

Academy Stars 6

SECOND
EDITION

Workbook

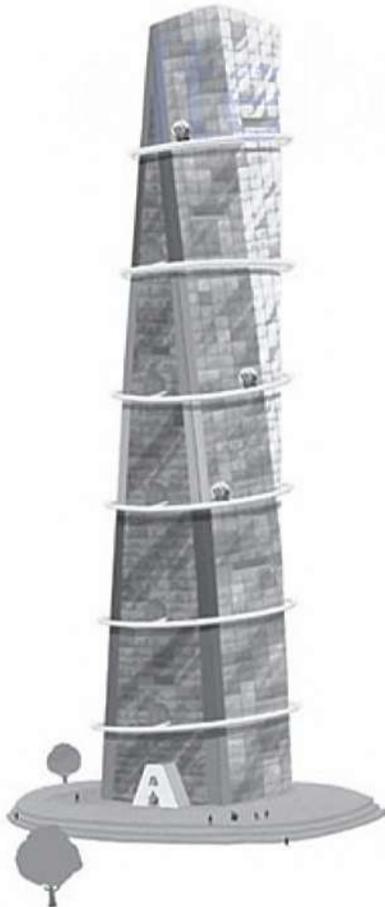


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SECOND
EDITION

Workbook

Tracy Traynor



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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 Order the words to make sentences. 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

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

- 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.

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

- 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 sailing.
- 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 **robbery** / **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 sleeping 2 fire 3 cycle 4 safety 5 first- 6 life

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

1 *Have you ever slept in a sleeping bag?*

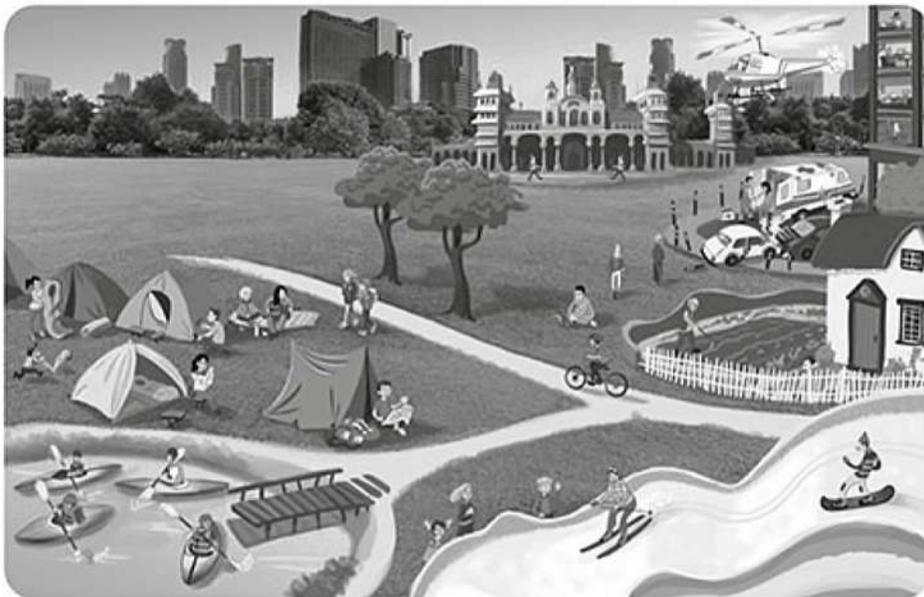
2 _____

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 - 2020

5 you / go / camping - 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 Pedals _____ (use) to move a bike backwards and forwards.

6 The teams _____ (coach) by Miss Jackson.

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

8 Climbing 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 | o <u>bserve</u> |
| 2 | a group of plants or animals with members that have similar features | s _____ |
| 3 | describes something or someone worried or scared | n _____ |
| 4 | to be strong and do well even when things are hard | s _____ |
| 5 | the act of looking after animals, places or resources so that we don't lose them | c _____ |
| 6 | an animal that hunts other animals | p _____ |
| 7 | to believe that something is good and won't hurt you | t _____ |
| 8 | to keep something safe from getting hurt | p _____ |
| 9 | the natural home of an animal | h _____ |
| 10 | describes a species in danger of dying out | e _____ |

2   1.1 For each question, choose the correct answer.

- | | | | |
|---|---|---|--|
| 1 | What animal has Sophia drawn? | 4 | The captain thinks that |
| | <input checked="" type="radio"/> A a blue whale | | A whales should trust people. |
| | <input type="radio"/> B a shark | | B we need to be kind to the whales. |
| | <input type="radio"/> C an octopus | | C we don't do enough to protect whales. |
| 2 | How many whales are left? | 5 | Richard is going to do his presentation on |
| | A 140,000 | | A Wednesday. |
| | B 50,000 | | B Thursday. |
| | C 10 to 25,000 | | C Friday. |
| 3 | When Sophia saw a whale, she was | | |
| | A amazed. | | |
| | B excited. | | |
| | C sad. | | |



Lesson 2 / Reading comprehension

1 Read the text on Pupil's Book pages 8–9 again. Circle *T* (True) or *F* (False).

- | | | |
|---|--|--------------|
| 1 | Craig Foster started making films at university. | T / F |
| 2 | He has visited the beach at False Bay since he was young. | T / F |
| 3 | Craig found an octopus hiding inside the seaweed. | T / F |
| 4 | He came nearly every day for a month to observe the octopus. | T / F |
| 5 | A predator shark bit off one of the octopus's arms. | T / F |
| 6 | Craig created an organisation to help endangered animals. | T / F |



2 Complete the sentences with the words in the box.

conservation **films** habitat nervous species trust

- Craig Foster has been interested in films since he was a child.
- There is a seaweed _____ on the bottom of False Bay.
- There are many different _____ of animals living in the sea.
- The octopus was _____ and scared of Craig.
- Craig and the octopus learnt to _____ each other.
- The Sea Change Project is a _____ organisation.

Working with words

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

- | | | | | | |
|---|-------------------|---|-------|---|-------|
| 1 | | 2 | | 3 | |
| | <u>paintbrush</u> | | _____ | | _____ |
| 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 Poland. |
| 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).

I¹ have found (find) wolves fascinating since
I² _____ (be) a little girl. And now I'm here in
Sweden with my family - on a wolf-watching holiday! I can't believe
it! We³ _____ (arrive) on Tuesday and we're staying
in a hotel near a snowy forest. We⁴ _____ (not see)
any wolves yet, but I⁵ _____ (hear) them! Our guide,
Sven,⁶ _____ (live) here for 30 years. Late one
night last week, he⁷ _____ (see) a family of wolves running across
the frozen lake in the moonlight. He⁸ _____ (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 1.2 Listen and choose the correct answers.

- 1 When did you go to the bird sanctuary?
a For half an hour. **b** Last weekend. c In the summer.
- 2 What did you do there?
a I watched the sparrows. b I've seen the parrots. c We took photos of the swifts.
- 3 Have you ever seen birds migrating?
a Yes, I have. b Yes, I did. c No, I haven't.
- 4 What did you think of the sanctuary?
a It records where the birds go. b It was fantastic. c I loved it.
- 5 How long have you been interested in nature?
a For a few years. b Since I started school. c 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 what / you / learn?
_____ Some lions are endangered.
- 5 you / finish / your animal project yet?
_____ No. I want to add some photos.

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

aquarium bird sanctuary pet shop zoo

ever / been?

when / go?

what / see?

1  For each question, choose the correct answer.

| | Mateusz | Steve | Joel |
|--|----------|----------|----------|
| 1 Who won a special award for photography? | A | B | C |
| 2 Whose work happens in zoos? | A | B | C |
| 3 Who started travelling after university? | A | B | C |
| 4 Whose work is not always easy? | A | B | C |
| 5 Who discovered an animal no one had seen before? | A | B | C |
| 6 Whose parents helped him with his work? | A | B | C |

Wildlife experts

Mateusz

Mateusz Piesiak has been interested in wild birds since he was a baby, and he has won many photography prizes. He won Young Wildlife Photographer of the Year when he was 15. His parents have helped him travel to wild places. He has travelled to four different continents. While he was in Asia, he took thousands of photos of birds. He has taken photos of other animals since then too.



Steve

Steve Backshall is a wildlife expert who has been interested in animals since he was a child. He grew up on a farm with many animals. After university, he travelled to many countries to observe wild animals. Now he films nature programmes for television. In 2009, Steve and his team discovered a new species in Papua New Guinea – a rat as big as a cat!



Joel

Joel Sartore has been an explorer and wildlife photographer for more than 25 years. He takes photos of different species of endangered animals. Joel often takes photos in zoos, where these endangered animals are looked after and protected. It's easier to take photos in zoos because the animals are not so afraid of humans and they don't get very nervous, run or hide. It's not always easy work, but Joel loves his job.



2  You are going to interview one of the people in Activity 1. Write an email to the person.

- Say:
- where you live and what animals are found in your country.
 - why you are interested in their work.
 - one question you would like to ask them about their life or work.

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 match the letters (a-i) to the correct sections.

- 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 endangered
- 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 3 working life and experiences. ____
- 2 early life and start in profession. ____ 4 other achievements and beliefs. ____

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

Paragraph 1 _____

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

Unit 1 _____

Additional material from your research

_____ in paragraph _____

_____ in paragraph _____

Lesson 7 / Functional language

1 1.3 Listen and complete.

- 1 There's a building in the background.
- 2 The two pandas are the _____.
- 3 There's a branch _____ of the photo.
- 4 It _____ one of the pandas is trying to climb onto the branch.
- 5 _____ one panda is pushing the other one.
- 6 _____ the panda is helping the other panda get onto the branch.

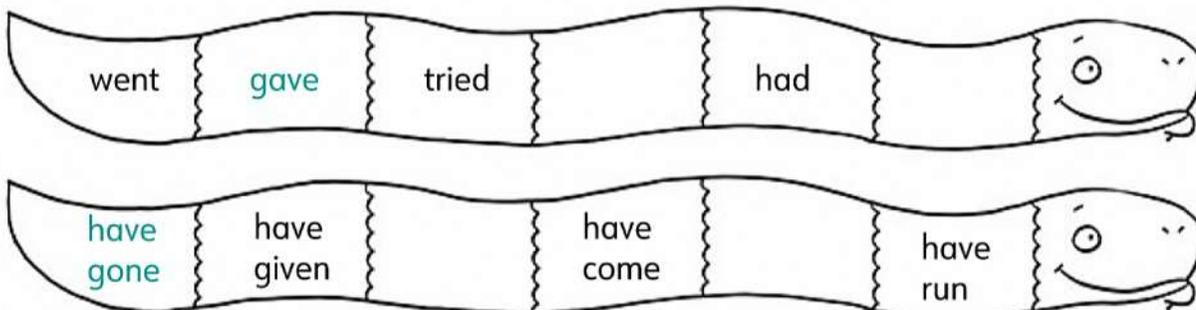


Check-up challenge

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 endangered, or even die out. 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 _____ (be) described as endangered since the programme started, and more species are in danger every day, so we need to act fast!

What I can do!

Put a tick (✓) or a cross (x).

find specific information in a text

make and use compound nouns

talk about past events and experiences

write a biography

ask and answer about a past experience

describe a wildlife photo

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

2

Inspiring ideas

Lesson 1 / Vocabulary

1 Unscramble the words and complete the sentences.

- 1 The telephone company uses an **natnean** antenna to get messages from your phone.
- 2 Every year, better and faster computers are **doleevdep** _____.
- 3 Did you **cerevei** _____ my text last night?
- 4 When we travel by car, we always use the satellite **vigaatoni** _____ system.
- 5 I'd like to invent a new **rtpduco** _____ that uses mobile phone technology.
- 6 Different **liagsns** _____ go from one mobile to others.
- 7 I can't make a call - the phone **msyest** _____ isn't working.
- 8 The first mobile **nehop allc** _____ was made in 1972.
- 9 Please **dsne** _____ Dad a message to tell him we're at the restaurant.
- 10 The internet helps us to stay **cdtenenoc** _____ with friends and family.

2  2.1 Listen and write one or two words.

- 1 a George can't get a signal or send messages.
b George's friend thinks the phones will connect to the _____ in a different place.
- 2 a Julia doesn't want her mum to follow the _____.
b She thinks that the information isn't received _____.
- 3 a The girl wants to buy a _____.
b She isn't interested in buying _____ to go with it.
- 4 a Perfect Pizza have developed a new system so customers can _____.
b Perfect Pizza customers won't need to make a _____ to order pizza.



Lesson 2 / Reading comprehension

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

- 1 Scientists in **the UK** / **Germany** had used some kind of mobile phone before 1972.
- 2 Smartphone computers can change pictures into **code** / **signals**.
- 3 Phone companies use an antenna to **receive** / **signal** messages from your phone.
- 4 **Systems** / **Smartphones** are small, special computers.
- 5 Your phone's **satellite navigation** / **code** follows your car.
- 6 Every phone has a different **antenna** / **SIM** card.
- 7 We used to use **cameras** / **maps** to move from one place to another.
- 8 Scientists **developed** / **sent** more ways to use mobile phone technology.



2 Match to make sentences about the text.

- | | |
|---|--|
| 1 Smartphones are | a a mobile phone call more than fifty years ago. |
| 2 Martin Cooper made | b phones with computers. |
| 3 Smartphone computers change voices | c to see traffic jams. |
| 4 Different signals go from | d to receive messages from your phone. |
| 5 Phone technology helps satellite navigation | e one phone to another. |
| 6 Phone companies use an antenna | f into code. |

Working with words

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

adventure courage humour danger ~~fame~~ 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 _____.

1 Complete the table.

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

2 Circle the correct form of the verbs.

- 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.

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



2 2.2 For each question, choose the correct answer.

You will hear Katy talking with her friend William about a birthday party. What did each person do during Millie's party?

Example:

Katy and David

F

People

- Mia and Betty
- Helen
- Robert
- William
- Dad

Activity

- sang 'Happy Birthday'
- danced
- took photos
- was at a safari park
- played the guitar
- ate cake
- played the piano
- cut the cake



- 1  For each question, choose the correct answer.



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.'

- 1 Who is Edmund Hillary?
- A the leader of Jack's Sheridan's expedition
 - B a scientific researcher in the Himalayas
 - C an explorer who was first to get to the top of Mount Everest

- 2 What is Jack interested in doing on his expedition?
 - A studying the stars, weather and geography
 - B planning, being resourceful and working hard
 - C getting a place on an exciting expedition
- 3 Why does Jack think his journey will be a great way to test himself?
 - A Because he's never been camping high in the mountains before.
 - B Because the culture will be fascinating.
 - C Because he will have to plan, be resourceful and work hard.
- 4 How does Jack describe Ladakh?
 - A He thinks it's a place he's always dreamt of.
 - B He thinks it's part of a remote and challenging country.
 - C He thinks he's not sure it's where he wants to go.
- 5 Why is Jack going to film himself while he is in Ladakh?
 - A Because he will be doing research on how he feels while he's there.
 - B Because he wants to send a video to leader of the expedition.
 - C Because he wants to enjoy the moments and remember them when he comes back.

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 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> | | |

Lesson 7 / Functional language

1 2.3 Listen and order the sentences.

- A The purple one looks really sporty.
- B The orange one will look better.
- C The purple one looks waterproof.
- D They're both nice.
- E I wondered if it looked a bit childish.
- F This one is purple and the other one is orange.



Check-up challenge

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

code journey ourselves play race
receive remote **sledges** system waterproof

- 1 Amundsen used dogs to pull his **engines** in the race to the South Pole.
- 2 When did you send my message? I texted you last night!
- 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 My smartphone turns words and pictures into signals.
- 7 Last year we took a race to one of the highest mountains in Germany.
- 8 I don't think he received my phone call – the navigation isn't working.
- 9 It was an expedition to see who could get to the finish line first.
- 10 My brother and I like to record himself when we practise playing the guitar.

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

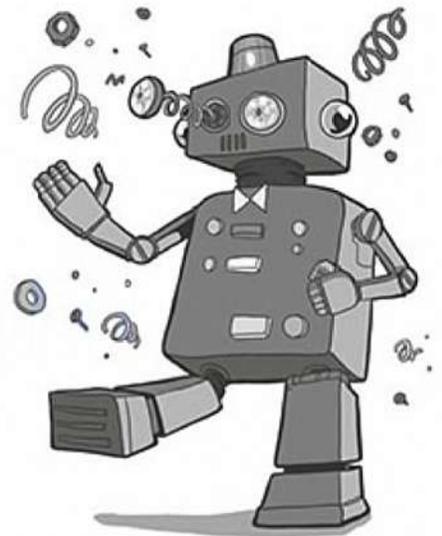
| | | | |
|----------------|----------------|----------------|----------------|
| O | ¹ T | ² W | ³ I |
| ⁴ S | H | E | ⁵ Y |
| ⁶ H | E | Y | O |
| B | ⁷ Y | O | U |

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

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

already start come fall get up go not hear 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!

Put a tick (✓) or a cross (×).

- | | | | |
|---|--------------------------|--|--------------------------|
| 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"/> |

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

3

Senses

Lesson 1 / Vocabulary

1 Read the definitions and write the words.

an atmosphere a planet ~~a sound~~ blind familiar
fascinating giant recognise sight smell

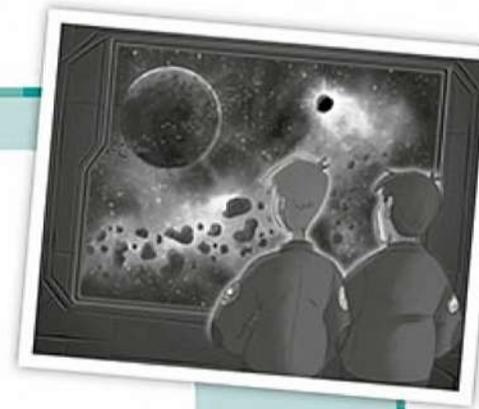
- 1 another word for a noise
- 2 to know something from before
- 3 a very large object that moves around the sun
- 4 describes something very big
- 5 describes something very interesting
- 6 the power of seeing
- 7 the air around a planet
- 8 not able to see
- 9 you use your nose to do this
- 10 describes something that you know well

 a sound

2   **3.1** For each question, write the correct answer in the gap.
Write one word or a number or a date or a time.
You will hear two friends talking about a TV programme.

TV guide - Wednesday 6th April

- Time: 7 pm
- Name of film: (1) The _____ Planet.
- Length of journey: (2) _____ months
- Atmosphere on planet: (3) thick with a strange _____
- Description of people: (4) short, no hair and _____
- Part 2 in cinemas: (5) next _____



Lesson 2 / Reading comprehension

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

- 1 Joni was hoping to find her ~~grandparents~~. uncle and aunt
- 2 The planet had a dark oxygen atmosphere. _____
- 3 Jax and Minnie had gone exploring six months ago. _____
- 4 This was the first planet Joni and her father visited. _____
- 5 Joni couldn't hear her mother on the radio. _____
- 6 Joni had seen and heard a waterfall on Earth. _____
- 7 The planet has been explored before. _____
- 8 Joni was five kilometres from the ship when she smelled fire. _____

2 Find and write evidence from the text to support these statements.

- 1 The planet might be safe to live on. It has a safe atmosphere.
- 2 Jax and Minnie were familiar with exploring. _____
- 3 Joni uses her senses well on the spaceship. _____
- 4 There might be humans on the new planet. _____

Working with words

3 Write the antonym for each word.

1 wide 2 noisy 3 safe 4 cool 5 ugly 6 light

- 1 narrow
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

4 Complete the sentences with the antonyms from Activity 3.

- 1 Someone will get hurt in there. It's too dangerous!
- 2 I can't see! It's too _____ in here.
- 3 The entrance to the car park was too _____. The car didn't fit.
- 4 The city isn't nice to look at, but the view of the mountains is _____!
- 5 'You can't talk in here!' said the librarian. 'You have to be _____!'
- 6 Britain has cool or cold winters and _____ or hot summers.

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 Find and correct the wrong modal verb in each sentence.

- | | |
|---|----------------------------|
| 1 It looks like a leopard, but it might be one. | <u>may not / might not</u> |
| 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 now, so he must be at home. | _____ |

3  3.2 Listen and write guesses and answers to the game.

- | | | |
|------------------------------------|------------------------------|----------------------------|
| 1 A <u>It might be a football.</u> | B <u>It may be a planet.</u> | C <u>It must be Earth.</u> |
| 2 A _____ | B _____ | C _____ |
| 3 A _____ | B _____ | C _____ |
| 4 A _____ | B _____ | C _____ |
| 5 A _____ | B _____ | C _____ |
| 6 A _____ | B _____ | C _____ |

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

- 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.
- There are some keys on the floor. Whose are they?

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

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

Lesson 4 / Language in use

1 Write the adjectives under the correct senses.

hard noisy pretty quiet soft sour sweet ugly

| It looks ... | It sounds ... | It tastes ... | It feels ... |
|--------------|---------------|---------------|--------------|
| _____ | <i>noisy</i> | _____ | _____ |
| _____ | _____ | _____ | _____ |

2 3.3 Listen, read and choose the correct answers.



- Alice's cakes feel heavy and they **taste good** / **strange**.
- Passion fruit cake tastes **fruity** / **sweet** and sour.
- The cake **tasted** / **looked** like old bread.
- The cake didn't **look** / **smell** right.
- It tasted like a **sour** / **sweet** cheese sandwich.
- Alice thought it tasted **disgusting** / **delicious**.

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.

1  For each question, choose the correct answer.

| | Anne | Greta | Eliza |
|---|------|-------|----------|
| 1 Who talks about what scientists on Earth are doing? | A | B | C |
| 2 Whose ideas talk about different clothes? | A | B | C |
| 3 Who is worried about children on the new planet? | A | B | C |
| 4 Whose ideas agree with another student's ideas? | A | B | C |
| 5 Whose ideas talk about exploring the new planet? | A | B | C |
| 6 Who is thinking about houses on the new planet? | A | B | C |

A new planet home?



Anne

This week in our science class we've been talking about what humans would need to live on a new planet. I think the most important thing is that the planet should have a safe oxygen atmosphere – we need to be able to breathe the air! We might have to wear special clothes if the planet is very cold or very hot, but it would be good to not have to wear a mask. If it's safe to breathe the air, it's safe to explore the planet!



Greta

I think the most important thing is to work out how we will build houses on a new planet. If the new planet has got lots of rocks, we might use them to build houses. If the planet has got lots of rivers or seas, we may live on boats. I don't think we will live in buildings like flats. After we choose where people will live, then we should think about where and how children will play and go to school. Or if children should go to the new planet at all!



Eliza

I think Anne is right – it's important that the planet has a safe atmosphere. The right atmosphere would help trees and plants grow too. Scientists on Earth have been growing plants in space for a long time. If we can grow plants on the new planet, we'll have all the food we need! We should also be able to drink the water on the planet. If we have safe food and water, we can do almost anything.

For each question, write the correct answer. Write one word for each gap.

Dear Bella,

We have finally (0) found Jax and Minnie on a new planet, and guess what!

It (1) _____ very different to Earth! The (2) _____ was OK – not too hot or too cold, but it's totally dark. There were lots (3) _____ familiar flowers and I

(4) _____ hear the (5) _____ of a waterfall. Dad thinks we (6) _____

be careful. Although the flowers and trees smelled (7) _____ those on our planet,

they might (8) _____ bad for us. I keep thinking (9) _____ you. Where are

you? I know you (10) _____ not get this message, but I hope you do!

Love, Joni

Lesson 6 / Learning to learn

1 Complete the text.

dictionary English online own ~~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 | <u>charming</u> | | |
| negative meaning | | | |

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 |
|-----------------------------------|----------------------------|-----|
| <i>Who is the main character?</i> | <i>What's the problem?</i> | |
| | | |
| | | |

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*

Lesson 7 / Functional language

1 Complete the text with words from the box.

looks like made of round
rectangular smooth
sticky tastes used for

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 giant / familiar / rectangular / square

It doesn't describe the shape of something.

2 fascinating / imaginative / delicious / disgusting

3 sticky / bitter / sweet / sour

4 memorise / rectangular / recognise / cope

5 tastes / familiar / sounds / smells

6 soft / smooth / hard / blind

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 |
| <u>d</u> | <u>i</u> | <u>s</u> | <u>g</u> | <u>u</u> | <u>s</u> | <u>t</u> | <u>i</u> | <u>n</u> | <u>g</u> |

b

| | | | | |
|----|----|---|----|----|
| 19 | 13 | 1 | 12 | 12 |
| — | — | — | — | — |

18 12 4 2
8 2 1 2 6 1 5
18 14 2 8 6

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!

Put a tick (✓) or a cross (x).

- | | | | |
|--|--------------------------|-------------------------------|--------------------------|
| infer information from a text | <input type="checkbox"/> | use antonyms | <input type="checkbox"/> |
| speculate about present situations | <input type="checkbox"/> | write a science fiction story | <input type="checkbox"/> |
| describe what food looks, tastes and smells like | <input type="checkbox"/> | describe objects | <input type="checkbox"/> |

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

Lesson 1 / Vocabulary

1 Circle the correct words to complete the sentences.

- 1 All the rubbish we throw away is bad for the **exhibition** / **environment**.
- 2 The internet is a **global** / **biodiversity** resource – people all over the world use it.
- 3 We chose a challenging project because we knew our teacher would **support** / **inspire** us.
- 4 The TV documentary **encouraged** / **supported** me to visit the Eden Project.
- 5 Different habitats around the world help create **climate change** / **biodiversity**.
- 6 The museum was showing an interesting **exhibition** / **environment** about Ancient Egypt.
- 7 Many forests have been lost because of **biodiversity** / **climate change**.
- 8 The ball hit the car, but luckily it didn't **damage** / **support** it.
- 9 Watching Usain Bolt **benefitted** / **inspired** me to take up running.
- 10 Exercise and a healthy diet **damage** / **benefit** your health.

2  4.1 Listen and complete each sentence with one word.

- 1 Plogging helps with the problem of climate change.
- 2 Plogging is a _____ activity – lots of people do it.
- 3 Holly felt _____ by the people in the TV programme.
- 4 Holly damaged her _____ last year while she was jogging.
- 5 There are great benefits from _____, so Holly's mum encouraged her.
- 6 Harry shows lots of _____ for Holly for her new activity.

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

I've just joined an organization called GetInvolved. I went to an ¹ exhibition about endangered animals at the museum last week. I didn't know how climate change is ² _____ their habitats. This ³ _____ me to find out how I could help protect the ⁴ _____. The GetInvolved website ⁵ _____ you to start your own project. You can post details of it on the site to get other people to ⁶ _____ you. Your small idea could develop into something big.

Lesson 2 / Reading comprehension

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

- | | |
|--|--|
| 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 new scientific 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.

3



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

2



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

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 |

1 Read sentences 1–6 and underline the present perfect continuous verbs. Then match 1–6 to sentences a–f.

- | | |
|--|---------------------------------|
| 1 <u>I've been doing</u> my homework for an hour. | a They've never won a game! |
| 2 She's been developing those 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 Order the words 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
-

- 6 been / our / She's / team / school / football / on / years / for
-

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 _____.

Lesson 4 / Language in use

1   4.2 For each question, choose the correct picture.

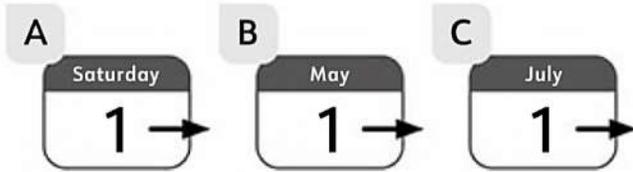
1 What has Greta been doing?



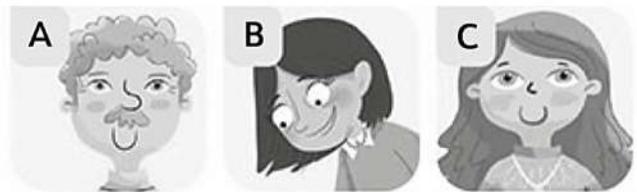
3 Where has Grandma been helping?



2 How long has Chloe been volunteering?



4 Who has Anton been talking to?



2 Complete the conversation with phrases from the box.

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



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.

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: _____

1  For each question, choose the correct answer.

1 They are raising money for:

- A Parkview Leisure Centre
- B Mary Williams
- C Redcliffe Hospital

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.
If you want to be involved, fill in the form attached.
All the money raised goes to Redcliffe Hospital.

2 Please join us at our charity basketball game at 10:30 am on Friday! We need adults to help with the game. If you'd like to volunteer, contact Mary on 07364 871094. Thank you!

- A Adults who want to help with the game should phone Mary.
- B Adults who want to make food after the game should phone Mary.
- C Adults who want to play in the game should phone Mary.

- 3
- A Players need to bring trainers and food.
 - B Players need to bring trainers and something to drink.
 - C Players need to bring trainers and T-shirts.

Thanks for volunteering to play in our charity basketball game! Please remember to bring:

- a pair of trainers
- shorts or tracksuit trousers
- a bottle of water or other drink

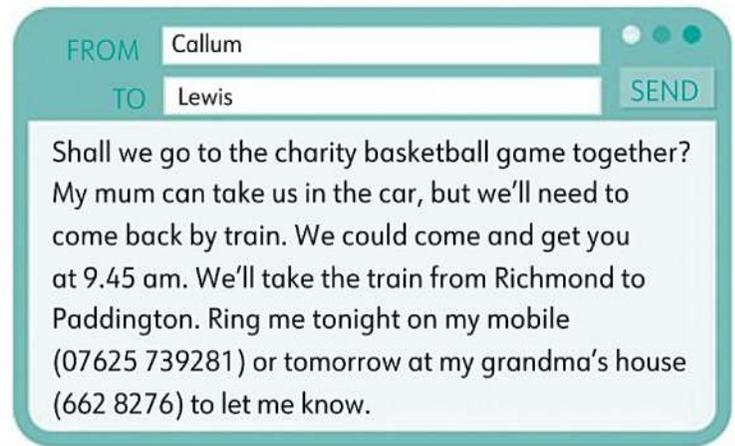
We've got T-shirts for team members and there will be food for all players and supporters after the game.

4

| | |
|------------------|--|
| Monday | make posters, basketball practice, Maths test |
| Tuesday | band rehearsal, work on science project |
| Wednesday | Mum's birthday, take books back to library |
| Thursday | basketball practice, English test |
| Friday | present science project, basketball practice, band concert |

- When has Callum got basketball practice this week?**
- A Tuesday, Wednesday and Friday
 - B Monday, Thursday and Friday
 - C Tuesday, Thursday and Friday

- 5
- A Callum will be at his grandma's house tomorrow.
 - B Callum is going to the charity basketball game with his mum.
 - C Callum will come and get Lewis at 9.45 pm.



6

| Train 21: Richmond to Pinner | Arrives | Leaves |
|------------------------------|---------|--------|
| Richmond | 12:30 | 1:00 |
| Victoria | 1:20 | 1:35 |
| Paddington | 1:50 | 2:15 |
| Hampstead | 2:40 | 2:55 |
| Pinner | 3:30 | 3:50 |

- A The train from Paddington leaves at 2.00 pm.
- B The train arrives in Richmond at 12.30 pm.
- C The train leaves Pinner at 3.45 pm.

Lesson 6 / Learning to learn

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

| | never | sometimes | always |
|--|--------------------------|--------------------------|--------------------------|
| 1 I think about what I like about my work and why. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I list the problems I had when I was doing it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I think about how I solved them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I identify how I have got better at this type of work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I list what I need to do to improve. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I work out what I need to help me improve. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2 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: _____

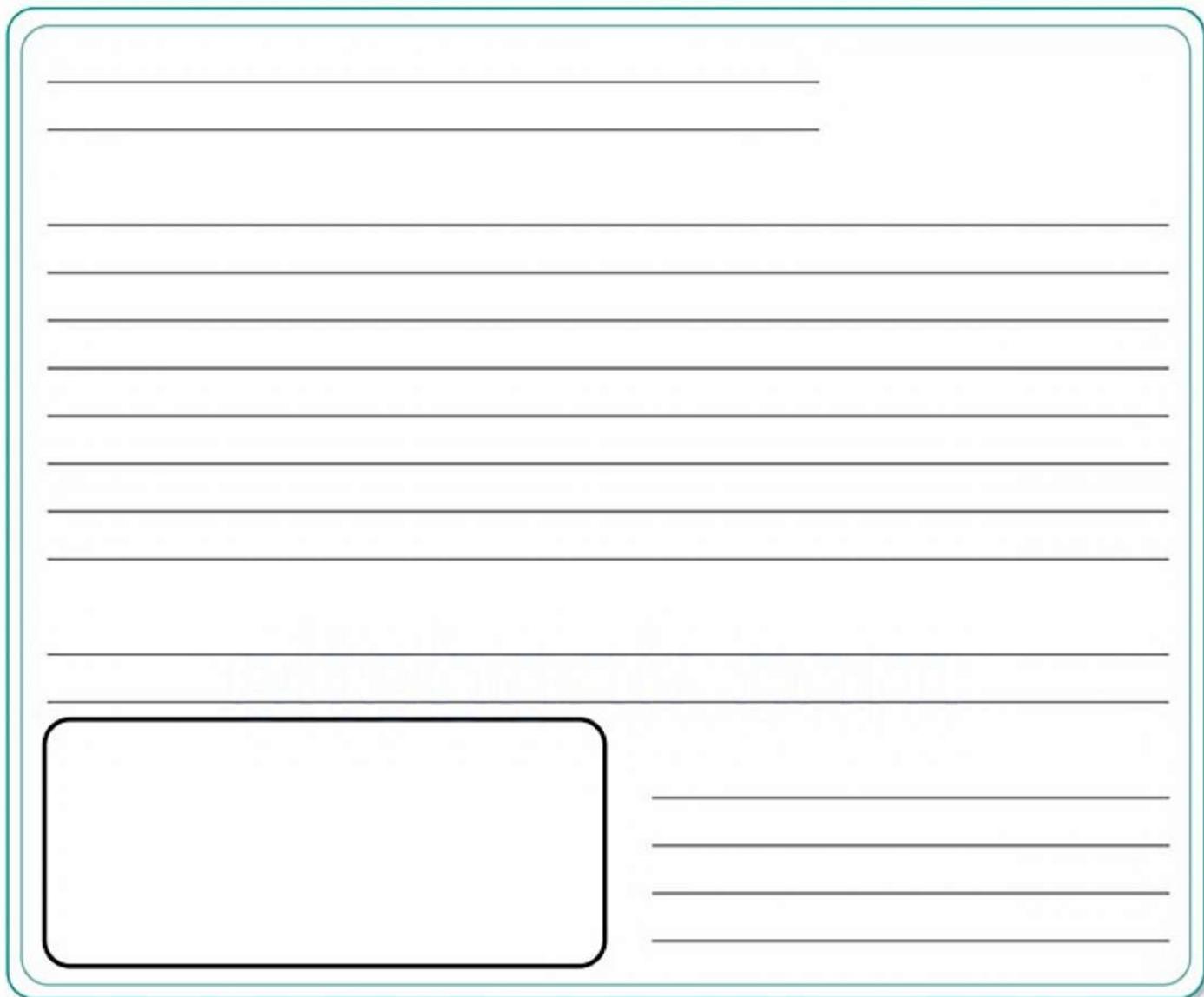
users' comments: 'It's great. I'd love to come every day.' David (age 7), Ashton.

opening times and price: _____

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

Ready to write

3 Write the information leaflet for Kids Play. Include a picture.



4 Read and check what you wrote in Activity 3. Tick (✓).

- Is my leaflet well structured?
- Is the information clearly presented (e.g. section headings, bullet lists)?
- Have I made the club sound interesting?
- Is the spelling correct?
- Did I use verb tenses correctly?

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

Lesson 7 / Functional language

1 4.3 Listen and tick (✓) or cross (×).

- 1 They have been collecting rubbish.
- 2 George wants to donate money to an animal shelter.
- 3 Daisy wants to have a vote.
- 4 Zoe doesn't think they should give money to both charities.
- 5 They don't have time to collect any rubbish.



2 4.3 Listen again and write the words.

- 1 Firstly, why don't we weigh the rubbish?
- 2 That _____ great.
- 3 I'm not _____.
- 4 That's a fantastic _____.
- 5 I really think _____ to vote on this.
- 6 That's a _____.

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 ... ?

do learn study
volunteer work

What I can do!

Put a tick (✓) or a cross (x).

infer information from a text

use synonyms to vary vocabulary

emphasise the duration of recent activities

write an information leaflet

ask about recent events and actions

make and respond to suggestions

In this unit, my favourite activity is: _____

Something I did well: _____

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 | happens to you or you are a part of an event. |
| 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 | You experience something when it | f | you like doing things outside. |
| 7 | A confident person | g | help us remember how things were in the past. |
| 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 | Traditional art and stories | j | as early as 4.30 am. |

2   5.1 For each question, choose the correct answer.

- You will hear a ranch manager talking to a group of visitors. Why do the visitors need to be careful?
 - There are big herds of cattle.
 - They might get sun burned.
 - They are a large group of people.
- You will hear two friends talking about their day. What have they just done?
 - They've been to the cinema.
 - They've had a meal.
 - They've done a sporting activity.
- You will hear a girl, Annie, talking about a weekend away. Why did she buy the souvenir?
 - Because the other items in the shop were too expensive.
 - To give to someone in her family who wasn't there.
 - To remind her of a great holiday.
- You will hear a teacher talking to some students. How do some of them feel?
 - Pleased because they tried different activities.
 - Tired because they had to get up early.
 - Homesick because they are away from home.

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 Cowboys and cowgirls look after the village. **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.

- 1 How can I experience what it's like to work as a cowboy or cowgirl?

_____ *by living outdoors* _____

- 2 How can I find my way to the ranch from the airport?

- 3 How can I cope if I can't ride a horse?

- 4 How can I find out about Native American culture?

- 5 How can I prepare for the weather?

- 6 How can I buy something to remember my trip?



Working with words

3 Write the opposites of these words.

active correct experienced friendly popular usual

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 _____

1  For each question, choose the correct answer.

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

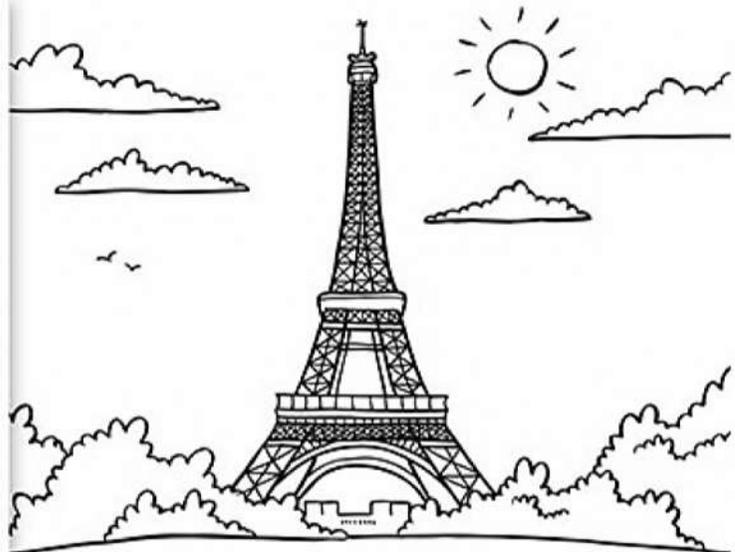
1  Underline the mistake in each sentence. Write **v** (vocabulary), **gr** (grammar), **sp** (spelling) or **p** (punctuation).

- 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.



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 (sailing, canoeing, waterskiing, swimming), climbing, mountain biking, zip-line

Evenings: quiz, concert, games

Special events: trip to helicopter show, canoeing 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. Tick (✓).

- | | |
|--|---|
| <input type="checkbox"/> Have I organised the information clearly? | <input type="checkbox"/> Have I expressed my opinion helpfully? |
| <input type="checkbox"/> Is the information included useful? | <input type="checkbox"/> Have I checked my text carefully for accuracy? |
| <input type="checkbox"/> Have I used adjectives to add interest? | |

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

Lesson 7 / Functional language

- 1   5.3 For each question, write the correct answer in the gap.
Write one word or a number or a date or a time.
You will hear a teacher talking about a school trip.



School trip to waterpark

- Date of trip: 3rd July
- Bus leaves: (1) 8:30
- Weather – hot and (2) _____
- Don't forget (3) _____
- Cost of food at waterpark: (4) _____
- Bring money for an ice cream or a (5) _____

Check-up challenge

- 1 Read the definitions and write the words.

- | | | |
|----|---|------------------------|
| 1 | tells you what the weather is going to be like | <u>f 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!' The teacher asked us to listen to the instructions.
- 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!

Put a tick (✓) or a cross (×).

scan a text for specific information

use prefixes *un-* and *in-*

report requests and commands

write a review

talk about future arrangements

give advice and recommendations

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

Mid-year review

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

- 1 volunteer / rainforest / hero / cowboy
- 2 cable car / sanctuary / habitat / ranch
- 3 confident / ambitious / determined / sporty
- 4 forecast / record / film / play back
- 5 migrate / journey / expedition / donate
- 6 bitter / soft / hard / rough
- 7 endangered / extreme / at risk / damaged
- 8 damage / support / encourage / inspire

It isn't a person.

2 Read the definitions and write the words.

- 1 You might buy this on holiday to help you remember a place that you've visited.
- 2 This is where you are when you're not in a building.
- 3 This is a kind of organisation which helps people or animals.
- 4 This is an animal that hunts other animals.
- 5 Explorers go on this kind of long trip.
- 6 This is all the people that live in one area.

s o u v e n i r

o _____

c _____

p _____

e _____

c _____

3 5.4 Listen to the questions and choose the correct answers.

- 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.

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. | ___ |
| 3 Don't walk this way. | ___ |
| 4 This is for playing musical instruments. | ___ |
| 5 You can go up the mountain this way. | ___ |

| | | | | | |
|--------------------------------|--------------------------------|-------------------------|--------------------------|-----------------------------|--|
| 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  For each question, choose the correct answer.



Rob's visit to the Space Museum

Rob is really excited. He's visiting the Space Museum (1) tomorrow. There's a (2) _____ exhibition on planets there, and our teacher asked him to (3) _____ a book on the solar system for the class in the gift shop.

Rob (4) _____ a talk about the planets next week in class. His favourite planets are the two near Earth: Venus and Mars. Rob would like to be an astronaut. He's going to take pictures of (5) _____ beside a spacecraft in the museum. Rob (6) _____ forward to this trip for a long time.

- | | | | |
|---|---------------|--------------------|-------------------|
| 1 | A yesterday | B a week ago | C tomorrow |
| 2 | A fascinating | B extreme | C unbelievable |
| 3 | A buying | B buy | C to buy |
| 4 | A will | B makes | C is giving |
| 5 | A herself | B himself | C itself |
| 6 | A won't be | B has been looking | C is going |

7 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!



8 Complete the sentences with the words in the box.

bear disgusting like like him sour sticky sweet waterproof

- 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 _____.

9 For each question, write the correct answer. Write one word in each gap.

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.

- To advertise the concert, we made some **yee-haticng** eye-catching posters.
- I didn't agree at first, but Jack's argument was very **spruvasiee** _____.
- My brother spends his free time talking to friends on **lacios diame** _____.
- She wants to buy trainers, but isn't sure which **dranb** _____ to choose.
- That game hasn't had good **wervies** _____ - shall we try this one?
- The red jumper will **apelap** _____ to my mum. She likes bright colours.
- I remember starting school when I was four. It's my earliest **yomrem** _____.
- I'm going to **khecc tou** _____ this book - my cousin really enjoyed it.
- Next year I want to play the guitar like a **olaefspoirsn** _____.
- He says he's telling the truth, but we don't **usttr** _____ him.

2 6.1 For each question, choose the correct answer.

You will hear Katy talking to her cousin Oliver.

- | | |
|---|----------------------------------|
| 1 Katy wants to try | 4 Oliver thinks that |
| A the boots with the stars on them. | A social media is persuasive. |
| B the boots with the stripes on them. | B the hot chocolate was amazing. |
| C the expensive leather boots. | C the café reviews are correct. |
| 2 Katy reads a review on a website that | 5 Oliver has to be home |
| A she often uses. | A by half past four. |
| B professional sportspeople use. | B by three o'clock. |
| C doesn't give reviews from people who wear them. | C by half past two. |
| 3 Katy thinks that the | |
| A chocolate cake is good. | |
| B chocolate cake isn't cheap. | |
| C hot chocolate is expensive. | |

Lesson 2 / Reading comprehension

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

1 Flyboot

a are made of rubber

c are light to wear

b can fly for 20 metres

d use batteries

2 The Watch Watch

a plays sound from your phone

c shows films on your watch

b costs £1,000

d everyone knows about this brand

3 GO-GO Guitar

a takes three weeks to learn

c plays four popular songs

b lights up the chords you will play

d costs £2,500

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

1 The advertiser wants me to feel **nervous** / **excited** / **creative**.

Flyboot

- look really good!
- will make you fly like a bird!
- is the most incredible invention you'll ever see!

2 The advertiser wants me to feel **confident** / **smart** / **colourful**.

The Watch Watch

Makes your home a cinema. Professional, cinema-quality sound. Everyone can watch.

3 The advertiser wants me to feel **determined** / **imaginative** / **professional**.

GO-GO Guitar

- Is great for players of any age.
- Easy to use and it really works.
- You'll learn how to play most modern music.

Working with words

3 Underline the alliteration in the slogans.

1 Take time, make memories.

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

3 Photography fun for all the family.

4 Suncream to stay safe? 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 France on holiday.
We stayed in Paris 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 France on holiday.
- 2 He said they _____ in Paris 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 6.2 Listen and choose the correct question tags.

- a ..., will they?
- b ..., was it?
- c ..., did they?
- d ..., didn't it?
- e ..., hasn't it?
- f ..., weren't they?

6.3 Listen again and check.

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.



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

- 1 We won't need an umbrella, will we?
- 2 _____
- 3 _____
- 4 _____
- 5 _____

1  For each question, choose the correct answer.

Check out the newest and best shoes on the street ... the Torch Trainers!

You might think there's nothing new about trainers – it's all been done. Well, we have news for you: Torch Trainers are better than ANYTHING you've seen before!

Torch Trainers have special batteries powered by the sun. When it's dark outside, Torch Trainers light up to help you on your way. No more running back home when you see the sunset – Torch Trainers make it safe to run at night! But they're great for daytime exercise too. Put on our trainers, and you'll be ready to go any time of day – and every day!

These eye-catching trainers are made of leather and recycled rubber, and look fantastic. You can wear Torch Trainers in the rain, in the snow, in the sun and in the sand. They're light and come in five different colours, and they're not expensive. Read what people are saying about Torch Trainers, the newest and best shoes on the street:

'My trainers are brilliant. It's fantastic to run at night and feel safe' – Nina, 22

'An incredible invention – different to any trainers I've tried' – Harry, 19



- 1 What does the advert say about the trainers?

| | | |
|---|---|--|
| <input checked="" type="radio"/> A they're better than anything seen before | <input type="radio"/> B you've seen them before | <input type="radio"/> C there's nothing new about them |
|---|---|--|
- 2 Why does the advert repeat the words 'newest and best on the street'?

| | | |
|--|---|--|
| <input type="radio"/> A to persuade people to buy the trainers | <input type="radio"/> B to appeal to people who want to run | <input type="radio"/> C to make people read the advert twice |
|--|---|--|
- 3 What materials are the Torch Trainers made from?

| | | |
|--|--|---|
| <input type="radio"/> A leather and cotton | <input type="radio"/> B leather and rubber | <input type="radio"/> C leather and denim |
|--|--|---|
- 4 How do the Torch Trainers work?

| | | |
|---|---|---|
| <input type="radio"/> A They are operated by batteries. | <input type="radio"/> B They are operated by the weather. | <input type="radio"/> C They are operated by electricity. |
|---|---|---|
- 5 Why are the Torch Trainers good for everyday wear?

| | | |
|---|--|---|
| <input type="radio"/> A They are cheap and won't break. | <input type="radio"/> B They make runners feel safe. | <input type="radio"/> C They can be used in all kinds of weather. |
|---|--|---|

2  For each question, choose the correct answer.

A new film review app?

Ella told us about a new film review app she had bought recently. She said that she
1 had tried other apps before. They weren't well-designed so they weren't
2 realistic. The layout³ made it impossible to find information quickly.
In this app, the important information stands out⁴ because it is highlighted. For an
app to really work, it needs to be⁵ easy to use. A really good app always
⁶ stands out and appeals to lots of buyers. The most realistic apps are the ones you use
every day because they're so useful.

- | | | | |
|---|--------------|--------------|--------------------|
| 1 | A would buy | B looked | C had tried |
| 2 | A realistic | B effective | C persuasive |
| 3 | A had | B made | C found |
| 4 | A because | B so | C but |
| 5 | A easy | B clever | C eye-catching |
| 6 | A stands out | B highlights | C presents |

Lesson 6 / Learning to learn

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

change effectively lazy phones quiet rewards thinking when

If you organise your study time well, you will learn much more¹ effectively - and you will have more time available for family, friends and hobbies. First, decide² when to work. Fix a time and make a plan. Then find somewhere³ quiet to work. Make sure you have the equipment you need. Put away all distractions, such as⁴ phones and video games. You can't learn properly if you are⁵ lazy about other things. Don't forget to arrange⁶ rewards! Plan treats for yourself for working hard.

Remember: stick to your plan. Don't⁷ change things just because you feel a bit
⁸ lazy 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 **SURPRISE!**

- | | |
|---|----------------------|
| 1 interesting or funny text | <u>fun, FUN, FUN</u> |
| 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 | _____ |

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: _____

Ready to write

3 Write your advert. Include a picture.

The form consists of a large rounded rectangular box. On the left side, there are ten horizontal lines for writing. To the right of these lines is a large empty square box with rounded corners, intended for a picture. Below the ten lines on the left, there are ten more horizontal lines spanning the width of the box, providing additional space for writing.

4 Read and check what you wrote in Activity 3. Tick (✓).

- Is my advert interesting and / or funny?
- Is my slogan effective?
- Have I included persuasive adjectives?
- Are punctuation, bold and capitals used effectively?
- Have I used 'you' and 'we' to involve the reader?

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

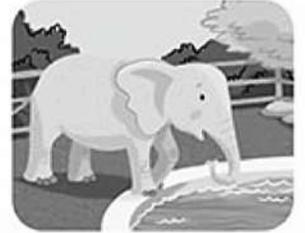
Lesson 7 / Functional language

1 6.4 Listen and write *Zoe* or *Tom*.

- 1 _____ *Zoe* _____ doesn't want to go to the beach.
- 2 _____ likes bowling.
- 3 _____ thinks the submarine dive is too expensive.
- 4 _____ doesn't want to go to the cinema.
- 5 _____ thinks indoor skydiving would be exciting.
- 6 _____ suggests going to the waterpark.

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 shragcpi graphics _____
- 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, *did they?* _____
- 2 She's read it, _____
- 3 We haven't been there, _____
- 4 It was expensive, _____
- 5 They weren't happy, _____
- 6 You won't be late, _____
- 7 They will come back, _____
- 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!

Put a tick (✓) or a cross (×).

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

In this unit, my favourite activity is: _____

Something I did well: _____

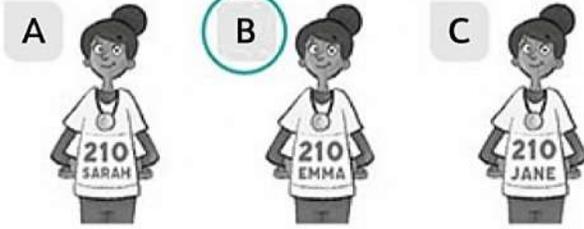
Something I could improve: _____

7 Winning ways

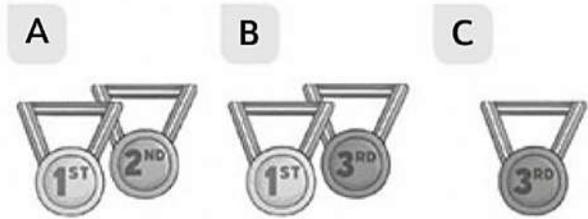
Lesson 1 Vocabulary

1   7.1 For each question, choose the correct answer.

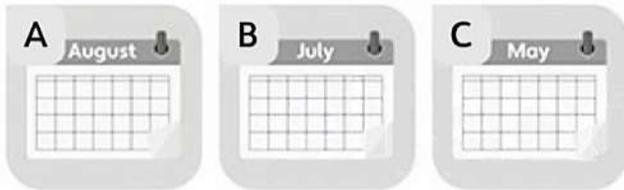
1 Who is Claire's mum?



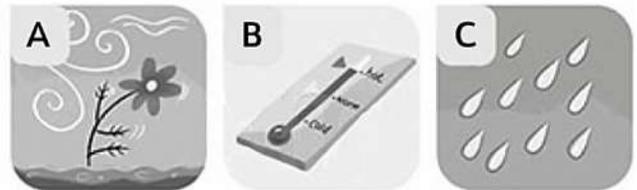
3 What prizes did Laura win?



2 When do the friends have to enter the race by?



4 What was the weather like during the marathon?



2 Circle the words to complete the sentences.

- 1 She felt very **tough** / **proud** of her friend for winning the race.
- 2 It's difficult to win a competition if you don't **prize** / **practise**.
- 3 She was **calm** / **tough** because she rehearsed her dance for months.
- 4 Did you **enter** / **prepare** the Glee Club competition this year?
- 5 He won the **prize** / **marathon** in last year's Spelling Bee.
- 6 How would you **persevere** / **prepare** for a marathon in a wet country?
- 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.

Lesson 2 / Reading comprehension

1 Read the text on Pupil's Book pages 82–83 again. Complete the sentences.

- 1 The Marathon des Sables is the toughest race in the world.
- 2 Eleven _____ children enter the National Spelling Bee in the USA.
- 3 You need to learn five _____ for the National Glee Club Competition.
- 4 The winner of the National Spelling Bee wins a _____ of about \$50,000.
- 5 The Marathon des Sables is run across the _____ Desert.
- 6 _____ teams entered the National Glee Club Competition.

2 Find and correct the mistake in each sentence.

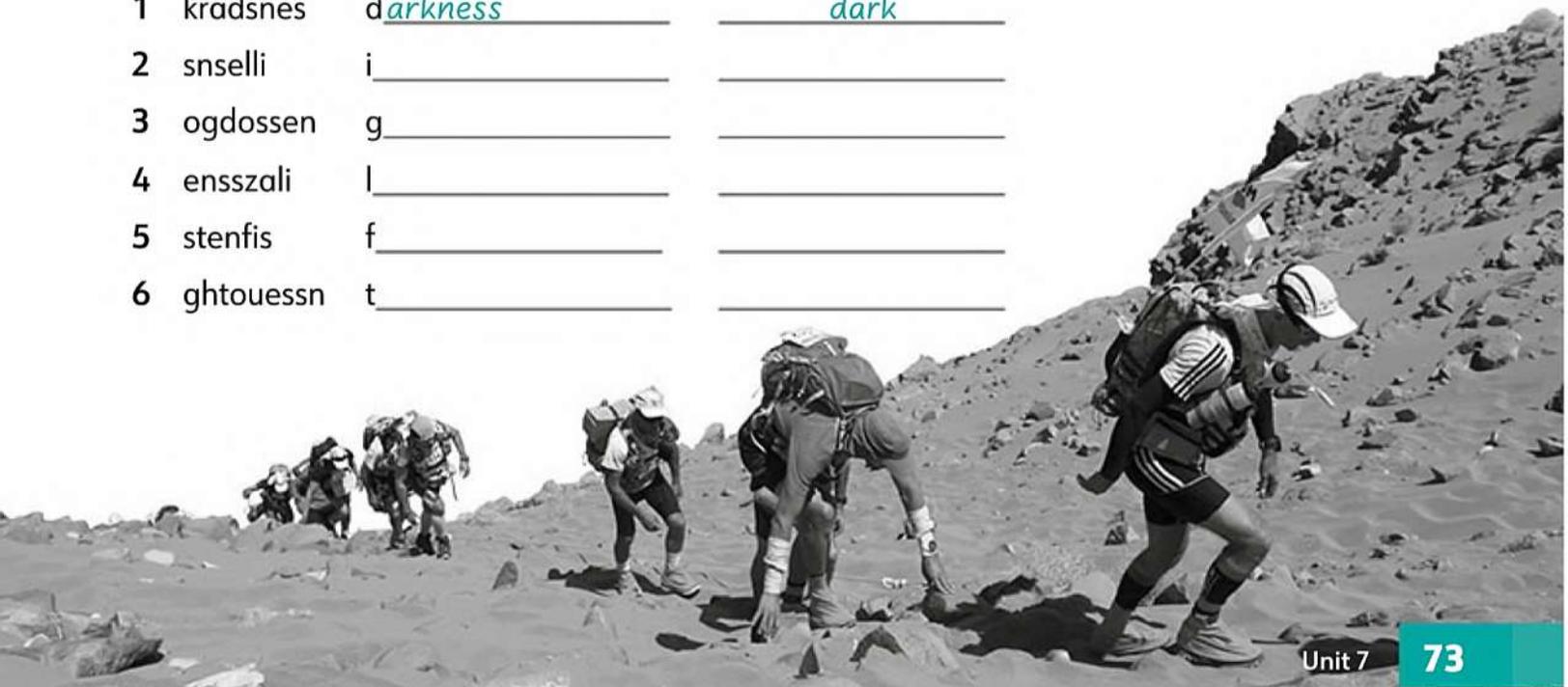
- 1 Leo learnt ~~50~~ new words every day for a month. 20
- 2 Chloe rehearsed every Friday from 5 o'clock to 6.30. _____
- 3 Diego carried medicine for insect bites during the Marathon des Sables. _____
- 4 Some simple words in Spanish have the same sound but different spelling.

- 5 The Marathon des Sables is run in five days. _____
- 6 Glee groups from the all over the USA were part of the National Glee Club competition. _____

Working with words

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

- | | | | |
|---|-----------|-----------------|-------------|
| 1 | kradsnes | <u>darkness</u> | <u>dark</u> |
| 2 | snselli | 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?' 4 _____
- 2 'What are you most proud of achieving?' 5 _____
- 3 'What do you want to do in the future?' _____

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 ...

- 'Is taekwondo a martial art?' if taekwondo was a martial art.
- 'Can we try skiing?' if we _____.
- 'Are the Olympics every four years?' _____ every four years.
- 'Is judo an old or a modern sport?' _____ an old or a modern sport.
- 'Do you have to be fit to play handball?' if you _____ to play handball.
- 'Is canoeing a popular sport on TV?' _____ a popular sport on TV.

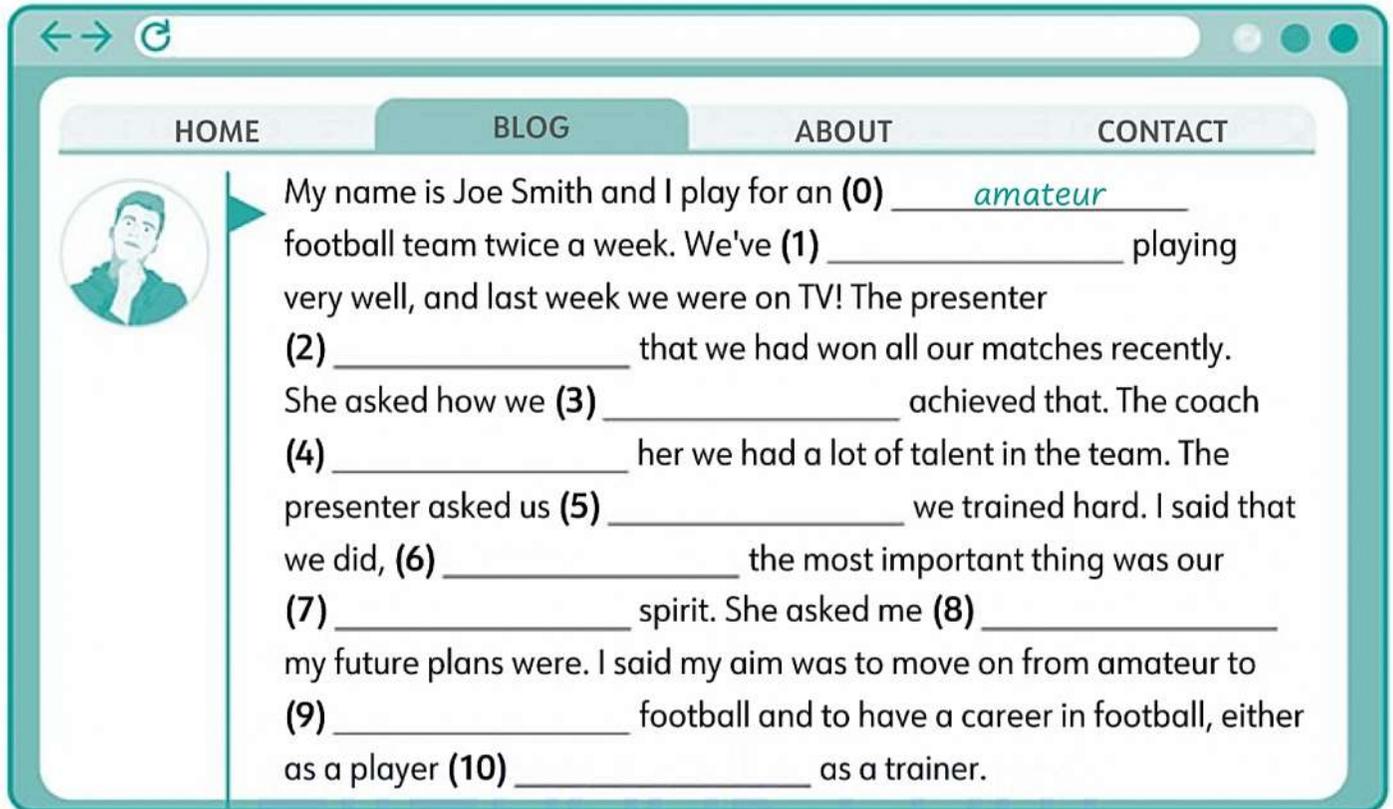
3 7.2 Listen and report the questions that Lily asked Fred.

Lily asked Fred ...

- if he was going to training.
- _____ every day.
- _____ win this year.
- _____ to his matches.
- _____ an Olympic sport.
- _____ in any other sports.



1  For each question, write the correct answer. Write one word for each gap.



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  You are going to sports training with your friend Sam tomorrow. Write an email to Sam.

- Say:
- what time you want to meet
 - what activity you want to do first
 - what you would like Sam to bring for snacks to eat

Write 25 words or more.

To:

SEND

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 Zip-line

What happens

First, Easy Zip-line. Where? **in the park / in the forest** / by the beach

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

Then Extreme Zip-line. 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** / _____

Lesson 7 / Functional language

1 7.3 Listen to the questions and match them to the answers.

- a You could try the Saturday morning class, which is a mixture of gymnastics and acrobatics. It's not competitive and it's a lot of fun!
- b It's an hour, every Sunday at 11.00.
- c How about 'Bend it, Shake it'? That's gymnastics done to music. It's particularly good for improving your fitness and balance. I'd recommend that one.
- d On Monday evenings, you can train to take part in the Gymnastics Medal Challenge.
- e No - we supply everything.



Check-up challenge

1 Find and correct the incorrect word in each sentence.

achieve balance career competitive flexibility
 injured ~~marathon~~ martial art mixture strength

- 1 I'm training to run in a ~~programme~~. marathon
- 2 If you do your best, you can be proud of what you enter. _____
- 3 To be good at acrobatics, you need lots of athletic. _____
- 4 The leopard couldn't run fast because it was tough. _____
- 5 You need a talent of mental strength and physical fitness to do endurance events. _____
- 6 To be successful in their sport, professional players need to be very proud. _____
- 7 Her team spirit as a tennis player ended when she broke her arm. _____
- 8 I lost my strength in gym class and fell over. _____
- 9 Capoeira is my favourite marathon. _____
- 10 Spinning helps you build flexibility. _____

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!

Put a tick (✓) or a cross (x).

understand important details in a text

report what someone asked

report questions with *if* and *whether*

Use the suffix *-ness*

write a personal account from notes

ask for information about classes

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

8 In cyberspace

Lesson 1 Vocabulary

1 Read the definitions and write the words.

- 1 a kind of social media that lets you talk to others
- 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

c h a t a p p

s _____

p _____

c _____

p _____ s _____

s _____

v _____

d _____

a _____

h _____

2 8.1 Listen and write *T* (True) or *F* (False).

- 1 The lesson is about danger online.
- 2 You should tell your friends if a stranger tries to contact you.
- 3 Daisy keeps her information private.
- 4 Tell a friend your password if you think you might forget it.
- 5 It's a good idea to visit some chat rooms with your parents.
- 6 Daisy and Charlie's parents look at what they have on their phones.
- 7 Someone tried to hack into Daisy's phone.
- 8 Daisy didn't delete the attachment, so her phone got a virus.

T



Lesson 2 / Reading comprehension

1 Read the text on Pupil's Book pages 96–97 again. Match to summarise 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 Passwords need to be secret and | e attachments if they might not be safe. |

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

- 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**.
- Here's some information that will help you be safe in cyberspace.
The information will help you when you are on **the internet / public transport / your phone**.
- So, why would you do it in a chat app?
Don't share your information **on the street / in an email / on social media**.
- You wouldn't talk to strangers in the street – don't talk to them in cyberspace either.
You shouldn't talk to **anyone / people you don't know / your family** in cyberspace.
- It might be a virus, which could break your computer, and steal or delete the information on it.
A virus could **remove / copy / share** the information it finds on your computer.

Working with words

3 Read the pairs of definitions and write the homonyms.

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 forms.

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 forms 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

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 _____

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 8.2 Listen and write one word.

- 1 Lily might be able to help Jack.
- 2 Jack _____ log in to a website this morning.
- 3 Lily thinks his password _____ be wrong.
- 4 She thinks there _____ be a problem with the website.
- 5 She _____ log in yesterday.



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 _____.

When I was at kindergarten, I _____, but I _____.

Future possibility

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

When I go on holiday, I _____, but I _____.

Present deduction

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

Mum's not at home. She _____, but she _____.

1  For each question, choose the correct answer.

Cyberbullying

This week in class we talked about cyberbullying – when someone is bullied *online*. Cyberbullies start

(1) rumours on social media or tell lies about other people. They might not (2) _____ these things when they're with the people they're bullying. My brother

(3) _____ cyberbullied last year by a person who they thought was a friend. He was sent nasty (4) _____ and his pictures on social media were (5) _____ to people who sent him mean comments. We couldn't (6) _____ what was said, so we got help and contacted the social media site.

Everyone is on social media today, so we (7) _____ be careful about what we say and share online. We mustn't tell other people's (8) _____ or say unkind things. Try to share good news and never tell someone a rumour you know isn't true. Don't (9) _____ pictures of people or anyone's private information. And if you know someone who is a (10) _____ of cyberbullying, try to help them – being a friend is important online and in real life.



- | | | |
|---------------|------------------|------------|
| 1 A emails | B rumours | C jokes |
| 2 A have | B give | C say |
| 3 A was | B is | C has |
| 4 A presents | B secrets | C messages |
| 5 A forwarded | B downloaded | C hacked |
| 6 A rehearse | B ignore | C explain |
| 7 A may | B might | C must |
| 8 A secrets | B passwords | C lies |
| 9 A give | B share | C make |
| 10 A victim | B user | C creator |

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.

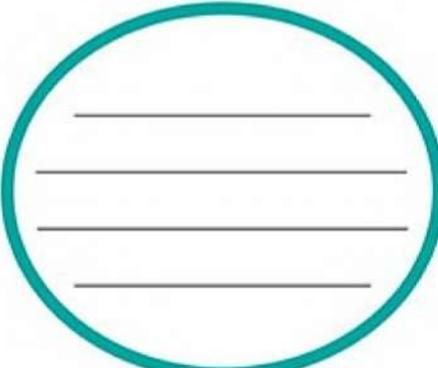
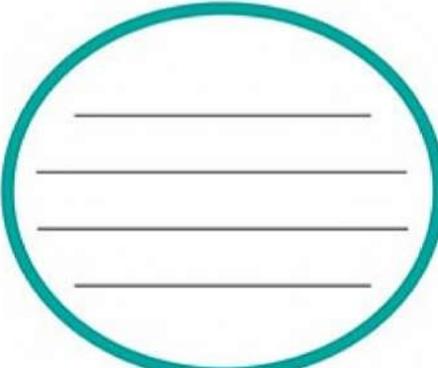
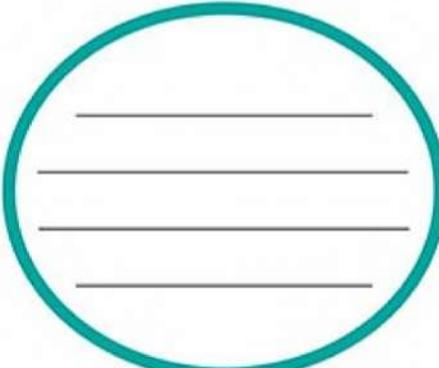
3 Write the words in funny sentences.

4 Make up a rhyme or rap with the words.

5 Make a poster to look at.

Context Visual Audio

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

| Context | Visual | Audio |
|---|--|---|
|  |  |  |

Prepare to write

1 Match the sentences to the features of a report.

fact heading quote reference to support a fact subheading

- 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 phone technology. Number the paragraphs in the correct order.



The history of mobile phone technology

1992 – cheaper and lighter phones available (around £1000)

1992 – first text message sent / 2000 – first camera phone sold

1999 – first phone with GPS (global positioning system) map technology sold in Europe

2007 – iPhone released by Apple – looked good, easy to use, played music, used 'touch' screen

2009 – Motorola releases first phone with Google Maps, WhatsApp created

2011 – Apple releases FaceTime app for video calls on iPhones

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 owners making calls

mobiles now smartphones – music, camera, upload files, send group texts and video calls, use chat apps, online banking and ticket booking / 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 _____ | 4 a reference _____ |
| 2 a subheading _____ | 5 a quote _____ |
| 3 a fact _____ | _____ |

Ready to write

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



5 Read and check what you wrote in Activity 4. Tick (✓).

- | | |
|--|---|
| <input type="checkbox"/> Did I use suitable subheadings? | <input type="checkbox"/> Did I use the passive voice correctly? |
| <input type="checkbox"/> Did I organise the information in paragraphs? | <input type="checkbox"/> Is the spelling correct? |
| <input type="checkbox"/> Did I include all the features of a report? | |

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

Lesson 7 / Functional language

- 1   8.3 For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a computer shop assistant talking to a customer.

Cyberhelpers

Type of computer: Merlin 5

Problem started: last (1) _____

Attachment name: (2) _____ Me

Description of problem: (3) _____ some files, blocked access to internet

Day and time: tomorrow at (4) _____

Customer name: (5) _____ Brown



Check-up challenge

- 1 Complete the text with the correct words.

Block bullies cyberspace links password
privacy settings rumours upload

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

2 _____ communications from people who make you feel bad or who share

3 _____.

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

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 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 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! ... 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!

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"/> |

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

Lesson 1 / Vocabulary

1 Unscramble the words to complete the sentences.

- 1 *Cinderella* is the best fantasy and **croname** romance film I've seen this year.
- 2 I enjoyed the new film, but I wanted to see more **ntacio** _____.
- 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 *Avatar* is a **cenicei onifcit** _____ film.
- 7 Some of the actors in the **atsc** _____ weren't professional.
- 8 The explorers want to **hrsace** _____ the rainforest for a new species of bird.
- 9 *Avatar* is set in a **ytaansf** _____ world.
- 10 The actors were dressed in historical **socsetmu** _____.

2   9.1 For each question, choose the correct answer. You will hear Sarah talking with her friend William. Which film did each person watch?

People

- 1 William
- 2 Uncle Richard
- 3 Sarah
- 4 Oliver
- 5 Katy

B

Type of film

- | | |
|-------------------|-----------------|
| A adventure | E fantasy |
| B science fiction | F cartoon |
| C crime | G action |
| D romance | H a new version |

3 Complete the text with words from Activity 1.

Often when a book is made into a film, the ¹ plot is changed, but the film ² _____ of *The Lord of the Rings* stays very close to the books by JRR Tolkien. The ³ _____ is designed to show a fantasy world called Middle-earth, where a group of friends called the Fellowship try to stop people getting a ring and using it to win power. There is a large ⁴ _____ of actors dressed in amazing ⁵ _____. And the special effects are ⁶ _____!

Lesson 2 / Reading comprehension

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

- Cinderella* is a **romantic fantasy** / **fantasy adventure** film.
- Ella's family **are** / **aren't** nice to her.
- The *Cinderella* reviewer is impressed by the **plot** / **actors**.
- The reviewer recommends the film to people who prefer a **traditional** / **modern** version of the story.
- In *Avatar*, the Na'vi live on a **peaceful** / **dark** planet.
- The people on Earth sent **technology** / **a rocket** to Pandora.
- Jake and his family move from the **moon** / **forest** to the sea.
- Avatar* uses outstanding **special effects** / **costumes**.



2 Tick (✓) the sentences which give the reviewer's opinion. Write a cross (x) next to the sentences that are facts.

- | | |
|--|---|
| 1 The costumes in <i>Cinderella</i> are fantastic. <input checked="" type="checkbox"/> | 4 James Cameron had the idea for the first <i>Avatar</i> film in 1994. <input type="checkbox"/> |
| 2 The main character is called Ella. <input type="checkbox"/> | 5 <i>Avatar</i> is a science fiction film. <input type="checkbox"/> |
| 3 The film is an old story, but it's done very well. <input type="checkbox"/> | 6 The film is complicated and a little difficult to understand. <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  9.2 Listen and tick (✓) or cross (x).

- | | | |
|---|------------------------|-------------------------------------|
| 1 | paint scenery | <input checked="" type="checkbox"/> |
| 2 | write script | <input type="checkbox"/> |
| 3 | tell actors what to do | <input type="checkbox"/> |
| 4 | deliver costumes | <input type="checkbox"/> |
| 5 | set up lights | <input type="checkbox"/> |
| 6 | sell tickets | <input type="checkbox"/> |



2 Order the words to make sentences.

- version / the / first / changed / has / been
- in / the / has / shown / the / USA / film / been
- been / the / chosen / hasn't / yet / cast
- sets / the / been / designed / have
- has / a / been / script / written / great
- yet / special / created / effects / been / haven't / the

The first version has been changed.

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

- check the equipment **x**
- prepare the food **✓**
- pour the drinks **x**
- organise music **✓**
- invite everyone **✓**
- decorate the classroom **x**
- choose the films **✓**

The equipment hasn't been checked.

Lesson 4 / Language in use

1 9.3 Listen and complete the sentences.

- 1 The film will be directed by Joel Matherson.
- 2 The plot _____ on the first film.
- 3 The costumes _____ by a famous designer.
- 4 The cast _____ in January.
- 5 The release date _____ until May.



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 _____

Lesson 6 / Learning to learn

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

- | | | | |
|--|-------------------------------------|---|--------------------------|
| 1 Make suggestions. | <input checked="" type="checkbox"/> | 6 Tell other people what to do. | <input type="checkbox"/> |
| 2 Explain your ideas clearly and persuasively. | <input type="checkbox"/> | 7 Ask questions. | <input type="checkbox"/> |
| 3 Tell people if they are bad at something. | <input type="checkbox"/> | 8 Make everyone talk. | <input type="checkbox"/> |
| 4 Encourage everyone to share their ideas. | <input type="checkbox"/> | 9 Disagree with other people. | <input type="checkbox"/> |
| 5 Recognise what people are good at. | <input type="checkbox"/> | 10 Listen carefully and appreciate others' ideas. | <input type="checkbox"/> |

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. Then write the characters.

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 Matilda

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. Tick (✓).

- 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 | d <u>i r e c t o r</u> |
| 2 a 3D image made by light | h _____ |
| 3 the place where films are made | s _____ |
| 4 unhappy or angry because someone has something that you don't have | j _____ |
| 5 the people who watch a film, TV programme or play | a _____ |
| 6 excellent, better than others | o _____ |
| 7 the main events of a film or book | p _____ |
| 8 to make a statement for everyone to hear or read | a _____ |
| 9 the clothes worn by actors in a film or play | c _____ |
| 10 the words of a play or film | s _____ |

2 Complete the table.

| present | present passive | present perfect passive | future passive |
|-----------------------|---------------------|-------------------------|----------------------------------|
| does <i>writes</i> | _____ 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 | ✓ | <i>The lions have been fed.</i> |
| 2 | clean the monkeys' cage | L | <i>The monkeys' cage will be cleaned later.</i> |
| 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!

Put a tick (✓) or a cross (x).

- | | | | |
|--|--------------------------|--|--------------------------|
| recognise a writer's opinion | <input type="checkbox"/> | make and use words with the suffix <i>-ation</i> | <input type="checkbox"/> |
| talk about what has / hasn't been done | <input type="checkbox"/> | write a film review | <input type="checkbox"/> |
| talk about film-making processes | <input type="checkbox"/> | give a talk about a film | <input type="checkbox"/> |

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

10 A brighter future

Lesson 1 / Vocabulary

1 Circle the correct words to complete the sentences.

- 1 **Young people** / public speakers can make the world a better place.
- 2 Take a deep **brain** / **breath** before you start speaking.
- 3 She can show you how to not be a nervous **speaker** / **teacher**.
- 4 Param Jaggi's invention fights **traffic** / **pollution**.
- 5 I think everyone can **make a difference** / **invent something important** to the world.
- 6 Actors are usually very good at **public** / **English** speaking.
- 7 Children's **thoughts** / **brains** are growing before the age of five.
- 8 The Algae Mobile turns pollution into **oxygen** / **water**.
- 9 One good idea is to practise your talk in front of a **door** / **mirror**.
- 10 Many people are **anxious** / **excited** about speaking to lots of people.

2 10.1 For each question, choose the correct answer.

- 1 You will hear a girl, Julia, talking with her dad. How does she feel?

- A worried
B sad
C scared

- 2 You will hear a teacher talking to her class about their homework. What does she want them to do?

- A complete it quickly
B choose how they want to do it
C ask their parents to see her if they can't do it

- 3 You will hear two friends talking. What have they just done?

- A They've been for lunch.
B They've done a sport.
C They've been to a concert.



- 4 You will hear two friends talking about a journey to school. Why didn't Hugo cycle?

- A There's too much pollution.
B It's too far.
C The weather was bad.

- 5 You will hear two friends talking about homework. What subject are they studying?

- A English
B art
C maths

Lesson 2 / Reading comprehension

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

- | | |
|--|-------------------------------------|
| 1 TED talks are short videos | a to fight pollution from cars. |
| 2 Param Jaggi's invention uses plants | b that talk about important things. |
| 3 Molly Wright believes that playing a game with a child | c two or three times if you can. |
| 4 The Algae Mobile was made | d than 10 minutes. |
| 5 Keep your talk to no more | e in a factory and won prizes. |
| 6 You should practise your talk | f could change the world. |

2 Choose the correct words to complete the sentences.

anxious brains company difference funny idea objects

- Many people are anxious about public speaking.
- Write down one big _____ and three smaller ones for your talk.
- It's important to play with children because their _____ are growing.
- We can all make a _____ if we share our ideas.
- Param Jaggi now has his own _____.
- Taking _____ with you to your talk can help you explain your ideas.
- Finish your talk with a joke or _____ idea if you can.

Working with words

3 Order the words to write similes.

- as / as / bird / free / a as free as a bird
- giraffe / as / tall / a / as _____
- like / her / is / sunshine / smile _____
- a / hungry / as / as / horse _____

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

bright cold hot sour

fire ice star lemon

as bright as a star

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 didn't research (research) medicines, more people would catch diseases.

We ² _____ (develop) more inventions 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

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 10.2 Listen and write an 'I wish' sentence.



- | | |
|---|------------------------------------|
| 1 | <u>I wish my project was here.</u> |
| 2 | _____ |
| 3 | _____ |
| 4 | _____ |
| 5 | _____ |
| 6 | _____ |

1  For each question, choose the correct answer.



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.

Prepare to write

1 Match the advice about giving a talk to the correct categories.

- | | |
|---------------------------------|--|
| a plan your talk | d give your talk to a friend |
| b rehearse in front of a mirror | e write one big idea and three small ideas |
| c put your notes on the desk | f look at the people you're speaking to |

Prepare:

Practise:

Perform:

2 Read and tick (✓) the useful words for presentations.

- | | | | |
|---------------------------------------|-------------------------------------|---|--------------------------|
| 1 This really made me think about ... | <input checked="" type="checkbox"/> | 4 I am passionate about ... | <input type="checkbox"/> |
| 2 It doesn't really matter, but ... | <input type="checkbox"/> | 5 I don't know why I'm talking to you today about ... | <input type="checkbox"/> |
| 3 Another reason why ... | <input type="checkbox"/> | | |

3 Read Amr's notes for his talk about starting a new charity. Underline Amr's big idea. Circle his three small ideas.

COMPUTERS FOR ALL

Donate used computers, laptops and tablets to give children in our community a better chance to learn and use new skills.

| | | |
|---|---|---|
| Ask for donations of older technology that still works. | Set up donation centres. | Transport the technology. |
| speak to computer shops and businesses / create social media post / post signs in shops | look for places to use as donation centres / make a calendar for volunteers / decide how to keep items safe | speak to schools about what they need / make a calendar to transport items / ask adults to help transport items |

I visited my cousin in the summer holidays, and he told me that his school hasn't got enough computers for the younger children to use in classes or to take home. It's good for children to learn how to use technology, and we should help when we can. If we donate older technology that still works, we can reduce waste and give children a better chance to learn!

Ready to write

- 4 Write notes for a talk you will give to your classmates about starting a new charity. Use the ideas in Activity 1, or your own ideas.

The diagram is a mind map template. At the top is a small horizontal box. Below it is a larger horizontal box. A vertical line connects the bottom of the larger box to a horizontal line. From this horizontal line, three vertical lines lead down to three separate boxes. The middle box of this row is connected to another horizontal line below it, from which three vertical lines lead down to three more boxes. Below all these boxes is a large, empty rectangular box.

- 5 Read and check what you wrote in Activity 4. Tick (✓).

- Did I write one big idea and three smaller ideas?
- Did I share my inspiration for my idea?
- Is there enough information in my notes to give my talk?

- 6 Rewrite the notes for your talk in your notebook. Use the points in Activity 5 to improve your work.

Lesson 7 / Functional language

1 10.3 Listen and circle the correct words.

- 1 Uncle Andy **admires** / **inspires** Helen.
- 2 His adventures are **fascinating** / **admirable**.
- 3 He's passionate about **different cultures** / **protecting endangered animals**.
- 4 His books **are fascinating** / **make a difference** to people.
- 5 He is **supportive of** / **committed to** Helen's ambitions.



Check-up challenge

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

- 1 breath / mirror / anxious / **brain**
- 2 make a difference / committed / passionate / essential
- 3 concrete / hoop / oxygen / litter
- 4 run out / lack / plenty / not enough
- 5 litter / concrete / resources / pollution
- 6 admirable / messy / passionate / supportive

It isn't about public speaking

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!

Put a tick (✓) or a cross (x).

make inferences and draw conclusions

understand and use similes

talk about unreal or unlikely situations

write notes for a talk

talk about things I'd like to be different

give a talk about someone I admire

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

End-of-year review

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

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

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

- 2 Underline the incorrect word in each sentence. Then write the correct words.

~~appeal~~ audience deleted essential memories
 passionate persuasive resources script supportive

- 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. | <u>✓</u> |
| 2 The script was <u>wrote</u> three years ago. | <u>written</u> |
| 3 The email hasn't be sent. | _____ |
| 4 The party has been planned for next week. | _____ |
| 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.

- | | |
|--|--|
| 1 Someone's in the kitchen. | a It wasn't, was it? |
| | b It must be Ben. |
| | c You might enjoy cooking. |
| 2 Why haven't you finished your project? | a I wish I had written it sooner. |
| | b My files have been deleted by a virus. |
| | c It hasn't been done. |
| 3 The product will be released in May, won't it? | a Yes, it will. |
| | b It won't be finished. |
| | c They're going to do that. |
| 4 Who has been chosen for the team? | a It could be true. |
| | b They aren't sporty. |
| | c The fastest runners. |
| 5 I can't afford it. | a I don't have enough money either. |
| | b Would you like some? |
| | c Change your privacy settings. |

5  10.4 Listen and write the direct questions as reported questions.



- 1 He asked where she was from.
- 2 He asked _____ biggest win.
- 3 He asked who _____.
- 4 He asked _____ the following year.
- 5 He asked _____ every day.
- 6 He asked her when _____ 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 **CE:Key** For each question, choose the correct answer.

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 chat app.' He told me _____ the chat 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. ✗



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, ...?



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!

START

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!

Unit 1 / Vocabulary and grammar reference

Translate the words into your language.

| | | | |
|--------------|-------|--------------|-------|
| at risk | _____ | observe | _____ |
| background | _____ | predator | _____ |
| behaviour | _____ | prey | _____ |
| bottom | _____ | protect | _____ |
| chance | _____ | record | _____ |
| conservation | _____ | sanctuary | _____ |
| danger | _____ | species | _____ |
| endangered | _____ | survival | _____ |
| foreground | _____ | survive | _____ |
| get rid of | _____ | swift | _____ |
| habitat | _____ | top | _____ |
| migrate | _____ | trust | _____ |
| nervous | _____ | unbelievable | _____ |

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, since, already, yet* and *just*.

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

She's **taken** photos **since** 2002.

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.

Unit 2 Vocabulary and grammar reference

Translate the words into your language.

| | | | |
|------------|-------|------------|-------|
| aim | _____ | product | _____ |
| antenna | _____ | race | _____ |
| childish | _____ | receive | _____ |
| connect | _____ | satellite | _____ |
| develop | _____ | navigation | _____ |
| engine | _____ | send | _____ |
| expedition | _____ | signal | _____ |
| film | _____ | sledge | _____ |
| hero | _____ | South Pole | _____ |
| journey | _____ | sporty | _____ |
| phone call | _____ | system | _____ |
| play back | _____ | waterproof | _____ |

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.

Unit 3 / Vocabulary and grammar reference

Translate the words into your language.

atmosphere _____
bitter _____
blind _____
cope _____
destroy _____
disgusting _____
familiar _____
fascinating _____
giant _____
hard _____
imaginative _____
memorise _____
planet _____

recognise _____
rectangular _____
rough _____
round _____
sight _____
silent _____
smell _____
smooth _____
soft _____
sound _____
sour _____
sticky _____

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.

Unit 4 Vocabulary and grammar reference

Translate the words into your language.

benefit _____
bin bag _____
biodiversity _____
charity _____
climate change _____
community _____
damage _____
donate _____
elderly _____
encourage _____
environment _____

exhibition _____
form a band _____
global _____
inspire _____
raise money _____
reserve _____
rubbish _____
slogan _____
support _____
volunteer _____
weigh _____

Present perfect continuous (Pupil's Book page 51)

Use the **present perfect continuous** to emphasise the **duration** of an action.

Use it to talk about ...

- 1 an activity that started in the past and is still continuing now.
- 2 a recently finished activity, especially one that has a result now.
- 3 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.

Unit 5 / Vocabulary and grammar reference

Translate the words into your language.

ambitious _____

cable car _____

cattle _____

confident _____

cowboy /
cowgirl _____

determined _____

experience _____

extreme _____

forecast _____

gift shop _____

hire _____

homesick _____

look forward
to _____

outdoors _____

plenty _____

ranch _____

rhino _____

souvenir _____

sunrise _____

traditional _____

weak _____

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)

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.

Unit 6 Vocabulary and grammar reference

Translate the words into your language.

appeal _____
award-winning _____
brand _____
check out _____
depend on _____
effective _____
entertaining _____
eye-catching _____
graphics _____
highlight _____
impressive _____
layout _____

memory _____
multi-player _____
persuasive _____
professional _____
realistic _____
review _____
social media _____
stand out _____
submarine _____
talent _____
well-designed _____

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 **question tags** 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?**

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

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

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

Unit 7 Vocabulary and grammar reference

Translate the words into your language.

achieve _____
acrobatics _____
amateur _____
athletic _____
balance _____
career _____
competitive _____
endurance _____
enter _____
fitness _____
flexibility _____
injured _____

marathon _____
martial art _____
mixture _____
persevere _____
practise _____
prize _____
proud _____
strength _____
team spirit _____
tough _____

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.

Unit 8 Vocabulary and grammar reference

Translate the words into your language.

attachment _____
blocked _____
bully _____
chat app _____
cyberspace _____
delete _____
download _____
hack _____
ignore _____
link _____
log in _____
nasty _____

password _____
privacy _____
settings _____
rumour _____
stranger _____
suspicious _____
upload _____
username _____
victim _____
virus _____
weird _____

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.

Unit 9 Vocabulary and grammar reference

Translate the words into your language.

| | | | |
|----------------------------------|-------|-----------------|-------|
| action | _____ | hologram | _____ |
| animation | _____ | jealous | _____ |
| announce | _____ | outstanding | _____ |
| audience | _____ | plot | _____ |
| based on | _____ | release | _____ |
| cast | _____ | romance | _____ |
| CGI (computer-generated imagery) | _____ | science fiction | _____ |
| costumes | _____ | script | _____ |
| director | _____ | search | _____ |
| fantasy | _____ | studio | _____ |
| guilty | _____ | version | _____ |

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.

Unit 10 / Vocabulary and grammar reference

Translate the words into your language.

admirable _____

anxious _____

brain _____

breath _____

committed _____

concrete _____

essential _____

hoop _____

lack _____

litter _____

make a
difference _____

messy _____

mirror _____

oxygen _____

passionate _____

pollution _____

public _____

resources _____

run out of _____

speaker _____

supportive _____

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.

We **live** in the city.

We **can't** play basketball.

I wish it **wasn't** so messy.

I wish we **didn't live** in the city.

I wish we **could** play basketball.

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 |

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- ★ Digital Pupil's Book
- ★ Workbook
- ★ Digital Workbook
- ★ Pupil's Resource Centre
- ★ Navio App

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 - Printable worksheets
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 - Assessment pack

CEFR and Cambridge English Qualifications mapping

| S | 1 | 2 | 3 | 4 | 5 | 6 |
|----------|--------|---|---------------------------|---|--------|---|
| PRE A1 | A1 | | A2 | | Pre B1 | |
| STARTERS | MOVERS | | FLYERS KEY FOR SCHOOLS | | | |

