays are under way, \_\_\_\_\_

But I'm so bored every <sup>2</sup> \_\_\_\_\_.

(Chorus)

*Oh, oh, there's nothing to do,* \_\_\_\_\_

*I've got the holiday blues.* \_\_\_\_\_

I've been outside, I've been to town,

But I still feel very <sup>3</sup> \_\_\_\_\_.

I'm on my own here every day,

With no friends to come and <sup>4</sup> \_\_\_\_\_.

My phone goes beep! Is it for me?

Hi, there ... Yes, today I'm <sup>5</sup> \_\_\_\_\_.

My friend is coming round today,

This is the best <sup>6</sup> \_\_\_\_\_!



 Count the syllables in each line of the first verse and chorus. Do the other verses have the same number of syllables in each line?

# Lesson 6 Writing

## Prepare to write

1 Which words rhyme? Write the words in the correct column.

play      late      everyone      dream      today      end  
 sign      run      sunshine      send      wait      ice cream

day	fun	stream
play	_____	_____
_____	_____	_____

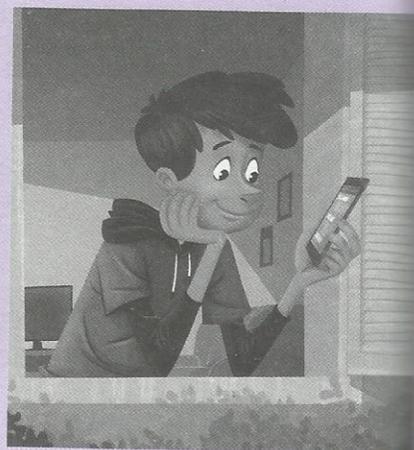
fine	great	friend
_____	_____	_____
_____	_____	_____

2 You're going to write two more verses for the song on page 77. Think of ideas to complete verse 4. Try to use some rhyming words from Activity 1.

My phone goes beep! Is it for me?  
 Hi there ... Yes, today I'm free.  
 My friend is coming round today,  
 This is the best holiday!



We're going to \_\_\_\_\_  
 And \_\_\_\_\_  
 I'm feeling \_\_\_\_\_  
 Today \_\_\_\_\_



3 Look at the picture and answer the questions to plan the final verse.

What time is it?

\_\_\_\_\_

How do you feel?

\_\_\_\_\_

What are you going to do now?

\_\_\_\_\_

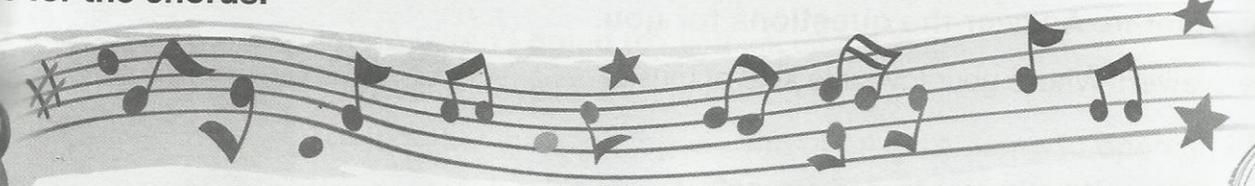
What are you going to do tomorrow?

\_\_\_\_\_



## Ready to write

Write verses 4 and 5 of the *Holiday blues* song. Then write a second line for the chorus.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Chorus)

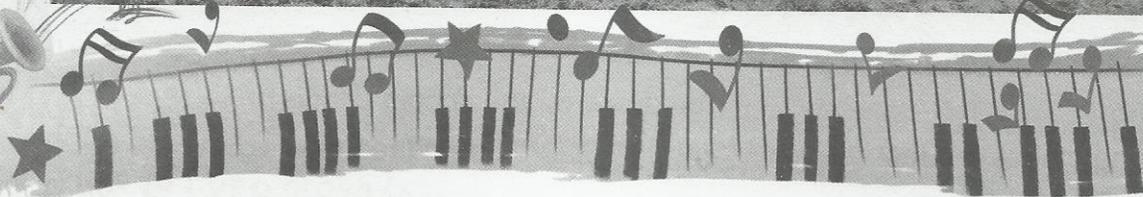
Now I've got so much to do,

| \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Read and check what you wrote in Activity 4.

Ask yourself:

- Do the pairs of lines rhyme?
- Did I use different rhyming words?
- Is the number of syllables in each line correct?
- Do the verses have a good rhythm?
- Is the spelling correct?

Rewrite the verses in your notebook. Use the points in Activity 5 to improve your work.

1  Someone is interviewing you for a music programme. Answer the questions for you.

Interviewer: What's your favourite kind of music?

You: 1 \_\_\_\_\_

Interviewer: What's your favourite song?

You: 2 \_\_\_\_\_

Interviewer: What's it about?

You: 3 \_\_\_\_\_

Interviewer: How does it make you feel?

You: 4 \_\_\_\_\_

Interviewer: What does it remind you of?

You: 5 \_\_\_\_\_



**Check-up challenge**

1 Read and complete the words.

- 1 When a music group travels to different countries and cities they t o u r.
- 2 It's 12 o'clock at night. It's \_\_\_\_\_ n \_\_\_\_\_ h \_\_\_\_\_.
- 3 A group of people who play classical music is called an \_\_\_\_\_ c \_\_\_\_\_ s \_\_\_\_\_ r \_\_\_\_\_.
- 4 Really catchy songs have a good tune and r \_\_\_\_\_ t \_\_\_\_\_.
- 5 We have a \_\_\_\_\_ h e \_\_\_\_\_ s \_\_\_\_\_ tomorrow for the school concert.
- 6 This song makes me feel \_\_\_\_\_ t \_\_\_\_\_ m \_\_\_\_\_ t i \_\_\_\_\_ about the future.

2 Complete the text with the words in the box.

romantic    folk music    ~~catchy~~    lively    accordion    cheerful



I love all kinds of music. I sing a lot so I like <sup>1</sup> catchy tunes that are easy to remember. I'm energetic, so I like <sup>2</sup> \_\_\_\_\_ music that makes me want to dance. I also like <sup>3</sup> \_\_\_\_\_, which is traditional, but the tunes make me feel happy because they're really <sup>4</sup> \_\_\_\_\_. I don't like <sup>5</sup> \_\_\_\_\_ songs, though – they're too slow. I'm learning to play two instruments at the moment – the trumpet and the <sup>6</sup> \_\_\_\_\_. I'm not very good, but I practise a lot.

## Circle the best verb form to complete the sentences.

- 1 What time **do / is / does** the film start?
- 2 Musicians **aren't going to / don't / won't** play instruments in the future.
- 3 Be careful! You **'re going to / aren't going to / will** fall off the stage.
- 4 When **does / do / will** the buses leave for the concert hall?
- 5 The concert starts at 8 o'clock, but the doors **open / will open / are going to open** at 7.
- 6 Listen! The orchestra **does / will / is going to** start playing.

## Answer the questions. Write sentences with *will* or *going to*.

- 1 What music are you going to listen to tonight?

\_\_\_\_\_

- 2 How will music be different in the future?

\_\_\_\_\_

- 3 When do your school holidays start?

\_\_\_\_\_

- 4 What are you going to do this weekend?

\_\_\_\_\_

- 5 Where do you think you will live in the future?

\_\_\_\_\_

- 6 What job do you think you will do in the future?

\_\_\_\_\_



## What I can do!

- 1 Put a tick (✓) or a cross (x).

recognise the features of different text types

use prefixes *im-* and *dis-*

talk about the future with *will* and *going to*

write verses for a song

talk about future scheduled events

give a talk about a song

## 2 My unit progress

1 My favourite activity:

\_\_\_\_\_

2 Something I did well:

\_\_\_\_\_

3 Something I could improve:

\_\_\_\_\_

## Lesson 7 Functional language

- 1  Someone is interviewing you for a music programme. Answer the questions for you.

**Interviewer:** What's your favourite kind of music?

**You:** <sup>1</sup> \_\_\_\_\_

**Interviewer:** What's your favourite song?

**You:** <sup>2</sup> \_\_\_\_\_

**Interviewer:** What's it about?

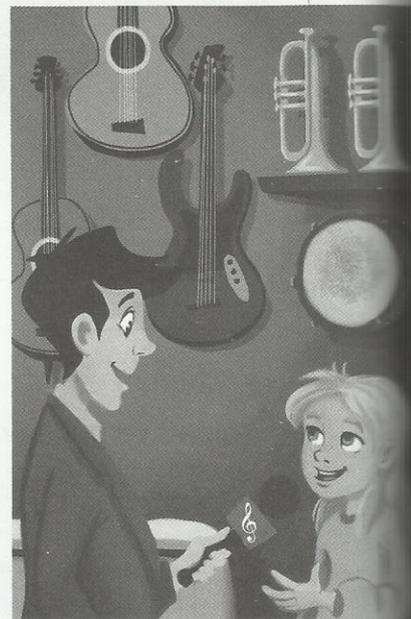
**You:** <sup>3</sup> \_\_\_\_\_

**Interviewer:** How does it make you feel?

**You:** <sup>4</sup> \_\_\_\_\_

**Interviewer:** What does it remind you of?

**You:** <sup>5</sup> \_\_\_\_\_



## Check-up challenge

- 1 Read and complete the words.

- When a music group travels to different countries and cities they t o u r.
- It's 12 o'clock at night. It's \_\_\_\_\_ n \_\_\_\_\_ h \_\_\_\_\_.
- A group of people who play classical music is called an \_\_\_\_\_ c \_\_\_\_\_ s \_\_\_\_\_ r \_\_\_\_\_.
- Really catchy songs have a good tune and r \_\_\_\_\_ t \_\_\_\_\_.
- We have a \_\_\_\_\_ h e \_\_\_\_\_ s \_\_\_\_\_ tomorrow for the school concert.
- This song makes me feel \_\_\_\_\_ t \_\_\_\_\_ m \_\_\_\_\_ t i \_\_\_\_\_ about the future.

- 2 Complete the text with the words in the box.

romantic      folk music      **catchy**      lively      accordion      cheerful



I love all kinds of music. I sing a lot so I like <sup>1</sup> catchy tunes that are easy to remember. I'm energetic, so I like <sup>2</sup> \_\_\_\_\_ music that makes me want to dance. I also like <sup>3</sup> \_\_\_\_\_, which is traditional, but the tunes make me feel happy because they're really <sup>4</sup> \_\_\_\_\_. I don't like <sup>5</sup> \_\_\_\_\_ songs, though – they're too slow. I'm learning to play two instruments at the moment – the trumpet and the <sup>6</sup> \_\_\_\_\_. I'm not very good, but I practise a lot.

## Circle the best verb form to complete the sentences.

- 1 What time **do / is / does** the film start?
- 2 Musicians **aren't going to / don't / won't** play instruments in the future.
- 3 Be careful! You **'re going to / aren't going to / will** fall off the stage.
- 4 When **does / do / will** the buses leave for the concert hall?
- 5 The concert starts at 8 o'clock, but the doors **open / will open / are going to open** at 7.
- 6 Listen! The orchestra **does / will / is going to** start playing.

## Answer the questions. Write sentences with *will* or *going to*.

- 1 What music are you going to listen to tonight?  
\_\_\_\_\_
- 2 How will music be different in the future?  
\_\_\_\_\_
- 3 When do your school holidays start?  
\_\_\_\_\_  
\_\_\_\_\_
- 4 What are you going to do this weekend?  
\_\_\_\_\_  
\_\_\_\_\_
- 5 Where do you think you will live in the future?  
\_\_\_\_\_  
\_\_\_\_\_
- 6 What job do you think you will do in the future?  
\_\_\_\_\_  
\_\_\_\_\_



## What I can do!

### 1 Put a tick (✓) or a cross (x).

recognise the features of different text types

talk about the future with *will* and *going to*

talk about future scheduled events

use prefixes *im-* and *dis-*

write verses for a song

give a talk about a song

### 2 My unit progress

1 My favourite activity: \_\_\_\_\_

2 Something I did well: \_\_\_\_\_

3 Something I could improve: \_\_\_\_\_

# 8 Tell me a story

## Lesson 1 Vocabulary

- 1  Look and read. Choose the correct words and write them on the lines. There is one example.

furious	palace	own	powerful	emperor
forgive	astonished	bad temper	swan	collect

- 1 A man similar to a king in ancient China.
- 2 A large white bird with a long neck.
- 3 Very, very angry.
- 4 A large building where a king, queen or emperor lives.
- 5 Very, very surprised.
- 6 This means you are strong and have a lot of control.
- 7 To go and get something that you have ordered.
- 8 You have this if you are often angry or annoyed with people.
- 9 To have something as a possession.
- 10 To stop feeling angry with someone for doing something wrong.

emperor

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

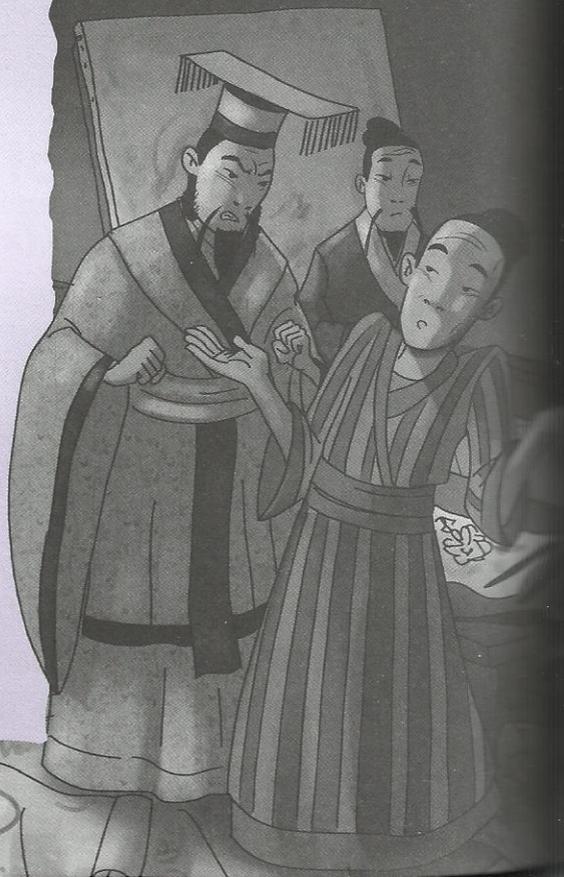
\_\_\_\_\_

\_\_\_\_\_

- 2 Complete the text with the words from Activity 1.

Zhang Wei was an <sup>1</sup> emperor. He lived in a beautiful <sup>2</sup> \_\_\_\_\_ in China. He was strong and <sup>3</sup> \_\_\_\_\_, and he often became angry very quickly because he had a <sup>4</sup> \_\_\_\_\_. Zhang Wei had hundreds of paintings, but he also wanted to <sup>5</sup> \_\_\_\_\_ a picture of a <sup>6</sup> \_\_\_\_\_.

He asked Cheng Li, an artist, to paint one for him. After two years, Zhang Wei went to <sup>7</sup> \_\_\_\_\_ the painting, but it wasn't finished. He was <sup>8</sup> \_\_\_\_\_ with Cheng Li. After another year, he went again and Cheng Li painted a swan very quickly. The emperor was <sup>9</sup> \_\_\_\_\_ because the picture was so beautiful. However, he was also very angry because he had waited for so long. He sent Cheng Li far, far away. Then the emperor found out why it took so long to paint the swan and asked Cheng Li to come back to China. Cheng Li decided to <sup>10</sup> \_\_\_\_\_ the emperor and became his royal painter.





## Lesson 2 Reading comprehension

1 Read the story on pages 96–97 of your Pupil's Book. Then number the sentences in order.

- |   |                                                               |          |
|---|---------------------------------------------------------------|----------|
| a | Then Cheng Li painted a swan in two minutes.                  | _____    |
| b | One day Zhang Wei invited an artist, Cheng Li, to his palace. | _____    |
| c | The emperor's servants found thousands of paintings of swans. | _____    |
| d | Zhang Wei was a powerful emperor, but he had a bad temper.    | <u>1</u> |
| e | The emperor was furious and sent Cheng Li away from China.    | _____    |
| f | He asked Cheng Li to paint him a beautiful swan.              | _____    |
| g | After three years, the painting still wasn't ready.           | _____    |
| h | The emperor realised his mistake and Cheng Li forgave him.    | _____    |

2 Read and circle. Then match to the fact that supports your answer.

- |   |                                         |   |                                            |
|---|-----------------------------------------|---|--------------------------------------------|
| 1 | Zhang Wei was a <u>good</u> / bad man.  | a | He didn't stop until the swan was perfect. |
| 2 | Cheng Li was lazy / energetic.          | b | He said sorry to Cheng Li.                 |
| 3 | Cheng Li was patient / impatient.       | c | He was kind and took care of his people.   |
| 4 | Zhang Wei was right / wrong in the end. | d | He painted thousands of pictures.          |

## Learning to learn

3 Read texts A and B. Then match sentences 1–6 to the correct text.

**A** I am a powerful Chinese emperor. I live in a palace in the biggest city in China. I have thousands of beautiful paintings in my palace, but I do not own a picture of a swan. Today I am going to ask a famous artist to paint one for me.

**B** Zhang Wei was a strong and powerful Chinese emperor. He collected many beautiful objects in his palace, but he always wanted more. One day, he invited a famous artist to the palace. 'I'd like you to paint me a beautiful picture of a swan,' he said.

- |   |                           |          |   |                                    |       |
|---|---------------------------|----------|---|------------------------------------|-------|
| 1 | It's told by a character. | <u>A</u> | 4 | It uses the first person.          | _____ |
| 2 | It's told by a narrator.  | _____    | 5 | It only uses 'I' in direct speech. | _____ |
| 3 | It uses the third person. | _____    | 6 | It uses 'I' to tell the story.     | _____ |

4 Add one more sentence to texts A and B in Activity 3.

# Lesson 3 Grammar

## 1 Match the parts of the sentences.



- |                                 |                                |
|---------------------------------|--------------------------------|
| 1 If it's hot,                  | a if it doesn't rain.          |
| 2 If we don't work hard,        | b you'll get ill.              |
| 3 We'll go to the beach         | c we'll buy ice cream.         |
| 4 You'll get better at painting | d if you practise.             |
| 5 If you don't eat healthily,   | e if mum gives me some money.  |
| 6 I'll go shopping              | f we won't finish the project. |

## 2 Complete the text with the correct form of the verbs.

I don't know what to do this weekend. If my friends are free on Saturday, I <sup>1</sup> 'll go (go) to the park. If they <sup>2</sup> \_\_\_\_\_ (be) busy, I won't go out. If I <sup>3</sup> \_\_\_\_\_ (stay) at home, I'll do my homework. My teacher will be angry if I <sup>4</sup> \_\_\_\_\_ (not finish) it by Monday. If I go to bed early, I <sup>5</sup> \_\_\_\_\_ (not feel) tired on Sunday. If the weather <sup>6</sup> \_\_\_\_\_ (be) nice, I'll play tennis with my sister. If she <sup>7</sup> \_\_\_\_\_ (win), I won't be happy! If we <sup>8</sup> \_\_\_\_\_ (have) time, we'll go shopping afterwards.



## 3 Complete the sentences about your weekend.

- 1 If my friends are free, \_\_\_\_\_.
- 2 \_\_\_\_\_ if it rains.
- 3 \_\_\_\_\_ if I feel energetic.
- 4 If I have time, \_\_\_\_\_.
- 5 If I have lots of homework, \_\_\_\_\_.

## Lesson 4 Language in use

- 1 Complete with *may (not) / might (not) / could* and a verb from the box. More than one answer is possible.

escape      cut      come      think      hurt      call

- Rex may / might / could hurt Tyler.
- Tyler \_\_\_\_\_ before Rex arrives.
- He's tied up so he \_\_\_\_\_ the rope.
- Maribel \_\_\_\_\_ and rescue Tyler.
- She \_\_\_\_\_ the police.
- But the police \_\_\_\_\_ it's an emergency.

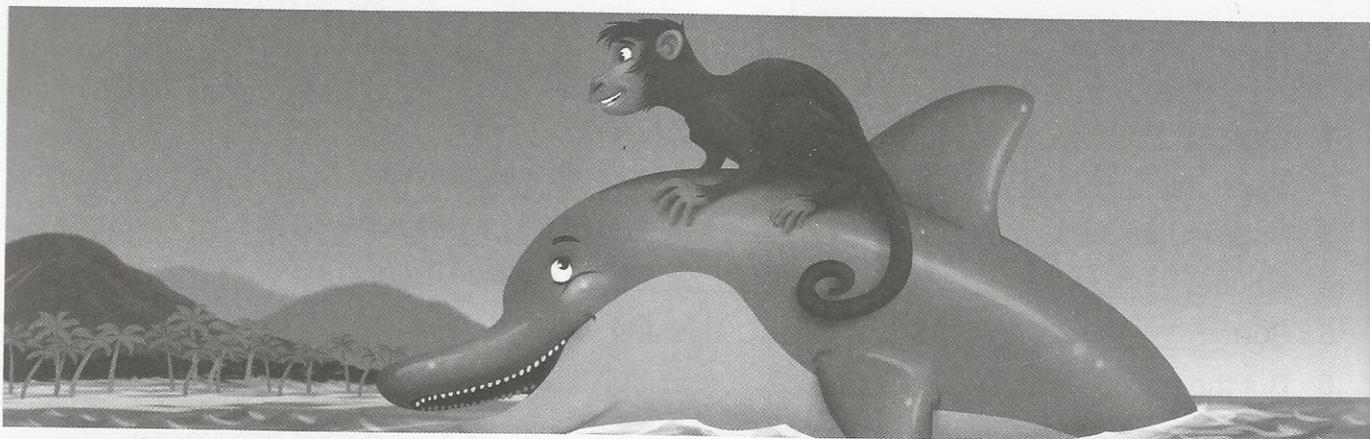
- 2 Complete the dialogue with *may (not) / might (not) / could* and the verbs in brackets. More than one answer is possible.



- A:** Look! There's something in the cave. I think it's an animal.  
**B:** It's tied up and the water is coming in. It <sup>1</sup> \_\_\_\_\_ (not escape).  
**A:** There's someone on the beach. She <sup>2</sup> \_\_\_\_\_ (go) into the cave.  
**B:** She <sup>3</sup> \_\_\_\_\_ (help) it to escape.  
**A:** But she's looking at her phone – she <sup>4</sup> \_\_\_\_\_ (not see) the cave.  
**B:** Look, there's another boat. Someone <sup>5</sup> \_\_\_\_\_ (call) the emergency services.  
**A:** But they <sup>6</sup> \_\_\_\_\_ (not arrive) in time. Let's try and rescue it now ...  
**B:** I've got it! Oh, no! It's just a big brown bag!

# Lesson 5 Exam practice

- 1  Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



### Example

<del>terrible</del>	trick	lies	truth	furious
might	could	rescued	if	don't

There was once a monkey who lived on a ship. One day there was a terrible storm and the monkey fell into the sea. He saw a small island, but it was very far away. 'Oh, dear!' thought the monkey. 'I can't swim very well. I <sup>1</sup> \_\_\_\_\_ not get to the island!'

Suddenly, a dolphin appeared. He <sup>2</sup> \_\_\_\_\_ the monkey and carried him on his back to the island. But the monkey didn't thank the dolphin. He decided to play a <sup>3</sup> \_\_\_\_\_.

'The king of this island is my best friend – and I am a prince!' he told the dolphin.

'Hmm,' said the dolphin. 'So you are a prince. Would you like to be king of the island?'

'How can I be king?' asked the monkey excitedly.

'That's easy!' said the dolphin. '<sup>4</sup> \_\_\_\_\_ you stay on the island, you will be king – because no one else lives here!'

The dolphin swam away, leaving the monkey all alone. He was very sad, but it was too late. The moral of the story is: If you tell <sup>5</sup> \_\_\_\_\_, you'll get into trouble.

Now choose the best name for the story. Tick one box.

- a The monkey who was king
- b Escape to a small island
- c The monkey who told lies

## Lesson 6 Working with words

### 1 Match the synonyms to the words.

furious	powerful	enormous	terrified
freezing	delicious	exhausted	terrible

- |         |                 |          |       |
|---------|-----------------|----------|-------|
| 1 big   | <u>enormous</u> | 5 tired  | _____ |
| 2 nice  | _____           | 6 bad    | _____ |
| 3 angry | _____           | 7 scared | _____ |
| 4 cold  | _____           | 8 strong | _____ |

### 2 Complete with the words in the box in Activity 1.

Once there was a <sup>1</sup> powerful king who lived in a cold, snowy country. Everyone was <sup>2</sup> \_\_\_\_\_ of him because they thought he had a <sup>3</sup> \_\_\_\_\_ temper. In winter it was always <sup>4</sup> \_\_\_\_\_ and it was difficult to find food.

One day a boy was looking after his father's hungry goats. The boy was <sup>5</sup> \_\_\_\_\_ and soon fell asleep. When he woke up, the goats weren't there. His father was <sup>6</sup> \_\_\_\_\_ with him.

The boy looked everywhere, but he couldn't find the goats. Finally, he arrived at the king's palace. He looked into an <sup>7</sup> \_\_\_\_\_ garden full of beautiful plants. He saw all of his goats in the garden! They were eating the plants, which they thought were <sup>8</sup> \_\_\_\_\_.

The boy realised that the king was a kind person and wanted to help the goats. After that, no one was scared of him.



Prepare to write

1 Read the sentences from a summary of *A trip to remember* (Pupil's Book pages 60–61). Cross (x) the sentences which do not contain important information.

- 1 This is a story about Abi and her grandma, who is an inventor.
- 2 Abi didn't think that playing outside was important.
- 3 One of the inventions in her grandma's workshop was a flying trumpet.
- 4 Abi discovered an old bike in grandma's workshop, which took her into the future.
- 5 The bike made noises like *Whoosh!* and *Clunk!* when Abi started to pedal.
- 6 In the future, Abi saw a purple car flying past a skyscraper.
- 7 Abi realised how important fresh air is and wanted to get back to the present.
- 8 Grandma gave Abi a new computer game, but Abi wanted to play outside first.

2 You are going to write a summary of *A trip to remember*. Look at the story on Pupil's Book pages 60–61. Write notes to complete the chart.

<p><b>Someone ...</b> Who are the main characters? What do we need to know about them?</p> <p><i>Abi and her grandma. Abi likes playing games on her tablet more than playing outside. Her grandma is an inventor.</i></p>
<p><b>Wanted ...</b> What did the characters want?</p> <p>_____</p> <p>_____</p>
<p><b>So ...</b> What did the characters do?</p> <p>_____</p> <p>_____</p>
<p><b>But ...</b> What was the problem?</p> <p>_____</p> <p>_____</p>
<p><b>Then ...</b> What happened in the end?</p> <p>_____</p> <p>_____</p>

## Ready to write

- 3 Write a summary of *A trip to remember* using no more than 100 words.



- 4  Read and check what you wrote in Activity 3.

Ask yourself:

- Did I only include important information?
- Did I describe the main events in the correct order?
- Is the message of the story clear?
- Did I use synonyms to make my text more interesting?
- Did I use linking words like *because*, *but* and *so*?

- 5 Rewrite the story summary in your notebook. Use the points in Activity 4 to improve your work.



## 2 Complete the text with the correct form of the verbs.

My friends and I are going camping next week. There's so much to organise! If it <sup>1</sup> 's \_\_\_\_\_ (be) sunny, we <sup>2</sup> 'll sleep \_\_\_\_\_ (sleep) outside under the stars. But we <sup>3</sup> \_\_\_\_\_ (stay) in our tents if it <sup>4</sup> \_\_\_\_\_ (rain). We <sup>5</sup> \_\_\_\_\_ (have) more space in the car if we <sup>6</sup> \_\_\_\_\_ (not take) our sleeping bags – but we'll get very cold at night! If my dad <sup>7</sup> \_\_\_\_\_ (give) me some money, I <sup>8</sup> \_\_\_\_\_ (buy) a football to take with me – we all love sport! And I must remember to pack lots of food. If we <sup>9</sup> \_\_\_\_\_ (do) a lot of sport, we <sup>10</sup> \_\_\_\_\_ (get) hungry!

## 3 What might happen to the characters from *In the shadows*? Think and write sentences with *may (not)*, *might (not)* or *could*.

1 Tyler is running through the forest and Rex is behind him.

Rex might catch him.

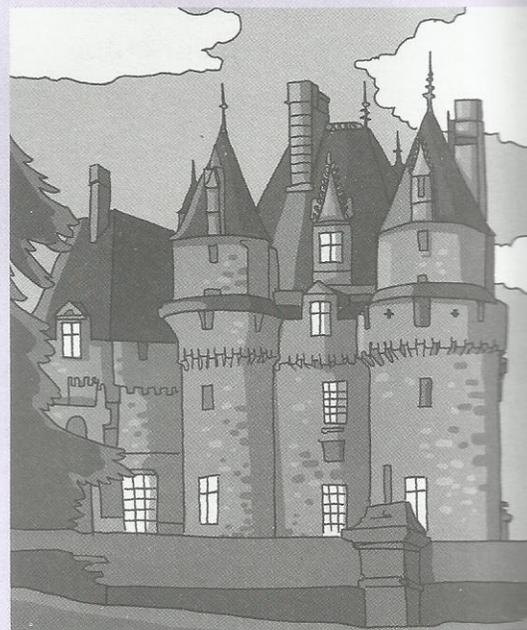
2 Tyler is lost inside an enormous castle.

3 Tyler is in a cave and the sea is coming in.

4 Maribel's boat is in a storm, but she hears a police helicopter.

5 It's dark and difficult for the police to see Maribel.

6 She's near an island, but the waves are very strong.



## What I can do!

### 1 Put a tick (✓) or a cross (x).

recognise points of view in a story

use synonyms to vary vocabulary

talk about a possible future situation and its result

write a summary of a story

talk about possible future events

give a talk about a story

### 2 My unit progress

1 My favourite activity: \_\_\_\_\_

2 Something I did well: \_\_\_\_\_

3 Something I could improve: \_\_\_\_\_

# 9

# What's your opinion?

## Lesson 1 Vocabulary

### 1 Read and unscramble the words.

- 1 An **pap** is a computer program you download to your mobile phone.
- 2 Food tastes **tewes** when it contains a lot of sugar.
- 3 The food you eat every day is your **etid** – and it should be healthy!
- 4 A **cansk** is something small that you eat between meals.
- 5 You can use a **sanotope** to add sugar to hot drinks.
- 6 All products have a **doberac** – a label with lots of lines and numbers.
- 7 You **mebal** someone if you think they're responsible for a problem.
- 8 You have a **chiceo** when you can decide between two or more things.
- 9 The **adime** are ways of communicating, such as TV and newspapers.
- 10 A **docrupt** is something that is made and then sold.

\_\_\_\_\_ app

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

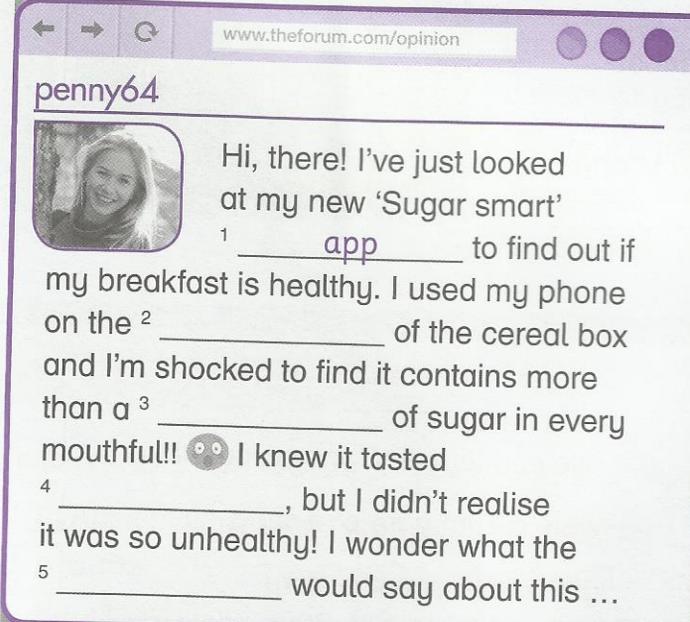
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 2 Complete the texts with the words from Activity 1.

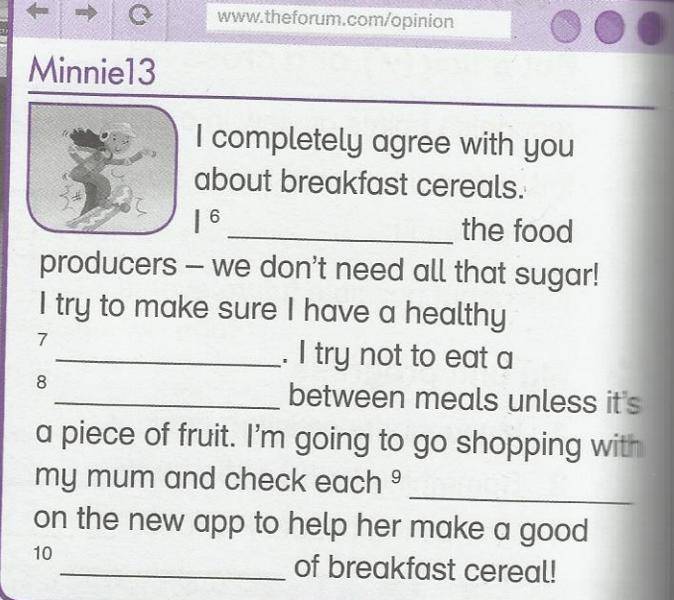


www.theforum.com/opinion

penny64



Hi, there! I've just looked at my new 'Sugar smart' <sup>1</sup> \_\_\_\_\_ app to find out if my breakfast is healthy. I used my phone on the <sup>2</sup> \_\_\_\_\_ of the cereal box and I'm shocked to find it contains more than a <sup>3</sup> \_\_\_\_\_ of sugar in every mouthful!! 😞 I knew it tasted <sup>4</sup> \_\_\_\_\_, but I didn't realise it was so unhealthy! I wonder what the <sup>5</sup> \_\_\_\_\_ would say about this ...

www.theforum.com/opinion

Minnie13



I completely agree with you about breakfast cereals. I <sup>6</sup> \_\_\_\_\_ the food producers – we don't need all that sugar! I try to make sure I have a healthy <sup>7</sup> \_\_\_\_\_. I try not to eat a <sup>8</sup> \_\_\_\_\_ between meals unless it's a piece of fruit. I'm going to go shopping with my mum and check each <sup>9</sup> \_\_\_\_\_ on the new app to help her make a good <sup>10</sup> \_\_\_\_\_ of breakfast cereal!

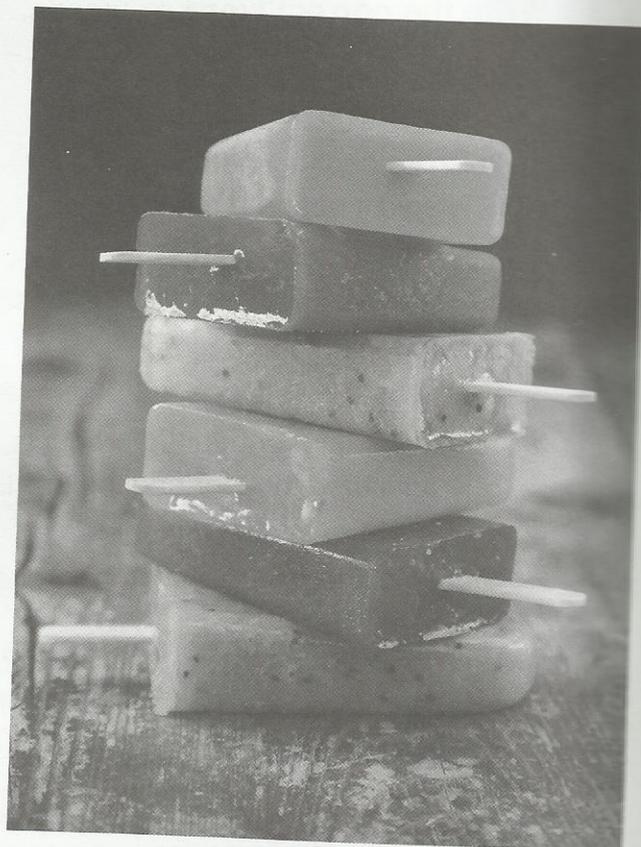


## Lesson 2 Reading comprehension

1 Read the discussion forum on Pupil's Book pages 108-109.

Read and underline the correct phrase.

- 1 Bart99 is annoyed with the media because they ...
  - a tell us not to eat salt or meat.
  - b change the message about what is bad for us.
- 2 Butterfly22 blames the problem on ...
  - a the food producers.
  - b supermarkets.
- 3 Minnie13 tells us ...
  - a there are six teaspoons of sugar in a can of cola.
  - b she has seven teaspoons of sugar a day.
- 4 Penny64 thinks that ...
  - a everyone can make the right choices about food.
  - b advertisers make people choose the wrong food.
- 5 Fred01 is worried about eating ...
  - a other unhealthy foods.
  - b too much sugar.
- 6 Minnie13's mum is worried about ...
  - a her family's diet.
  - b using the sugar app.



### Working with words

2 Complete the word groups. Use your dictionary to find two related words for each.

_____ active _____ _____	1 act 2 happy 3 appear	_____ _____ _____
-----------------------------------	------------------------------	-------------------------

3 Choose one of the word groups from Activity 3. Write a sentence with each word.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

# Lesson 3 Grammar

## 1 What did Anna's mum say? Cross out the mistake in each reported sentence. Write the correct word or words.

- 1 'I eat too much salt.'  
She said she ~~eat~~ too much salt.
- 2 'It isn't a healthy diet.'  
She said it not be a healthy diet.
- 3 'I like the idea of the app.'  
She said she like the idea of the app.
- 4 'I'm shopping at the moment.'  
She said she shopped at the moment.
- 5 'We're looking for healthy products.'  
She said they look for healthy products.
- 6 'I have some in my basket.'  
She said she have some in her basket.

ate

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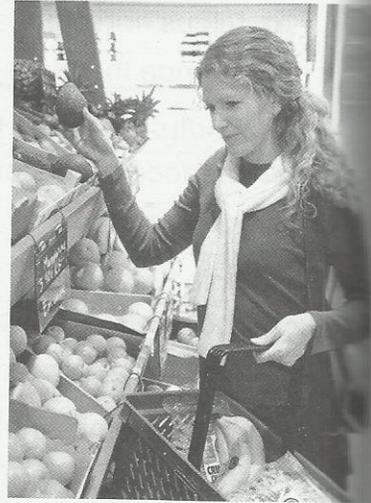
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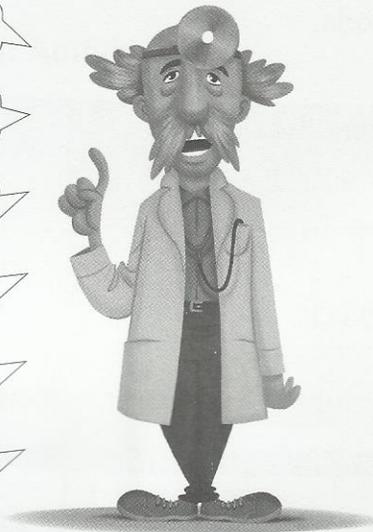


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## 2 Complete the reported sentences with what the doctor said.

- 1 Sugar is bad for you.
- 2 A healthy diet is important.
- 3 Everyone eats too much sugar.
- 4 Many foods are full of sugar.
- 5 You are eating too much chocolate.
- 6 You aren't eating enough vegetables.



- 1 He said sugar was bad for me
- 2 He said \_\_\_\_\_
- 3 He said \_\_\_\_\_
- 4 He said \_\_\_\_\_
- 5 He said I \_\_\_\_\_
- 6 He said I \_\_\_\_\_

## Lesson 4 Language in use

### 1 Circle the correct word to complete the sentences.

- Oh, no! I can't find my phone **anywhere** / somewhere.
- I'm sure **anyone** / **someone** will find it for you.
- Can I do **nothing** / **anything** to help?
- I asked all my friends but **no one** / **anyone** knows where it is.
- I'm sure it's **somewhere** / **anywhere** in your bedroom.
- Your room is so untidy you can't find **nothing** / **anything** in there!
- I've looked and looked but it's **nowhere** / **anywhere**!
- Look! There's **anything** / **something** under your bed. Is it your phone?



### 2 Complete the dialogue with the words in bold from Activity 1.

**A:** Hello, Tom. What's wrong?

**B:** I've lost my football shirt. I can't find it <sup>1</sup> **anywhere**.

**A:** Have you looked in your locker yet? Is there <sup>2</sup> \_\_\_\_\_ in there?

**B:** No, there's <sup>3</sup> \_\_\_\_\_ in my locker. It's empty.

**A:** It must be <sup>4</sup> \_\_\_\_\_! Does <sup>5</sup> \_\_\_\_\_ else know you've lost it?

**B:** Yes, but <sup>6</sup> \_\_\_\_\_ has seen it.

**A:** Is it red? I think I saw <sup>7</sup> \_\_\_\_\_ red in the gym.

**B:** Yes, it is. Let's go and see.

**A:** Oh, dear. There's <sup>8</sup> \_\_\_\_\_ here. I can't see it <sup>9</sup> \_\_\_\_\_.

**B:** Look, there's Josh. What did you say, Josh ... <sup>10</sup> \_\_\_\_\_ has found my shirt! That's great news, thanks!

### 3 Imagine you've lost something at school. Write a short dialogue with some of the words in Activity 1.

You: Have you seen my \_\_\_\_\_? I can't find it anywhere.

Friend: \_\_\_\_\_

You: \_\_\_\_\_

Friend: \_\_\_\_\_

You: \_\_\_\_\_

Friend: \_\_\_\_\_

# Lesson 5 Exam practice

- 1  Read the text. Choose the right words and write them on the lines.



## How to be a good student

- Example** We asked a teacher, Mr Dean, for some advice on doing homework and studying for exams. He said that many students \_\_\_\_\_
- 1 \_\_\_\_\_ problems with this. He said that students \_\_\_\_\_ it more difficult to
- 2 study at home these days \_\_\_\_\_ there are so many other things to do
- 3 there. He said it \_\_\_\_\_ important to concentrate hard when studying,
- 4 especially if you are preparing for exams. He believes that \_\_\_\_\_ can
- 5 study if they are getting lots of text messages or there is noise from a TV. It is
- 6 important to find \_\_\_\_\_ quiet with nothing to disturb you.
- 7 On the other hand, a lot of students might \_\_\_\_\_ with Mr Jackson.
- 8 They like to listen to music on their phones or computers \_\_\_\_\_ they
- 9 are studying. Some students said that they can only work with music on.
- 10 Multi-tasking is becoming more common and is \_\_\_\_\_ as an important skill for the 21st century.
- 10 The debate continues. Perhaps students should try \_\_\_\_\_ ways of working and decide which one works best for them.

- | Example | of          | for          | to         |
|---------|-------------|--------------|------------|
| 1       | has         | having       | had        |
| 2       | was finding | were finding | to find    |
| 3       | because     | so           | but        |
| 4       | be          | was          | were       |
| 5       | someone     | anyone       | no one     |
| 6       | anywhere    | somewhere    | nowhere    |
| 7       | agree       | disagree     | understand |
| 8       | while       | during       | before     |
| 9       | see         | seeing       | seen       |
| 10      | both        | same         | this       |

## Lesson 6 Learning to learn

1  Read the essay and choose the best title. Tick (✓).

- a Should school canteens provide more choice?
- b Should children eat snacks at school?
- c Are school meals healthy enough?

What we eat at school is <sup>1</sup> important for our health.

Millions of children around the world eat lunch at school and this can affect their health. School meals are often in the news because people think they should be healthier. I believe that the situation is different in every school.

<sup>2</sup> \_\_\_\_\_

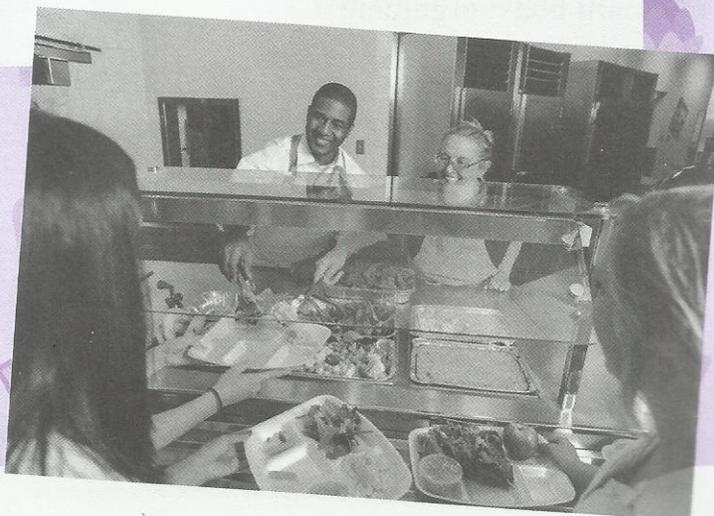
Pupils make choices from a menu including burgers, pizza and chips. Canteens sell snacks like chocolate bars or crisps, which are full of sugar or salt. Pupils often drink fizzy drinks, which contain several teaspoons of sugar.

However, <sup>3</sup> \_\_\_\_\_.

There is a choice of healthy options like salads, vegetables and fresh fruit. Unhealthy fast food is not on the menu and pupils eat food with less sugar and salt. A snack could be a healthy apple.

In my opinion, <sup>4</sup> \_\_\_\_\_.

If pupils have a healthy diet, they will feel more energetic and their school work will improve. It is also important for pupils to make healthy choices about the meals and snacks they eat at school. Next time you feel like chocolate, try an apple!



2  Write a topic sentence for each paragraph.

## Lesson 6 Writing

### Prepare to write

1 Read the sentences. Write **A** if you agree or **D** if you disagree.

- 1 Children can learn a lot from TV programmes.
- 2 Children spend too much time watching cartoons.
- 3 Watching TV can make you more creative.
- 4 Watching TV is not a good use of children's time.
- 5 Children should do more exercise instead of watching TV.
- 6 Watching TV for an hour helps you relax after working hard at school.
- 7 TV can stop children from concentrating on their homework.
- 8 It is fun to discuss different TV programmes with friends.

<input type="checkbox"/>

2 Do children watch too much TV? Look at your answers in Activity 1 and decide what your opinion is. Add three more ideas to support your opinion.

- 1 I think / believe \_\_\_\_\_
- 2 I don't think / believe \_\_\_\_\_
- 3 In my opinion, \_\_\_\_\_

3 Plan an opinion essay on the topic 'Do children watch too much TV?'. Use the ideas in Activities 1 and 2 to complete the plan.

#### Introduction

Introduce the topic: \_\_\_\_\_

Give your opinion: \_\_\_\_\_

#### Main body: argument 1

Supporting sentences: Firstly, \_\_\_\_\_

\_\_\_\_\_

#### Main body: argument 2

Supporting sentences: Secondly, \_\_\_\_\_

\_\_\_\_\_

#### Conclusion

Summary: \_\_\_\_\_

\_\_\_\_\_





## 2 Complete the reported sentences with what Jamie said.



1 I love sport!

2 My favourite sport is basketball.

3 I'm playing in a match at the moment.

4 My team practises every day.

- 1 He said he \_\_\_\_\_
- 2 He \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

## 3 Complete with the correct indefinite pronouns.

Yesterday was a very bad day. At school I couldn't find my English book  
<sup>1</sup> anywhere so my teacher was angry with me. At break, I looked  
 in my bag for my snack, but there was <sup>2</sup> \_\_\_\_\_ there. I went  
 to the school canteen to buy <sup>3</sup> \_\_\_\_\_ to eat, but I didn't have  
 any money. In the afternoon, we had PE. I couldn't find my trainers - I  
 think <sup>4</sup> \_\_\_\_\_ moved them. Then I hurt my foot so I couldn't do  
<sup>5</sup> \_\_\_\_\_. When I got home I needed <sup>6</sup> \_\_\_\_\_ quiet to do  
 my homework, but my brother was playing loud music. There was  
<sup>7</sup> \_\_\_\_\_ quiet in the house. Then I couldn't do my maths homework  
 and there was <sup>8</sup> \_\_\_\_\_ to help me. What a day!

## What I can do!

### 1 Put a tick (✓) or a cross (x).

find supporting information in a text

identify related words

report what someone said

write an opinion essay

use indefinite pronouns

take part in a class debate

### 2 My unit progress

1 My favourite activity: \_\_\_\_\_

2 Something I did well: \_\_\_\_\_

3 Something I could improve: \_\_\_\_\_

## 10

## It's a mystery

## Lesson 1 Vocabulary

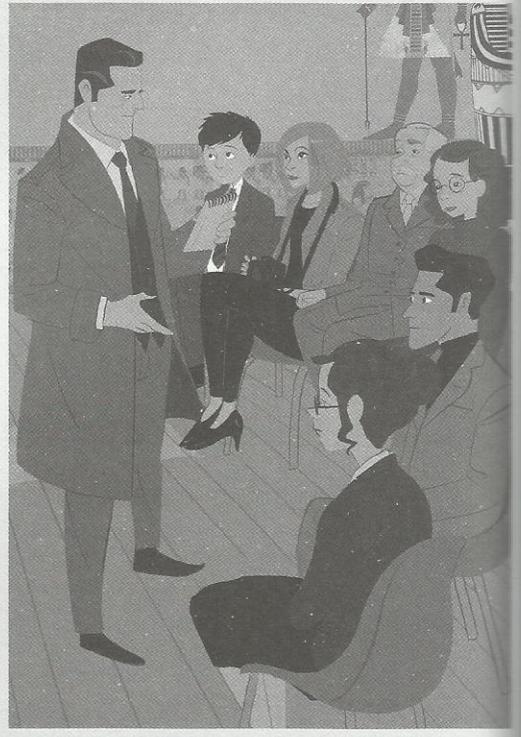
## 1 Read and match the words to the correct definitions.

- 1 A police officer or detective tries to solve this.
- 2 This means that something is worth a lot of money.
- 3 The act of stealing something from a place.
- 4 An activity that you enjoy doing in your free time.
- 5 To say something that isn't true.
- 6 A person that you think is guilty of a crime.
- 7 Something someone says about a crime and a police officer writes down.
- 8 To find out the answer to a mystery or a crime.
- 9 To show that something is true.
- 10 To receive and use something that you give back later.

- a lie
- b prove
- c statement
- d solve
- e crime
- f borrow
- g hobby
- h valuable
- i suspect
- j robbery

2 Complete the summary of *The robbery* with the words in Activity 1.

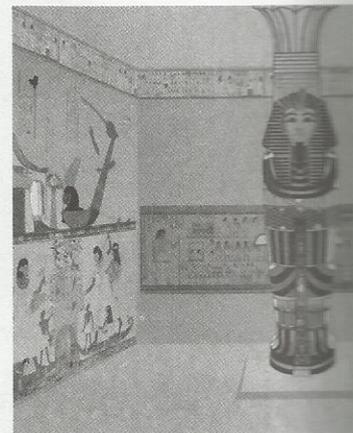
Yesterday evening there was a <sup>1</sup> robbery in the museum. It was a serious <sup>2</sup> \_\_\_\_\_. Someone stole a <sup>3</sup> \_\_\_\_\_ dinosaur egg. Inspector Fox took a <sup>4</sup> \_\_\_\_\_ from all the people who were in the museum at 5 o'clock. The first <sup>5</sup> \_\_\_\_\_ was Pat Plump. He said he was drawing hieroglyphics and that this was his favourite <sup>6</sup> \_\_\_\_\_. Lucy Specks showed a receipt to <sup>7</sup> \_\_\_\_\_ that she was in the museum shop at the time. In the end, it was easy for Inspector Fox to <sup>8</sup> \_\_\_\_\_ the crime. Sue Snaps said she didn't steal the egg, but everyone found out that she can <sup>9</sup> \_\_\_\_\_. Did she only want to <sup>10</sup> \_\_\_\_\_ the egg? Inspector Fox didn't believe her and she got into a lot of trouble.



## Lesson 2 Reading comprehension

1 Read the play script on Pupil's Book pages 122–123. Number the events of *The robbery* in order.

- a Pat Plump said he was drawing hieroglyphics. \_\_\_\_\_
- b Sue Snaps said she talked to the museum guard. \_\_\_\_\_
- c The Inspector solved the crime and took Sue Snaps away. \_\_\_\_\_
- d Lucy Specks showed the Inspector a receipt from the shop. \_\_\_\_\_
- e Someone stole a dinosaur egg from the museum. \_\_\_\_\_ 1
- f Miss Pepper said she went to look for Tim Tall. \_\_\_\_\_
- g Inspector Fox arrived at the museum to ask people questions. \_\_\_\_\_
- h Dr Green said he was doing research on dinosaur eggs. \_\_\_\_\_



2 Write the correct names. More than one answer is possible.

Pat Plump    Lucy Specks    Tim Tall    Miss Pepper    Dr Green    Sue Snaps

Who ...

- 1 is interested in dinosaur eggs? \_\_\_\_\_
- 2 was not in one of the museum rooms at 5.10 pm? \_\_\_\_\_
- 3 is interested in old paintings? \_\_\_\_\_
- 4 didn't leave the museum on time? \_\_\_\_\_
- 5 can't go home at the end of the story? \_\_\_\_\_

### Working with words

3 Add *-ment* to the verbs to make nouns.

- |           |                              |            |       |
|-----------|------------------------------|------------|-------|
| 1 state   | _____ <i>statement</i> _____ | 5 agree    | _____ |
| 2 equip   | _____                        | 6 announce | _____ |
| 3 move    | _____                        | 7 excite   | _____ |
| 4 arrange | _____                        | 8 pay      | _____ |

4 Complete the sentences with the words from Activity 3.

- 1 He gave me a \_\_\_\_\_ of £10,000 for the painting.
- 2 I used a lot of \_\_\_\_\_ in my science experiment.
- 3 We made an \_\_\_\_\_ to meet at 5 o'clock.
- 4 I've broken my leg so every little \_\_\_\_\_ hurts!
- 5 There was an \_\_\_\_\_ to say the trains were delayed.
- 6 There was a lot of \_\_\_\_\_ when their team won the match.



## Lesson 3 Grammar

### 1 Read and match the parts of the question tags.



- |                                        |               |
|----------------------------------------|---------------|
| 1 You know where the treasure is,      | a doesn't it? |
| 2 You can read a map,                  | b can you?    |
| 3 You can't row very fast,             | c don't you?  |
| 4 We're rich,                          | d isn't it?   |
| 5 The treasure is under this tree,     | e can't you?  |
| 6 The map shows where the treasure is, | f aren't we?  |

### 2 Complete the dialogue with the correct part of the question tags.

**Inspector Fox:** You look after all the statues, <sup>1</sup> don't you ?

**Museum guard:** Yes, I do.

**Inspector Fox:** You <sup>2</sup> \_\_\_\_\_ stay in this room all the time, do you?

**Museum guard:** No, I don't. I walk around and check all the rooms.

**Inspector Fox:** You <sup>3</sup> \_\_\_\_\_ see if anything is missing, can't you?

**Museum guard:** Yes, I can. The gold statue isn't here.

**Inspector Fox:** It's usually next to this picture, <sup>4</sup> \_\_\_\_\_ ?

**Museum guard:** Yes, it is.

**Inspector Fox:** There's a photo of it in the guide book, <sup>5</sup> \_\_\_\_\_ ?

**Museum guard:** Yes, there is ... Look, here it is. The statue is worth half a million pounds!

### 3 Write questions with tags to ask a friend.

1 play / football

You play football, don't you?

2 good at / drawing

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3 can / sing well

---

4 not / good at / science

---

5 can't / speak Spanish

---

6 don't like / classical music

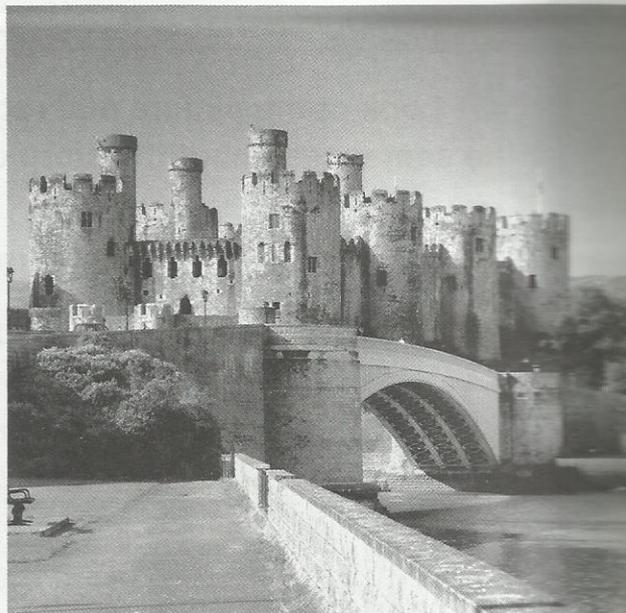
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## Lesson 4 Language in use

### 1 Read and circle the best modal verb.

Don't forget our school trip on Friday. You <sup>1</sup> **must** / **mustn't** be late for school. The bus leaves at 9 o'clock and it won't wait for anyone. You can wear your own clothes – you <sup>2</sup> **mustn't** / **don't have to** wear school uniform. But you <sup>3</sup> **should** / **shouldn't** look smart.

It <sup>4</sup> **may** / **must** be cold on the boat so you <sup>5</sup> **should** / **might** bring a warm coat. It <sup>6</sup> **might** / **can** rain so bring an umbrella, too. And you <sup>7</sup> **might not** / **mustn't** forget your packed lunch – there isn't a cafeteria at the castle. While we are there, you <sup>8</sup> **can** / **can't** explore all the rooms with your friends, but don't get lost!



### 2 Complete the notes with a suitable modal verb. More than one answer may be possible.

- 1 You \_\_\_\_\_ **must** \_\_\_\_\_ arrive on time for the bus – it leaves the castle at 2 o'clock.
- 2 You \_\_\_\_\_ behave badly on the bus.
- 3 There's a shop at the castle so you \_\_\_\_\_ need some money.
- 4 You \_\_\_\_\_ bring a camera because the scenery is beautiful.
- 5 But you \_\_\_\_\_ take photos inside the castle. This isn't allowed.
- 6 You \_\_\_\_\_ finish all the tasks on the worksheet – it isn't necessary.
- 7 You \_\_\_\_\_ leave the castle while we're there – please stay inside.
- 8 You \_\_\_\_\_ tell your parents that the bus arrives back at school at 5 o'clock.

### 3 Imagine you're going on a school trip to a safari park. Make notes about what your teacher tells you. Use some of the verbs in Activities 1 and 2.

You should bring a camera.

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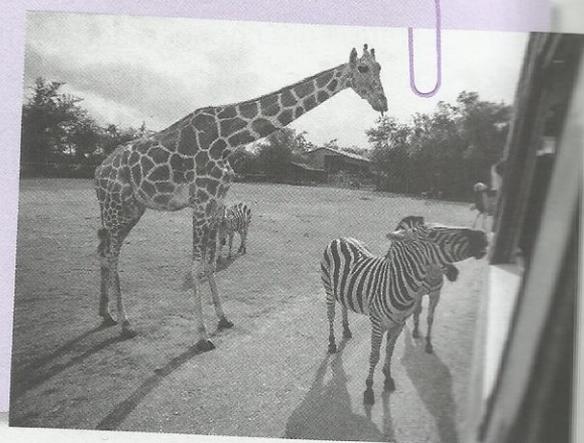
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- 1  Look at the picture and read the story. Write some words to complete the sentences about the story on page 107. You can use 1, 2, 3 or 4 words.

### Mystery at the sports centre



My name is Daniel and I love doing sport. My favourite hobby is tennis – I play every weekend and I'm really good at it. Last weekend I was in a tennis competition at a sports centre. Our PE teacher, Mr Hedge, organised a trip there for the players.

'You can bring lunch if you want to,' he said. 'But you don't have to because there's a cafeteria at the sports centre.'

It took a long time to get there because the competition was in another city in the north of the country. After about two hours, we finally arrived at the sports centre. I got changed and left my things in a locker. I didn't lock it because there wasn't anything valuable there. I played in two tennis matches in the morning. At lunchtime I went back to the locker room. I opened my locker to get my packed lunch, but my tuna sandwiches weren't there! I couldn't find them anywhere.

'Where are they?' I asked Paul. 'It's a mystery!'

'They might be on the bus,' he said. We went outside and looked on the bus, but they weren't there. So we went to the cafeteria to buy some lunch.

Half an hour later, Paul and I went back to the locker room. A large, fat cat was sitting outside looking very happy. There was a bit of a tuna sandwich next to the cat!

'Aha!' said Paul. 'We've solved the mystery, haven't we!'

**Examples**Daniel really likes playing tennis.Mr Hedge is Daniel's PE teacher.**Questions**

- 1 Last weekend Daniel played in a \_\_\_\_\_.
- 2 The journey there took \_\_\_\_\_ because it was far away.
- 3 The competition was at a \_\_\_\_\_ in the north of the country.
- 4 'There's a cafeteria so you \_\_\_\_\_ a packed lunch,' said Mr Hedge.
- 5 Daniel brought \_\_\_\_\_ to eat at lunchtime.
- 6 Paul and Daniel went \_\_\_\_\_ because the sandwiches weren't on the bus.
- 7 A \_\_\_\_\_ took Daniel's sandwiches and ate them.

**Lesson 6 Learning to learn**

- 1   Do the quiz. Tick (✓) the best advice. Then check your results at the bottom of the page.

# How persistent are you?

1 What should you do if a task is taking a long time?

- a Do as much as you can, then stop.
- b Ask a friend or parent to help you finish it.
- c Keep trying until you finish and are happy you've done your best.

3 What should you do when a task is challenging?

- a Take lots of breaks and eat lots of snacks.
- b Do it as quickly as possible to get it finished.
- c Take it one step at a time, with breaks in between.

2 When should you ask for help with a task?

- a When you finish, to make sure you did it correctly.
- b You shouldn't – it's best to work on your own.
- c When there is something you don't understand or need advice on.

4 What should you do if you make mistakes in a task?

- a Feel annoyed that you didn't do better.
- b Ask someone to explain why you got things wrong.
- c Make sure you revise everything that you got wrong.

Mostly a – You need to try harder and be more persistent.  
 Mostly b – You try sometimes, but you need to be more patient.  
 Mostly c – You usually succeed with most tasks. You are very persistent!

## Lesson 6 Writing

### Prepare to write

#### 1 Read and complete the play script.

## Mystery at the museum

### Scene 1

Early afternoon <sup>1</sup> \_\_\_\_\_ at the entrance to a museum \_\_\_\_\_. Joe and Lauren are on a school trip.

**Miss Binks:** Now don't forget you must behave while you're in the museum. Here you are ...  
(<sup>2</sup> \_\_\_\_\_)

**Lauren:** Can we take photos?

**Miss Binks:** No, you can't. You mustn't take photos in the museum. OK, everyone, let's go inside now.

<sup>3</sup> \_\_\_\_\_. Joe and Lauren are looking at Egyptian objects.

**Lauren:** (*pointing to something*) Look at this amazing gold jewellery.

<sup>4</sup> \_\_\_\_\_. There's something missing, isn't there?

**Joe:** Yes ... Look! There's a door over there.

(<sup>5</sup> \_\_\_\_\_) Come on! Let's find out where these stairs go.

**Lauren:** We might find a secret passage!

**Joe:** Sshh! <sup>6</sup> \_\_\_\_\_! There's someone down here!

**Lauren:** (*sounding frightened*) Oh, no!

- a gives the children their tickets
- b ~~at the entrance to a museum~~
- c In the Egyptian Room
- d But there's an empty space here
- e opens the door quietly
- f I heard a noise

#### 2 Plan Scene 2 (the ending) of the play. Write notes to answer the questions.

1 Who do Joe and Lauren see? \_\_\_\_\_

2 What is he / she doing at the museum? \_\_\_\_\_

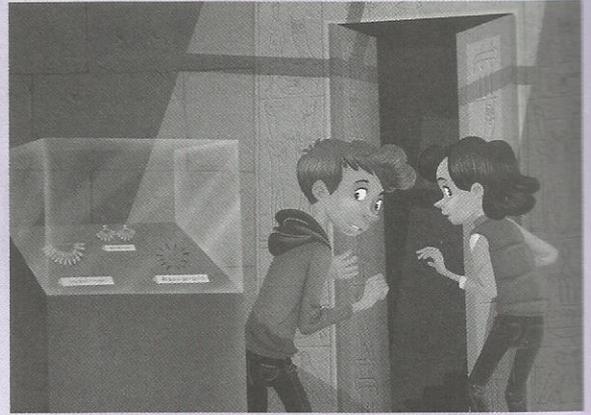
3 What happens when he / she sees the children? \_\_\_\_\_

4 What happens next? \_\_\_\_\_

5 What happens in the end? \_\_\_\_\_

## Ready to write

### 3 Write Scene 2 of the play.



### 4 Read and check what you wrote in Activity 3.

Ask yourself:

- Did I include stage directions?
- Did I use punctuation correctly?
- Is the story interesting / exciting?
- Is the mystery solved at the end?
- Did I use verb tenses correctly?

### 5 Rewrite Scene 2 of the play in your notebook. Use the points in Activity 4 to improve your work.

## Lesson 7 Functional language

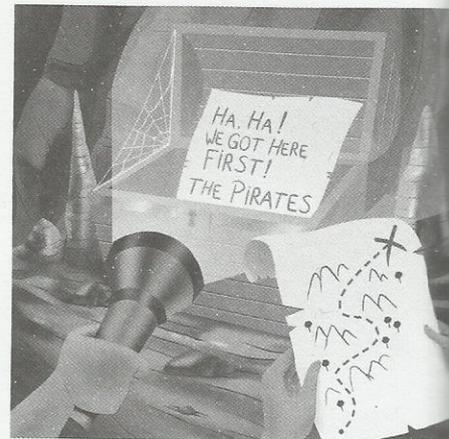
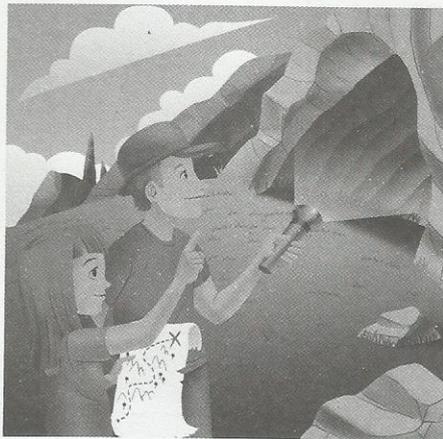
- 1  Look at the three pictures. Write about this story. Write 20 or more words. Use the phrases in the box to tell your story.

~~A strange thing happened~~

Then guess what

Suddenly

You won't believe this, but



A strange thing happened \_\_\_\_\_

---



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## Check-up challenge

- 1 Circle eight words in the wordsearch. Then complete the sentences with the words.

w	h	s	m	a	r	t	f	j
c	a	f	e	t	e	r	i	a
r	w	f	c	l	u	e	n	f
s	l	c	t	n	v	l	r	l
o	t	j	k	r	k	l	x	o
u	r	q	h	n	w	x	r	w
t	o	r	o	b	b	e	r	y
h	p	s	u	r	f	a	c	e
l	s	u	s	p	e	c	t	m

- Pupils often have to wear a uniform to look smart for school.
- The Nazca lines are pictures on the \_\_\_\_\_ of the Earth.
- Rivers usually \_\_\_\_\_ into the sea.
- Finding a \_\_\_\_\_ can help you solve a crime.
- Someone stole a million pounds in a bank \_\_\_\_\_ yesterday.
- My school has a \_\_\_\_\_ so I have lunch there every day.
- The police think this man broke into the house – he's the main \_\_\_\_\_.
- The opposite of *north* is \_\_\_\_\_.

## 2 Write question tags about Easter Island with the prompts.

1 Easter Island / be / in the Pacific Ocean

Easter Island is in the Pacific Ocean, isn't it?

2 there / be / lots of statues there

3 they / look / strange

4 you / can't touch / the statues

5 people / live / on the island

6 you / can visit / Easter Island



## 3 Imagine you are going on a camping trip. What does your mum tell you? Use some of the words in the box and your own ideas.

1 You should take lots of warm clothes.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

must

should

have to

might

mustn't

shouldn't

don't have to

may

## What I can do!

### 1 Put a tick (✓) or a cross (x).

find key information in a text

make new words with the suffix *-ment*

use question tags to confirm information

write a play script

use modal verbs to talk about an event

tell a mystery story

### 2 My unit progress

1 My favourite activity:

\_\_\_\_\_

2 Something I did well:

\_\_\_\_\_

3 Something I could improve:

\_\_\_\_\_

# End-of-year review

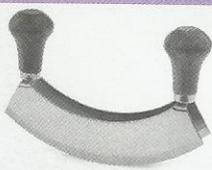
## 1 Write the words in the correct column.

~~the news~~    leather    pop    robbery    documentary  
 rap    cheerful    optimistic    glass    classical  
 advert    suspect    plastic    break into    valuable

materials	music	on TV	adjectives	crime
		the news		

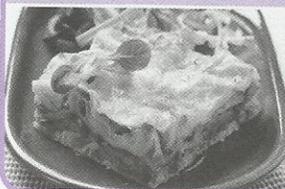
## 2 Complete the adverts with the words in the box.

herbs    metal    ~~useful~~    light    cafeteria    cotton    snack    cheap



If you go to our kitchen department, you'll find lots of <sup>1</sup> useful equipment. Try our new rocker knife. It's made of <sup>2</sup> \_\_\_\_\_ and it's used for cutting <sup>3</sup> \_\_\_\_\_.

Go to the children's clothes department for <sup>4</sup> \_\_\_\_\_ jeans – you won't find better prices anywhere. We have <sup>5</sup> \_\_\_\_\_ and dark blue jeans, and T-shirts made of the softest <sup>6</sup> \_\_\_\_\_.



If you feel like a break from shopping, you'll find our new <sup>7</sup> \_\_\_\_\_ on the second floor. Lunch is served from 12 until 3, or you can have a delicious <sup>8</sup> \_\_\_\_\_ at any time.

## 3 Circle the correct words to complete the sentences.

- Cotton is grown / are grown in warm countries.
- Jeans are made of / by denim.
- It's used for open / opening bottles.
- He's a great singer – I'm sure he will / won't be famous one day.
- Look at that big, black cloud! It will / 's going to rain.
- If it's sunny tomorrow, I'll go / I go to the beach.
- Is anyone / no one at home?
- Don't take that path! You might not / could not find your way back.

#### 4 Complete the email with the words in the box.

Hi Simon,

Have you got your ticket for the music festival? It's going to be great! You go every year, <sup>1</sup> don't you? Mum says I <sup>2</sup> \_\_\_\_\_ to stay with my friends all the time while I'm there and I <sup>3</sup> \_\_\_\_\_ be careful not to lose anything.

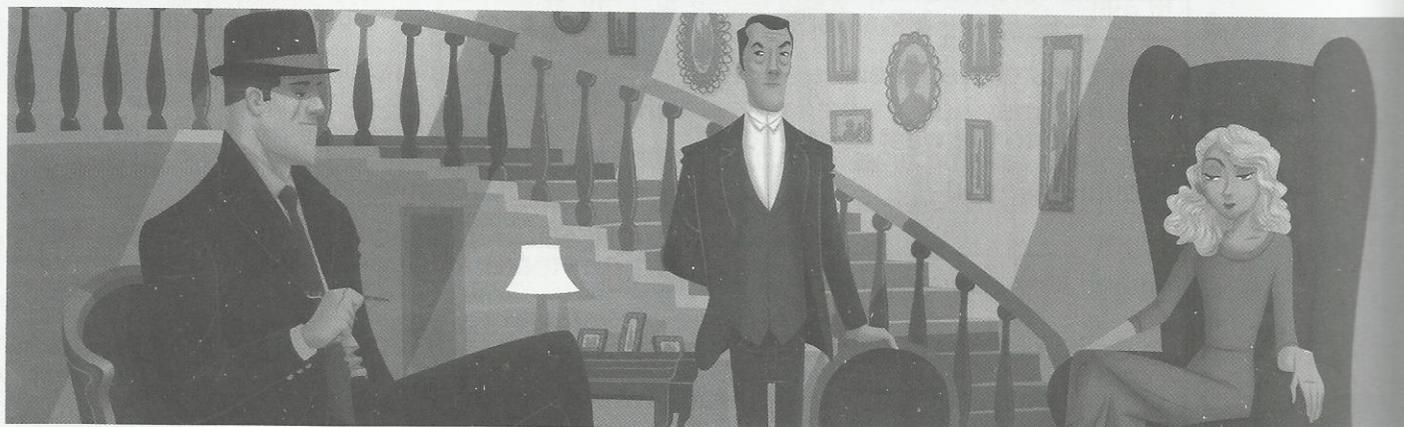
If it rains, we <sup>4</sup> \_\_\_\_\_ need waterproof jackets and an umbrella. But we <sup>5</sup> \_\_\_\_\_ need our jackets if it's sunny. Will there be <sup>6</sup> \_\_\_\_\_ to get food at the festival? If there's <sup>7</sup> \_\_\_\_\_ to eat, it'll be awful! Maybe we should take a picnic?

We're meeting at 1 pm, <sup>8</sup> \_\_\_\_\_ we? I just need to find my ticket ...

Bye,

Jake

have  
anywhere  
~~don't~~  
won't  
nothing  
aren't  
will  
must



#### 5 Write what the suspects said about the robbery at Hamworth Hall.

1 Lady Sarah: 'I have a lot of jewels.'

Lady Sarah said she had a lot of jewels.

2 Lord Robert: 'A valuable necklace is missing!'

3 The servants: 'We're looking everywhere for it.'

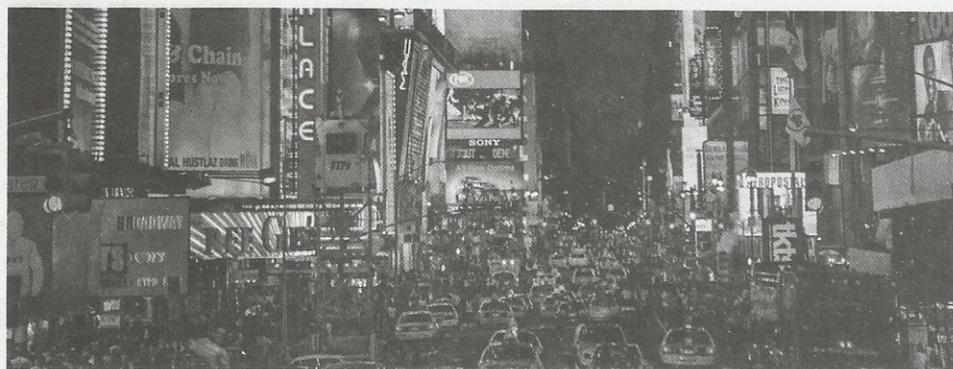
4 The cook: 'The thief works in the house.'

5 Mr Benn: 'The servants are behaving strangely.'

6 The gardener: 'The cook loves jewellery!'

6  Read the text. Choose the right words and write them on the lines.

## Visiting the USA



- Example** The USA is a huge country and there are many different places to visit. You can start in New York. The skyscrapers are amazing – they're so tall! They're made \_\_\_\_\_ glass and metal.
- 1 \_\_\_\_\_
- 2 Take a walk in Central Park – there is \_\_\_\_\_ quite like it! Music \_\_\_\_\_ often performed in the park so check the list of concerts
- 3 \_\_\_\_\_
- 4 when you arrive. There is always \_\_\_\_\_ interesting happening there.
- 5 If you go to the west coast, you \_\_\_\_\_ travel across the Rocky
- 6 Mountains. You \_\_\_\_\_ go skiing in the mountains in winter.
- 7 If you \_\_\_\_\_ go in winter, you'll still find lots to do in the national parks. Make sure you look out for bears!
- 8 In California, you \_\_\_\_\_ miss San Francisco with its amazing bridge.
- 9 Or you can take a trip to Hollywood where movies \_\_\_\_\_ made.
- 10 You \_\_\_\_\_ see someone famous at the film studios!

- |                |           |           |           |
|----------------|-----------|-----------|-----------|
| <b>Example</b> | much      | many      | lots      |
| 1              | with      | of        | by        |
| 2              | nowhere   | somewhere | anywhere  |
| 3              | are       | is        | isn't     |
| 4              | nothing   | anything  | something |
| 5              | will      | going to  | are       |
| 6              | shouldn't | can       | going to  |
| 7              | will      | don't     | won't     |
| 8              | might not | shouldn't | have to   |
| 9              | are       | isn't     | is        |
| 10             | can't     | must      | might     |

7  Read the message and write the missing words. Write one word on each line.



**Example** I'm having a great time on the school orchestra trip!

- 1 Yesterday we went \_\_\_\_\_ a museum and saw a sculpture
- 2 made of recycled materials. I've never seen \_\_\_\_\_ like it!
- 3 The concert is on Saturday evening. It \_\_\_\_\_ at 7 pm.
- 4 If we \_\_\_\_\_ play well, our teacher won't be very happy. She
- 5 said we \_\_\_\_\_ spending too much time playing computer games!

8 **Unscramble the questions. Then answer.**

- 1 made / your / What / are / in / country / products ?

Question: What products are made in your country?

Answer: \_\_\_\_\_

- 2 jeans / are / of / made / What ?

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

- 3 used / torch / is / a / for / What ?

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

- 4 at / to / going / you / What / the weekend / do / are ?

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

- 5 tomorrow / rains / What / if / do / will / you / it ?

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

# Game

13

**Go back three spaces!**

**'Mysteries are great! I'm writing a mystery story for homework.'**

**Report what the person said.**



11

**What will you do this weekend if it's sunny?  
Make two sentences.**

10

**Make two predictions about the future.**



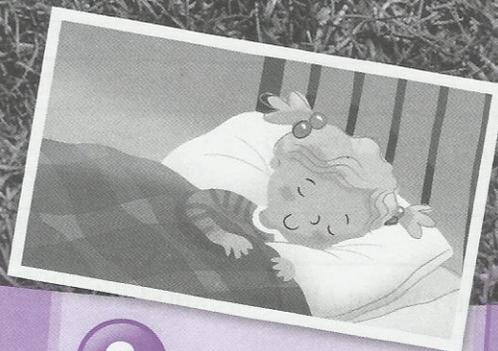
9

**Point to two things. Say what they are made of.**

8

**Which method of transport don't you like?**

**Give two reasons why you don't like it.**



1

**What was your teacher doing when you arrived at class this morning?**

**Answer the question.**

2

**Say two things you used to do when you were four years old.**

3

**Go forward two spaces!**

**START**

14

Make two question tags.

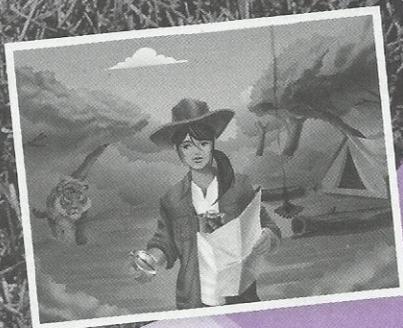


7

*Miss a turn!*

6

Say one thing you've already done today and one thing you haven't done yet.



Name three things you should take on a camping trip.

5

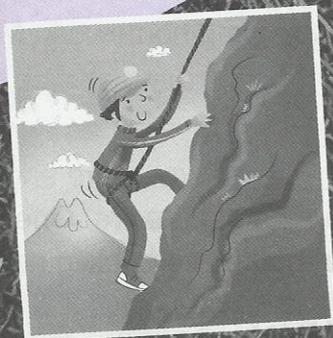
**6 Watch out!** There are some squares that will help you move forward, and some which will take you back!

**7** The winner is the first person to reach the end of the board.

*Good luck!*

4

Say two things that you have never done.



# Grammar reference

## Unit 1

**Past continuous with past simple** (Pupil's Book page 11)

Use the **past continuous** for the action that **started first** and the **past simple** for the action that **interrupted** it.

He **was feeding** the elephant when it **escaped**.

He **wasn't watching** when it **ran** away.



**Past continuous: question form with when or while** (Pupil's Book page 12)

What **were** you **doing** when the alarm **rang**?

I **was painting** **when** it **rang**.

It **rang** **while** I **was painting**.

### 1 Complete the sentences with the correct form of the verbs.

- The zookeeper wasn't watching when the elephant \_\_\_\_\_ **ran** \_\_\_\_\_ (run) away.
- I was having lunch when the elephant \_\_\_\_\_ (escape).
- The elephant walked out of the gate while the zookeeper \_\_\_\_\_ (feed) it.
- A police officer saw the elephant while it \_\_\_\_\_ (leave) the zoo.
- The elephant was walking down the street when it \_\_\_\_\_ (see) a banana.
- The police officer caught the elephant while it \_\_\_\_\_ (eat) the banana.

### 2 Read and write *when* or *while*.

**A:** What were you doing <sup>1</sup> \_\_\_\_\_ **when** \_\_\_\_\_ you heard about the fire?

**B:** My phone rang <sup>2</sup> \_\_\_\_\_ I was doing my homework. My friend was telling me about it <sup>3</sup> \_\_\_\_\_ I smelt smoke.

**A:** What happened then?

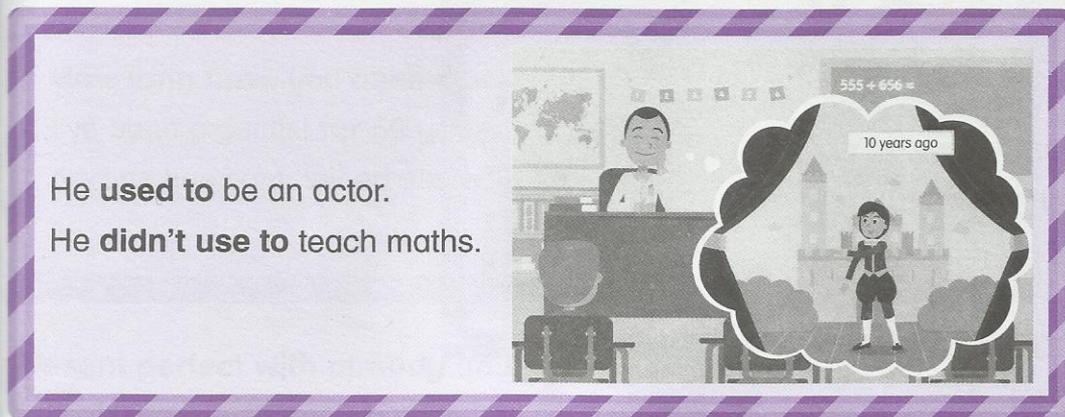
**B:** I was looking out the window <sup>4</sup> \_\_\_\_\_ I saw a fire engine. Then the police arrived <sup>5</sup> \_\_\_\_\_ the firefighters were putting out the fire. One of the firefighters was running towards the house <sup>6</sup> \_\_\_\_\_ the roof fell in. Luckily no one was hurt.

## Unit 2

### used to: affirmative and negative (Pupil's Book page 25)

Use **used to** to talk about ...

- things we often did in the past, but we don't do now.
- past situations or habits that are finished or are not true now.



He **used to** be an actor.

He **didn't use to** teach maths.

I You He She It	used to	work	in an office.
We They	didn't use to	wear	glasses.

### used to: question forms (Pupil's Book page 26)

Where **did you use to** live?

**Did you use to** have a computer? **Yes, I did.** / **No, I didn't.**

#### 1 Complete the dialogue with the correct form of **used to**.

**A:** Hi, Grandma. Can you help me with my history project?

**B:** Yes, of course.

**A:** Where did you use to live when you were little?

**B:** I <sup>1</sup> used to live \_\_\_\_\_ (live) in a cottage by the sea.

**A:** And <sup>2</sup> \_\_\_\_\_ (walk) to school?

**B:** Yes, I did. My parents <sup>3</sup> \_\_\_\_\_ (not have) a car, so I walked everywhere.

**A:** <sup>4</sup> \_\_\_\_\_ (do) chores at home?

**B:** Yes, I did. I <sup>5</sup> \_\_\_\_\_ (tidy) my room and wash up.

**A:** And what <sup>6</sup> \_\_\_\_\_ (do) at weekends?

**B:** We used to listen to the radio a lot!

## Unit 3

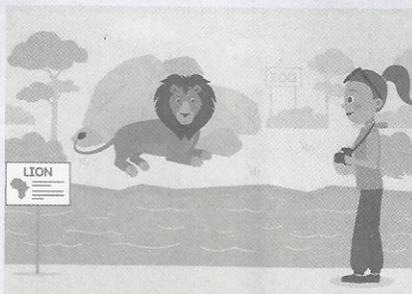
**Present perfect: affirmative, negative with *never*** (Pupil's Book page 37)

Use the **present perfect** to talk about an experience at some time in your life up to now.

We do not say when it happened.

We use an affirmative verb with ***never***, but the sentence has a negative meaning.

She's **seen** a lion at the zoo.  
She's **never seen** a lion in the wild.



I You We They	have ('ve)	never	visited Toronto.
He She	has ('s)		tried kayaking.

**Present perfect: questions with *ever*** (Pupil's Book page 38)

**Have you ever been** camping?

**Yes, I have.**

**Have you ever made** a fire?

**No, I haven't.**

**1** **Write true sentences about you.**

1 visit / another country

I've (never) visited another country.

2 climb / mountain

\_\_\_\_\_

3 write / a blog

\_\_\_\_\_

4 swim / dolphins

\_\_\_\_\_

5 sleep / tent

\_\_\_\_\_

**2** **Unscramble the questions. Then answer for you.**

1 famous / met / person / Have / ever / you / a ?

Have you ever met a famous person?

2 flown / Have / you / a / ever / hot-air balloon / in ?

\_\_\_\_\_

3 in / Have / seen / you / crocodile / a / wild / the / ever?

\_\_\_\_\_

## Unit 4

Present perfect with *How long?*, *for* and *since* (Pupil's Book page 51)

Use **for** + a period of time: *for a month, for two weeks, for six days.*

Use **since** + the exact moment when something began: *since last week, since I was six, since 2015.*

**How long have you been** a dentist?

I've been a dentist **for 50 years.**

No one has complained **since 1975.**

Present perfect with *already* and *yet* (Pupil's Book page 52)

Use **already** in affirmative sentences. It goes before the main verb.

Use **yet** in questions and negative sentences. It goes at the end of the sentence.

I've **already** had lunch.

Have you met your new teacher **yet**?

I haven't been to the gym **yet.**

1 Complete the sentences with *How long*, *for* or *since*.

- 1 How long have you studied English? I've studied English \_\_\_\_\_ five years.
- 2 I've lived in this town \_\_\_\_\_ I was two years old.
- 3 He's only been at his new school \_\_\_\_\_ three weeks.
- 4 She's worked here \_\_\_\_\_ 2012. \_\_\_\_\_ have you worked here?
- 5 My grandpa has lived in his house \_\_\_\_\_ a long time.
- 6 \_\_\_\_\_ have you been ill? I've been ill \_\_\_\_\_ last Saturday.

2 You've joined a sports club. Look and write sentences with *yet* or *already*.

1 meet the instructor ✓

I've already met the instructor.

2 find a locker ✗

\_\_\_\_\_

3 see the swimming pool ✓

\_\_\_\_\_

4 have lunch in the canteen ✓

\_\_\_\_\_

5 play basketball in the gym ✗

\_\_\_\_\_

**Comparisons: just as ... as / not as ... as** (Pupil's Book page 63)

Use **just as** + adjective + **as** for things which are the same or equal.

Use **not as** + adjective + **as** to say that one thing is less than another.

I'm **just as** fast **as** Dan!  
You aren't **as** skilful **as** me.



**too / not enough** (Pupil's Book page 64)

Use **too** to say something is more than you would like.

Use **not** + adjective + **enough** to say something is less than you would like.

Buses are **too crowded** in the morning.

I'm **not fit enough** to cycle.

**1 Complete with just as ... as or not as ... as and the adjectives. Use the correct form of to be.**

Some people say that villages are boring, but I think they <sup>1</sup> 're just as interesting as (interesting =) cities. There are lots of things to do outside, like watersports on the river. The countryside <sup>2</sup> \_\_\_\_\_ (crowded **x**) the city so you can find peaceful places to relax. There is less traffic so the countryside <sup>3</sup> \_\_\_\_\_ (noisy **x**) the city. And life in a village <sup>4</sup> \_\_\_\_\_ (expensive **x**) life in a city. Living in the country side <sup>5</sup> \_\_\_\_\_ (exciting =) living in the city!

**2 Complete with too or not enough and the adjectives. Use the correct form of to be.**

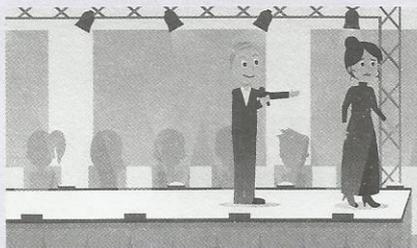
I think living in a city <sup>1</sup> is too dangerous (dangerous). And cities <sup>2</sup> \_\_\_\_\_ (polluted) because of all the traffic. I prefer living in a village, but getting around <sup>3</sup> \_\_\_\_\_ (difficult) because there aren't many buses. And the buses <sup>4</sup> \_\_\_\_\_ (not fast) so it takes a long time to get into town. I've got a bike, but I <sup>5</sup> \_\_\_\_\_ (not fit) to cycle all the way to town. It <sup>6</sup> \_\_\_\_\_ (far)!

## Unit 6

## Passive voice: present simple (Pupil's Book page 73)

- Use the **passive voice** ...
- 1 to emphasise the action, not who does it.
  - 2 when it is obvious, or we don't know, who does the action.
  - 3 when it is people in general who do the action.

Lulu's dress **is made** from plastic bags.  
One million dresses **are sold** every minute.



The cotton	is / isn't	grown	in India.
The jeans	are / aren't	washed	with stones.

**made of + noun / used for + -ing** (Pupil's Book page 74)

What's it **made of**?                    It's **made of** metal and glass.  
What's it **used for**?                    It's **used for** checking the weather.

## 1 Complete with the correct verbs in the passive voice.

use            throw            make            recycle            grow

Jeans <sup>1</sup> are made of a material called denim, which comes from cotton.  
Cotton <sup>2</sup> \_\_\_\_\_ in hot, wet countries. A lot of water <sup>3</sup> \_\_\_\_\_  
to make one pair of jeans. So it's surprising that a lot of jeans <sup>4</sup> \_\_\_\_\_  
away every year. Why not make them into something new? Every year, lots of old clothes  
<sup>5</sup> \_\_\_\_\_ all over the world.

2 Write descriptions of the objects with **made of** and **used for**.

- 1 a rocker knife    It's made of metal.  
                          It's used for cutting herbs.
- 2 a feeding bottle    \_\_\_\_\_  
                              \_\_\_\_\_
- 3 a book opener      \_\_\_\_\_  
                              \_\_\_\_\_

## Unit 7

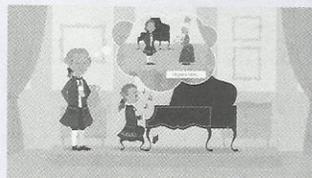
**will and going to** (Pupil's Book page 85)

Use **will / won't** to make predictions about the future.

Use **going to** to ...

- 1 talk about future plans and intentions.
- 2 make a prediction based on something we can see or hear right now.

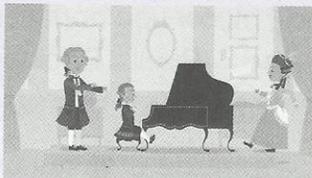
One day my son **will** be famous.



He's **going to** play for the king next week.



Look! She's **going to** fall!



**Present simple for future events** (Pupil's Book page 86)

Use the **present simple** to talk about future events that are scheduled or have a timetable.

What time **does** the bus **leave** tomorrow? It **leaves** at 10 o'clock.

The concert **starts** at 3 pm.

### 1 Complete the sentences with the correct form of the verbs.

- 1 In the future, people will make (make) more digital music.
- 2 There will not be (not be) any instruments – computers will make music.
- 3 I will learn (learn) to play a musical instrument next year.
- 4 Look! You are dropping (drop) your ice cream.
- 5 Our concert rehearsal starts (start) at 4 pm.
- 6 My guitar is broken, but my parents will not buy (not buy) me a new one.
- 7 I'm a good singer, but I probably will not be (not be) famous!
- 8 The theatre doors will open (open) at 7 o'clock.

## Unit 8

## First conditional (Pupil's Book page 99)

Use the **first conditional** to talk about a possible future situation and its result.

If you **rest**, you'll **feel** better.

If I **stop**, I **won't finish** my house.

If you **don't rest**, you'll **get** ill.

**may (not) / might (not) / could for future possibility** (Pupil's Book page 100)

In the affirmative, use **may**, **might** or **could** to talk about a possible future situation.

Only use **may not** and **might not** in the negative.

He **might** hurt him.

He **might not** escape.

He **may** escape.

They **may not** think it's an emergency.

She **could** rescue him.

## 1 Match the parts of the sentences.

- |                                 |                                         |
|---------------------------------|-----------------------------------------|
| 1 If you go on the school trip, | a we'll go to the canteen.              |
| 2 If you don't arrive on time,  | b we'll go to the park afterwards.      |
| 3 You'll need an umbrella       | c you'll see the statues in the museum. |
| 4 If you forget your lunch,     | d the bus will leave without you.       |
| 5 If we have time,              | e if we don't go to the park.           |
| 6 We won't see the swans        | f if it rains in the afternoon.         |

2 What might happen? Think and write sentences with **may (not)**, **might (not)** or **could**.

- The engine in Paul's boat has stopped. He may call the emergency services.
- It's very dark. \_\_\_\_\_
- The wind is very strong. \_\_\_\_\_
- He is very close to the beach. \_\_\_\_\_

## Unit 9

**Reported speech: present tenses** (Pupil's Book page 111)

When we use **reported speech**, we usually change the tense:

am / is → was

are → were

present simple → past simple

present continuous → past continuous

'Sugar **is** bad for your teeth.'

I said sugar **was** bad for your teeth.

'But I **love** sugar.'

He said he **loved** sugar.

'I'm **eating** all the cakes!'

He said he **was eating** all the cakes.

**Indefinite pronouns and adverbs** (Pupil's Book page 112)

	person	place	thing
<b>Affirmative statements</b>	someone	somewhere	something
<b>Affirmative statements, negative meaning</b>	no one	nowhere	nothing
<b>Questions / Negative statements</b>	anyone	anywhere	anything

**Someone** will find it.

Can I do **anything** to help?

There's **nowhere** I haven't looked.

**1 Complete the reported sentences with the correct form of the verb.**

1 'I'm doing research for a science project.'

Amy said she \_\_\_\_\_

2 'Science is my favourite subject.'

She said science \_\_\_\_\_

3 'I love doing experiments.'

She said she \_\_\_\_\_

**2 Complete the sentences with the correct word.**

1 I can't find my maths book anywhere.

2 Maybe \_\_\_\_\_ has hidden it for a joke.

3 There's \_\_\_\_\_ in your locker. It's empty.

4 Have you asked \_\_\_\_\_ if they've seen it?

5 \_\_\_\_\_ knows where it is. We can't find it.

6 Look, there's \_\_\_\_\_ under the table!

## Unit 10

**Question tags: to be, present simple, can** (Pupil's Book page 125)

Use **question tags** to check that something you believe is true. It's like saying 'Am I right?' or 'Do you agree?'

You **don't** know where it is, **do you**?

We're rich, **aren't we**?

We **can** buy a new boat, **can't we**?



**Review of modal verbs** (Pupil's Book page 126)

Advice	Obligation	No obligation	Permission	Possibility
should	must	don't have to	can	may
shouldn't	mustn't		can't	might
	have to			could

You **don't have to** wear uniform.

You **can't** wear jeans.

You **must** look smart.

You **should** bring a jacket.

You **mustn't** use your phone.

It **might** be cold.

### 1 Complete with the correct question tags.

- You're 11 years old, aren't you?
- You can swim well, \_\_\_\_\_?
- He lives in the town centre, \_\_\_\_\_?
- You don't play football, \_\_\_\_\_?
- We're good at painting, \_\_\_\_\_?
- She doesn't like gymnastics, \_\_\_\_\_?

### 2 Complete the text with suitable modal verbs. More than one answer may be possible.

There are a lot of rules at my new school. We <sup>1</sup> have to wear uniform every day.

We <sup>2</sup> \_\_\_\_\_ look smart so we <sup>3</sup> \_\_\_\_\_ wear jeans.

At break time, we <sup>4</sup> \_\_\_\_\_ go outside if we want. I'm finding maths difficult,

but my teacher says I <sup>5</sup> \_\_\_\_\_ worry. There aren't very many tests in my

new school. I <sup>6</sup> \_\_\_\_\_ do a test until the end of the year.