

Academy Stars 6

Workbook



Tracy Traynor

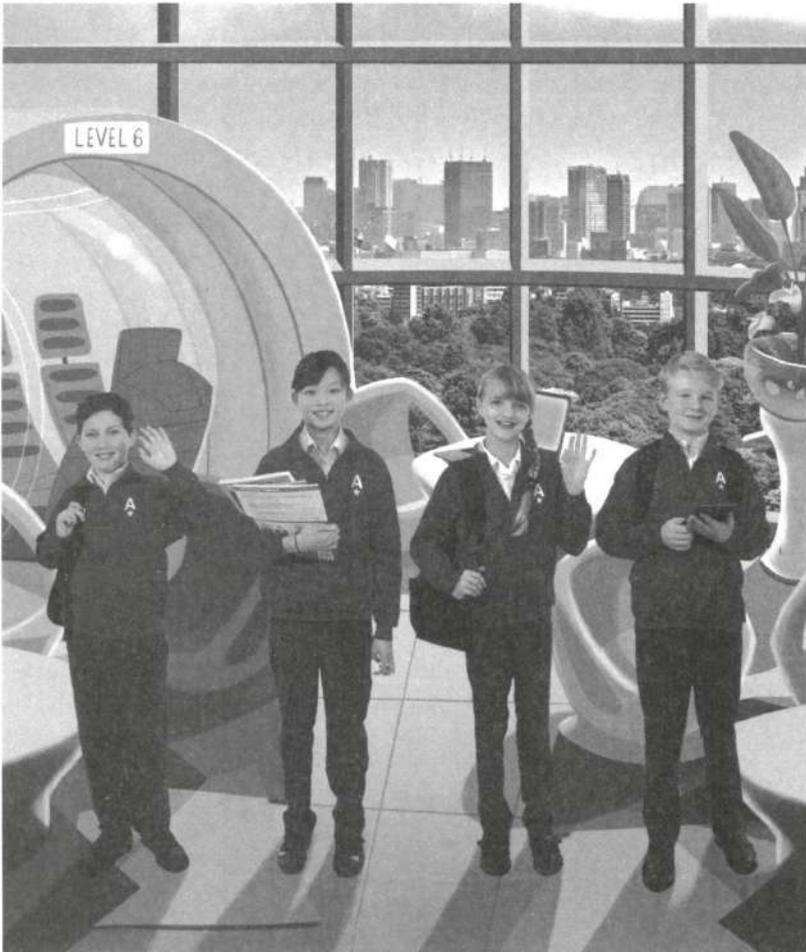
Contents

| | Unit | |
|-----------|----------------------|------|
| | Welcome | p4 |
| 1 | Life in the wild | p8 |
| 2 | Inspiring ideas | p18 |
| 3 | Senses | p28 |
| 4 | Get involved! | p38 |
| 5 | Travel adventures | p48 |
| | Mid-year review | p58 |
| 6 | Sell, sell, sell! | p62 |
| 7 | Winning ways | p72 |
| 8 | In cyberspace | p82 |
| 9 | Fun with films | p92 |
| 10 | A brighter future | p102 |
| | End-of-year review | p112 |
| | Game | p116 |
| | Grammar reference | p118 |
| | Irregular verb table | p128 |

Welcome

Lesson 1 Meet the Academy Stars

- 1 Complete the sentences with *Paul*, *Julia*, *Laura* or *Sam*. Then check your answers on Pupil's Book page 4.



- 1 Laura loves English and creative writing.
- 2 _____ likes geography.
- 3 _____ is interested in science.
- 4 _____ wants to find out about different cultures.
- 5 _____ enjoys computer studies.
- 6 _____ wants to learn how to write poetry and stories.
- 7 _____ asks what you'd like to learn about this year.
- 8 _____ wants to learn more about animals.

- 2 Write the sentences correctly. Remember to include full stops.

1 Laura has learnt already to play tennis how

Laura has already learnt how to play tennis.

2 write Sam hasn't how to computer code yet learnt

3 taken photos hasn't of wildlife yet Paul

4 already Julia started has to the violin learn

3 Look at Matt's experiences. Write sentences about what he's done / never done.



Matt's experiences

| | | | |
|----------------|---|---------------|---|
| make a snowman | ✗ | visit a farm | ✓ |
| see a whale | ✓ | try skiing | ✓ |
| do gymnastics | ✗ | act in a play | ✗ |

- 1 He's never made a snowman.
- 2 _____ a whale.
- 3 _____ gymnastics.
- 4 _____ a farm.
- 5 _____ skiing.
- 6 _____ in a play.

4 Complete the conversation with the words in the box.

no ever yes have **you** haven't I used

- 1 Mrs Brown: Have you ever seen a shooting star, Ginny?
- 2 Ginny: _____, I have.
- 3 Mrs Brown: Tom, have you ever _____ a compass?
- 4 Tom: No, I _____.
- 5 Mrs Brown: Susie, have you _____ listened to rap music?
- 6 Susie: Yes, _____ have. I went to a concert last year!
- 7 Mrs Brown: _____ you ever visited a safari park, Peter?
- 8 Peter: _____, I haven't – but I'd like to!

Lesson 2 Let's review!

1 Circle the correct words to complete the sentences.

- 1 Johnny was worried / furious about the swan because it couldn't fly.
- 2 I'm too frightened / surprised to try kayaking.
- 3 The ambulance arrived very quickly after the accident / rehearsal.
- 4 The coach / orchestra plans to have a concert next year.
- 5 The view from the paddle / skyscraper was amazing!
- 6 We don't go camping / do gardening because we don't like sleeping outside.

2 Match to make compound nouns. Then write a sentence for each one.

- 1 hot-air 2 fire 3 cycle 4 safety 5 first- 6 life

- a jacket b balloon c aid d engine e equipment f path

1 Have you ever been in a hot-air balloon?

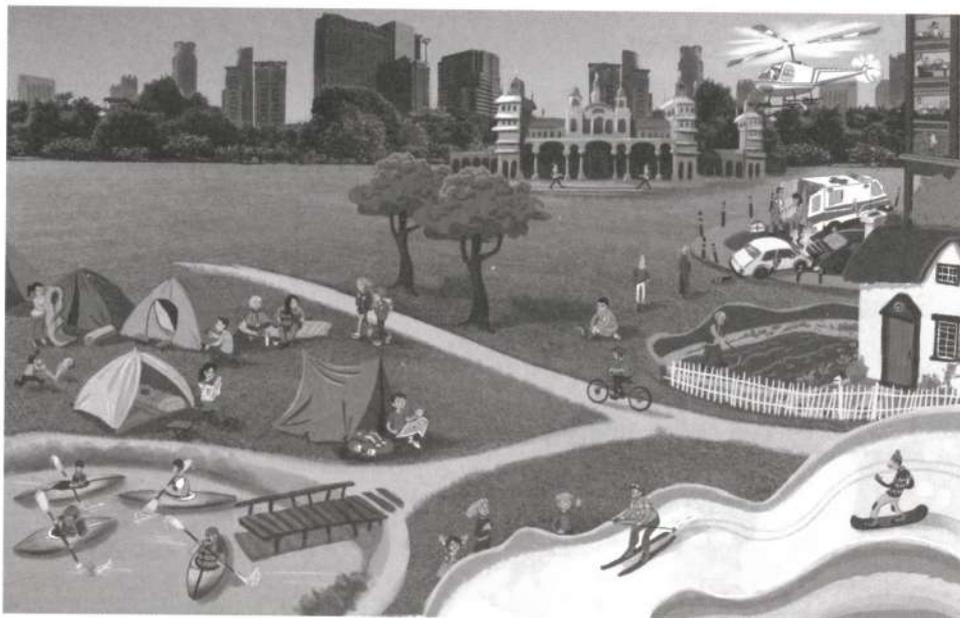
2 _____

3 _____

4 _____

5 _____

6 _____



3 Write questions using *How long ... ?* and answers with *For* or *Since*.

1 you / play / in an orchestra – six months

How long have you played in an orchestra? For six months.

2 Tilly / be / interested in swans – March

3 they / like / classical music – two years

4 Mr Bradley / coach / the football team – 2014

5 you / do / kayaking – last summer

6 he / live / in a skyscraper – a year

4 Complete the sentences with the correct form of the present simple passive.

1 Skyscrapers are built (build)
in big cities.

2 Emergency ambulances _____
(drive) by paramedics.

3 The safety equipment _____
(check) every day.

4 Cycle paths _____ (made)
because the roads are dangerous.

5 Flames _____ (use) to
create the hot air for the balloon.

6 The teams _____ (coach)
by Miss Jackson.

7 The band's music _____
(promote) on social media.

8 Kayaking and sailing _____
(teach) at the camp.



1

Life in the wild

Lesson 1 Vocabulary

1 Read the definitions and write the words.

- 1 to watch an animal carefully to find out something about it
- 2 a group of plants or animals with members that have similar features
- 3 describes something that no longer exists
- 4 an animal that is caught by another animal for food
- 5 the act of looking after animals, places or resources so that we don't lose them
- 6 an animal that hunts other animals
- 7 someone who introduces a television or radio programme
- 8 to keep something safe from getting hurt
- 9 the natural home of an animal
- 10 describes a species in danger of dying out

o b s e r v e

s _____

e _____

p _____

c _____

p _____

p _____

p _____

h _____

e _____

2 Complete the text with the words from Activity 1.

Have you seen that new wildlife programme on TV? Every week it focuses on a different ¹ species of animal and why we need to ² _____ it. It shows how important ³ _____ is – if we don't look after ⁴ _____ animals, lots of species will become ⁵ _____. The ⁶ _____ of the programme has travelled to many different places in the world to ⁷ _____ animals in their natural ⁸ _____.

My favourite episode was about Africa. It's always exciting to see a ⁹ _____ such as a lion chase its ¹⁰ _____ – as long as you're not a zebra!



Lesson 2 Reading comprehension

1 Read the text on Pupil's Book pages 8–9 again. Tick (✓) the true statements.

- 1 Steve has travelled a lot.
- 2 He doesn't like difficult or dangerous situations.
- 3 He thinks we shouldn't be scared of animals.
- 4 Mireya thinks it's important to help protect animals.
- 5 She has never presented TV programmes about animals.
- 6 Her latest project is to help protect rainforest habitats.



2 Circle the correct words to complete the sentences.

- 1 After university, Steve observed animals and how they **run** / **communicate** / **live**.
- 2 It was **the TV producer's** / **the BBC's** / **Steve's** idea to make a video about snakes.
- 3 Steve **isn't easily scared** / **doesn't like a challenge** / **isn't enthusiastic**.
- 4 Mireya decided to study animals to help those that are **endangered** / **extinct** / **predators**.
- 5 She told everyone about the mouse lemur so that they would want to **find** / **buy** / **save** it.
- 6 She believes we must **hunt** / **protect** / **observe** endangered animals.

Working with words

3 In these compound words, the wrong words have been put together. Rewrite them correctly.

1 paintbrush

2 _____

3 _____

4 _____

5 _____

6 _____

Lesson 3 Grammar

1 Match to make sentences.

- | | |
|---------------------------------|-----------------------------|
| 1 Anya Smith has been a vet | a she saw a Siberian tiger. |
| 2 She has looked after animals | b since 2011. |
| 3 She visited the Sahara Desert | c yet. |
| 4 Last year, she | d for six years. |
| 5 When she was there, | e travelled to Russia. |
| 6 She hasn't been to Australia | f a year ago. |

2 Complete the text with the verbs in the correct tense (present perfect or simple past).

I ¹ have found (find) wolves fascinating since I ² _____ (be) a little girl. And now I'm here in Sweden with my family – on a wolf-watching holiday! I can't believe it! We ³ _____ (arrive) on Tuesday and we're staying in a hotel near a snowy forest. We ⁴ _____ (not see) any wolves yet, but I ⁵ _____ (hear) them! Our guide, Sven, ⁶ _____ (live) here for 30 years. Late one night last week, he ⁷ _____ (see) a family of wolves running across the frozen lake in the moonlight. He ⁸ _____ (not promise) to show us these wolves yet, but I hope he will!



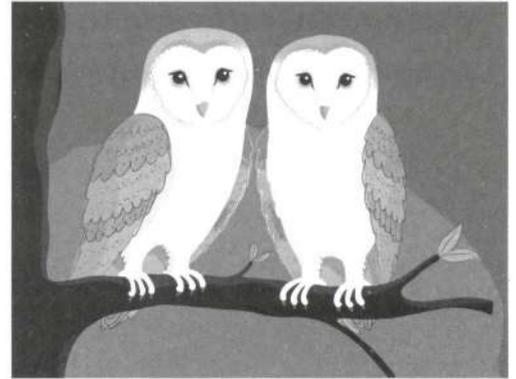
3 Choose two things you like. Use the present perfect (with *for* and *since*) and the simple past to write about them.

I have loved dolphins since I was five. Last year, I went to an aquarium to see some dolphins. They were so beautiful!

Lesson 4 Language in use

1 One of the answers to each question is incorrect. Cross out the incorrect answer.

- 1 When did you go to the bird sanctuary?
~~For half an hour.~~ / Last weekend. / In the summer.
- 2 What did you do there?
I watched the owls. / I've seen the parrots. /
We took photos of the swifts.
- 3 Have you ever seen birds migrating?
Yes, I have. / Yes, I did. / No, I haven't.
- 4 What did you think of the sanctuary?
It was fantastic. / It records where the birds go. / I loved it.
- 5 How long have you been interested in nature?
For a few years. / Since I started school. / Not yet.



2 Write questions using the prompts.

- 1 you / ever / visit / wildlife park?
Have you ever visited a wildlife park? Yes, I have.
- 2 when / you / go?
_____ Last summer.
- 3 which animals / you / see?
_____ Lions and giraffes.
- 4 you / finish / your animal project yet?
_____ No. I want to add some photos.

3 Choose a place. Write questions with the prompts. Then answer the questions for you.

zoo bird sanctuary aquarium pet shop

ever / been?

when / go?

what / see?

- A: _____
- B: _____
- A: _____
- B: _____
- A: _____
- B: _____

Lesson 5 Exam practice

1  Complete the telephone conversation between two friends.

What does Maria say to Ben?

Write the correct letter (A–H) from page 13.



Example:

0 Ben: Hi, Maria. Thanks for calling back.

Maria: C

1 Ben: The writer? I love his books! I've got the one on big cat behaviour.

Maria: _____

2 Ben: Has he written any books recently?

Maria: _____

3 Ben: Have you read it yet?

Maria: _____

4 Ben: Yes, their habitat is at risk, isn't it? What can we do to help?

Maria: _____

5 Ben: Great idea! Let's go to the bookshop now!

Maria: _____

- A I can't – I've got swimming. How about Saturday morning?
- B Yes, he's an expert on predators.
- C Sorry I couldn't talk earlier. I was watching a programme about Hans Broder.
- D He's never presented a TV show.
- E He's just finished one about snow leopards.
- F Yes, I have. He says that they're in danger.
- G Well, we could buy his book – some of the money goes to conservation.
- H We could get rid of predators.

Lesson 6 Learning to learn

Class Project

- 1  You are going to use the internet to find out about an endangered animal and answer the questions below. Which keywords will be useful?

Keywords: animal

Other keywords: habitat

- 1 Where does it live?
- 2 Why is it endangered?
- 3 How can we help its survival?



- 2  Read the descriptions of these websites.

Can you trust the information? Circle *yes* or *no*.

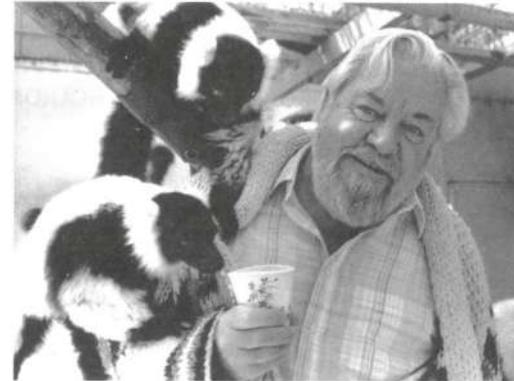
- | | |
|---|-----------------|
| 1 The website is written by people who are not experts. | yes / no |
| 2 I read the same information in a book. | yes / no |
| 3 The writer presents TV documentaries on conservation. | yes / no |
| 4 The text is full of spelling mistakes. | yes / no |
| 5 The writer wants to sell me something. | yes / no |
| 6 The information has more opinions than facts. | yes / no |

- 3  Now search the internet to find out about the animal. Answer the questions in Activity 1. Remember to ask: 'Can I trust this information?'

Prepare to write

1 You're going to write a biography of the conservationist Gerald Durrell (1925–95). Read the notes and write the letters (a–i) in the correct section.

- a 1945 – worked as zookeeper in England
- b 1925 – born in India
- c wrote more than 30 books showing his love of animals
- d grew up in Greece where he had owls, donkeys and tortoises as pets
- e made lots of films about the animals he saved
- f believed that in order to protect a species, you must protect its habitat
- g 1946 – realised that some species were becoming extinct
- h was a world-famous conservationist and writer of animal books
- i 1958 – created a new kind of zoo, focused on research and conservation



This talks about:

- 1 who the person was. h
- 2 early life and start in profession. _____
- 3 working life and experiences. _____
- 4 other achievements and beliefs. _____

2 Plan your biography about Gerald Durrell. Use the information in Activity 1 and your own research. Write notes.

Paragraph 1 _____

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

Additional material from your research

_____ in paragraph _____
 _____ in paragraph _____

Lesson 7 Functional language

1 Look at the photo and complete the text.

The main focus is
~~in the background~~
 At the top
 It looks like
 I really like this photo
 It seems as
 It's possible that

My uncle is a wildlife photographer. He sent me this photo last week. I think he took it in a zoo because you can see a building ¹ in the background.
² _____ two pandas in the snow.
³ _____ of the photo is a branch.
⁴ _____ one of the pandas is trying to climb onto the branch, but it isn't tall enough.
⁵ _____ if the other panda is pushing it.
⁶ _____ the panda is helping it get onto the branch. ⁷ _____ because it shows animals working together.

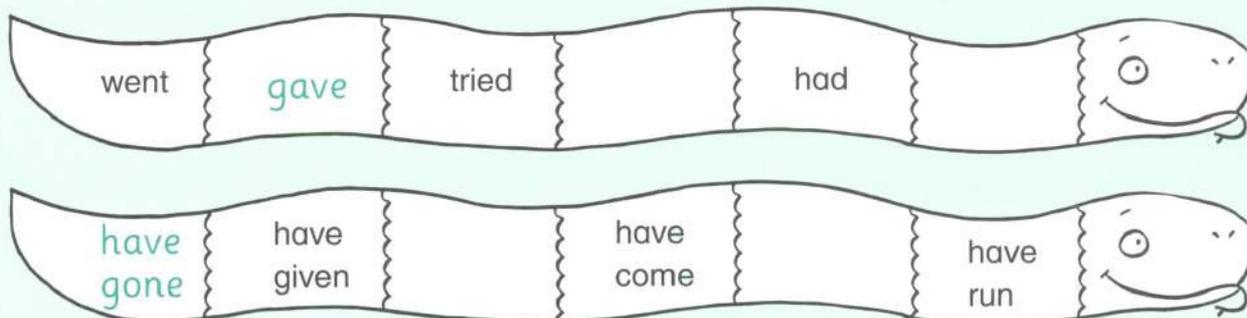


Check-up challenge

1 Unscramble the words. Then write a sentence using each word.

- | | | | |
|---|--------------|-----------------|-------|
| 1 | trodrape | <u>predator</u> | _____ |
| 2 | tabihat | _____ | _____ |
| 3 | teagrim | _____ | _____ |
| 4 | deerdengan | _____ | _____ |
| 5 | tropcte | _____ | _____ |
| 6 | labelbunieve | _____ | _____ |

2 Complete the verb snakes.



3 Complete the text with the correct form of the verbs.



I ¹ have been (be) a presenter on the wildlife programme *Save our species* since 2011. ² _____ (you see?) it? In the programme, we want to tell people how important it is to protect animals that might become extinct. We ³ _____ (observe) more than 100 different species. Last year we ⁴ _____ (visit) zoos that look after endangered monkeys and, since we started, I ⁵ _____ (observe) more than 50 different types of animal in their habitat. I ⁶ _____ (not travel) to the Galapagos Islands to see the giant tortoises yet, but I'm hoping to go there next. Yesterday the other presenter, Melanie, ⁷ _____ (decide) that she would make a special programme about predators in danger.

On *Save our species* we're doing all we can do to help people to understand that conservation is important. More and more animals are at risk. Many species ⁸ _____ (die out) since the programme started, and more species are dying out every day, so we need to act fast!

What I can do!

1 Put a tick (✓) or a cross (x).

- | | | | |
|--|--------------------------|-----------------------------|--------------------------|
| find specific information in a text | <input type="checkbox"/> | make and use compound nouns | <input type="checkbox"/> |
| talk about past events and experiences | <input type="checkbox"/> | write a biography | <input type="checkbox"/> |
| ask and answer about a past experience | <input type="checkbox"/> | describe a wildlife photo | <input type="checkbox"/> |

2 My unit progress

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

2

Inspiring ideas

Lesson 1 Vocabulary

1 Unscramble the words and complete the sentences.

- 1 I can't read the poster – you've put it on the wall **eudspi-wodn** upside-down.
- 2 Every year, better and faster computers are **doleevdep** _____.
- 3 My main **mia** _____ is to get better at speaking English.
- 4 When we went sailing, we used a compass to **vigaaten** _____.
- 5 If you don't understand that other people think differently, you are **wonrar-denmid** _____.
- 6 Emily practised hard but she **dlafie** _____ to get into the team.
- 7 If at first you don't **cucesde** _____, try again.
- 8 If you don't have a positive **udetttai** _____, you won't be successful.
- 9 He is **pone-ddnime** _____, always listening to what everyone has to say.
- 10 Dan has made a lot of **sperosg** _____ in his work – he has become much better.

2 Complete the conversation using words from Activity 1. Write the verbs in the correct form.

A: Are you making ¹ progress on your history project about Christopher Columbus?

B: Yes, thanks, it's finished. I'm printing it out now. Did you know Columbus's ² _____ was to reach China by sailing west from Europe?

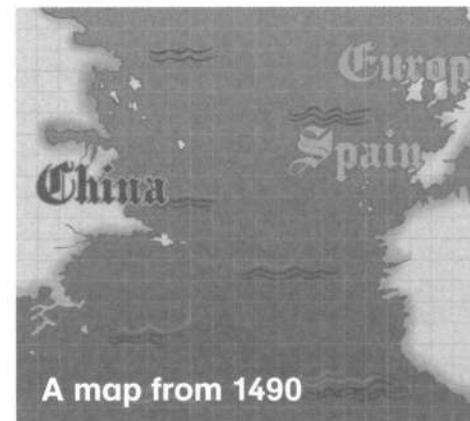
A: Yes, I did. But Europeans didn't know that America was there between Europe and Asia, so Columbus couldn't ³ _____ correctly, and he ⁴ _____.
But although his plan didn't ⁵ _____, he discovered a new continent.

B: Some people say Columbus wasn't important because he didn't really discover America. There were already people living there.

A: I think that ⁶ _____ is a ⁷ _____ one.
His explorations were very important because he ⁸ _____ people's understanding of the world.

B: I agree. He made Europeans more ⁹ _____ about the world.

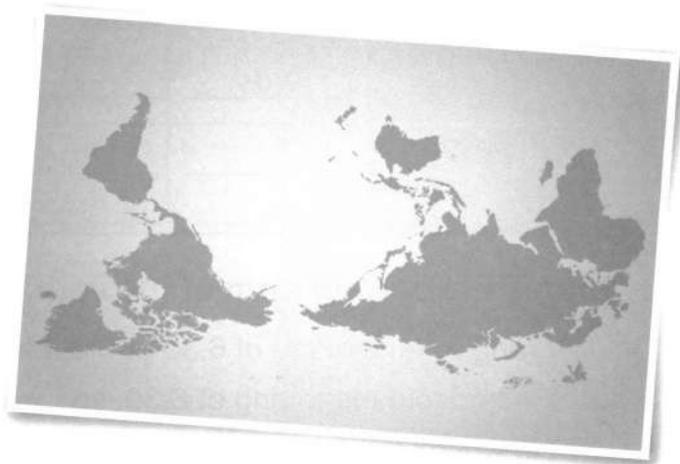
A: Ah! My report has finished printing. Oh, no! My picture of Columbus is ¹⁰ _____! How did that happen?



Lesson 2 Reading comprehension

1 Read the text on Pupil's Book pages 22–23 again. Circle the correct words to complete the sentences.

Some people think this map is ¹ **open-minded** / **upside-down**. This is because on maps, north is usually at the ² **top** / **bottom**. The reason for this is that early ³ **European** / **Australian** sailors used the North Star to ⁴ **navigate** / **sail** and they believed that where they lived was the centre of the world. Like them, we sometimes think the history of our own country is more important than the history of other places in the world. This ⁵ **progress** / **attitude** is narrow-minded because we ⁶ **succeed** / **fail** to see that every country plays a part in world history. This is shown by some facts that sometimes surprise Europeans:



- The first university in the world was in ⁷ **Morocco** / **Italy**.
- The ⁸ **Italians** / **Chinese** produced the first long, thin pasta in the world.
- The numbers we use (1, 2, 3, etc.) come from ⁹ **Europe** / **India**.

2 Match to make sentences summarising the text.

- | | |
|---|---|
| 1 Maps usually | a our own country first. |
| 2 An Australian made an upside-down map | b people there thought it was the most important place. |
| 3 North is at the top of maps because | c show north at the top. |
| 4 Europe is in the centre of maps because | d to see how important progress in other countries is. |
| 5 In history, we study | e to show that north doesn't need to be at the top. |
| 6 This can sometimes mean we fail | f early sailors used the North Star to guide them. |

Working with words

3 Add the suffix **-ous** to make the nouns into adjectives. Then complete the sentences with the correct adjectives.

humour adventure **fame** courage danger mountain

- 1 She's a very famous actress. She's been in lots of films.
- 2 My uncle tells lots of jokes. He's really _____.
- 3 Don't be so scared – you should be more _____.
- 4 Take care when you're cycling. It can be _____.
- 5 I wouldn't be a good explorer. I'm not _____ enough.
- 6 The place where we go skiing is very _____.

Lesson 3 Grammar

1 Complete the table.

| | be | do | see | know | take | write |
|------------------------------|-------|-------------|-------|-------|-------|-------|
| Past simple I ... | was | _____ | _____ | _____ | _____ | _____ |
| Past perfect I ... | _____ | had done | _____ | _____ | _____ | _____ |

2 Circle the correct form of the verb.

- I rang Peter's home at 6.30 pm, but he **left** / **had left**.
- He had told me to ring at 6.30, so I **was** / **had been** surprised.
- He wasn't there because he **went** / **had gone** to pick up his grandma at the airport.
- He didn't ring me from the airport because he **forgot** / **had forgotten** about our plan.
- I **didn't speak** / **hadn't spoken** to him because he had left his mobile at home.
- I spoke to his brother who **decided** / **had decided** not to go to the airport.



3 Complete the text. Write the verbs in the past perfect tense.

When my mum got home last night, the house was a mess! The cat
 1 had broken (broke) a vase and my dad 2 _____
 (not pick) it up. My sister 3 _____ (make) the beds, but she
 4 _____ (forget) to sweep the floor. I 5 _____
 (wash up) but I 6 _____ (not vacuum) the carpets. The kitchen
 looked terrible too because my brother 7 _____ (cook) dinner!
 But dinner was delicious and we all helped to clean up later.

4 Write about all of the things you had done by 5 o'clock yesterday.

By 5 o'clock yesterday, I'd done my homework _____.

However, I hadn't _____.

Lesson 4 Language in use

1 Circle the correct words to complete the sentences.

- 1 'Make lunch for _____,' our dad said as he left the house.
 A themselves B ourselves **C yourselves**
- 2 My brother nearly cut _____ with the bread knife.
 A himself B herself C itself
- 3 After lunch, I decided to film _____ singing a song I had written.
 A yourself B myself C himself
- 4 'You can't film _____!' said my brother.
 A myself B itself C yourself
- 5 'But it's easy,' I argued. 'Jenny taught _____ how to do it.'
 A yourself B herself C himself
- 6 My brother filmed me in the end! We enjoyed _____ very much.
 A ourselves B themselves C yourselves



2 Complete the text with the words in the box.

myself yourself himself herself ourselves yourselves themselves

SEND TO Sue Jenkins

Hi Sue,

I'm sorry you weren't at Millie's party! It was great! I didn't want to go by ¹ myself so I took my brother. Clare and Lara weren't there because they were on holiday, but they recorded ² _____ singing *Happy birthday*. It was fun listening when Millie played it back. Hannah has taught ³ _____ to play the guitar, so she played for us, and then we all danced. Phil was dancing so energetically that he fell over, but he didn't hurt ⁴ _____. We really enjoyed ⁵ _____.

How was your family trip to the safari park? Did you all enjoy ⁶ _____? And did you film ⁷ _____ with a monkey, like you promised?!

See you soon,
Izzy 😊



1  Read the article about a young man going on an expedition.

Are sentences 1–7 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).



Jack Sheridan

Jack Sheridan has always dreamt of being an explorer. His hero is Edmund Hillary, who, with his guide Tenzing Norgay, was the first to get to the top of Mount Everest. Jack decided to take a year out before going to university. He wanted to travel, but wasn't sure where to go. He has just succeeded in getting a place on an exciting expedition in Ladakh in the Indian Himalayas. He will camp and do long walks in the low hills, then climb high into the mountains to do scientific research.

'The leader sent me a video that he had recorded on a similar expedition last year. It looks amazing,' said Jack. He is particularly interested in the range of research you can do and is looking forward to studying the stars, the weather and the geography of this beautiful mountainous region. He thinks the local culture will also be fascinating.

'This sort of journey, into remote and challenging country, seems like a great way to test yourself. You have to plan, be resourceful and work hard in a team. I'm going to film myself while I'm there. It's important to enjoy the moment, but I also want to play it back to remember exactly what it felt like to go on the biggest adventure of my life.'

Example:

- 0 Only one man has ever got to the top of Mount Everest.
A Right **B Wrong** C Doesn't say
- 1 Jack is a student at university.
A Right B Wrong C Doesn't say
- 2 The expedition is very expensive.
A Right B Wrong C Doesn't say
- 3 Jack will spend time doing scientific investigation.
A Right B Wrong C Doesn't say
- 4 Jack is interested in finding out how people live in the Himalayas.
A Right B Wrong C Doesn't say
- 5 There will be a special test at the end of the expedition.
A Right B Wrong C Doesn't say
- 6 It isn't important to Jack to have his own record of the expedition.
A Right B Wrong C Doesn't say
- 7 Jack will complete the expedition on his own.
A Right B Wrong C Doesn't say

Lesson 6 Learning to learn

1  **Read the index and answer the questions.**

- 1 On which page can you find information about storms?
_____ **page 220** _____
- 2 How many entries are there for 'starfish'?

- 3 Why does 'steam engine' come after 'starfish'?

- 4 On which pages can you find the most important information about the sun?

- 5 You want to find out about whales, but there is no entry for 'whales' in the index. What would you look up?

sea creatures 14, **114-121**
shells 117
stars **56-63**, 129
starfish 84, 113, 177
steam engine 85, 137
storms 220
sun 14, **62-63**, 100
 as calendar 147
 solar eclipse 35
 temperature of 172



Prepare to write

1 Match the information about the structure of an essay.

- | | |
|-----------------|--------------------------------|
| Paragraph | gives ... |
| 1 Introduction | a the positive arguments |
| 2 Advantages | b your opinion on the topic |
| 3 Disadvantages | c general idea about the topic |
| 4 Conclusion | d the negative arguments |

2 Find and circle the expressions used to present an argument. Write them under the correct headings.

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

| | | |
|------------------------|-------------------|------------------------|
| For different ideas | For similar ideas | For the last paragraph |
| <u>On the one hand</u> | <u>Secondly</u> | |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

3 Read the essay notes on the topic ‘Should we make the school holidays longer?’ Write the numbers in the correct columns.

- | | |
|---|------------------------------------|
| 1 more time to travel / spend with family | 6 explore new things / be creative |
| 2 longest school holiday – X weeks | 7 spend most of the year at school |
| 3 not enough time for lessons | 8 forget what we’ve learnt |
| 4 miss friends / get bored | 9 make holidays longer? |
| 5 too hot to learn in summer term | |

| Introduction | Advantages | Disadvantages |
|----------------|------------|---------------|
| <u>2</u> _____ | _____ | _____ |

4 Use your own ideas to write two more advantages and disadvantages. Then write a conclusion.

Advantages: _____
 Disadvantages: _____
 Conclusion: _____

Lesson 7 Functional language

1 Complete the conversation with phrases from the box.

they're both sporty this one is whereas the other
waterproof so does will look better childish

- Ralf:** I can't decide which jacket to buy because
1 they're both nice. Can I show you the two I like?
- Zoë:** Of course.
- Ralf:** This is the website. So, 2 _____ purple ...
and the other one is orange.
- Zoë:** Yes, they're both lovely. I can see why it's difficult to decide.
- Ralf:** I want one that I can wear when I go to play football.
- Zoë:** The purple one looks really 3 _____.
- Ralf:** I know, and 4 _____ the orange one!
- Zoë:** Will they keep you dry in the rain?
- Ralf:** The purple one looks 5 _____ and suitable for
cold weather 6 _____ one doesn't.
- Zoë:** Actually, that purple one reminds me of the jacket my mum
bought for my little brother last year.
- Ralf:** Yes – I wondered if it looked a bit 7 _____. OK – I've decided.
I'll get the orange one!
- Zoë:** Good idea! The orange one 8 _____ on you.



Check-up challenge

1 Find the incorrect word in each sentence. Use the words in the box to correct them.

remote play progress ~~sledges~~ waterproof fail

- 1 Amundsen used dogs to pull his ~~engines~~ sledges in the race to the South Pole.
- 2 If we succeed to understand other countries' attitudes, we are narrow-minded.
- 3 My watch broke when I jumped into the sea because it wasn't sporty.
- 4 Let's record a video of the match, then we can film it back later.
- 5 The expedition to the South Pole took the explorers on a journey to a very upside-down place.
- 6 If we study a lot, we'll make good aim.

2 Find the subject pronouns in the wordsearch. Then write them with their reflexive pronouns.

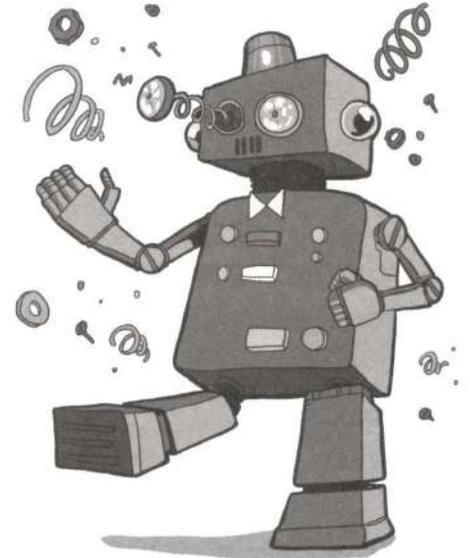
| | | | |
|----------------|----------------|----------------|----------------|
| O | ¹ T | ² W | ³ I |
| ⁴ S | H | E | ⁵ Y |
| ⁶ H | E | Y | O |
| B | ⁷ Y | O | U |

- 1 they – themselves
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____
 7 _____

3 Complete with the correct verb in the correct form: past simple or past perfect.

fall come get up go not hear already start try **wake**

I was asleep when a loud noise ¹ woke me up.
 I ² _____ asleep on the sofa in the living room.
 I listened for a minute but I ³ _____ it again. The
 noise ⁴ _____ from my brother's bedroom, so
 I ⁵ _____ and ⁶ _____ upstairs.
 My brother's room was in a terrible mess and there was a broken
 robot on the floor! He ⁷ _____ to make the robot
 from information on the internet. But it had made a loud 'BANG!'
 and broken into lots of pieces. When I came in, he
⁸ _____ to pick them up.



What I can do!

1 Put a tick (✓) or a cross (x).

- | | | | |
|---|--------------------------|--|--------------------------|
| read and summarise a text | <input type="checkbox"/> | make and use words with the suffix <i>-ous</i> | <input type="checkbox"/> |
| use the past perfect to talk about events | <input type="checkbox"/> | write an opinion essay | <input type="checkbox"/> |
| use reflexive pronouns | <input type="checkbox"/> | compare and contrast items | <input type="checkbox"/> |

2 My unit progress

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

3

Senses

Lesson 1

Vocabulary

1 Read the definitions and write the word.

- 1 another word for a noise
- 2 describes something that has the shape of a circle
- 3 a very large object that moves around the sun
- 4 describes something or someone that makes no noise at all
- 5 describes something very interesting
- 6 something that you can see
- 7 describes something dangerous that can make you very ill
- 8 to hurt or damage something so that it can't be used any more
- 9 how hot or cold it is
- 10 describes something that you recognise or know well

s o u n d

r _____

p _____

s _____

f _____

s _____

p _____

d _____

t _____

f _____

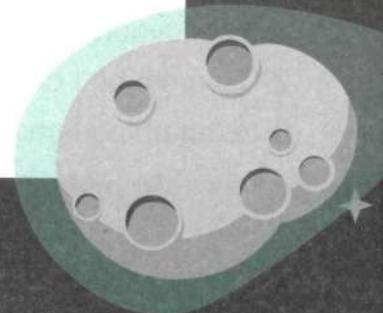
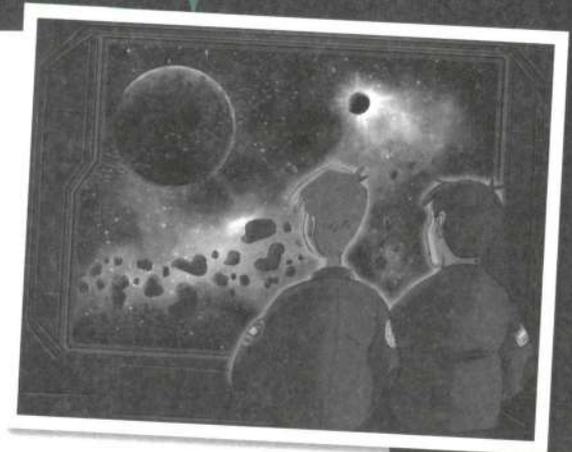
2 Complete the text with the words from Activity 1. Write the verbs in the correct form.

I watched a ¹ fascinating science-fiction film on TV last night. A huge volcano had ² _____ Earth. A few people escaped in a spaceship. They travelled in space for months without finding a ³ _____ they could live on. Then one day, their team leader heard something ⁴ _____ on their radio.

'Voices!' she told the others. 'I heard the ⁵ _____ of human voices!' But when they listened, the radio was ⁶ _____. They didn't know if the team leader had imagined it. Everyone was feeling impatient. Every day they looked out into space, hoping for the ⁷ _____ of a planet. And then, there it was – just what they had wished for – a ⁸ _____, red planet in the distance.

'Why is it red?' they wondered. 'Does that mean the air is ⁹ _____? Or is the ¹⁰ _____ very high?'

Suddenly the radio came to life: 'Help us. Please help us!'



Lesson 3 Grammar

1 Match the modal verbs to the correct meanings.

- | | |
|--------------------------|---------------------------|
| 1 may / might / could be | a I'm sure it is. |
| 2 must be | b I'm sure it isn't. |
| 3 may not / might not be | c It's possible it is. |
| 4 can't be | d It's possible it isn't. |

2 The wrong modal verbs have been used. Find and correct them.

- 1 It looks like a leopard, but it ~~might~~ be one. may not / might not
- 2 It's got your name on it. It may be yours. _____
- 3 I don't believe it. It could be true. _____
- 4 Mary has a scarf like that one so it might not be hers. _____
- 5 I don't think there are any snakes here, but there can't be some. _____
- 6 Andy usually plays football after school, so he must be at home this afternoon. _____

3 Read the situations. Write about them using *may (not) / might (not) / could / must / can't + be*. Use your own ideas.



- 1 Somebody has given you a present. What is it?
It can't be a book. It isn't heavy enough. It might be a DVD.
- 2 There are some keys on the floor. Whose are they?

- 3 Your friend has walked ten kilometres and hasn't had any lunch.

- 4 You can't find your phone. Is it in your bedroom?

Lesson 4 Language in use

1 Write the adjectives under the correct sense.

noisy soft pretty sour
sweet quiet ugly hard

| It looks ... | It sounds ... | It tastes ... | It feels ... |
|--------------|---------------|---------------|--------------|
| | noisy | | |
| | | | |
| | | | |

2 Complete the text with the words in the box.

delicious disgusting heavy like like smell taste tasted



My friend Alice is not a good cook – her cakes don't look ¹ like cakes! They feel ² _____ and they taste strange. But she keeps trying. Yesterday, she made a passion fruit cake. I love passion fruit. They ³ _____ sweet and a little bit sour at the same time.

'I usually mix the fruit with yogurt,' Alice said, 'but I didn't have any, so I used cheese instead. Here – try it!' The cake looked ⁴ _____ old bread, and my nose told me it didn't ⁵ _____ right. But I tried it. It was horrible! It ⁶ _____ like a sweet cheese sandwich. But I didn't want to hurt Alice's feelings. 'Yum!' I said politely. 'It tastes ⁷ _____!' 'Really?' said Alice. 'I think it tastes ⁸ _____. But if you like it, you can have it all!'

3 Imagine your favourite place. Describe it, and what you're doing there, using sense verbs.

I'm in the park near my house. It's sunny and it feels like a holiday. I've just bought some ice cream, which tastes delicious.

Lesson 5 Exam practice

1  Complete the five conversations. Circle A, B or C.

Example:

0



How long has Cindy been deaf?

- A She can't hear.
- B Since she was five.
- C It's difficult to cope.



1 Dan isn't very imaginative.

- A I'm not sure.
- B They don't understand.
- C His story wasn't very interesting.

2 Why are you memorising those words?

- A They could be in the test.
- B It might be interesting.
- C We may not need to know them.

3 Are you enjoying your ice cream?

- A No, it tastes disgusting.
- B It's too hard.
- C It must be mint flavour.

4 What do teddy bears feel like?

- A It's very bitter.
- B Soft and warm.
- C I love it.

5 I prefer orange juice to lemonade.

- A They can't be salty.
- B Which do you like?
- C Me, too. It tastes sweeter.

6 What's that loud noise downstairs?

- A The film was silent.
- B It must be the children.
- C They might want to listen.

2  Complete this message. Write ONE word for each space.

Dear Boona,

We have finally (0) found a new planet, and guess what! It doesn't (1) _____ very different to Earth! The (2) _____ is OK – not too hot or too cold. There are lots (3) _____ familiar flowers and (4) _____ the spaceship we can hear the (5) _____ of a waterfall. The doctor thinks we (6) _____ be careful. Although plants look (7) _____ those on our planet, they might (8) _____ poisonous. I keep thinking (9) _____ you. Where are you? I know you (10) _____ not get this message, but I hope you do!



Love,

Patti

Lesson 6 Learning to learn

1  Complete the text.

own English online dictionary ~~work out~~

When you find a word and can't ¹ work out its meaning, you can use a ² _____. These are either bilingual (they give the English word in your ³ _____ language, too) or monolingual (all in ⁴ _____, with the meaning explained in simple words). You can use dictionaries in book form or ⁵ _____.

2  Underline the adjective in each sentence. Use the context to work out which column it goes in. Use a dictionary to check your answers.

- 1 The garden was charming, with lots of flowers and trees.
- 2 He was a nasty man and didn't like children at all.
- 3 Our weekend at the beach was disappointing because of the rain.
- 4 I wasn't sure about trying breadfruit, but the taste was very pleasant.
- 5 He never thinks he has enough money, so he feels dissatisfied all the time.
- 6 My aunt is trustworthy and never tells a lie.

| positive meaning | negative meaning |
|------------------|------------------|
| <u>charming</u> | _____ |
| _____ | _____ |
| _____ | _____ |

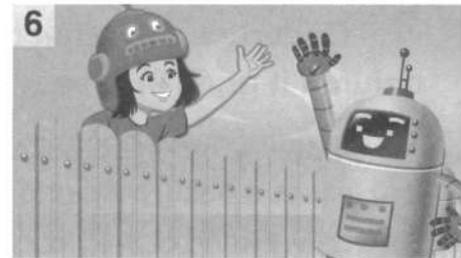
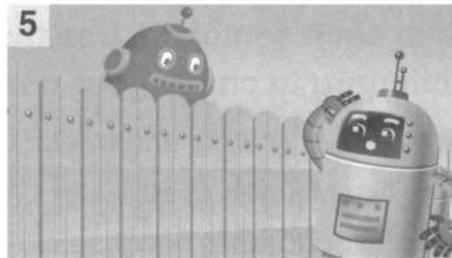
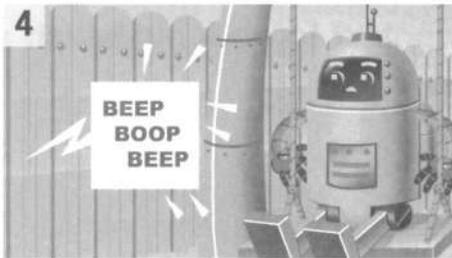
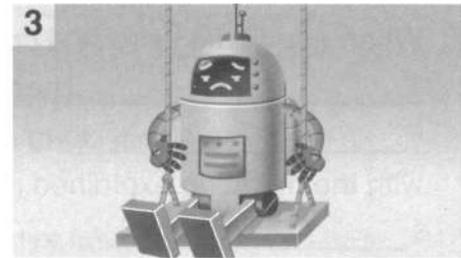
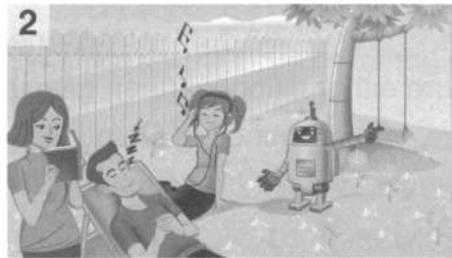
Prepare to write

1 How could you structure a science-fiction story? Write the questions in order under the correct headings.

- a What happens next?
- b What's the problem?
- c ~~Who is the main character?~~
- d Where does he / she live?
- e What has changed at the end?
- f What happens?
- g Is the problem solved?
- h What is he / she doing?

| Beginning | Middle | End |
|-----------------------------------|----------------------------|-----|
| <u>Who is the main character?</u> | <u>What's the problem?</u> | |
| | | |
| | | |

2 Look at the pictures. Read the questions in Activity 1 again and make notes for the beginning and middle of your story.



Troob wants to play

Beginning: Troob – a small robot who lives with a family on another planet.

Middle: Troob – no one to play with

3 Write some notes about how your story ends.

Troob – happy, excited

Ready to write

4 Give your science-fiction story a title and write the story.



5  Read and check what you wrote in Activity 4.

Ask yourself:

- Does my story have a beginning, middle and end?
- Is my story interesting and fun?
- Did I include good descriptions?
- Did I use correct punctuation?
- Did I check my spelling carefully?

6 Rewrite the science-fiction story in your notebook. Use the points in Activity 5 to improve your work.

Lesson 7 Functional language

1 Complete the text with words from the box.

smooth looks like used for made of
 sticky round **rectangular** tastes

Play the GUESSING GAME



- A: We sometimes use them to build houses.
 B: It's ¹ rectangular. It feels rough. It must be a brick.
 A: People sit at them.
 B: It's square. It's ² _____ wood. It must be a table.
 A: It's delicious! It ³ _____ sweet.
 B: It feels ⁴ _____. It might be honey.
 A: We play with it.
 B: It's ⁵ _____. It's made of plastic. It must be a ball.
 A: It ⁶ _____ a guitar, but it's smaller and it sounds different.
 B: So, it's ⁷ _____ playing music. It could be a violin.
 A: You can see through it.
 B: It feels ⁸ _____. It must be a window.

Check-up challenge

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

1 round / familiar / rectangular / square

It doesn't describe the shape of something.

2 fascinating / imaginative / delicious / disgusting

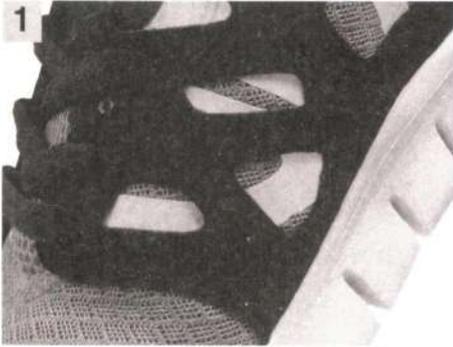
3 sticky / bitter / salty / sour

4 memorise / temperature / destroy / cope

5 tastes / poisonous / sounds / feels

6 soft / smooth / hard / silent

2 Look and complete the sentences with your ideas.



- 1 It may be a shoe. It could be _____. It can't be _____.
- 2 It might be _____. It may not be _____. It can't be _____.
- 3 It must be _____. It can't be _____.

3 Decode the secret words. Then complete the sentences with the correct words.

a 4 9 19 7 21 19 20 9 14 7
d i s g u s t i n g

b 19 13 1 12 12

124
 321261
 142

c 14 15 9 19 25

d 18 15 21 7 8

e 2 9 20 20 5 18

- 1 It looks _____.
- 2 It tastes _____.
- 3 It smells disgusting.
- 4 It feels _____.
- 5 It sounds _____.

What I can do!

1 Put a tick (✓) or a cross (x).

infer information from a text

use antonyms

speculate about present situations

write a science-fiction story

describe what food looks, tastes and smells like

describe objects

2 My unit progress

1 My favourite activity: _____

2 Something I did well: _____

3 Something I could improve: _____

4

Get involved!

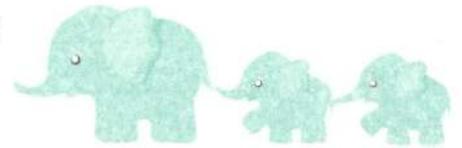
Lesson 1 Vocabulary

1 Circle the correct words to complete the sentences.

- All the rubbish we throw away is bad for the **space** / **environment**.
- The internet is a **global** / **green** resource – people all over the world use it.
- We chose a challenging project because we knew our teacher would **support** / **develop** us.
- The TV documentary **encouraged** / **needed** me to visit the Eden Project.
- If we buy **soft** / **green** products, it will help protect our planet.
- Temperate** / **Global** areas are not the hottest or coldest parts of the world.
- The museum was showing an interesting **exhibition** / **environment** about Ancient Egypt.
- The ball hit the car, but luckily it didn't **damage** / **support** it.
- Watching Usain Bolt **experienced** / **inspired** me to take up running.
- Exercise and a healthy diet **damage** / **benefit** your health.

2 Complete the text with words from Activity 1. Write the verbs in the correct form.

I've just joined a ¹ green organisation called GetInvolved. I went to an ² _____ about endangered animals at the museum last week. I hadn't realised how climate change is ³ _____ their habitats in hot, cold and ⁴ _____ areas. This ⁵ _____ me to find out how I could help protect the ⁶ _____.



It's a problem that affects the whole planet, so we need a ⁷ _____ solution. The GetInvolved website ⁸ _____ you to start your own project. You can post details of it on the site to get other people to ⁹ _____ you.

Don't think you have to be big and powerful to make changes that ¹⁰ _____ the planet. Your small idea could develop into something that really makes a difference.

Lesson 2 Reading comprehension

1 Read the text on Pupil's Book pages 48–49 again. Match the sentences to make a summary of the text.

- | | |
|--|--|
| 1 The Eden Project wants to inspire visitors | a by human behaviour. |
| 2 Our planet is damaged | b might encourage other people to come. |
| 3 Eden wants to make sure | c to support conservation. |
| 4 Eden recreates the different habitats | d so that green ideas can be researched. |
| 5 The activities you can do at Eden | e to give information on a special topic. |
| 6 Sometimes there are special exhibitions | f are designed to be beneficial for the environment. |
| 7 Comments from happy visitors | g plants and animals won't die out. |

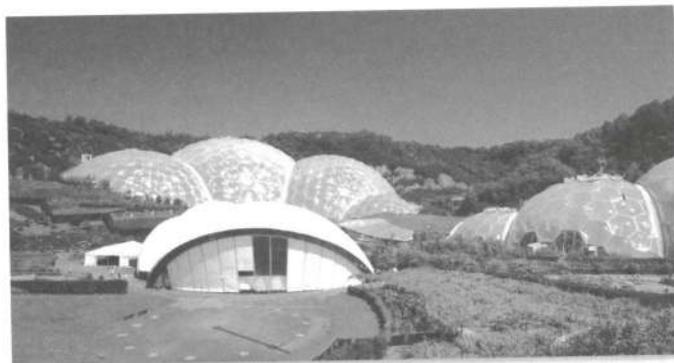
2 Which places in the Eden Project would you recommend for these people?

1  My little brother loves exploring and making up stories about what he finds. He's fascinated by insects.

2  I'm doing a school project on animals that live in tropical habitats.

3  It's my grandpa's birthday next week and I'm looking for a special present. He's really keen on gardening.

4  My mum doesn't like the cold. Her favourite place is Italy. I want to take her somewhere that makes her think she's on holiday.



Working with words

3 Match the underlined words to the correct synonyms.

- | | | |
|---|----------|------------|
| 1 The elephant was <u>enormous</u> . | <u>F</u> | A solution |
| 2 Loss of habitats is a <u>worldwide</u> problem. | _____ | B stroll |
| 3 We like to <u>walk</u> along the cliffs. | _____ | C benefit |
| 4 Cars don't <u>help</u> the planet. | _____ | D global |
| 5 What's the <u>answer</u> to the puzzle? | _____ | E create |
| 6 Let's <u>make</u> a picture together. | _____ | F huge |

Lesson 3 Grammar

1 Read sentences 1–5 and underline the present perfect continuous verbs. Then match 1–5 with sentences a–e.

- | | |
|--|---------------------------------|
| 1 I've been doing my homework for an hour. | a They've never won a game! |
| 2 She's been developing those green plans for months. | b It displays our class's work. |
| 3 Alex has been supporting that team since he was six. | c It's almost finished. |
| 4 You haven't been listening! | d It's taking her a long time. |
| 5 We've been setting up the exhibition together. | e There's water everywhere. |
| 6 It's been raining hard all day. | f That wasn't what I said. |

2 Write the words in the correct order to make sentences.

- 1 been / our / class / has / doing / a / on / the / environment / project
Our class has been doing a project on the environment.
- 2 habitats / Euan and Katie / been / learning / about / have

- 3 researching / I've / animals / endangered / been

- 4 October / doing / we've / it / been / since

- 5 us / has / encouraging / teacher / been / our



3  Complete the sentences. Use the present perfect continuous and your own ideas.

- 1 My hands are dirty because I've been gardening
- 2 I'm tired because _____
- 3 My friends are terrified because _____
- 4 My mum's exhausted because _____
- 5 We're late because _____
- 6 My hair's wet because _____
- 7 My dad's wearing a tracksuit and trainers because _____
- 8 I've got paint on my hands because _____

Lesson 4 Language in use

1 One of the answers to each question is incorrect. Cross out the incorrect answer.

- 1 How long have you been volunteering in the community?
Since last summer. / **For about six months.** / ~~**On Saturdays.**~~
- 2 Have you been working at Friends for the Elderly today?
No, I haven't. / **No, I wasn't.** / **Yes, we have.**
- 3 What have you been doing?
We've been making lunch. / **I'm making a cake.** / **I've been washing up.**
- 4 How long have you been helping the elderly?
I've been helping a lot. / **I've been helping since 2015.** / **I've been helping for a year.**
- 5 Have you been cooking since this morning?
Yes, I am. / **No, I haven't.** / **Yes, I have.**

2 Complete the conversation with phrases from the box.

| | | |
|--|--|--------------------------------|
| We've been been buying How long have | volunteering community been going | What have you Have you been |
|--|--|--------------------------------|

A: Your ¹ community project sounds great.

B: Thanks!

A: ² _____ you been working on it?

B: I've been ³ _____ since last year.

A: ⁴ _____ been doing today?

B: ⁵ _____ cleaning up the park.

People leave a lot of rubbish there so we've

⁶ _____ every Sunday to pick it up and
make the park look nice again.

A: ⁷ _____ helping there today?

B: No, we haven't. Today we've ⁸ _____ plants.

We're going to plant them next week so we have flowers in the summer.



3  Think of two things you've been doing for a while (sports or other activities). Write questions and answers using the present perfect continuous.

How long ... ?

for (X) months / years

since ...

Question: _____

Answer: _____

Question: _____

Answer: _____

Lesson 5 Exam practice

- 1  Read the advertisement and the email.
Fill in information in Lewis's notes.

Come to our charity basketball game

on Friday at Parkview Leisure Centre

Starts at 10.30 am

Everyone gets to play! £5 per person to enter.

We've got team T-shirts that you can borrow.

You won't need any food, but bring your trainers.

If you want to be involved, fill in the form attached.

All the money raised goes to Redcliffe Hospital.

We also need adults to supervise. If you'd like to volunteer, contact Mary on 07364 871094.



SEND

FROM Callum

TO Lewis

Shall we go to the charity basketball game together? My mum can take us in the car, but we'll need to come back by train. We could come and get you at 9.45 am. Ring me tonight on my mobile (07625 739281) or tomorrow at my grandma's house (662 8276) to let me know.

Lewis's notes

Charity project

Raising money for:

(0) Redcliffe Hospital

Day:

(1) _____

Game start time:

(2) _____

Take:

(3) _____

Travel there by:

(4) _____

Callum's phone number tomorrow:

(5) _____

2 **CEKey** Read the descriptions of some nouns. What is the word for each one?

Example:

0 You often see these phrases in advertisements.

s l o g a n s

1 If you play an instrument, you can form this with some friends.

b _____

2 You might go to see this at a museum or a gallery.

e _____

3 This is all around us, and we must protect it.

e _____

4 This is all the people who live around you.

c _____

5 If you want to help people, you can give money to this.

c _____

Lesson 6 Learning to learn

1 **FE** Read and tick (✓) what you do after completing a piece of work.

1 I think about what I like about my work and why.

never

sometimes

always

2 I list the problems I had when I was doing it.

3 I think about how I solved them.

4 I identify how I have got better at this type of work.

5 I list what I need to do to improve.

6 I work out what I need to help me improve.

2 **FE** **PE** Choose a recent piece of work. Choose three statements from Activity 1 and write notes about your piece of work.



Prepare to write

1 Jamie asks Anne to write an information leaflet about Kids Play activity club. Read the email and write notes to help structure the leaflet.

SEND FROM Jamie
TO Anne

The new after-school activity club, Kids Play, is becoming very popular. We need to put together an information leaflet to give to parents who have been asking about it. Could you do this, please?

They need to know that lots of the helpers are older children, so it's really fun. Maybe say something like *by kids, for kids*? It takes place after school Tues–Thurs, but not in the holidays. The cost is £2.50 a session. And list all the great activities we do – painting, football, swimming, etc. Don't forget the end-of-term party!

It would be good to include some comments from current members / helpers. David (age seven) in Ashton says it's great and he'd love to come every day. Susie in Nutgrove has been helping there for four months and made lots of new friends. And a photo showing the kids having fun would be good – something like this one, maybe?

Thanks,
 Jamie



title: Kids Play

slogan: _____

general description: _____

activities: _____

special events: _____

users' comments: 'It's great. I'd love to come every day.' David (age 7), Ashton.

opening times and price: _____

2 Think of additional information to include in your leaflet. Write notes.

Lesson 7 Functional language



1 Complete the conversation with the words and phrases in the box.

| | | |
|-------|-----------------|---------------------|
| let's | about | shall |
| could | don't we | we'll need ... |
| idea | sounds | good idea sure |

A: OK, we have a lot of suggestions about how we can help. Firstly, why ¹ don't we weigh the rubbish?

B: Yes, and for every kilo, we ² _____ ask people to donate money to an environmental charity.

A: That ³ _____ great.

C: I'm not ⁴ _____. I'd prefer to raise money for an animal shelter.

A: Well, ⁵ _____ we have a vote?

B: That's a fantastic ⁶ _____.

C: How ⁷ _____ raising money for both charities?

A: There's a lot to think about. I really think ⁸ _____ to vote on this.

B: I know, but to start, ⁹ _____ put the rubbish in the bin bags.

C: That's a ¹⁰ _____, but I don't think we have time now!

2 Decide whether each sentence above is a suggestion (S), expresses agreement (A) or expresses disagreement (D).

Check-up challenge

1 Complete the sentences with the correct words. Write the verbs in the correct form.

| | | | |
|--------|-----------|--------------|---------|
| raise | encourage | support | reserve |
| global | damage | weigh | benefit |

1 I asked for a kilo of apples so the market seller weighed them.

2 We've decided to _____ money for a charity for the elderly.

3 We must _____ a room where we can practise every Monday.

4 Damage to the environment is a _____ problem.

5 The storm was so bad it _____ trees and buildings.

6 They volunteer in the community to _____ people who need help.

7 My mum always _____ me when I want to try out a new activity.

8 Green ideas _____ the environment.

2 Match to make correct sentences. What do you notice about the *-ing* form of all the verbs?



- | | |
|-------------------|--|
| 1 You've | a travelling for three months. |
| 2 Ben's been | b 've been running in the school team for two years. |
| 3 The people have | c 's been hitting the ball into the net and not over it. |
| 4 I | d been swimming a lot this week. |
| 5 She | e been sitting around the fire for hours. |

3 Write four questions using phrases and verbs in the boxes. Then write answers with the present perfect continuous.

1 How long has she been volunteering at the animal rescue centre?

She 's been volunteering there for six months.

2 _____

I _____

3 _____

Yes, we _____

4 _____

They _____

5 _____

Dan _____

How long ... ?
Have you ... ?
What have you ... ?

work volunteer
study learn do

What I can do!

1 Put a tick (✓) or a cross (x).

- infer information from a text
- emphasise the duration of recent activities
- ask about recent events and actions

- use synonyms to vary vocabulary
- write an information leaflet
- make and respond to suggestions

2 My unit progress

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

5

Travel adventures

Lesson 1 Vocabulary

1 Read and match.

- | | |
|-------------------------------------|--|
| 1 When you feel homesick, | a is called a ranch. |
| 2 A cowboy rides a horse and | b you miss your family and where you live. |
| 3 Cattle are the cows that | c a tall, round tent. |
| 4 A large farm in the USA with cows | d looks after cows. |
| 5 In summer, sunrise can be | e to remind you of a place you visited. |
| 6 A teepee is | f you like doing things outside. |
| 7 A confident person | g you slide down a rope from high up. |
| 8 You buy souvenirs | h a farmer keeps for milk or meat. |
| 9 If you like the outdoors, | i is sure they can do something well. |
| 10 On a zipwire, | j as early as 4.30 am. |

2 Complete the text with the words in the box.

| | | |
|-----------|-----------|--------|
| cowboy | homesick | cattle |
| ranch | souvenirs | teepee |
| zipwire | outdoors | |
| confident | sunrise | |

I've just been on the best holiday ever! We flew to the USA to stay on a ¹ ranch (that's a huge farm with horses and ² _____). I lived as a ³ _____ for a week! We spent most of our time ⁴ _____ and slept in a fantastic ⁵ _____ – it was really comfortable. I didn't know how to ride before I went, but I soon learnt and became quite ⁶ _____. Every day we got up really early, just after ⁷ _____. I was so busy doing all the activities that I didn't feel ⁸ _____ at all. My favourite activity was the ⁹ _____ – it was so much fun! I bought ¹⁰ _____ as presents for my friends.



Lesson 2 Reading comprehension

1 Read the text on Pupil's Book pages 60–61 again. Then circle *T* (true) or *F* (false).

- | | |
|--|--------------|
| 1 A Wild West experience is a good holiday for people who don't like being outdoors. | T / F |
| 2 You can do cultural activities as well as sports and outdoor activities. | T / F |
| 3 The activities are all very energetic. | T / F |
| 4 You have to be good at getting up early on a ranch holiday. | T / F |
| 5 At the ranch you will have the chance to try new things. | T / F |
| 6 James was surprised that he enjoyed camping in a teepee. | T / F |
| 7 If you want souvenirs, you have to buy them at the airport. | T / F |
| 8 Only confident, adventurous people should visit the ranch. | T / F |

2 Write answers to the questions about the ranch.

How can I ...

- experience what it's like to be a cowboy?
by living outdoors
- find my way to the ranch from the airport?
- cope if I can't ride a horse?
- find out about Native American culture?



Working with words

3 Write the opposites of these words in the correct column.

active popular friendly correct usual experienced

| un | in |
|----|----------|
| | inactive |
| | |
| | |

Lesson 3 Grammar

1 Read and tick (✓) the reported requests and commands.

1 The ranch guide asked us to meet him at sunrise.



2 'Don't forget your boots.'



3 He told us to find our horse.



4 He told us not to worry.



5 'Please watch carefully.'



6 'Don't ride too quickly.'



7 He asked us to follow him.



8 'Take your time.'



2 Rewrite the direct speech in Activity 1 as reported speech.

1 He told us not to forget our boots.

2 _____

3 _____

4 _____

3 Read Caroline's email to Greg. They're going on a trip with their friend Rose. Rewrite the underlined text as reported speech to tell Rose the plan.

SEND TO Greg Wilson

Hi Greg,

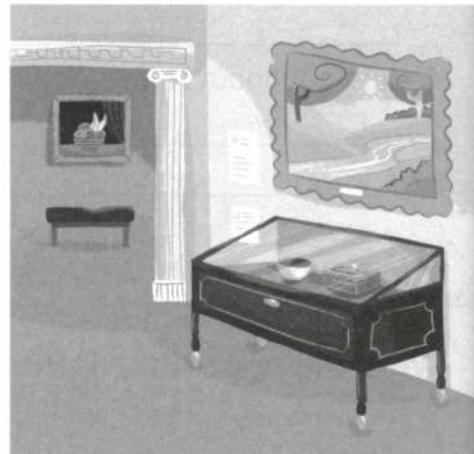
I'm so excited about going to the museum tomorrow! Here are the arrangements. ¹ Please tell Rose the plan.

We'll catch the train at 9.30 am. Let's meet at the station. ² Please be there by 9.15. That will give us time to buy tickets. ³ Bring your headphones. Then we can listen to music on the journey if we want to.

⁴ Don't forget money for souvenirs. My dad says the shop is great! ⁵ Bring lunch! There's a park nearby where we can have a picnic. Does that all sound OK?

⁶ Don't be late!

Caroline



1 Caroline asked me to tell you the plan.

2 She asked us _____

3 _____

4 _____

5 _____

6 _____

Lesson 4 Language in use

1 Read the sentences and write *P* (present activity) or *F* (future arrangement).

- 1 They're going on safari next week. F
- 2 I'm finding out information about the cable car times.
- 3 My sister is packing for her trip.
- 4 We're spending a month there.
- 5 What are you doing this summer?
- 6 We're having dinner right now.

2 Complete the text with the verbs in the present continuous.

A: Hi, Tom. ¹ Are you doing (do) anything next Saturday?

B: My grandparents ² _____ (come) for lunch. Why?

A: We ³ _____ (have) a party that evening. It's for my brother, Dan, because he's just passed his exams. Can you come?

B: Yes. I ⁴ _____ (not do) anything that evening. So, does he start university soon?

A: Yes, but he ⁵ _____ (travel) to Australia first.

B: Wow! How long ⁶ _____ (go) there for?

A: For two months. He ⁷ _____ (visit) my aunt and uncle in Sydney.

He ⁸ _____ (stay) with them for two weeks and then he ⁹ _____ (travel) around the country for the rest of the time. Anyway, I have to go now.

I ¹⁰ _____ (make) a big chocolate cake with my mum this evening.

Dan loves chocolate!



3 What are you, your family and friends doing next weekend? Write about your arrangements. Use these suggestions or your own ideas.

go swimming

go shopping

have a picnic

do homework

make a cake

visit relatives

meet friends

play football

write emails

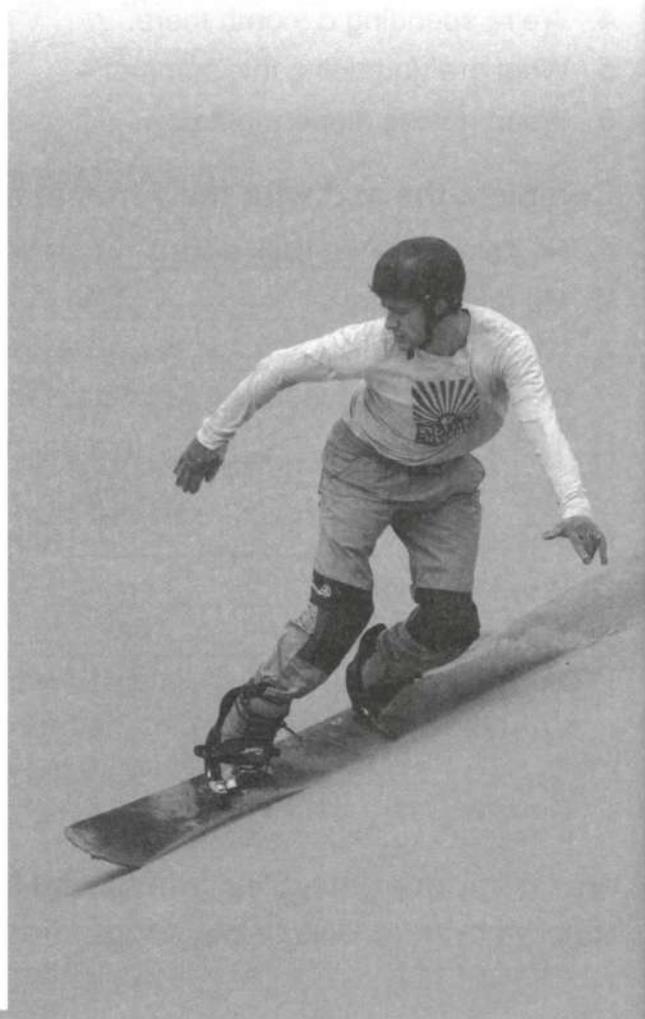
tidy my room

I'm going swimming on Saturday morning. Then my family and I are visiting my grandparents in the afternoon.

- 1  Read the article about sandboarding. Choose the best word (A, B or C) for each space.

Sandboarding

If you're ambitious and looking for adventure, why (0) not try sandboarding? Sandboarding is an exciting new extreme sport which is really simple to (1) _____ and lots of fun. It's like snowboarding, but on sand – and you can do it all year round. The best (2) _____ to experience it is to find a company that organises training and trips. For example, we (3) _____ the company Successful Sandboarding to tell us about their trips. They told us (4) _____ book a short session with their expert instructors – we learnt a lot. After their sessions, you're transported (5) _____ car to the top of the sand hill. (6) _____ you're ready to enjoy surfing down on your board. Most people can do it – you don't need to have done snowboarding before and you just have to be fit. You (7) _____ fall over the first few times, but with plenty of practice you'll soon be a successful sandboarder. So, what are you (8) _____ this weekend?



Example:

- | | | | |
|---|--------------|---------|----------------|
| 0 | A do | B you | C not |
| 1 | A learning | B learn | C learns |
| 2 | A answer | B kind | C way |
| 3 | A questioned | B said | C asked |
| 4 | A to | B that | C for |
| 5 | A in | B by | C on |
| 6 | A Then | B After | C When |
| 7 | A haven't | B might | C must |
| 8 | A playing | B doing | C sandboarding |

Lesson 6 Learning to learn

1  Underline the mistake in each sentence. Write *v* (vocabulary), *gr* (grammar), *sp* (spelling) or *p* (punctuation).

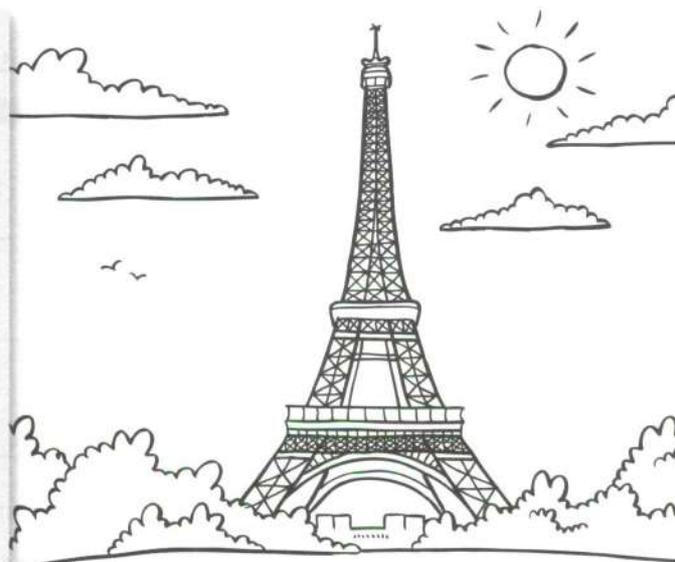
- 1 She worked hard and she was very successfull in her exams. sp
- 2 James was the most weak of the three of us. _____
- 3 My mum asked me to choose a souvenir? _____
- 4 I'm thinking forward to going on holiday. _____
- 5 They're go to a cowboy ranch next week. _____
- 6 You can't have an apple because there aren't plenty. _____
- 7 My favrite wild animal is the rhino. _____
- 8 'Don't do that! she said. _____

2  Check the text and label eight more mistakes. Rewrite the text correctly.

vocabulary → v grammar → gr spelling → sp
punctuation → p something missing → ^

I've just come back from Australia ^(p) I was on holiday in Melbourne my family.

Had you ever been their. I really want too go again. It's boring! Next month we're
visiting to France. That will be interested.



Handwriting practice area with ten horizontal lines for writing the corrected text.

Prepare to write

1 Match the parts of a review (1–7) to the information (a–g).

- | | |
|--------------------------------------|--|
| 1 general description of the camp | a I didn't feel confident about trying new things. |
| 2 feelings before / at start of trip | b I made lots of new friends. |
| 3 how the guide helped | c It's for families and has activities for all ages. |
| 4 evening activities | d The best thing was all the watersports. |
| 5 favourite part of trip | e It's a fantastic place to go with your family. |
| 6 benefits of the experience | f After dinner, there was a family quiz. |
| 7 recommendation | g She told us to believe in ourselves. |

2 Read the leaflet and imagine you went to the adventure camp.

Use your own ideas and opinions to write notes.

Family Adventure Camp – fun for all the family from 8 to 80

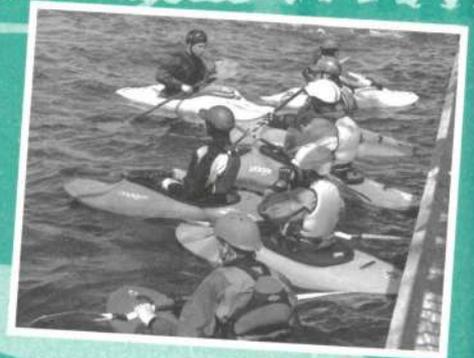
Activities: watersports (kayaking, canoeing, waterskiing, swimming), climbing, mountain biking, zipwire

Evenings: quiz, concert, dance

Special events: trip to hot-air balloon show, kayaking race

Accommodation: teepees or tree houses

Our friendly guides will teach you the skills you need and help you develop confidence.



Paragraph 1

general description of the camp Family Adventure Camp, great place to come with your family, something for everyone to do!

Paragraph 2

feelings before / at start of trip _____

activities done _____

how the guide helped _____

Paragraph 3

favourite part of trip and why _____

Paragraph 4

benefits of the experience _____

recommendation _____

Ready to write

3 Write your review.



4 Read and check what you wrote in Activity 3.

Ask yourself:

- Have I organised the information clearly?
- Is the information included useful?
- Have I used adjectives to add interest?
- Have I expressed my opinion helpfully?
- Have I checked my text carefully for accuracy?

5 Rewrite the review in your notebook. Use the points in Activity 4 to improve your work.

Lesson 7 Functional language

1 Complete the text with the correct words.

to use recommend bringing should ask
~~suggest arriving~~ to bring don't forget

The bus for the waterpark leaves at 8.30.
 I ¹ suggest arriving early so that we
 can leave on time. The forecast is hot and sunny
 so ² _____ to bring sun
 cream. You ³ _____ your
 parents if you can bring your phone, but it isn't
 a good idea ⁴ _____ it at the
 waterpark, only on the bus.

I ⁵ _____ a packed lunch
 because the canteen at the waterpark is very
 expensive. It's a good idea ⁶ _____ some money with you
 so that you can buy an ice cream or a souvenir from the gift shop.

Mrs Newton



Check-up challenge

1 Read the descriptions. What is the word for each one?

The first letter is already there. There is one space for each letter in the word.

- | | | |
|----|---|------------------------|
| 1 | tells you what the weather is going to be like | f <u>o r e c a s t</u> |
| 2 | describes someone who is determined to be successful | a _____ |
| 3 | a slide that makes you feel like you're flying | z _____ |
| 4 | to pay money to borrow something like a car | h _____ |
| 5 | enough or more than enough | p _____ |
| 6 | the opposite of <i>strong</i> | w _____ |
| 7 | something you can buy in a gift shop | s _____ |
| 8 | you see this early in the morning | s _____ |
| 9 | someone who looks after cattle on a ranch | c _____ |
| 10 | describes something that is much, much more than normal | e _____ |

2 Report the teacher's instructions on how to make a paper bird.

- | | |
|--|--|
| 1 'Please listen to the instructions!' | <u>The teacher asked us to listen to the instructions.</u> |
| 2 'Get a piece of paper.' | She _____ |
| 3 'Please watch me make a bird.' | _____ |
| 4 'Fold the paper six times.' | _____ |
| 5 'Finish it like this.' | _____ |
| 6 'Please make your own bird.' | _____ |

3 Write about Ben and Emily's plans for the weekend. Use the present continuous.



swim / competition



go / for ice cream



visit / safari park



watch film / with Dan

Ben: On Saturday, I'm swimming in a competition. Then _____



meet friends / park



visit / Lara



play / school concert



have dinner / restaurant

Emily: On Sunday, Katy and I are _____

What I can do!

1 Put a tick (✓) or a cross (x).

- | | | | |
|--------------------------------------|--------------------------|--|--------------------------|
| scan a text for specific information | <input type="checkbox"/> | use prefixes <i>un-</i> and <i>in-</i> | <input type="checkbox"/> |
| report requests and commands | <input type="checkbox"/> | write a review | <input type="checkbox"/> |
| talk about future arrangements | <input type="checkbox"/> | give advice and recommendations | <input type="checkbox"/> |

2 My unit progress

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

Mid-year review

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

- 1 presenter / rainforest / hero / cowboy
- 2 cable car / sanctuary / habitat / ranch
- 3 confident / mountainous / narrow-minded / sporty
- 4 forecast / record / film / play back
- 5 migrate / journey / expedition / donate
- 6 bitter / soft / hard / rough
- 7 endangered / famous / at risk / extinct
- 8 damage / support / encourage / inspire

It isn't a person.

2 Read the descriptions. What is the word for each one?

Example:

0 You might buy this on holiday to help you remember a place that you've visited.

s o u v e n i r

- 1 This is where you are when you're not in a building.
- 2 This is a kind of organisation which helps people or animals.
- 3 This is an animal that hunts other animals.
- 4 Explorers go on this kind of long trip.
- 5 This is all the people that live in one area.

o _____
c _____
p _____
e _____
c _____

3 Complete the text with the words in the box.

been drawing can't drawn look
might must seen to tell

Have you ¹ seen this picture? My little brother drew it a few minutes ago. He's ² _____ all morning. He's ³ _____ about 20 pictures of people and animals – mostly elephants. I'm not sure what this one is. I asked him ⁴ _____ me, but he wants me to guess. OK. Well, it's got four legs so it ⁵ _____ be an animal. It doesn't have a long nose or big ears, so it ⁶ _____ be an elephant. It's got two stripes so it ⁷ _____ be a tiger. But it doesn't ⁸ _____ like a tiger. Perhaps I'm looking at it upside-down. Is it a monkey? Oh. He says it's a picture of me!



4 Match to make sentences.



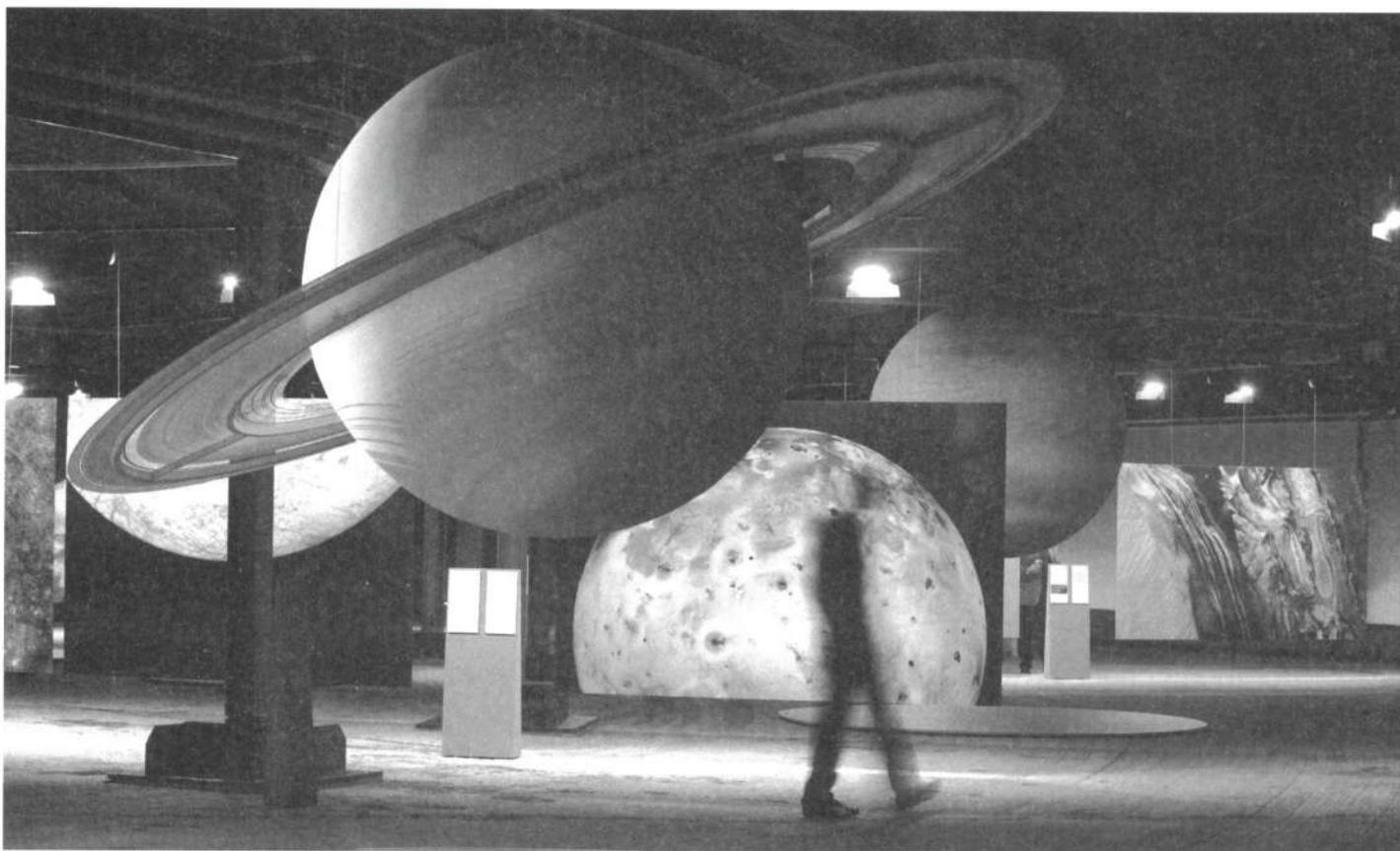
- | | |
|-------------------------------------|--|
| 1 John has been | a visited a tiger sanctuary. |
| 2 For many years, he's been | b and everyone was in danger. |
| 3 Last year he | c leaving on another expedition. |
| 4 I asked him to | d studying animals since he was a child. |
| 5 He went there | e to support the conservation project. |
| 6 He had just arrived | f him to stay silent. |
| 7 A tiger had escaped from its cage | g not to move. |
| 8 He didn't | h observing them in their habitats. |
| 9 The keeper told John | i and John was safe! |
| 10 He told | j when he heard someone screaming. |
| 11 They caught the tiger | k tell me about his time there. |
| 12 On Sunday he's | l know what to do. |

5  Which notice (A–F) says this?

- | | |
|--|---------------|
| 1 You can buy a souvenir upstairs. | <u> C </u> |
| 2 You can wear this in a swimming pool. | <u> </u> |
| 3 Don't walk this way. | <u> </u> |
| 4 This is for playing musical instruments. | <u> </u> |
| 5 You can go up the mountain this way. | <u> </u> |

| | | | | | |
|---|--------------------------------------|--|---|---|---|
| A DANGER Weak bridge | B Waterproof watch \$80 | C Gift shop  | D Exhibition OPEN | E To the  cable car | F Room reserved for band practice |
|---|--------------------------------------|--|---|---|---|

- 6  Read the sentences about a trip to a space exhibition. Choose the best word (A, B or C) for each space.



Example:

- 0 Rob is visiting the Space Museum _____.
A yesterday B a week ago **C tomorrow**
- 1 There's a ____ exhibition on planets there.
A fascinating B extreme C unbelievable
- 2 Our teacher asked him ____ a book for the class in the gift shop.
A buying B buy C to buy
- 3 Rob ____ a talk about planets next week.
A will B makes C is giving
- 4 He's going to take pictures of ____ beside a spacecraft.
A herself B himself C itself
- 5 Rob ____ forward to this trip for a long time.
A won't be B has been looking C is going

7 Match the questions and answers. Write the letters.

- 1 How long have you been working in conservation? b
2 What have you been doing recently? _____
3 Have you made a lot of progress since last month? _____
4 Did you raise enough money yesterday? _____
5 Why have you been researching pandas? _____
6 Have you been enjoying the work? _____

- a No, we didn't. Our aim is to be more successful next time.
b Since July.
c Yes, I have. I'd like to encourage everyone to volunteer.
d Because there are so few of them in the wild.
e Yes, we have, but there's still a lot to do.
f I've been observing pandas in their habitat.

8 Complete the sentences with the words in the box.

waterproof bear noisy like him
sour sticky like sweet disgusting

- 1 It might be a bear because there are a lot of them around here.
2 It could be a lemon because it tastes _____.
3 He might be Jack's brother because he looks _____.
4 It may be honey because it tastes _____ and it feels _____.
5 The milk smells _____ cheese. It must be old.
6 That watch doesn't look _____ – don't wear it when you go swimming.
7 I don't want to taste it because it might be _____.
8 The engine sounds _____. Is there something wrong with it?

9  Complete the text. Write one word for each space.

I've been at this school (0) since I was five. Next year I (1) _____ moving to a new school. One of my best friends (2) _____ moving there with me, and I'm sure I'll make plenty (3) _____ new friends, too. I'm looking forward (4) _____ it. My favourite subject at school is science. We (5) _____ just finished a fascinating project about space and I've (6) _____ reading about it a lot. People used to think the sun and all the (7) _____ and stars moved round the Earth. Then (8) _____ 1530, one scientist said that wasn't true. He (9) _____ studied them carefully and he believed that the Earth moved round the sun. Many people (10) _____ believe him, but he was right.

6

Sell, sell, sell!

Lesson 1 Vocabulary

1 Read and unscramble the words.

- 1 To advertise the concert, we made some **yee-haticcng** eye-catching posters.
- 2 I didn't agree at first, but Jack's argument was very **spruvasiee** _____.
- 3 My brother spends all his free time talking to friends on **lacios diame** _____.
- 4 She wants to buy trainers, but isn't sure which **dranb** _____ to choose.
- 5 That DVD hasn't had good **wervies** _____ – shall we try this one?
- 6 The red jumper will **apelap** _____ to my mum. She likes bright colours.
- 7 I can remember starting school when I was four. It's my earliest **yomrem** _____.
- 8 You've had that jacket for years! It isn't very **ytendr** _____.
- 9 I used my video camera to **terucap** _____ the beautiful sunrise.
- 10 He says he's telling the truth, but we don't **ustr** _____ him.

2 Complete the text with the words from Activity 1.

Want to look cool? Looking for a ¹ trendy phone? Check out Banana – the newest, most exciting phone on the planet!

In fun, ² _____ colours, this is a product that will ³ _____ to everyone.

Stay in contact with your friends. ⁴ _____ a special moment with the amazing built-in camera – and keep it as a ⁵ _____ for ever!

Why not read ⁶ _____ of the phone on ⁷ _____? They're very ⁸ _____!

Banana isn't the cheapest ⁹ _____ but it's one you can ¹⁰ _____.



Lesson 2 Reading comprehension

1 Read the adverts on Pupil's Book pages 70–71 again. Tick (✓) two true phrases for each product.

- | | | | | |
|---------------------|-------------------------|-------------------------------------|--------------------------------|--------------------------|
| 1 Robopet | a arrives ready to play | <input type="checkbox"/> | d only understands English | <input type="checkbox"/> |
| | b is useful and fun | <input checked="" type="checkbox"/> | e is not as good as a real pet | <input type="checkbox"/> |
| | c builds itself | <input type="checkbox"/> | f can learn new things | <input type="checkbox"/> |
| 2 Streetsmart shoes | a stop you getting lost | <input type="checkbox"/> | d work by themselves | <input type="checkbox"/> |
| | b don't look appealing | <input type="checkbox"/> | e send information to a phone | <input type="checkbox"/> |
| | c are only for men | <input type="checkbox"/> | f have speakers | <input type="checkbox"/> |
| 3 insta-insta | a is a phone-camera | <input type="checkbox"/> | d prints photos while you wait | <input type="checkbox"/> |
| | b has no reviews yet | <input type="checkbox"/> | e produces big or small photos | <input type="checkbox"/> |
| | c creates memories | <input type="checkbox"/> | f posts photos on social media | <input type="checkbox"/> |

2 Read the three adverts. Then circle the correct words below them.

1

Robopet

- really special
- wants to play
- hours of enjoyment
- fun-loving

The advertiser wants me to feel **worried** / **excited** / **ambitious**.

2

Streetsmart shoes

Intelligent shoes! They know where you're going.
Trust them.

The advertiser wants me to feel **confident** / **childish** / **sporty**.

3

INSTA-INSTA

- Brilliant pictures develop in seconds.
- Stick them on your wall.
- Capture your life!

The advertiser wants me to feel **determined** / **imaginative** / **homesick**.

Working with words

3 Underline the alliteration in the slogans.

1 Take time, make memories.

3 Photography fun for all the family.

2 Don't just do it. Do it differently.

4 Sugarfree? Sure! Share with everyone!

1  Read Ginny's message. Choose the best words to complete the sentences.



I read an interesting advert for a film yesterday. I saw it in a magazine. You'll enjoy this film! I've checked for reviews on social media. All the reviews have been good so far. I can't go to the cinema tomorrow. How about Friday?

- 1 Ginny said she _____ an interesting advert for a film yesterday.
 A reads **B had read** C has read
- 2 She said she _____ it in a magazine.
 A had seen B would see C has seen
- 3 She said we _____ the film.
 A could enjoy B would enjoy C had enjoyed
- 4 She said she _____ for reviews on social media.
 A to check B checks C had checked
- 5 She said all the reviews _____ good so far.
 A would be B had been C is
- 6 She said she _____ to the cinema tomorrow.
 A couldn't go B hadn't gone C didn't go

2 Harry missed Liam's presentation about his holiday.
 Report what Liam said to complete the notes.

Last year we visited Russia on holiday.
 We stayed in Moscow for a week.
 I took lots of photos.
 I've put some of them on my website.
 We'll go back there one day.
 I can tell you more about it later.



- 1 Liam said his family had visited Russia on holiday.
- 2 He said they _____ in Moscow for a week.
- 3 He said he _____ lots of photos.
- 4 He said he _____ some of them on his website.
- 5 He said they _____ back there one day.
- 6 He said he _____ us more about it later.

Lesson 4 Language in use

1 Complete the question tags.

will they? was it? did they? ~~didn't it?~~ hasn't it? weren't they?

- The video game looked very impressive, didn't it?
- The graphics were so realistic, _____
- They didn't release very good multi-player games last year, _____
- The last game wasn't as successful, _____
- The new one has captured players' interest, _____
- Other brands won't appeal to players as much now, _____

2 Complete the text with the correct question tags.



Hi, Millie. I've just been telling Ben about that fantastic game we played last month – I think it was called Safari Zebra, ¹ wasn't it? You must remember – we got it at the new shopping centre, ² _____? It was really good, but it wasn't expensive, ³ _____? We loved it! The graphics were really impressive, ⁴ _____? Mary and Louisa have bought it too, ⁵ _____? They're always copying us! We'll get Safari Zebra 2 when it comes out, ⁶ _____?

You're very quiet today, Millie. Am I talking too much?

3 Write sentences with the words and question tags. Write one more to ask a partner.



~~need / will we?~~ lost / didn't she?
happy yesterday / was he? swimming / haven't they?

- We won't need an umbrella, will we?
- _____
- _____
- _____
- _____

Lesson 5 Exam practice

- 1  Read the sentences about a film app. Choose the best word (A, B or C) for each space.



Example:

- 0 Ella told us about a film app she had bought _____.
A now **B** recently C tomorrow
- 1 She said that she _____ other apps before.
A would buy B looked C had tried
- 2 They weren't well-designed so they weren't _____.
A realistic B effective C persuasive
- 3 The layout _____ it impossible to find the information quickly.
A had B made C found
- 4 In this app, the important information stands out _____ it is highlighted.
A because B so C but
- 5 For an app to be successful, it needs to be _____ to use.
A easy B clever C eye-catching
- 6 A really good app always _____ and appeals to lots of buyers.
A stands out B highlights C presents
- 7 The most _____ apps are the ones you use every day because they're so useful.
A realistic B impressive C eye-catching

2  Read the sentences about Robopet. Choose the best word (A, B or C) for each space.

Example:

- 0 Robopet is a pet that you _____ to look after.
 A aren't needed **B don't need** C doesn't need
- 1 With Robopet you can _____ your own pet.
 A understand B appeal C build
- 2 Robopet is better than a real pet because it never _____.
 A stands out B bites C arrives
- 3 You can _____ it tricks.
 A teach B train C say
- 4 You can give orders to Robopet in four different _____.
 A signs B languages C talks
- 5 Robopet is very _____ to put together. Anybody can do it.
 A impressive B amazing C easy

Lesson 6 Learning to learn

1  Read and complete the text on how to organise your study time.

| | | | | |
|-------|--------|---------|-------|--------------------|
| waste | phones | rewards | lazy | effectively |
| quiet | change | when | snack | thinking |

If you organise your study time well, you will learn much more ¹ effectively – and it will mean that you have more time available for family, friends and hobbies.

First decide ² _____ to work. Fix a time and make a plan. Then decide where to work. Find somewhere comfortable and ³ _____. Make sure you have all the equipment you need – you don't want to ⁴ _____ time looking for pens and paper after you start. Put away all distractions, such as ⁵ _____ and video games. You can't learn properly if you are ⁶ _____ about other things. And don't forget to arrange ⁷ _____! Plan treats for yourself for concentrating and working hard – you could have a ⁸ _____ or listen to music.

Remember: stick to your plan. Don't ⁹ _____ things just because you feel a bit ¹⁰ _____ or want to do something else.

2   Tick (✓) the points you could improve. Then choose a strategy from Activity 1 to try out.

| | | | | | |
|-------|--------------------------|--------------|--------------------------|---------|--------------------------|
| When | <input type="checkbox"/> | Equipment | <input type="checkbox"/> | Rewards | <input type="checkbox"/> |
| Where | <input type="checkbox"/> | Distractions | <input type="checkbox"/> | | |

Prepare to write

1 Read the advert and find examples of features 1–6 below.

Prize parties

Looking for fun, FUN, FUN? We've got everything you need ...
 Birthday party? Wedding? Surprise party? You can trust us to help you. Just tell us what you're celebrating!

We have everything you need for an exciting party – including our extremely popular **Sports heroes** and **Jungle** themes!

We can provide:

- * eye-catching decorations
- * fantastic food, delicious drinks
- * beautiful bright plates and cups
- * brilliant birthday cakes and candles

Visit our impressive shop or our award-winning online store.
 Prize Parties • We put the **prize** in SUR**PRISE**!

- 1 interesting or funny text
- 2 adjectives to make the product appealing
- 3 slogan
- 4 'you', 'we', etc, to involve the reader
- 5 alliteration
- 6 bold / words in capital letters to highlight features

_____ fun, FUN, FUN _____

2 Choose a product from Prize Parties. Plan an advert and think about what information to include. Write notes.

Name of product: _____

What it is: _____

Adjectives to persuade the reader: _____

Slogan: _____

Ideas for 'you' / 'we' statements: _____

Ideas for alliteration: _____

Ideas for highlighting important information: _____

Lesson 7 Functional language

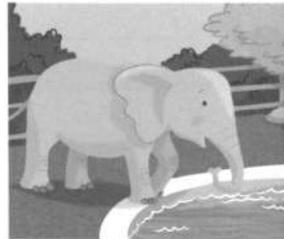


1 Ella is deciding where to go for a day out. Read what she says and match to make sentences.

- | | |
|---------------------------------|---|
| 1 'A 3D film sounds the most | a visit an award-winning zoo.' |
| 2 'I'm not sure about the beach | b think so.' |
| 3 'A bowling alley? I don't | c entertaining.' |
| 4 'It will be fantastic to | d out because it would be so exciting.' |
| 5 'If we go to the waterpark, | e idea because a submarine dive is so expensive.' |
| 6 'I don't think it's the best | f we'll all be able to enjoy ourselves.' |
| 7 'The indoor skydiving stands | g because it might be too cold.' |

2  Look at the activities and places in Activity 1. Choose two and write persuasive sentences about them.

It will be great to go to the zoo because it's a really good one.



Check-up challenge

1 Unscramble the words. Then write a sentence using each word.

- | | | |
|----------------|---------------|-------|
| 1 netyrd | <u>trendy</u> | _____ |
| 2 tulmi-repyal | _____ | _____ |
| 3 dants tuo | _____ | _____ |
| 4 grainteetinn | _____ | _____ |
| 5 craletiis | _____ | _____ |
| 6 vemirssipe | _____ | _____ |

2 Complete the sentences with the correct question tags.

- | | |
|---|------------------------------|
| 1 They didn't visit Paris, <u>did they?</u> | 5 They weren't happy, _____ |
| 2 She's read it, _____ | 6 You won't be late, _____ |
| 3 We haven't been there, _____ | 7 They will come back, _____ |
| 4 It was expensive, _____ | 8 He went out, _____ |

3 Write the review. Report Annie's points about the Umbrella seat.

Hi! It's Annie here. This week I've been looking at present ideas for grandparents. My top recommendation is the **Umbrella seat**. Keeps you dry, keeps you comfortable ...

- I tried it at the weekend.
- I went to a concert in the park.
- I enjoyed sitting on it!
- Grandparents will love it!
- They can use it in the rain.
- They can use it as a chair!
- I've given one to my grandpa!

See you later!



1 She said she had tried it at the weekend.

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

What I can do!

1 Put a tick (✓) or a cross (x).

understand persuasive techniques

identify and use alliteration

report what someone said

write an advertisement

use question tags to ask for confirmation

reach a decision about a class outing

2 My unit progress

1 My favourite activity: _____

2 Something I did well: _____

3 Something I could improve: _____

7

Winning ways

Lesson 1 Vocabulary

1 Circle the words to complete the sentences.

- 1 She felt very **tough** / **proud** of her friend for winning the race.
- 2 A training **fitness** / **programme** helps you build up your strength and speed.
- 3 If they win this match, they will **qualify** / **achieve** for the final.
- 4 For **exercise** / **endurance** events, you need to keep going for a long time.
- 5 To be successful, you need a strong **mental** / **tough** attitude.
- 6 **Fitness** / **Equipment** is important to him – he goes to the gym every day.
- 7 Don't give up! You must **prepare** / **persevere**!
- 8 The best runners can complete a **marathon** / **medal** in about two hours.
- 9 If you try hard, you can **persevere** / **achieve** anything.
- 10 I think extreme sports are **mental** / **tough** because you have to be very, very fit.

2 Complete the text with words from Activity 1. Write the verbs in the correct form.

My friend Molly is really keen on sports. When she watched a TV documentary about ¹ marathon runners, it inspired her to do a race like that. So she designed a training ² _____. She ran five times a week and worked out in the gym. Her ³ _____ levels improved and she started to believe she could do it. Her first ⁴ _____ event was a half-marathon last October. She finished it and so she ⁵ _____ for the marathon in April. I went to support her! It's a very ⁶ _____ race. I knew the runners had to be extremely fit, but I hadn't realised how much ⁷ _____ toughness they needed, too. Molly was amazing! She was tired and her feet hurt, but she ⁸ _____. When she crossed the finish line, she felt very ⁹ _____ – and so did I! She said she had never ¹⁰ _____ anything so incredible before. What a star!



Lesson 2 Reading comprehension

1 Read the text on Pupil's Book pages 82–83 again. Write T (True) or F (False).

- 1 The Empire State Building Run-up is a marathon. F
- 2 There are more than 500 runners in the Run-up. _____
- 3 Sherri has just completed the Ironman Hawaii competition. _____
- 4 To be an Ironman competitor, you have to be able to persevere. _____
- 5 The Marathon des Sables requires a lot of equipment. _____
- 6 Patrick trained for a month in Morocco because it was hot there. _____

2 Find and correct the mistake in each sentence.

- 1 John had to run up more than ~~two thousand~~ one thousand steps in his race.
- 2 His training programme lasted only eight weeks.
- 3 The Ironman swim is longer than the bike ride.
- 4 Each year, 56,000 people try but fail to qualify for Ironman Hawaii.
- 5 In the Marathon des Sables, you need special medicine in case it's too hot.
- 6 Patrick's longest distance in training was 150 kilometres.

Working with words

3 Unscramble the words to find the hidden nouns and adjectives.

- 1 kradnses darkness dark
- 2 snseli i _____
- 3 ogdossen g _____
- 4 ensszali l _____
- 5 stenfis f _____
- 6 ghtouessn t _____



Lesson 3 Grammar

1 Tick (✓) if the reported question is correct or cross (x) if it isn't.

1 'How long is the race?'

John asked her how long was the race.

2 'Who can enter the race?'

He asked her who could enter the race.

3 'Where are the runners?' He asked her where the runners were.

4 'When do you train?' He asked her when did she train.

5 'What do you need to do?' He asked her what she did need to do.

6 'How fit is Kim?' He asked her how fit Kim was.

7 'Why can't you eat before a race?' He asked her why couldn't she eat before a race.



2 Rewrite the incorrect sentences in Activity 1.

1 John asked her how long the race was.

2 _____

3 _____

4 _____

3 Imagine you interviewed a sports star. Write two more questions. Then report what you asked and what he / she replied.

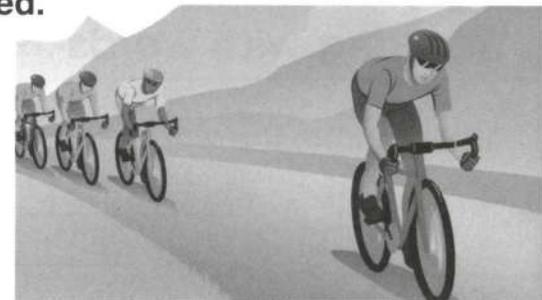
1 'How often do you practise?'

2 'What are you most proud of achieving?'

3 'What do you want to do in the future?'

4 _____

5 _____



1 Q: I asked him how often he practised.

A: He said he practised every day.

2 Q: _____

A: _____

3 Q: _____

A: _____

4 Q: _____

A: _____

5 Q: _____

A: _____

Lesson 4 Language in use

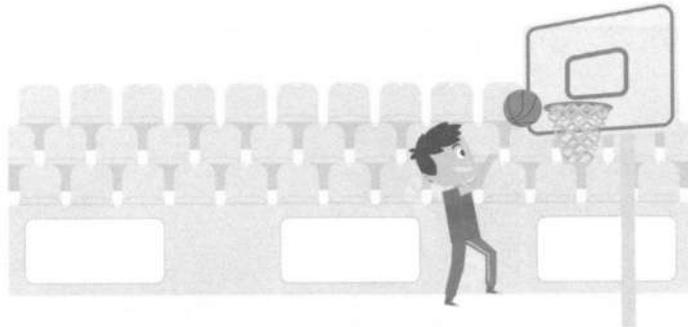
1 Circle the correct words to complete the reported speech.

- 'Can you do capoeira?' He asked if I **could** / **can** do capoeira.
- 'Is it a mixture of sport and dance?' He asked **if** / **that** it was a mixture of sport and dance.
- 'Do you have to be athletic?' He asked if **I** / **he** had to be athletic.
- 'Is it old or modern?' He asked whether it **was** / **were** old or modern.
- 'Are you good at acrobatics?' He asked if **you were** / **I was** good at acrobatics.
- 'Can I join the team?' He asked if he **can** / **could** join the team.

2 Complete the reported questions.

- | | |
|---|---|
| | Henry asked ... |
| 1 'Is taekwondo a martial art?' | if taekwondo <u>was a martial art</u> . |
| 2 'Can we try skiing?' | if we _____. |
| 3 'Are the Olympics every four years?' | _____ every four years. |
| 4 'Is judo an old or a modern sport?' | _____ an old or a modern sport. |
| 5 'Do you have to be fit to play handball?' | if you _____ to play handball. |
| 6 'Is canoeing a popular sport on TV?' | _____ a popular sport on TV. |

3 Report the questions that the school magazine asked James.



- 'Do you train every day?'
- 'Can your team win this year?'
- 'Are you interested in other sports?'
- 'Does your family come to your matches?'
- 'Is basketball an Olympic sport?'

We asked him ...

- if he trained every day
- _____
- _____
- _____
- _____

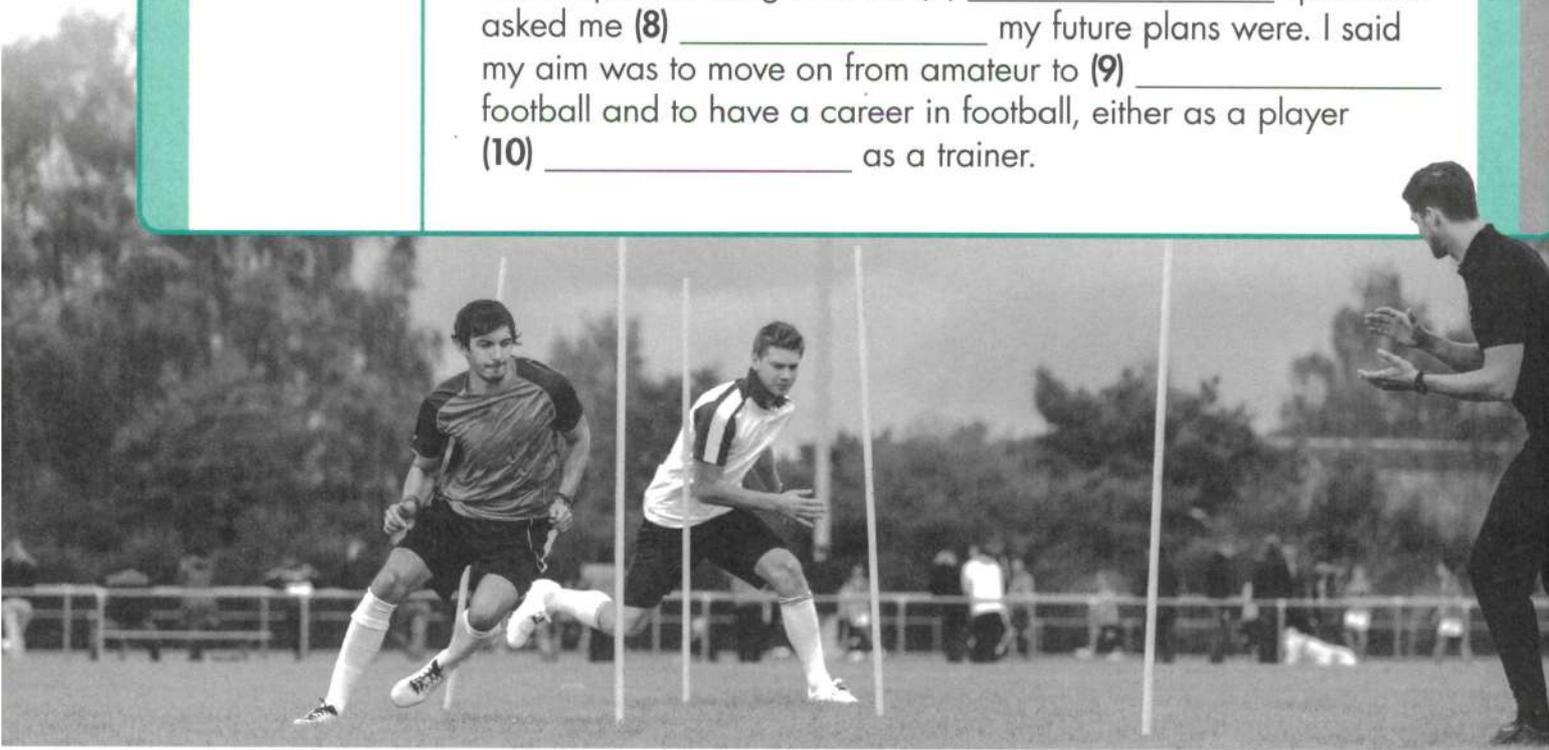
Lesson 5 Exam practice

1  Complete the footballer's blog. Write one word for each space.

HOME
BLOG
ABOUT
CONTACT



My name is Joe Smith and I play for an (0) amateur football team twice a week. We've (1) _____ playing very well, and last week we were on TV! The presenter (2) _____ that we had won all our matches recently. She asked how we (3) _____ achieved that. The coach (4) _____ her we had a lot of talent in the team. The presenter asked us (5) _____ we trained hard. I said that we did, (6) _____ the most important thing was our (7) _____ spirit. She asked me (8) _____ my future plans were. I said my aim was to move on from amateur to (9) _____ football and to have a career in football, either as a player (10) _____ as a trainer.



2  Read the email from your friend Sam.

SEND
FROM Sam

TO

I'm looking forward to our sports training tomorrow. What time can you meet me? Which activity do you want to do first? I'll bring snacks. What would you like to eat?

Write an email to Sam and answer the questions. Write 25–35 words.

Lesson 6 Learning to learn

1  Circle the correct words to complete the text.

Take notes on a talk

When you're listening, ¹ **try** / **don't try** to write down everything you hear. Read the activity questions first and think about what information will be ² **important** / **easy** to listen for.

As you listen, make ³ **short** / **long** notes about the main ideas. Write them in ⁴ **lists** / **graphics** with bullet points or numbers. Show the most ⁵ **interesting** / **important** words by underlining or highlighting them. You can also use ⁶ **arrows** / **bullet points** to show connected ideas.



2  Read and match.

I want to find out ...

- 1 what it's like
- 2 when
- 3 who
- 4 how many
- 5 why
- 6 where
- 7 how often
- 8 how much

so I need to listen for ...

- a people and / or names
- b expressions of frequency
- c numbers
- d adjectives
- e prices
- f places
- g words like 'because' and 'so'
- h times and dates

Prepare to write

- 1 Read the plan for a personal account about a new activity. Circle the ideas you like or add your own ideas.

Name of activity: Extreme Zipwire

What happens

First, Easy Zipwire. Where? in the park / in the forest / by the beach

Good way to **have fun / build your confidence** / _____

Then Extreme Zipwire. Where? at the top of a **mountain / building** / _____

Get there by **cable car / bus** / _____

Safety

Equipment: put on **helmet / harness** / _____

Clothes: have to wear **warm clothes / gloves** / _____

Mustn't wear **flip-flops / shorts** / _____

Rules: take off **necklaces / rings** / _____

Before

Guide prepares by **attaching you to wire / giving safety talk** / _____

Get ready: **check pockets empty / switch on camera on helmet** / _____

During

What happened: **drop very fast / fly through air** / _____

What I did: **scream loudly / wave** / _____

How I felt: **as fast as an eagle / as scared as a mouse** / _____

After

My body: **legs shake / heart beat fast** / _____

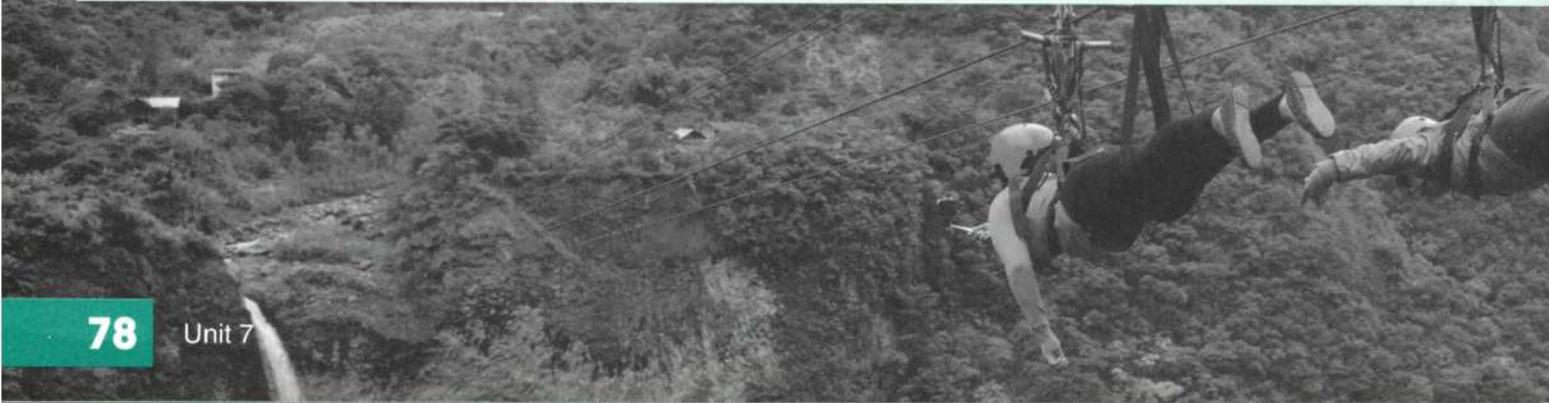
I was **happy / sad** / _____

Opinion

At first it felt **terrifying / horrible** / _____

Then it was **amazing / awesome** / _____

I would **do it again / never do it again** / _____



Ready to write

2 Use the notes to write a personal account of your experience.

On Saturday I tried the Extreme Zipwire for the first time.

3  Read and check what you wrote in Activity 2.

Ask yourself:

- Did I use the notes to give my report a clear structure?
- Have I expressed how I felt in an interesting way?
- Are the verbs in the correct tenses?
- Is the spelling correct?
- Did I use correct punctuation?

4 Rewrite the personal account in your notebook. Use the points in Activity 3 to improve your work.

Lesson 7 Functional language

1 Complete the text with words and phrases from the box.

| | | | |
|--------------|-------------|------------|------------|
| competitive | equipment | How long | recommend |
| I'm not sure | flexibility | interested | What about |

A: What sort of class are you ¹ interested in?

B: Well, I did gymnastics a long time ago. I was quite good ...

A: On Monday evenings, you can train to take part in the Gymnastics Medal Challenge.

B: Umm ... Do you have anything less ² _____?

A: You could try the Saturday morning class, which is a mixture of gymnastics and acrobatics. It's a lot of fun!

B: ³ _____, ... It sounds like you'd need a lot of strength and
⁴ _____ for that. I don't think I'm ready yet.

A: ⁵ _____ 'Bend it, Shake it'? That's gymnastics done to music. It's particularly good for improving your fitness and balance. I'd ⁶ _____ that one.

B: That sounds great! ⁷ _____ is the class?

A: It's an hour, every Sunday at 11.00.

B: And do you need any special ⁸ _____?

A: No – we supply everything.

B: Perfect! I'll see you on Sunday.



Check-up challenge

1 Find and correct the incorrect word in each sentence

| | | | | | | | |
|---------|--------|----------|-------------|---------|---------|-------------|---------|
| mixture | career | marathon | flexibility | balance | injured | competitive | qualify |
|---------|--------|----------|-------------|---------|---------|-------------|---------|

- I'm training to run in a programme. marathon
- If they win this match, they will achieve for the final. _____
- To be good at acrobatics, you need lots of athletic. _____
- The leopard couldn't run fast because it was tough. _____
- You need a talent of mental strength and physical fitness to do endurance events. _____
- To be successful in their sport, professional players need to be very proud. _____
- Her team spirit as a tennis player ended when she broke her arm. _____
- I lost my strength in gym class and fell over. _____

2 Underline the questions that use *if* / *whether* when they are reported.

- 1 Is team spirit important?
- 2 When do the runners have to arrive?
- 3 Are most of the runners from Europe?
- 4 Where does the race start?
- 5 Why can't your team win more races?
- 6 Does everyone have to be over 18?
- 7 Can you try harder?
- 8 How tough is the training?



3 Write the questions in Activity 2 as reported questions.

They asked him ...

- 1 if team spirit was important.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____



What I can do!

1 Put a tick (✓) or a cross (x).

understand important details in a text

Use the suffix *-ness*

report what someone asked

write a personal account from notes

report questions with *if* and *whether*

ask for information about classes

2 My unit progress

1 My favourite activity: _____

2 Something I did well: _____

3 Something I could improve: _____

8

In cyberspace

Lesson 1 Vocabulary

1 Read the definitions and write the word.

- 1 describes something that might hurt, frighten or shock you
- 2 describes something that you can't trust
- 3 something you use to log on to certain websites
- 4 the imagined place where internet communication takes place
- 5 controls that allow you to choose who sees your personal information
- 6 someone you don't know
- 7 something that damages files on your computer
- 8 to remove or get rid of
- 9 a file that is sent with an email
- 10 to get into someone's computer without permission

i n a p p r a p r i a t e

s _____

p _____

c _____

p _____ s _____

s _____

v _____

d _____

a _____

h _____

2 Complete the text with words from Activity 1.

Being safe on the internet is important because
 1 cyberspace can be a dangerous place. You mustn't talk to or agree to meet a
 2 _____ online. You should only share personal information with friends – find out how to use the 3 _____ on social media so you can do that. A 4 _____ is another good way to keep your information secret, especially if you choose one that is difficult to guess. Some websites aren't for children – the material on them might be 5 _____, so you shouldn't go on them. You should be 6 _____ of any 7 _____ sent by someone you don't know, as they might be trying to 8 _____ into your computer. It could contain a 9 _____ that might destroy information. It's always safest to 10 _____ it without opening it.



Lesson 2 Reading comprehension

1 Read the text on Pupil's Book pages 96–97 again.

Match the sentences to make a summary of the text.

- | | |
|---|--|
| 1 You should never arrange | a of prizes you didn't try to win. |
| 2 You mustn't open | b to meet someone you met online. |
| 3 Always be suspicious | c shouldn't be easy to guess. |
| 4 Your personal information can be used | d to hack into your online accounts. |
| 5 Privacy settings let you control | e attachments if they might not be safe. |
| 6 Passwords need to be secret and | f who sees personal information about you. |

2 Read the last section of the text again and find the underlined words. Use the context to work out their meaning and circle to complete the sentences.

1 Am I well protected?

When I'm online, am I **safe from danger** / **behaving appropriately** / **well known**?

2 Social media sites often have a minimum age of 13.

To use these sites, you need to be **more than 13** / **exactly 13** / **at least 13**.

3 'inappropriate' ... means that it might hurt, frighten or shock you.

It could **surprise you in a bad way** / **amuse you** / **make you feel bored**.

4 It is very important to choose strong, secure passwords.

You need passwords that are **correct** / **very safe** / **easy to remember**.

5 Use numbers, capital letters and other characters.

Use characters like **10, 11 and 12** / **X, Y and Z** / **@, \$ and !**

Working with words

3 Read the pairs of definitions and write the homonym.

tablet virus character monitor mouse

- | | | |
|--|--------------|--|
| 1 something that makes people feel ill | <u>virus</u> | something that destroys computer files |
| 2 a person who checks things are done properly | _____ | a computer screen |
| 3 a small, grey animal with a long tail | _____ | something used with a computer |
| 4 a letter, number or symbol | _____ | a person in a story |
| 5 a kind of medicine | _____ | a small computer |

1 Read and circle the correct form.

Last night something suspicious happened at our school ...

- 1 Our computers **hacked** / **were hacked**.
- 2 My password **was stolen** / **were stolen**.
- 3 The privacy settings **weren't changed** / **changed**.
- 4 No strangers **seen** / **were seen** near the computer room.
- 5 Lots of information **was deleted** / **were deleted**.
- 6 A virus **sent** / **was sent** as an attachment.
- 7 My files **wasn't copied** / **weren't copied**.



2 Complete the text with the correct form of the passive.

My friends Sam and Luke are good at running. They ¹ were asked (ask) to use their talent to help a local charity. A race ² _____ (organise) to raise money for the charity. I ³ _____ (not inspire) to run with them, but I really wanted to be involved. I realised that a way of collecting the money ⁴ _____ (need), so I designed a website. It told everyone about Sam and Luke and the charity. People ⁵ _____ (encourage) to get involved by donating money, and they ⁶ _____ (show) how to do it easily on the website. Lots of money ⁷ _____ (raise)! Sam and Luke ⁸ _____ (support) by all their friends at the race too!

3 Read the advertisement for a holiday. Imagine you stayed at the hotel, but it wasn't good. Write about what happened.

- 1 Our rooms / never clean
- 2 The food / not cook / well
- 3 The games room / close / in the evenings
- 4 Children / not allow / to use the pool
- 5 The activities / not organise / well
- 6 My laptop / steal / from my room

Five-star family holidays at a top hotel

- great rooms
- delicious food
- swimming pool
- fun games room
- outdoor activities



- 1 Our rooms were never cleaned.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Lesson 4 Language in use

1 Circle and match each modal to its use.

- 1 I might change my password.
- 2 I may not upload the photos today.
- 3 I could type when I was five.
- 4 I couldn't download the app yesterday.
- 5 It must be a virus.
- 6 This can't be the correct username.

- a present deduction (negative)
- b past ability (negative)
- c future possibility (affirmative)
- d past ability (affirmative)
- e future possibility (negative)
- f present deduction (affirmative)

2 Complete the conversation with words from the box.

can't **might** could may might not must couldn't

A: I've got a problem with this website.

You ¹ **might** be able to help me.

B: I can try! What happened?

A: I ² _____ log in last night or this morning.

B: You ³ _____ have the correct username.

A: The username ⁴ _____ be wrong – I've saved it on my computer.

B: What about your password? It ⁵ _____ be the wrong one.

A: Well, I do have lots of passwords, but I'm sure I used the right one.

B: Then it ⁶ _____ be a problem with the website.

A: ⁷ _____ you log in yesterday?

B: Yes. ... That's weird. I can't get in now either. I'll ring my dad and see if he can help.



3 Complete the sentences with your own ideas and the appropriate modals.

must may / may not could / couldn't might / might not can't be

Past ability

When I was five, I **couldn't play baseball**, but I _____.

Future possibility

When I leave school, I _____, but I _____.

Present deduction

It isn't working. It _____, but it _____.

Lesson 5 Exam practice

1  Complete the telephone conversation between two friends.

What does Nina say to Henry?

Write the correct letter A–H from page 87.



Example:

0 **Henry:** Hi, Nina. It's Henry.

Nina: E

1 **Henry:** I'm sorry I couldn't speak to you yesterday. What did you want to ask me?

Nina: _____

2 **Henry:** Well, it was designed by a teacher to help victims of cyberbullying.

Nina: _____

3 **Henry:** It says that you shouldn't ignore any inappropriate behaviour.

Nina: _____

4 **Henry:** Well, things like rumours, rude comments – anything that hurts your feelings. You should always report it.

Nina: _____

5 **Henry:** Good, I thought it would be. Read the comments from students who were bullied and followed the website's advice. They all say the bullying stopped, so it must be effective.

Nina: _____

Henry: I'll send it again now. Hopefully it will work this time.

- A I'm not sure what that means.
- B Could you tell me more about the website you told us about?
- C I didn't know you could do that.
- D That sounds exactly what I need.
- E Thanks for calling back.
- F You didn't send it.
- G Thanks – I will. But I couldn't open it last night. I may have the wrong address.
- H What advice does it give?

Lesson 6 Learning to learn

1  Match the techniques for memorising vocabulary to the headings.

1 Write the words on sticky notes and display them.

2 Record yourself and listen.

3 Write the words in funny sentences.

4 Make up a rhyme or rap with the words.

Context

Visual

Audio

5 Make a poster to look at.

6 _____

7 _____

8 _____

2  Add one more technique for each heading. Choose two new techniques to help you learn the vocabulary in Unit 9.

Prepare to write

1 Match the sentences to the features of a report.

subheading fact quote **heading** reference to support a fact

- 1 E-readers _____ **heading**
- 2 When did they become popular? _____
- 3 In 2012, global sales of the e-reader fell by 26 per cent. _____
- 4 A report found that people were reading e-books on laptops. _____
- 5 'In the future, more people will buy e-books than books.' _____

2 Read the notes about mobile phones. Number the paragraphs in the correct order.



The history of mobile phones

1992 – cheaper and lighter phones available (around £1000) /
 1992 – first text message sent / 2000 – first camera phone sold /
 2007 – iPhone released by Apple – looked good, easy to use, played music

1983 – first mobile phone for general use released by Motorola /
 large and expensive (around £2700) – not many sold /
 people amazed / stopped to look when saw phone owners making calls

mobiles now smartphones – music, camera, upload files, send texts /
 a university survey says we spend 33% of our time on our phones /
 Nick Sanderson called them 'cyberspace in your pocket' /
 have changed the way we live / leaving home without phone is like ...

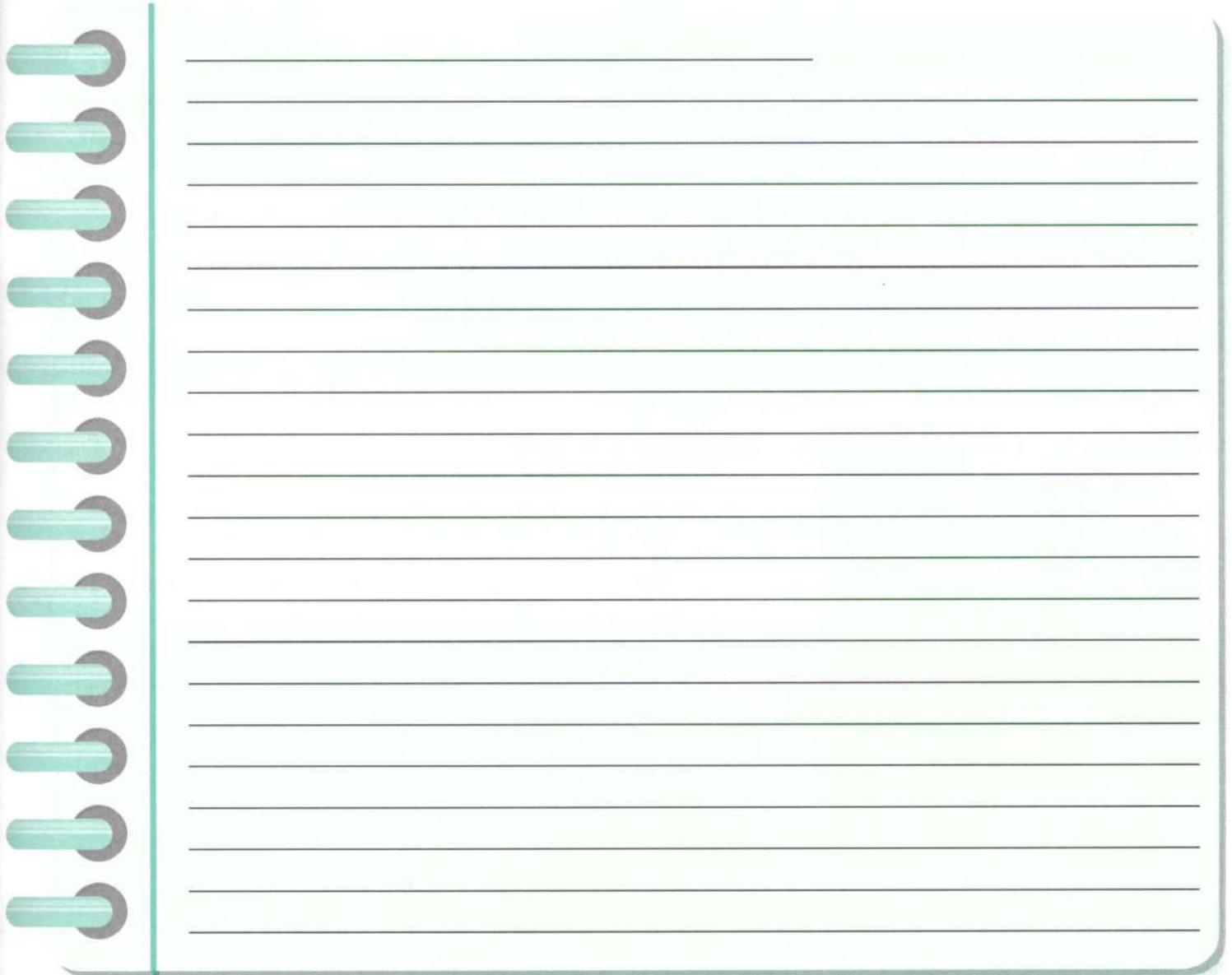
Introduction / today we all use mobile phones / easy to communicate with family
 and friends / mobile phones have been around since 1983 / fascinating history

3 Look at the features in Activity 1 again. Write an example from the notes above for each feature.

- 1 the heading _____
- 2 a subheading _____
- 3 a fact _____
- 4 a reference _____
- 5 a quote _____

Ready to write

4 Write a report about the history of mobile phones. Remember to use subheadings.



A large writing area with a spiral binding on the left side and horizontal lines for text.

5  Read and check what you wrote in Activity 4.

Ask yourself:

- Did I use suitable subheadings?
- Did I organise the information in paragraphs?
- Did I include all the features of a report?
- Did I use the passive voice correctly?
- Is the spelling correct?

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

Lesson 7 Functional language

1 Complete the conversation with phrases from the box.

I don't think I expect I don't believe
~~I think~~ I'm sure I hope

A: What's wrong with Tim?

B: ¹ I think his laptop has a virus.

A: Oh, no! ² _____ it isn't serious. What happened?

B: Ben sent him a link and he opened it.

A: ³ _____ that Ben wouldn't send him a virus!

B: ⁴ _____ it was Ben's fault – he hadn't opened the link, so he didn't know it was a virus. He just sent it on to Tim.

A: ⁵ _____ that was a good idea.

B: You're right – but Tim should have anti-virus protection.

A: So what has the virus done?

B: ⁶ _____ it's blocked access to the internet or deleted some files.



Check-up challenge

1 Complete the text.

bullies upload Block ~~cyberspace~~
 privacy settings password inappropriate links

¹ Cyberspace can be a dangerous place if you're not careful.

You should avoid ² _____ material.

³ _____ communications from people who make you feel bad.

Email from someone you don't know? Don't open any attachments or ⁴ _____!

Report ⁵ _____! Don't ignore nasty messages.

Share only with your friends – use ⁶ _____ to control your information.

Always keep your ⁷ _____ secret.

Funny now – but embarrassing later? Be careful what you ⁸ _____.

Easy if you remember all the rules!

Stay **CYBERSAFE!**



2 Underline the verbs. Then write A (active verb) or P (passive verb).

- | | |
|---|--|
| 1 They <u>used</u> a false username. <u> A </u> | 5 They stole my password. _____ |
| 2 The virus was sent as an attachment. _____ | 6 They ignored the nasty rumours. _____ |
| 3 The files were deleted accidentally. _____ | 7 It was played by many kids. _____ |
| 4 They uploaded the photos. _____ | 8 Someone changed her privacy settings. _____ |
| | 9 Somebody hacked my computer. _____ |

3 Rewrite the active sentences in Activity 2 as passive sentences.

- | | |
|-------------------------------------|---------|
| 1 <u>A false username was used.</u> | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

4 Circle the correct words to complete the sentences.

My brother Dan has always been very sporty. He ¹ **could** / **might** run fast and swim well when he was only five, but he ² **may not** / **couldn't** ride a bike. He was scared and he fell off a lot. But he was very determined! He persevered and now he's a professional cyclist. He's racing today and although he ³ **couldn't** / **might not** win, he ⁴ **must** / **may** finish in the first three. The race started an hour ago and I'm waiting impatiently at the finishing line. Here they come! I can see red – Dan's helmet is red. That ⁵ **can't** / **might** be him at the front. COME ON, DAN! COME, ON! ... Oh! I don't believe it! It ⁶ **can't** / **can** be true. But it is! Dan's a cycling champion!



What I can do!

1 Put a tick (✓) or a cross (x).

- | | | | |
|---|--------------------------|-----------------------------------|--------------------------|
| read a text for detailed understanding | <input type="checkbox"/> | understand and use homonyms | <input type="checkbox"/> |
| talk about events and processes in the past | <input type="checkbox"/> | write a research report | <input type="checkbox"/> |
| use modal verbs to discuss a situation | <input type="checkbox"/> | express certainty and uncertainty | <input type="checkbox"/> |

2 My unit progress

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

9

Fun with films

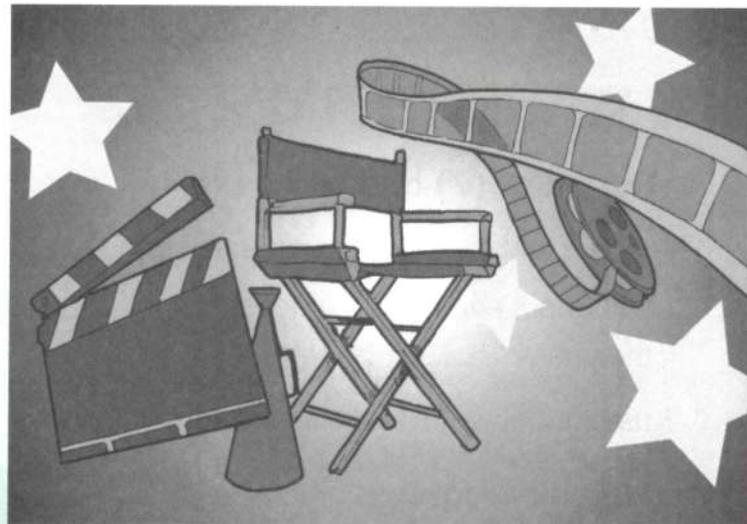
Lesson 1 Vocabulary

1 Unscramble the words to complete the sentences.

- 1 The film **ets** set is amazing – it looks just like another planet.
- 2 I enjoyed the new film, but I thought the **lanigiro** _____ was better.
- 3 I didn't like the characters, but the **tlop** _____ was really interesting.
- 4 This **nevriso** _____ of *Cinderella* is my favourite.
- 5 The actor who plays the hero is **ognutdansti** _____.
- 6 The **cealspi feetfcs** _____ in *Avatar* are really impressive.
- 7 Some of the actors in the **atsc** _____ weren't professional.
- 8 The queen is **vlie** _____ and wants to hurt the hero.
- 9 *Neverland* is set in a **ytaansf** _____ world.
- 10 The actors were dressed in historical **socsetmu** _____.

2 Complete the text with words from Activity 1.

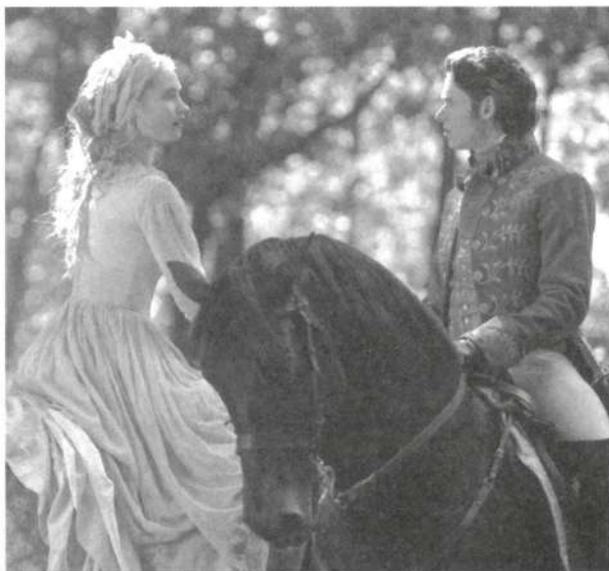
My favourite DVDs are the three *The Lord of the Rings* films. The ¹ original story was written by JRR Tolkien. Often when a book is made into a film, the ² _____ is changed, but the film ³ _____ of *The Lord of the Rings* stays very close to the books. The ⁴ _____ is designed to show a fantasy world called Middle-earth, where a group of friends called the Fellowship try to stop ⁵ _____ people getting a magic ring and using it to win power. Many different sorts of ⁶ _____ creatures are in the story, so there is a large ⁷ _____ of actors dressed in amazing ⁸ _____. I particularly love the ⁹ _____, for example, the fighting elephants are 20 times bigger than a normal elephant. They are ¹⁰ _____!



Lesson 2 Reading comprehension

1 Read the reviews on Pupil's Book pages 108–109 again. Circle the correct words to complete the sentences.

- 1 *Cinderella* is a **romantic fantasy** / fantasy adventure film.
- 2 Ella's family **are** / aren't nice to her.
- 3 Kit **pretends to be** / is really a prince.
- 4 The *Cinderella* reviewer is impressed by the **plot** / actors.
- 5 The reviewer recommends the film to people who prefer a **traditional** / modern version of the story.
- 6 In *Pan*, Peter is taken to Neverland by **his family** / pirates.
- 7 After escaping, Peter is **injured** / captured by Chief Great Little Panther.
- 8 The chief's daughter knows that Peter is **important** / dangerous for her people.
- 9 Peter finally believes Tiger Lilly and saves **his friend** / the chief.
- 10 The reviewer tells readers **to see** / not to see the film if they love the old story.



2 Tick (✓) the sentences which give the reviewer's opinion.

- | | | | |
|---------------------------------------|-------------------------------------|--|--------------------------|
| 1 The costumes are fantastic. | <input checked="" type="checkbox"/> | 5 The film has a brilliant cast. | <input type="checkbox"/> |
| 2 It is directed by Kenneth Branagh. | <input type="checkbox"/> | 6 Ella and her stepsisters are really excited. | <input type="checkbox"/> |
| 3 The main character is called Ella. | <input type="checkbox"/> | 7 Neverland looks completely magical. | <input type="checkbox"/> |
| 4 The special effects are incredible. | <input type="checkbox"/> | 8 He's been made to work for the evil captain. | <input type="checkbox"/> |

Working with words

3 Unscramble the verbs and write the nouns.

- | | | | | | |
|-------------|-------------------|---------------------|-------------|-------|-------|
| 1 lltsuirae | <u>illustrate</u> | <u>illustration</u> | 4 mmrecoend | _____ | _____ |
| 2 inormf | _____ | _____ | 5 pesrent | _____ | _____ |
| 3 amigine | _____ | _____ | 6 cosnevre | _____ | _____ |

4 Choose four nouns from Activity 3 and write a sentence with them.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Lesson 3 Grammar

1 Write the words in the correct order to make sentences.

- 1 version / the / original / changed / has / been The original version has been changed.
- 2 in / the / has / shown / the / USA / film / been _____
- 3 been / the / chosen / hasn't / yet / cast _____
- 4 sets / the / been / designed / have _____
- 5 has / a / been / script / written / great _____
- 6 yet / special / created / effects / been / haven't / the _____

2 Complete the text with the correct form of the present perfect passive.

Designers! Cast! Everyone! Our first performance is on Friday – Friday, people – and there's still a lot that

1 hasn't been done (not do). So, please listen carefully, then go away and do it – QUICKLY! The set

2 _____ (not paint) yet – that needs to happen NOW. The last part of the script 3 _____ (write) and the actors 4 _____ (tell) what to do. The cast now needs to rehearse the whole play in costume. The costumes 5 _____ (deliver). Yes, Peter, I see you're already wearing yours. You look very impressive! The lights 6 _____ (not set up) yet – that will happen tonight. I think that's all for now. Lots of tickets 7 _____ (sell) so it's going to be a huge success! Thank you, everyone. Oh, no! ... Peter, why did you go near the wet paint when you were wearing your costume?!



3 Imagine you're planning a film party. Write sentences about what has and hasn't been done.

- 1 check the equipment \times The equipment hasn't been checked.
- 2 prepare the food \checkmark _____
- 3 pour the drinks \times _____
- 4 organise music \checkmark _____
- 5 invite everyone \checkmark _____
- 6 decorate the classroom \times _____
- 7 choose the films \checkmark _____

Lesson 4 Language in use

1 Circle the correct words to complete the sentences.

- The film will be directed / will direct by Joel Matherson.
- The plot will be based / based on an original story by Tim Dahnsen.
- The script be written / will be written by a team of writers.
- The cast will be / is chosen next January.
- The release date will / won't be announced until May.
- The costumes will be / will created by a very famous designer.

2 Complete the text with the future passive forms of the verbs.

I've just read a review which predicts that *The Queen's Bracelet* will be the most exciting film this year. It looks like the perfect crime ...

We really don't know if it ¹ will be solved (solve) or whether the thief ² _____ (find). At the start, the detective interviews lots of suspects, but no one has the bracelet. Then the queen receives a message from the thief.

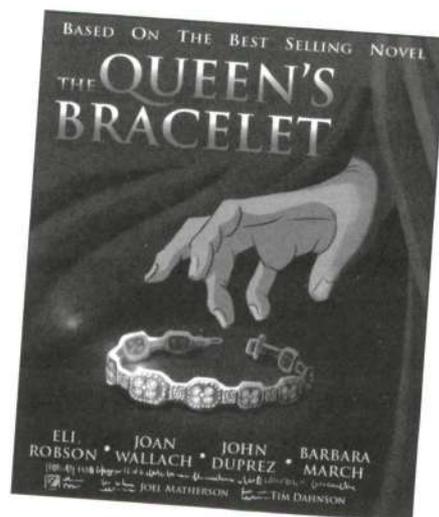
'The bracelet ³ _____ (leave) in the forest. The queen must come and get it herself.' The detective doesn't want the queen to go. The queen becomes angry and shouts, 'I ⁴ _____ (not tell) what to do!'

'But you ⁵ _____ (capture) by the thief,' says the detective. 'Let me go instead.' The detective pretends to be the queen – and meets the thief!

To her surprise, the thief is a young girl who works in the palace kitchen. She didn't mean to keep the bracelet – she only wanted to speak to the queen and ask her to help her poor family.

'And now I ⁶ _____ (not allow) to stay,' she says sadly. But the detective tells the queen about the girl, and she promises that the family

⁷ _____ (help).



3 Write about a film you would like to make. Use the future passive to give details of these features:

director

script writer

idea based on

announcing of cast

release date

I'm going to make a film about _____.

1 It will be directed by _____.

2 _____.

3 _____.

4 _____.

5 _____.

1  Read the article about a film.

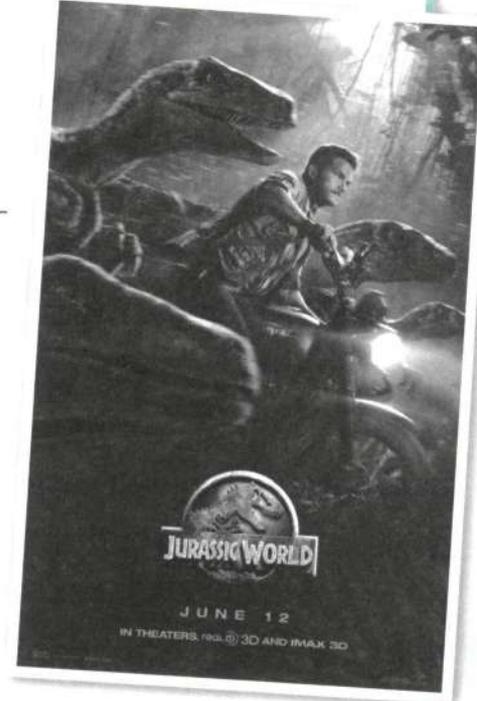
Choose the best word (A, B or C) for each space.

Meet the dinosaurs – AGAIN

Jurassic World is the most successful film in the series that (0) began with *Jurassic Park* in 1993. These films are set in a theme park where dinosaurs (1) _____ brought back to life. The plots of the first two films were based (2) _____ books by Michael Crichton, but original scripts have been (3) _____ for all the films since then.

In *Jurassic World*, two brothers, Zach and Gray, are visiting (4) _____ theme park when the most dangerous dinosaur escapes. Will they (5) _____ attacked by this terrifying animal? We're (6) _____ they won't, but it's still exciting!

The film (7) _____ announced in 2004, but the studio took 10 years to revise the script and start filming. Since its release, it (8) _____ enjoyed by millions of people and it is one of the most successful films of all time.



Example:

- | | | | |
|---|----------------|-------------|----------------|
| 0 | A is beginning | B has begun | C began |
| 1 | A been | B have been | C have |
| 2 | A on | B of | C by |
| 3 | A written | B wrote | C write |
| 4 | A in the | B a | C the |
| 5 | A been | B being | C be |
| 6 | A expect | B sure | C hope |
| 7 | A was | B has | C has been |
| 8 | A had been | B has been | C is |

Lesson 6 Learning to learn

1  Tick (✓) the sentences with good advice for working together effectively.

1 Make suggestions.

2 Explain your ideas clearly and persuasively.

3 Tell people if they are bad at something.

4 Encourage everyone to share their ideas.

5 Recognise what people are good at.

6 Tell other people what to do.

7 Ask questions.

8 Make everyone talk.

9 Disagree with other people.

10 Listen carefully and appreciate others' ideas.

2  Read about Matt and Georgia. Who was more effective as a team member? What advice would you give the other?



Matt



I know a lot more about this topic than anyone else in the group. So I told everyone exactly what they had to do. Paul was in our group – he's too quiet, so I said he should just read his book.

Georgia



We started by getting ideas from everyone. Sam couldn't think of one at first, but I reminded him of the project we did last week and then he had lots! We chose the best ideas and each person did what they were best at.

More effective team member: _____

Advice for _____: _____

Prepare to write

1 Tick (✓) the features you would find in a film review.

- | | | | |
|---------------------------------|-------------------------------------|--------------------------------------|--------------------------|
| 1 type of film | <input checked="" type="checkbox"/> | 6 description of the main characters | <input type="checkbox"/> |
| 2 what the reviewer didn't like | <input type="checkbox"/> | 7 who directed the film | <input type="checkbox"/> |
| 3 how much the tickets cost | <input type="checkbox"/> | 8 who else has seen the film | <input type="checkbox"/> |
| 4 where you can see the film | <input type="checkbox"/> | 9 description of the setting | <input type="checkbox"/> |
| 5 summary of the plot | <input type="checkbox"/> | 10 what the reviewer liked | <input type="checkbox"/> |

2 Read the film review notes. Write the characters in the correct column.

Title: *Matilda*

Type of film: comedy, adventure, fantasy

Director: Danny DeVito

Main character: little girl called Matilda Wormwood / played by Mara Wilson

Setting: a small town in the USA

Plot: Matilda is very clever and nice / parents not nice – don't look after her / goes to school – lovely teacher (Miss Honey) but evil head teacher (Miss Trunchbull) – children all scared / Matilda very brave – plays tricks on Miss Trunchbull – makes the children cheerful again / Matilda has clever plan – with help of whole school, gets rid of Miss Trunchbull / Matilda's family run away / Matilda stays and lives with Miss Honey

Good points: Matilda very special – you will love her / the script is very entertaining / lots of funny events / in the end, good stops evil

Not so good: original book by Roald Dahl is better / sometimes a little scary

Rating: ★★★★★☆



Good characters

Bad characters

Ready to write

3 Use the notes in Activity 2 to write a review of *Matilda*.



4  Read and check what you wrote in Activity 3.

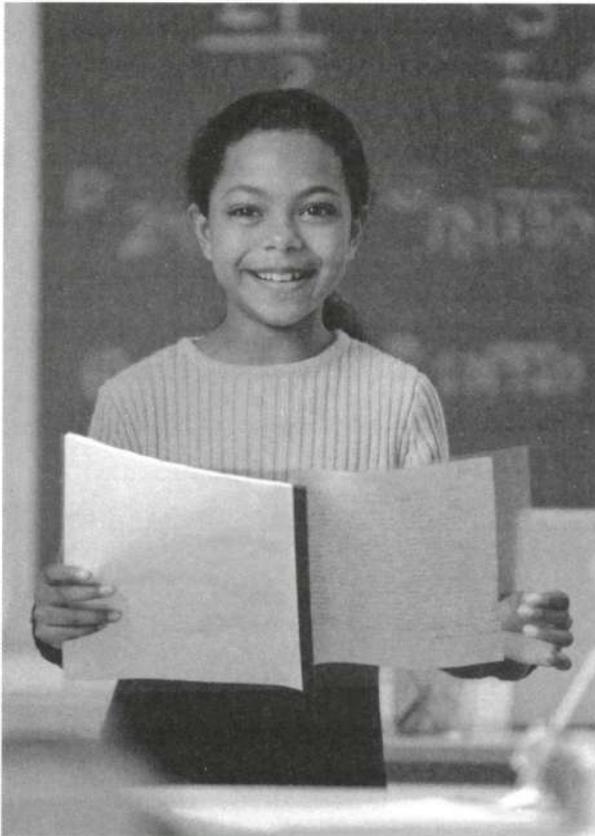
Ask yourself:

- Did I organise the information in paragraphs?
- Did I include interesting adjectives?
- Did I express the opinions clearly?
- Is the punctuation correct?
- Did I use linking words like *who*, *and* and *but*?

5 Rewrite the review in your notebook. Use the points in Activity 4 to improve your work.

Lesson 7 Functional language

1 Circle the correct words to complete the text.



'I'd like to tell you about *Finding Nemo*,

¹ **an animation** / **a version** about sea creatures. The film is ² **set** / **made** in the sea around Australia. When you watch it, you will be taken underwater. The ³ **main** / **important** characters are two fish – Marlin and his friend, Dory.

The ⁴ **plot** / **set** is exciting. Marlin worries about his son Nemo and tries to protect him too much. Nemo swims away and is captured by a diver. Then he is ⁵ **lost** / **taken** to a dentist's office in Sydney as a pet. Marlin and Dory go to look for Nemo and have many adventures along the way.

My favourite ⁶ **character** / **cast** is Dory because she's very funny. She's always forgetting things. My favourite ⁷ **script** / **scene** is where Nemo and his father meet again. Marlin looks so happy, it's really lovely.

I'd ⁸ **release** / **recommend** this film because it's exciting and it makes you realise how important friends and family are.'

Check-up challenge

1 Read the definitions and write the words.

- 1 the person on a film set who tells the actors what to do
- 2 a 3D image made by light
- 3 the place where films are made
- 4 unhappy or angry because someone has something that you don't have
- 5 the people who watch a film, TV programme or play
- 6 excellent, better than others
- 7 the main events of a film or book
- 8 to make a statement for everyone to hear or read
- 9 the clothes worn by actors in a film or play
- 10 very bad, wicked

d i r e c t o r

h _____

s _____

j _____

a _____

o _____

p _____

a _____

c _____

e _____

2 Complete the table.

| present | present passive | present perfect passive | future passive |
|-----------------------|-----------------|-------------------------|----------------|
| does <u>writes</u> | is written | has been made | will be chosen |
| | | | |
| | | | |

3 Use the prompts to write the zookeeper's notes. Use the present perfect passive or future passive.

✓ = has been done L = will be done later

| | | |
|-------------------------------|---|---|
| 1 feed the lions | ✓ | <u>The lions have been fed.</u> |
| 2 clean the monkeys' cage | L | <u>The monkeys' cage will be cleaned later.</u> |
| 3 brush the crocodile's teeth | ✓ | _____ |
| 4 give the rhino its medicine | ✓ | _____ |
| 5 wake up the owls | L | _____ |
| 6 put the bear cub to bed | L | _____ |
| 7 catch the kangaroo | ✓ | _____ |
| 8 find the lizards | L | _____ |

What I can do!

1 Put a tick (✓) or a cross (x).

- recognise a writer's opinion
- talk about what has / hasn't been done
- talk about film-making processes

- make and use words with the suffix *-ation*
- write a film review
- give a talk about a film

2 My unit progress

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

Lesson 1 Vocabulary

1 Circle the correct words to complete the sentences.

- 1 She thought cleverly and used her **initiative** / **motivate** to solve the problem.
- 2 Be careful carrying the coffee or you will **spill** / **shake** it.
- 3 A **used** / **useful** car is cheaper than a new one.
- 4 I've spent almost all of my money so I can't **borrow** / **afford** a new bag.
- 5 A **virus** / **vaccine** will protect you against an illness.
- 6 She asked people for **initiative** / **funding** so that she could start her charity.
- 7 He caught a **disease** / **vaccine** which made him feel very ill.
- 8 She turned her **script** / **vision** of a charity to protect animals into reality.
- 9 The earthquake made the buildings **shake** / **spill**.
- 10 He was **succeeded** / **motivated** by his determination to help deaf people.

2 Complete the text using words from Activity 1. Write the words in the correct form.

The ground is going to ¹ shake this weekend! Let me explain: my family wanted to donate money to a charity, but it was difficult to choose one. There are so many good causes that need ² _____ . My sister wants to help people who can't ³ _____ to go to school. My mum believes the main problem is ⁴ _____ . With so many sick people in the world, we should give money to medical charities that provide ⁵ _____ . My dad loves wildlife. He wants to support a charity that helps birds that get hurt when ships ⁶ _____ oil in the sea. My brother had a different ⁷ _____ . He didn't try to choose one charity – instead he was ⁸ _____ to find ways to get more money to donate. He suggested we all walk to school or work for a week and save our ticket money. He encouraged us to sell our ⁹ _____ books and games. And he suggested raising money with a 'Shake and cake' sale – you exercise by doing a really fun dance, then you get a cake! Everyone is so impressed by his vision and ¹⁰ _____ .



Lesson 2 Reading comprehension

1 Read the texts on Pupil's Book pages 122–123 again. Match to make sentences.

- | | |
|--|--|
| 1 Yash understood how important glasses were | a to give to people who can't afford them. |
| 2 He collects glasses in his own country | b when his own broke. |
| 3 His favourite thing | c where computers are too expensive. |
| 4 Lily had the idea for a cup | d to make travel faster and safer. |
| 5 The cup has three legs | e to help her develop her idea. |
| 6 People wanted to give Lily money | f is working with students in the clinics. |
| 7 Smartphones can deliver learning to places | g so that it isn't easily knocked over. |
| 8 Cars without drivers have been created | h to help people who spill their drinks. |

2 Circle the correct words to complete the sentences.

- The glasses don't cost anything because they have been **collected** / **donated**.
- Lily needed funding for **materials** / **advertising**.
- The poet believes it was **difficult** / **easy** to develop vaccines.
- The poet thinks we have to be **determined** / **careful** if we want to achieve progress.
- The Hippo Water Roller is a good invention because water is **light** / **heavy** to carry.
- Smartphones help students in poor countries because they **cost less** / **work better** than computers.
- Driverless cars are safer because sometimes drivers aren't **protected** / **careful**.



Working with words

3 Write a simile with the words in each cloud.

1 as as bird free a

as free as a bird

2 giraffe as tall a as

3 like her is sunshine smile

4 a hungry as as horse

5 fish he like a swims

1 Circle the correct words to complete the sentences.

- 1 If I **had** / **have** my teacher's number, I'd ring her.
- 2 If she didn't work so hard, **she'd fail** / **she failed** her exams.
- 3 School **was** / **would be** more fun if we did more sport.
- 4 Sam wouldn't be happy if he **moved** / **would move** to another school.
- 5 If our class **tidied** / **didn't tidy** the playground, it wouldn't be such a nice place.
- 6 The school would be a better place if more people **will volunteer** / **volunteered**.
- 7 If you **would be** / **were** more careful, you wouldn't spill things.
- 8 **I'd visit** / **I visited** New York if I lived in the USA.

2 Complete the text.

In our class, we've been thinking about which charities it is important to support. This is what we discussed:

| | |
|-------------------|--|
| Health | If scientists ¹ <u>didn't research</u> (research) vaccines, more people would catch diseases. We ² _____ (develop) more inventions like the Kangaroo Cup if there was more funding. |
| Animals | If we protected more endangered species, fewer animals ³ _____ (become) extinct. Animal habitats would be safer if we ⁴ _____ (get rid of) pollution. |
| Education | If we ⁵ _____ (give) everyone the chance to learn, more people would find jobs. We ⁶ _____ (inspire) more people if we shared our vision. |
| Old people | If we organised visits, old people ⁷ _____ (not be) lonely. Old people would find shopping easier if we ⁸ _____ (help) them. |

3 Choose three of the ideas below. For each idea, write two sentences about what you would / wouldn't do.

- win £1 million visit the Antarctic be fitter have more time live in Australia

If I won £1 million, I'd buy a zoo. If I won £1 million, I wouldn't spend it all.

Lesson 4 Language in use

1 Match the sentences.

- | | |
|----------------------------|--------------------|
| 1 I'm bored. <u>C</u> | A I wish I did. |
| 2 I have to go. _____ | B I wish I could. |
| 3 I can't afford it. _____ | C I wish I wasn't. |
| 4 I'm not very fit. _____ | D I wish I didn't. |
| 5 I don't know. _____ | E I wish I was. |



2 Complete the conversation with the correct form of the verbs.

- | | |
|--|---|
| A: We can't find anywhere to play football. | B: I wish we ¹ <u>could find</u> somewhere to play. |
| A: There's so much concrete everywhere. | B: I wish there ² _____ so much concrete here. |
| A: People drop litter everywhere! | B: I wish they ³ _____ their litter. |
| A: There aren't enough parks here. | B: I wish there ⁴ _____ more parks. |
| A: I can't think of anything else to do. | B: I wish we ⁵ _____ of other activities. |
| A: We have to take a bus to the leisure centre. | B: I wish we ⁶ _____ to use public transport. |

3 Respond with an appropriate 'I wish' sentence.



- 1 I can't find our project.
I wish we could find it.
- 2 The file is lost.

- 3 We don't have a copy.

- 4 We can't rewrite it.

- 5 There isn't time to do it again.

- 6 We need to tell our teacher.

1  Read the article about a music charity.

Are sentences 1–7 on page 107 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

Concerts for children



Concerts for children is a charity that uses music to motivate children who have difficulties with learning. The charity believes that music is essential for everyone and that it is important for children to learn about it. Its aim is to develop the children's skills and self-confidence. It realises that sometimes in places with a lot of poverty, or where children need special help to learn, they can miss out on the chance to experience live music. So the charity sends professional musicians to schools to perform for the children. Schools report that this experience really benefits their pupils. They love listening to the music and finding out from the musicians how it can make their lives happier.

The charity listens to children, too. When it hears children say, 'I wish I could play an instrument', it makes it happen. If a school doesn't have musical instruments or music teachers, the charity either provides these resources or gives the school funding to pay for them. The children practise together and work towards putting on their own concerts for friends and parents. As well as learning a new skill, children also discover how to work in a team and they have a lot of fun. The charity is grateful for all donations. If it had more money, it would be able to help even more children.

Example:

- 0 The charity encourages children to enjoy music.
A Right **B** Wrong **C** Doesn't say
- 1 The charity believes that music can help children feel more confident.
A Right **B** Wrong **C** Doesn't say
- 2 Poor children never have the opportunity to listen to music.
A Right **B** Wrong **C** Doesn't say
- 3 The musicians who visit schools are not amateurs.
A Right **B** Wrong **C** Doesn't say
- 4 The charity works with a lot of volunteers.
A Right **B** Wrong **C** Doesn't say
- 5 The charity sells musical instruments to the schools that want them.
A Right **B** Wrong **C** Doesn't say
- 6 The charity records children's concerts for their website.
A Right **B** Wrong **C** Doesn't say
- 7 Children are inspired to work together and perform.
A Right **B** Wrong **C** Doesn't say

Lesson 6 **Learning to learn**

1  Tick (✓) the best sentence (a or b) to use when you're giving feedback.

- 1 **a** I couldn't hear you. **b** You could speak a bit louder.
- 2 **a** You don't know very many English words, do you? **b** Be careful not to use the same word too often.
- 3 **a** You made one or two mistakes with your verbs. **b** Your grammar was terrible.
- 4 **a** Sometimes what you said wasn't clear. **b** I couldn't understand you, your pronunciation isn't very good.
- 5 **a** You're getting better all the time. **b** When are you going to improve?

Prepare to write

1 Read the poems and identify the features.

- a Underline the rhymes.
- b Circle the alliteration.

- c Highlight the repeating text.
- d Tick the similes.

1



If Charlie had the chance,
He'd dance, dance, dance.
In the dark, dark, dark,
With people in the park.

2



I love to run.
Do you?
Be like me.
Run too!

3



As black as night. ✓
I swim in the sea.
As white as snow.
What can I be?
I'm a ...
penguin!

2 Match the adjectives and nouns. Then write a simile with each pair.

bright cold hot sour sweet
fire ice sugar star lemon

_____ as bright as a star

3 Complete the similes with your own ideas.

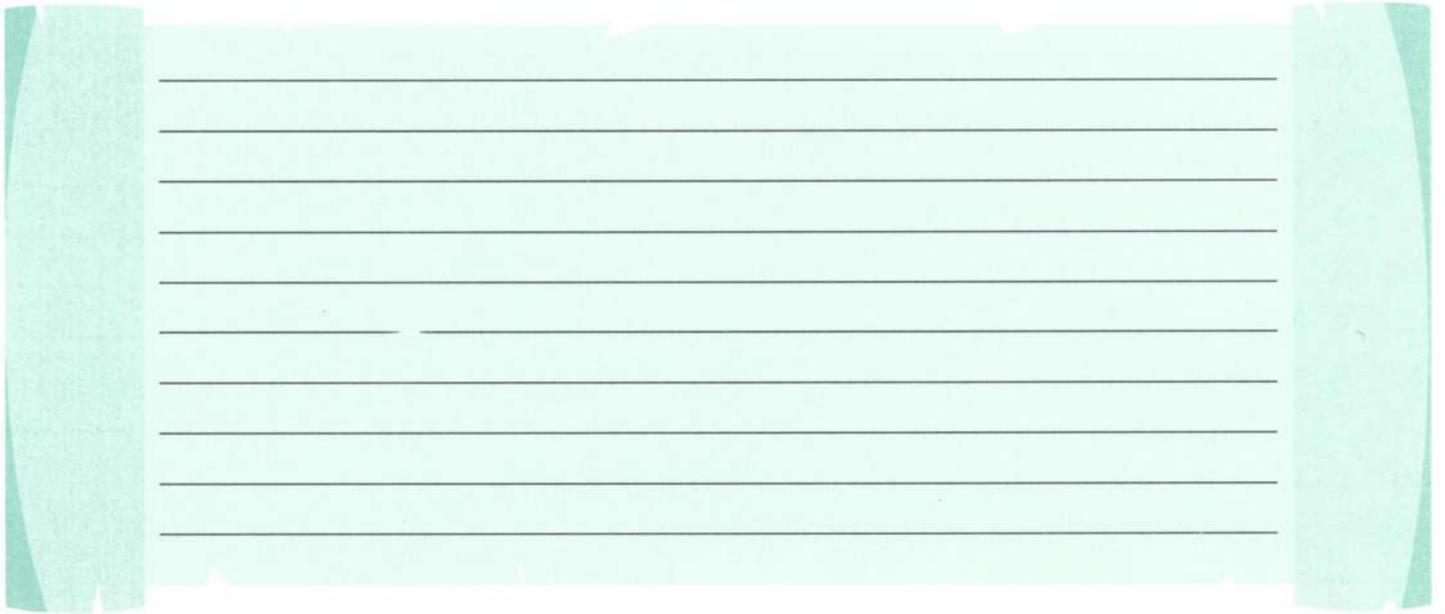
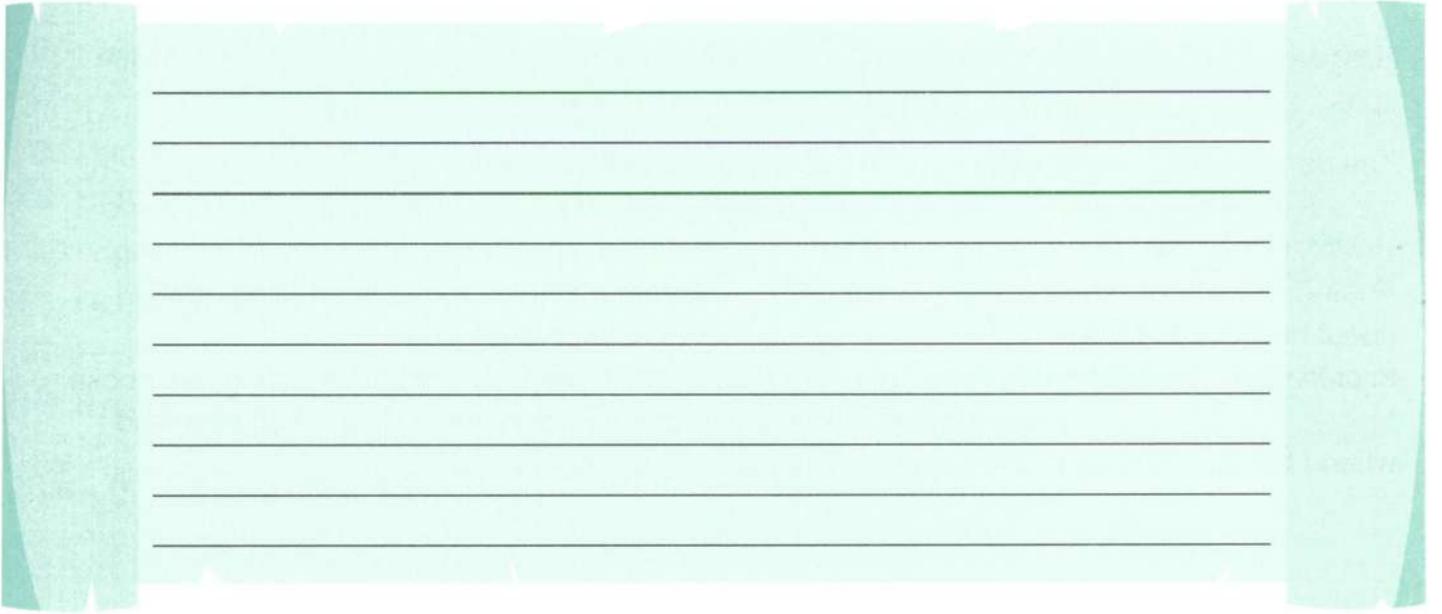
- 1 as red as _____
- 2 as strong as _____
- 3 as clever as _____
- 4 as good as _____

4 Write as many rhymes as you can for each word. Remember that different spellings sometimes sound the same.

- 1 you two, _____
- 2 me tree, _____
- 3 quick trick, _____
- 4 cow how, _____

Ready to write

5 Write two poems like the ones in Activity 1, or use your own ideas.



6  Read and check what you wrote in Activity 5.

Ask yourself:

- Did I use alliteration?
- Did I use similes?
- Are there words that rhyme?
- Is there any repetition?
- Did I check the spelling?

7 Rewrite the poems in your notebook. Use the points in Activity 6 to improve your work.

Lesson 7 Functional language

1 Complete the text with the words in the box.

inspires supportive **admire** committed
 passionate motivate because admirable

The person I ¹ admire most is my Uncle Andy. He ² _____ me because he's travelled all over the world and knows a lot about different cultures. I love visiting him ³ _____ he tells me about his adventures, which are fascinating. Another reason why he's ⁴ _____ is that he writes really interesting books about his travels. He's ⁵ _____ about conservation and ⁶ _____ to protecting the most endangered animals. As well as being funny and interesting, his books ⁷ _____ people to get involved in protecting animals and their habitats. And when I tell him about my ambitions, he is always encouraging and ⁸ _____.

Check-up challenge

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

- 1 vision / initiative / motivation / illness
- 2 used / committed / spill / essential
- 3 energy / afford / pay / funding
- 4 run out / lack / plenty / not enough
- 5 litter / disease / poverty / vaccine
- 6 admirable / messy / passionate / supportive

It isn't about developing a new product.

2 Look and complete the sentences with your own ideas.



- 1 If you were more committed, you'd be a better player.
- 2 _____ if you went shopping more often.
- 3 _____, I'd use it right now!
- 4 _____, it wouldn't be so messy.

3 Rewrite the sentences using *if*.

- 1 My phone doesn't work, so I need a new one.
If my phone worked, I wouldn't need a new one.
- 2 I wish I could buy a new phone, but I don't have enough money.
If I _____.
- 3 I don't have enough money because I spend so much on games.
I'd have _____.
- 4 I don't want to use my mum's phone because it isn't a smartphone.
I'd use _____.
- 5 I can't call my friends because my phone doesn't work.
If my _____.



4 Write sentences about you using *I wish* + the verbs.

have be can travel live can go know



- 1 I wish I had _____.
- 2 I wish I _____.
- 3 _____.
- 4 _____.
- 5 _____.
- 6 _____.

What I can do!

1 Put a tick (✓) or a cross (x).

make inferences and draw conclusions

understand and use similes

talk about unreal or unlikely situations

write a poem

talk about things I'd like to be different

give a talk about someone I admire

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. Four words don't fit in the categories given. Write these in the fifth column, and give them a heading.

| | | | | |
|-----------------------------|-----------|----------|----------|-------------|
| privacy settings | messy | slogan | jealous | evil |
| martial art | animation | athletic | director | hack |
| studio | username | marathon | nasty | layout |
| well-designed | link | hologram | brand | competitive |

| Film | Negative adjectives | Cyberspace | Advertising | _____ |
|-------|---------------------|-------------------------|-------------|-------|
| _____ | _____ | <u>privacy settings</u> | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

2 Underline the incorrect word in each sentence. Write the correct word.

| | | | | |
|------------|----------|------------|-------------------|------------|
| resources | memories | passionate | appeal | supportive |
| persuasive | deleted | audience | script | essential |

- An eye-catching advert will make a brand achieve to people. appeal
- The email I received was very proud. I believed I had won lots of money! _____
- Peter is suspicious about running. He trains every day. _____
- It is entertaining that we have more funding. We can't finish the film without it. _____
- We have lots of happy souvenirs of the time we spent together. _____
- Hattie released the attachment without opening it because she didn't know who had sent it. _____
- The actors were outstanding, but the set was very badly written. _____
- Their project needs more funding or they will run out of poverty. _____
- Our coach is very evil. He encourages us to try harder and play better. _____
- The predator enjoyed watching the play very much. _____

3 Tick (✓) the correct sentences. Underline and correct the mistakes in the others.

- 1 The virus was sent as an attachment. ✓
- 2 The script was wrote three years ago. written
- 3 The email hasn't be sent. _____
- 4 This training programme has been developed to build your strength. _____
- 5 The park will be tidied up tomorrow. _____
- 6 The winners' names will been announced tomorrow. _____
- 7 The files were deleting accidentally. _____
- 8 My computer has been hack. _____
- 9 You'll be taken to the park by bus. _____
- 10 Those messages has been blocked. _____

4 Complete the five conversations. Circle A, B or C.

Example:

0



It wasn't realistic, was it?

- A Has it?
- B Yes, I was.
- C** No, it wasn't.



- | | |
|--|---|
| <ul style="list-style-type: none"> 1 Someone's in the kitchen. 2 Why haven't you finished your project? 3 The product will be released in May, won't it? 4 Who has been chosen for the team? 5 I can't afford it. | <ul style="list-style-type: none"> A It wasn't, was it? B It must be Ben. C You might enjoy cooking. A I wish I had written it sooner. B My files have been deleted by a virus. C It hasn't been done. A Yes, it will. B It won't be finished. C They're going to do that. A It could be true. B They aren't sporty. C The fastest runners. A I don't have enough money either. B Would you like some? C Change your privacy settings. |
|--|---|

5 Rewrite the direct questions as reported questions.

1 Irina, where are you from?

He asked where she was from.

2 Is this your biggest win?

3 Who is your coach?

4 How supportive are your friends?

5 Can you win again next year?

6 What do you eat for breakfast?

7 Do you train every day?

8 When will you be on TV again?



6 Use the prompts to write sentences.

1 if I / be / more competitive, I / take part / in a marathon

If I was more competitive, I would take part in a marathon.

I wish I / can / run / as fast as you

2 if the film / have / a better script, it / win / an award

I wish I / be / a film director

3 school / be / better if we / not study / maths

I wish I / go / to your school

4 they / sell / more if the advert / be / more appealing

I wish I / can / afford to buy one

7  Read the article about a game designer. Choose the best word (A, B or C) for each space.

A dream job

Daniel Shaw has been working at Xoonox as a video game designer (0) since 2014. He loves his job because it's so creative. He has been able to (1) _____ his talent for creating amazing special effects. He also likes being part (2) _____ a team. His first game, the award-winning *Hidden Planets*, (3) _____ released three years ago. It has (4) _____ bought by players all over the world. The reviews on social media said Xoonox (5) _____ created an outstanding product. Its graphics (6) _____ described as 'impressive' and 'eye-catching'. Now Daniel is working on a multi-player game set in a fantasy world called *Cyberland*. It (7) _____ be released early next year. He told us this game (8) _____ be even more popular than *Hidden Planets*.



Example:

- | | | | |
|---|-----------|----------------|-------------|
| 0 | A in | B since | C for |
| 1 | A develop | B developing | C developed |
| 2 | A in | B of | C on |
| 3 | A was | B is | C has been |
| 4 | A gone | B had | C been |
| 5 | A did | B was | C had |
| 6 | A might | B were | C was |
| 7 | A is | B will | C couldn't |
| 8 | A could | B can't | C can |

8 Complete the sentences using the correct form of reported speech.

- 'Everyone saw the advert.' The company said everyone had seen the advert.
- 'The cast have been outstanding.' The director said the _____ outstanding.
- 'It will be tough.' The coach said _____ tough.
- 'You can download the app.' He told me _____ the app.
- 'I've had to persevere.' The runner said _____ to persevere.
- 'There won't be enough resources.' The charity said _____ enough resources.
- 'The play was entertaining.' The reviews said the _____ entertaining.
- 'We can use CGI for the animation.' The designers said _____ CGI for the animation.

Game



11

Say what happened in these years:

1992: first text message / send
2000: first smartphone / produce

12

Have another go!

13

What has and hasn't been done?

Write a script. ✓
Choose actors. ✓
Make the film. x



10

You asked Sue:

'What's in the bag?'
'How often do you volunteer?'

Report your questions.



9

Miss a turn!

8

Add the question tags:

A: The match started at 2 pm, ...?
B: Yes. You'll be there later, ...?

START

1

Continue the dialogue with two more questions.

A: Have you ever been to an aquarium?

B: Yes, I have.

2

Complete the sentence in two different ways.

I couldn't log in yesterday because I had / hadn't ...

3

Go back one space



14

How would your life be different if you were older now?

Make two sentences.

FINISH



7

'Hold it with both hands, and please smile for the camera.'

Report what the photographer said.



6

Go forward one space!

5

Why are you so tired?

Give two possible answers using the present perfect continuous.

4

Your friend isn't at school today. Make two sentences with *must*, *can't* or *might*.

Game rules

Players: two – six people

You will need:

Spinner with six sides

Counters of different colours

- 1 Put all your counters on the Start square.
- 2 The youngest person playing can go first. Spin the spinner, read the number it lands on and move your counter the number of spaces.
- 3 Read the question in the square to your friends. Answer the question (with no help!). Then, ask your friends to check in the Pupil's Book / Workbook whether your answer is correct.
- 4 If you answered correctly, keep your counter on the square.
- 5 If you answered incorrectly, go back to the last square you were on.
- 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!

Grammar reference

Unit 1

Present perfect and past simple (Pupil's Book page 11)

Use the **present perfect** ...

- 1 for an experience at some time in our life up to now. We **do not** say when it happened.
- 2 for something that happened recently and has a result in the present.
- 3 with *for* or *since*.
- 4 with *already*, *yet* and *just*.

Use the **past simple** for finished actions. Add a specific time (e.g. *last weekend*) to say when.

She's **taken** photos **since** 2002.
She's **taken** lots of photos of wildlife.

She **took** this photo **last winter**.



Present perfect and past simple questions (Pupil's Book page 12)

Use the **present perfect** to ask about an experience in someone's life. If the answer is 'yes', use the **past simple** for all the questions that follow.

Have you ever visited the bird sanctuary? Yes, I have. / No, I haven't.

When did you go? I went last weekend.

How long have you been interested in birds? For six years.

1 Underline the correct verb form to complete the sentences.

- 1 I've never visited / I didn't visit Russia.
- 2 She discovered / has discovered a new species last year.
- 3 Have you watched / Did you watch that wildlife show yet?
- 4 Have you ever been / Did you ever go to the owl sanctuary?
- 5 Who have you gone / did you go with?

Unit 2

Past perfect (Pupil's Book page 25)

Use the **past perfect** to say that something happened **before** another action or event in the past.

When his mum **arrived**, Peter **had invented** a new drink.
He **was** happy because he **hadn't invented** anything before.



Reflexive pronouns (Pupil's Book page 26)

Use reflexive pronouns when the object of the sentence is the same as the subject.

The pronouns are: *myself (I)*, *yourself (you singular)*, *himself (he)*, *herself (she)*, *itself (it)*, *ourselves (we)*, *yourselves (you plural)*, *themselves (they)*.

I'm teaching **myself** to play the guitar.
He films **himself** giving lessons.
We could record **ourselves** singing.
They film **themselves** teaching different things.

1 Complete the sentences with the correct tense: past simple or past perfect.

- 1 I didn't buy the book because I had lost (lose) my money.
- 2 Jamie _____ (not be) at home. He had gone to the park.
- 3 We invited him to the cinema, but he _____ (see) the film before.
- 4 He wasn't at home because he _____ (go) to the airport.
- 5 She hadn't slept enough so she _____ (not play) well.

2 Complete the sentences with the correct reflexive pronoun.

- 1 She hurt herself.
- 2 I have taught _____ to play guitar.
- 3 We all enjoyed _____ at the party.
- 4 Have you cut _____?
- 5 He filmed _____ with his friends.
- 6 They went by _____.

Unit 3

Modals of deduction (Pupil's Book page 37)

Use modal verbs to make a deduction about a present situation:

can't = I'm very sure it's **not** true

could, may (not), might (not) = I'm not sure, but it's possible

must = I'm very sure it's true

It **can't** be a banana. It's blue.

It **may / might / could** be a leaf.

It **may not / might not** be a leaf. It smells nice.

It **must** be a flower.



Looks / feels / tastes / smells (like) (Pupil's Book page 38)

looks / feels / tastes / smells + adjective

looks / feels / tastes / smells + *like* + noun

It **looks** round. It **tastes** familiar. It **smells** disgusting. It **feels** hard.

It **looks like** a fruit. It **feels like** a pepper. It **tastes like** tomatoes. It **smells like** cheese.

1 Complete the sentences with suitable modals.

- 1 It's rectangular but it isn't hard. It can't be a brick.
- 2 It's soft and white. It _____ be bread.
- 3 It's yellow and tastes sour. It _____ be a lemon.
- 4 It's rough, but it feels light. It _____ be a stone.
- 5 It's sweet and sticky. It _____ be a potato.

2 Complete the sentences with your own ideas.

Use *looks / feels / tastes / smells (like)*.

- | | |
|---------------------------------|----------------------|
| 1 Coffee <u>tastes bitter</u> . | 4 Honey _____. |
| 2 Cake _____. | 5 A pineapple _____. |
| 3 Lemons _____. | 6 Cheese _____. |

Unit 4

Present perfect continuous (Pupil's Book page 51)

The **present perfect continuous** emphasises the **duration** of an action. Use it ...
for a recently finished action or activity, which often has a result now.
with *for* and *since* to show that the activity is still continuing now.

They've **been planting** trees. Look at their hands!
He's **been lying** here since 10 o'clock.
He **hasn't been helping** them.



Present perfect continuous questions (Pupil's Book page 52)

How long have you been volunteering at this community project? For about two years.
Have you been working hard today? Yes, I have. / No, I haven't.
What have you been doing? I've been preparing lunch.

1 Complete the conversation.

For She's **working** painting What I've

A: How long have you been ¹ working on this project?

B: ² _____ two weeks.

A: ³ _____ have you been doing today?

B: Peter and Molly have been ⁴ _____. Jen has been busy too.

A: Yes, I can see. ⁵ _____ been making a poster. What about you?

B: ⁶ _____ been making a list of what we still have to do.

2 Write sentences using the prompts and the present perfect continuous.

- How long / you / make the film? How long have you been making the film?
- We / record / the animals / two years. _____
- What / you / focus on? _____
- I / observe / endangered monkeys. _____

Unit 5

Reported requests and commands (Pupil's Book page 63)

Please **tell** me a story. I **asked** you **to tell** me a story.
Don't sing! I **told** you **not to sing**.



Present continuous for future arrangements (Pupil's Book page 64)

We can use the **present continuous** to talk about future arrangements.

Where are you going on holiday? **We're going** to Cape Town.
What are you doing at the weekend? **I'm going** up Table Mountain.

1 Write the direct or reported speech.

- | | |
|--------------------------------|------------------------------------|
| 1 'Please stay silent.' | He <u>told me to stay silent</u> . |
| 2 _____ | She told me to jump. |
| 3 'Don't go!' | She _____. |
| 4 'Please try harder.' | He _____. |
| 5 _____ | She told me not to wait for her. |
| 6 'Don't be so narrow-minded.' | He _____. |

2 Answer the questions with your own ideas. Use the correct form of the present continuous.

- 1 What are you doing after school today?

- 2 What are you doing tomorrow morning?

- 3 Where are you going this weekend?

- 4 Who are you going with?

Unit 6

Reported speech – past simple, present perfect, will and can (Pupil's Book page 73)

When you report what people say, you usually change the verb:

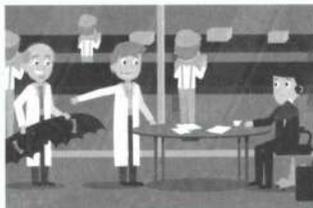
past simple → past perfect

can / can't → could / couldn't

present perfect → past perfect

will / won't → would / wouldn't

'We **have developed** a great product.'
They said they **had developed** a great product.
'You **won't** find a better offer.'
They said we **wouldn't** find a better offer.
'You **can fly** over the city.'
They said I **could fly** over the city.
'We **didn't make** any mistakes.'
They said they **hadn't made** any mistakes.



Question tags (Pupil's Book page 74)

Use tag questions at the end of a sentence to confirm information.

affirmative verb → negative question tag

negative verb → affirmative question tag

The graphics looked impressive, **didn't they?**

It wasn't difficult, **was it?**

The reviews have been good, **haven't they?**

We won't have to take turns, **will we?**

1 Read and complete the reported speech.

He said ...

- | | | |
|-----------------------------------|----------------------|--------------------|
| 1 'I have bought some souvenirs.' | <u>he had bought</u> | some souvenirs. |
| 2 'You can spend time outdoors.' | _____ | time outdoors. |
| 3 'I forgot my trainers.' | _____ | his trainers. |
| 4 'They were determined to win.' | _____ | determined to win. |
| 5 'It will benefit the team.' | _____ | the team. |

2 Complete with the correct question tags.

- | | |
|--|--------------------------------|
| 1 The sunrise was beautiful, <u>wasn't it?</u> | 5 She's enjoyed herself, _____ |
| 2 He'll explain, _____ | 6 They don't need it, _____ |
| 3 It hasn't finished yet, _____ | 7 You weren't happy, _____ |
| 4 We succeeded, _____ | 8 It won't rain, _____ |

Unit 7

Reported *Wh-* questions (Pupil's Book page 85)

In reported *Wh-* questions ...

- 1 move the tense **back** in the same way as reported statements:
am / is / are → *was / were* present simple → past simple *can / can't* → *could / couldn't*
- 2 the subject comes **before** the verb.
- 3 **do not** use a question mark or an auxiliary verb (*do / does / did*).

How long is **the race**?

She asked me **how long the race was**.

Where do **you** train?

She asked me **where I trained**.

Why **can't I** run faster?

She asked **why she couldn't run** faster.

Reported *yes / no* questions with *if* and *whether* (Pupil's Book page 86)

In reported *yes / no* questions ...

- 1 move the tense **back**.
- 2 the subject comes **before** the verb.
- 3 use *if* or *whether* before the subject.

'Do **you** know about capoeira?'

He asked us **if we knew** about capoeira.

'Is **it** like karate?'

He asked **if it was** like karate.

'Can **we** try it?'

He asked **if we could** try it.

1 Write Ellie's questions to you as reported speech.

She asked me ...

1 How hard is cycling?

how hard cycling was.

2 Why do you prefer it to running?

3 Where are the best places to cycle?

4 When do you go out on your bike?

5 Who do you cycle with?

6 What brand is your new bike?

2 Underline and correct the mistakes in the reported speech.

1 'Do you know about marathons?' He asked me I knew about marathons.

me if I

2 'Are you a good runner?' He asked me if I am a good runner.

3 'Where do you run?' He asked me if I ran.

4 'Are they competitive?' He asked how they were competitive.

5 'How often do you practise? He asked me how often we practise.

Unit 8

Past simple passive (Pupil's Book page 99)

Use the **past simple passive** to talk about past events when you want to emphasise the action (rather than who did it).

My computer **was hacked** last night.
All my exercises **were stolen**.
My password **wasn't copied**.
My personal details **weren't stolen**.



Modal verbs review (Pupil's Book page 100)

You can use modal verbs in different ways:

To talk about past ability: *could* / *couldn't*

To make a deduction about a present situation: *must* / *could* / *may (not)* / *might (not)* / *can't*

To talk about a possible future situation: *could* / *might (not)* / *may (not)*

I **could** log in yesterday, but I **couldn't** log in this morning.
It **can't** be a virus. You **might** have the wrong password.
I **might** upload my article, but I **may not** post the photos.

1 Complete the sentences with the past passive of the correct verb.

injure ~~design~~ receive review damage

- The programme was designed by an expert.
- The DVDs _____ in a film magazine.
- I _____ in an accident.
- The spaceship _____ in a storm.
- The emails _____ on Sunday.

2 Circle the correct modal verb to complete the sentences.

- I can't log in. There **must** / **can't** be a problem with the website.
- He **might** / **couldn't** do extra homework. It depends on how much time he has.
- When she was five, Ella **couldn't** / **might not** speak English.
- I **may** / **could** download apps yesterday, but today I can't.
- It **can't** / **may** be the wrong password because I use it all the time.

Unit 9

Present perfect passive (Pupil's Book page 111)

Use the passive to emphasise what happened (rather than who did it). Use the **present perfect passive** to talk about things in the past that happened very recently or are still continuing.

The cinema **hasn't been painted**.

The seats **haven't been delivered**.

The film stars **have been invited**.



Future passive (Pupil's Book page 112)

Use the **future passive** to emphasise what will happen (rather than who will do it).

It **will be based** on a real-life story.

The cast **won't be announced** until they start filming.

1 Underline the passive verb in each sentence. Then write *PPP* (present perfect passive) or *FP* (future passive).

- | | |
|---|-------|
| 1 The money <u>hasn't been raised</u> yet. | PPP |
| 2 The email addresses have been blocked because they were suspicious. | _____ |
| 3 If they can leave in autumn, the expedition will be completed by January. | _____ |
| 4 The prey hasn't been captured, so the predator is very hungry. | _____ |
| 5 The birds will be observed until it is time for them to migrate. | _____ |

2 Look at Neil's list. Write a summary of what has been done / will be done next week.

- 1 The app will be downloaded next week.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

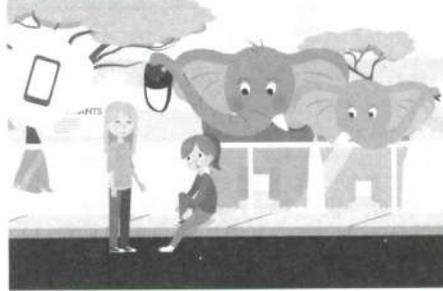
| | |
|------------------|----|
| download app | NW |
| design graphics | ✓ |
| change password | ✓ |
| sent attachments | NW |
| upload photos | ✓ |
| research brands | NW |

Unit 10

Second conditional (Pupil's Book page 125)

Use the **second conditional** to talk about an **unreal present** or **unlikely future** situation and its imagined result.

- If I had** my phone, **I'd take** a photo.
If you took a photo, **I wouldn't forgive** you.
If it didn't have my shoe, **I'd chase** it.



I wish + past tense / could (Pupil's Book page 126)

Use *I wish* + past tense / *could* to say how you would like a present situation to be different.

Change the verb: affirmative present simple → negative past simple *can't* → *could*

- | | |
|----------------------------------|---|
| The playground is messy. | I wish it wasn't so messy. |
| We live in the city. | I wish we didn't live in the city. |
| We can't play basketball. | I wish we could play basketball. |

1 Complete the sentences with your own ideas.

- 1 If I visited another planet, _____.
- 2 If I found a dinosaur egg, _____.
- 3 If I was a cowboy, _____.
- 4 _____, I'd buy a boat.
- 5 _____, I'd tell my parents or my teacher.
- 6 _____, I wouldn't be an evil character.

2 Think about each situation and write a wish.

- 1 I'm hungry. I wish it was lunchtime _____.
- 2 I'm passionate about space. I wish _____.
- 3 My computer has a virus. I wish _____.
- 4 I feel homesick. I wish _____.
- 5 I can't do it myself. I wish _____.
- 6 Snow leopards are endangered. I wish _____.

Irregular verb list

| Infinitive | Past simple | Past participle |
|------------|-------------|-----------------|
| be | was / were | been |
| begin | began | begun |
| bite | bit | bitten |
| break | broke | broken |
| bring | brought | brought |
| buy | bought | bought |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| dig | dug | dug |
| do | did | done |
| draw | drew | drawn |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fly | flew | flown |
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| get | got | got |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| have | had | had |
| hear | heard | heard |
| hide | hid | hidden |
| hurt | hurt | hurt |
| know | knew | known |

| Infinitive | Past simple | Past participle |
|------------|-------------|-----------------|
| learn | learnt | learnt |
| leave | left | left |
| lose | lost | lost |
| make | made | made |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| read | read | read |
| ride | rode | ridden |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| sing | sang | sung |
| sit | sat | sat |
| show | showed | shown |
| sleep | slept | slept |
| steal | stole | stolen |
| speak | spoke | spoken |
| spit | spat | spat |
| stand | stood | stood |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| wake | woke | woken |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

Academy Stars 6

Workbook

Aspire to excellence

Academy Stars is an accessible seven-level course with an academic approach that supports communicative and captivating learning. A comprehensive skills syllabus and innovative Graphic Grammar focus are enhanced by beautiful animations to provide a vibrant and memorable learning experience. The unique learning skills strand develops critical thinking, learner autonomy and social values to give pupils a strong start on the path to lifelong learning.

For pupils:

- ★ Pupil's Book
- ★ Workbook
- ★ Pupil's Practice Kit
- ★ Pupil's Resource Centre

For teachers:

- ★ Teacher's Book
- ★ Presentation Kit
- ★ Pupil's Practice Kit with score report
- ★ Teacher's Resource Centre
- ★ Test Generator
- ★ Class Audio CDs

CAMBRIDGE ENGLISH: YOUNG LEARNERS ENGLISH TESTS AND EXAMS

Starters

Movers

Flyers

Key (KET) for Schools

COMMON EUROPEAN FRAMEWORK

Pre-A1

A1

A2

Pre-B1

www.macmillanyounglearners.com/academystars



ISBN 978-0-230-49032-1

