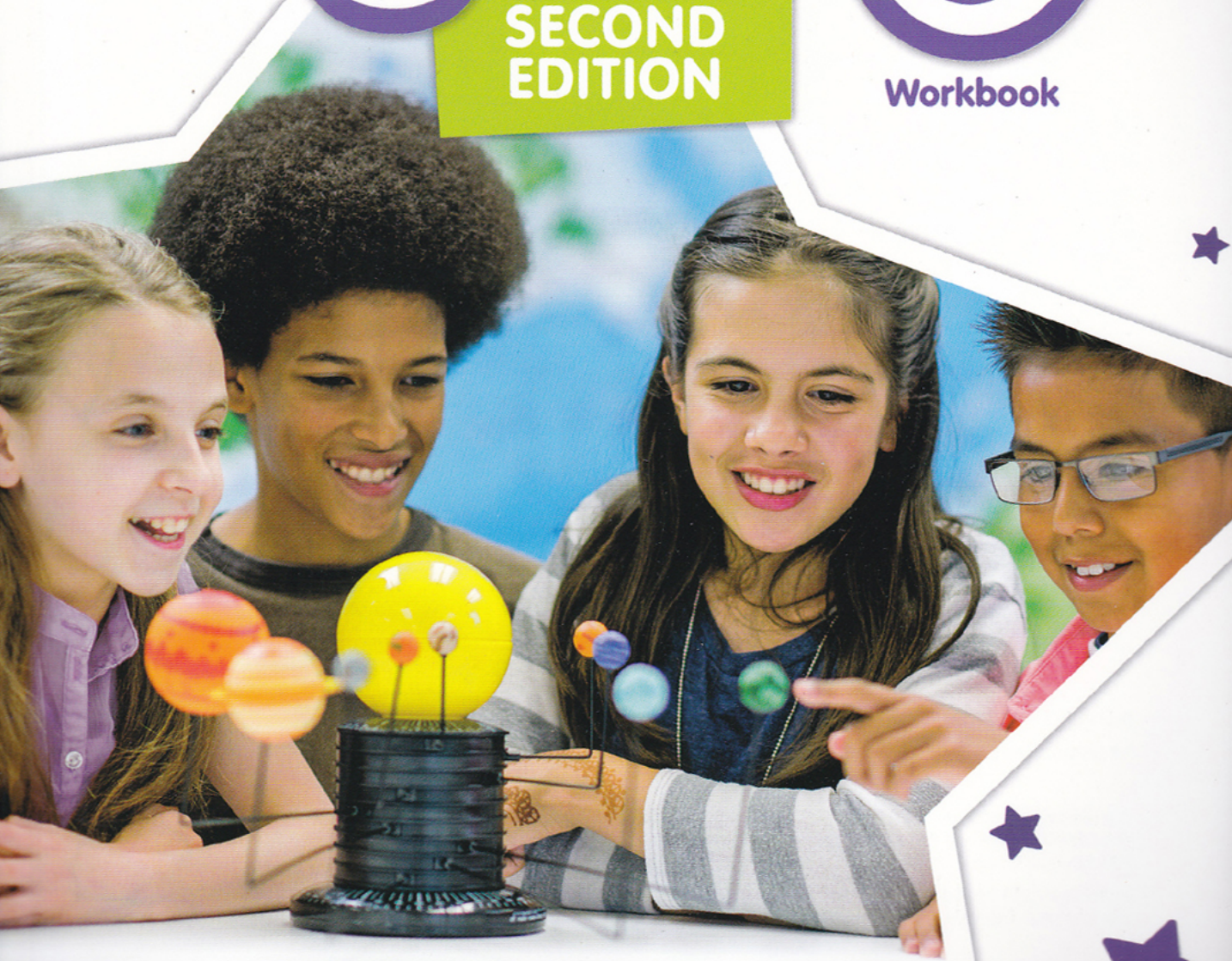
Academy Stars 5

SECOND EDITION

Workbook



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Susan Clarke

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Macmillan Education Limited
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Welcome

Lesson 1 Meet the Academy Stars

1 What do you remember? Read and complete.

1 I'm [1] *Sophia*. I like doing [2] _____ in my free time. I play [3] _____ at weekends. My favourite subject is [4] _____.

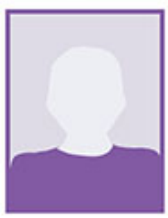
2 Hi, I'm [1] _____. I live with my mum, my dad and my [2] _____. I like [3] _____ things like models. My favourite subjects are [4] _____ and [5] _____.

3 I'm [1] _____. I live with my parents and my two [2] _____. In my free time, I like [3] _____. My favourite subject is [4] _____.

4 Hello, I'm [1] _____. I live with my parents and my [2] _____. My favourite subject is [3] _____. I play the [4] _____ and the [5] _____.

2 Complete the sentences for you.

My Profile



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

3 What did they do in the holidays? Complete with the past simple. Then write the names of the characters.

1 'I ___stayed___ (stay) at home. I _____ (play) tennis and _____ (visit) museums.'
___Alice___

2 'I _____ (go) to Jordan. We _____ (visit) an ancient city called Petra. I _____ (take) lots of photos.'
_____

3 'I went to the beach. I _____ (swim) in the sea and _____ (eat) ice cream. I _____ (have) a great time.'
_____

4 'We visited a farm in the countryside. I _____ (see) cows, sheep and horses. Then I _____ (make) a model of a castle.'
_____

4 Write about what you did in the holidays. Use some of the verbs in the box.

eat go have make play see stay swim take visit

In the holidays I _____

Lesson 2 Let's review!

1 Write the words in the correct columns.

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

Jobs	Shops	Outdoor sports	Natural features	Parts of an animal	Parts of a plant
_____	*bakery*	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

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

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

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

1 _____
2 _____
3 _____
4 _____

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

buy do find get ~~go~~ have ride say speak take

SEND TO _____

Hi, Mum!

I'm having a great holiday. Yesterday we [1] ___went___ to the beach. We [2] _____ lots of activities like swimming and sailing. Then we went mountain biking.

We [3] _____ our bikes to the top of a hill – the view was fantastic! But I [4] _____ a photo because I forgot my camera!

We [5] _____ a lovely place to have a picnic. It started to rain, but we sat under a tree so we [6] _____ wet. In the afternoon, we went into the village. We [7] _____ some fruit at the greengrocer's and a nice cake at the bakery. It was a great day, we [8] _____ lots of fun.

[9] _____ you _____ to Grandma at the weekend? What [10] _____ she _____ about the present I sent her?

See you on Friday!

Jack

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

Keep safe in the countryside

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

1 It's an emergency!

Lesson 1 Vocabulary

1 Read and match the words to the correct definitions.

1	Another word for electricity.	a	ambulance
2	A large machine that you use to cook food.	b	million
3	To practise something before you perform it in front of people.	c	cause
4	The word for 1,000,000 – one thousand times one thousand.	d	accident
5	A form of transport that takes people to hospital.	e	power
6	You use this to make a building warm.	f	rehearse
7	A source of energy that we use for lights and many machines.	g	weird
8	Something bad that happens that often hurts you.	h	cooker
9	To make something happen.	i	heating
10	Different and strange.	j	electricity

2 1.1 Listen and circle the correct words.

1 Zoe didn't have any **power** / **heating** last night.
2 Over a **hundred** / **million** people didn't have electricity.
3 Alex was **cooking his dinner** / **rehearsing with the school band**.
4 Alex thought the power cut was **weird** / **scary**.
5 It was cold at school because there was no **electricity** / **heating**.
6 Zoe saw **the accident** / **an ambulance**.

3 Complete the sentences with the correct form of the words from Activity 1.

1 There was no *electricity* for thirteen hours during the power cut.
2 We couldn't use the _____ to make dinner last night.
3 A monkey, pigeons and a squirrel _____ the power cuts.
4 I saw a car _____ at the traffic lights, but no one was hurt.
5 The newspaper said that over a _____ people lost electricity last night.
6 We heard a _____ sound like a 'pop' before the lights went out.

Lesson 2 Reading comprehension

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

1	Ema had biscuits for lunch because ...	**a** a her cooker wasn't working.	✓
		b she didn't like soup.	☐
2	An ambulance came because ...	**a** people were walking across the road.	☐
		b there was a car accident.	☐
3	The power cut in Japan happened because ...	**a** pigeons made a nest.	☐
		b a squirrel cut the electricity.	☐
4	Joseph was singing when the power cut happened because ...	**a** the lights went out.	☐
		b he was rehearsing for a concert.	☐
5	A woman shouted because ...	**a** the train went dark and stopped.	☐
		b she saw an ambulance.	☐

2 Who thought this during the power cut?

Aimie Ema Joseph Miki

1 It was really scary. *Miki*

2 We're having something different for lunch. _____

3 It was so weird. _____

4 The people who had the accident are OK now. _____

Learning to learn

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

1	escape	✓	3	answer	☐	5	notice	☐	7	drink	☐	9	sing	☐
2	rehearse	☐	4	feed	☐	6	colour	☐	8	heat	☐	10	break	☐

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

1 *rehearsal* 2 _____ 3 _____ 4 _____

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

1 _____

2 _____

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

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

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

Last night there was a problem at the zoo. The new zookeeper [1] *was feeding* (feed) the tiger when it escaped. He wasn't watching when the tiger [2] _____ (run) away. Some tourists [3] _____ (walk) in the park when they heard a strange noise. They [4] _____ (buy) ice cream when they saw the tiger. They were phoning the emergency services when a police car [5] _____ (arrive). The tiger [6] _____ (sleep) under a tree when the police finally caught it. It is now safely back in the zoo.

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

1 go home / see an accident
I was going home when I saw an accident.

2 phone police / ambulance arrive
_____

3 open door / lights come back on
_____

4 watch TV / power go off again
_____

5 wash the dishes / water go cold
_____

Lesson 4 Language in use

1 Match to make sentences.

1 There was a fire drill while we
2 We were singing
3 We were walking outside when we
4 I saw smoke outside
5 I was measuring liquids when
6 The fire engine arrived while

a realised it was an emergency.
b the fire started.
c we were waiting in the playground.
d were rehearsing for a concert.
e while I was doing a science experiment.
f when we heard the alarm.

2 1.2 Listen and complete the sentences.

1 Eliza *was doing gymnastics* when the fire alarm *went off*.
2 Nina _____ for a concert when there _____.
3 Sally _____ in the library when the ambulance _____.
4 They _____ on the sports field when the accident _____.
5 They _____ in the car park when the _____.
6 The girl _____ Mrs Rogers while she _____.

3 Complete the questions. Then write answers using your own ideas.

1 What *were you doing* (you / do) when the fire alarm *rang* (ring)?

_____

2 What _____ (your friends / play) when you _____ (arrive) at the park?

_____

3 What music _____ (you / listen) to when your mum _____ (come) home?

_____

4 What _____ (your friend / do) when you _____ (phone)?

_____

5 What _____ (you / write) when the computer _____ (stop) working?

_____

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

Example				
~~emergency~~	fire engine	electricity	smoke	safe
ambulance	alarm	fire drill	accident	rescue

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

After ten minutes a [2] _____ arrived. The animals were making strange noises when the firefighters went into the zoo. It was very dark because there wasn't any [3] _____. The firefighters were carrying torches.

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

At 12.30, Fire Officer Mackenzie reported, 'The fire is out now. The kitchen is a mess, but all the animals are [5] _____. And we had a little help from an animal friend!'

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

An accident at the zoo ☐

Animal to the rescue ☐

Fire in the city ☐

Lesson 6 Working with words

1 Complete the table.

adjectives	used for ...	examples
words ending in *-ed*	people and how they _____	*surprised* _____
words ending in *-ing*	things that cause the _____	*frightening* _____

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

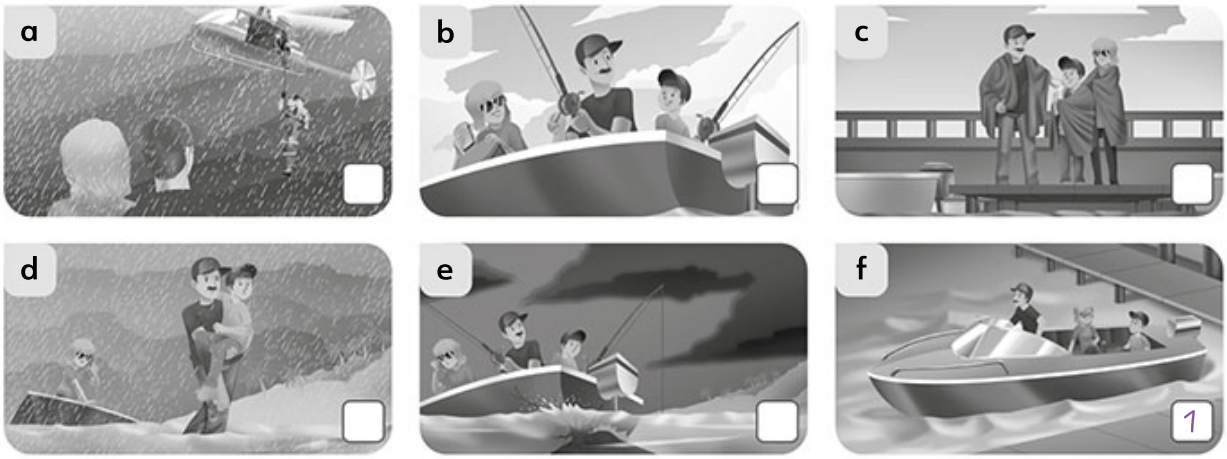
http://www.myblog.com

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

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

Prepare to write

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



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

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

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

Introduction: Who? Where? What were they doing?

_____

_____

_____

Main body: What happened? How did they feel?

_____

_____

_____

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

Ready to write

4 **Write a newspaper article about the sea rescue. Remember to include a headline.**

New York Metro

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

- ☐ Is the structure correct: headline, introduction, main body and conclusion?
- ☐ Is the information clear?
- ☐ Did I include direct speech?
- ☐ Is the punctuation correct?
- ☐ Did I use past tense verbs correctly?

6 **Rewrite the newspaper article in your notebook. Use the points in Activity 5 to improve your work.**

Lesson 7 Functional language

1 CE:YL 1.3 **Listen and write. There is one example.**

Ben's Boat Trips: Accident report

Name: *William Gold*

1 Time of trip: _____

2 Where did it happen?: _____ the beach

3 Weather: sunny but _____

4 Information about how William felt: he was a bit _____

5 Length of wait for lifeboat: about _____ minutes

2 1.3 **Complete the sentences. Then listen again and check.**

amazing ~~excited~~ frightened shouted terrified worried

1 We were *excited* to see lots of birds and animals.

2 I was surprised when the boat stopped. I _____!

3 Were you _____?

4 I was a bit _____, but I wasn't _____.

5 The captain was _____ and he explained everything.

Check-up challenge

1 Complete the puzzle.

Across

3 A small boat for emergencies.

5 You see this when there is a fire.

6 To talk very, very quietly.

7 Feeling really scared.

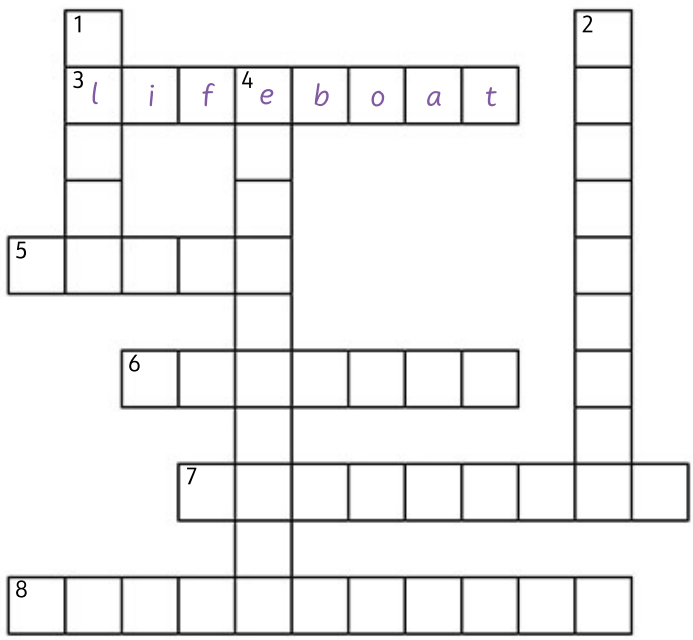
8 Televisions need this to work.

Down

1 You hear this in a fire drill.

2 This takes people to hospital.

4 You can do this in a science lesson.



2 Complete with the correct form of the verbs.

I saw a bad traffic accident yesterday while I [1] *was going* (go) to school. I [2] _____ (walk) along the High Street when I [3] _____ (hear) a loud noise. Then someone said, 'That car crashed into a bus while it [4] _____ (turn) the corner!'

It was a real emergency. People [5] _____ (get) off the bus quickly when a fire engine [6] _____ (arrive). The firefighters stopped the fire in a few minutes and everyone was safe. An ambulance [7] _____ (come) while they [8] _____ (fight) the fire. It took two people to hospital.

A reporter came to write about it. 'What [9] _____ you _____ (do) when the accident happened?' she asked me. 'I [10] _____ (wait) to cross the road,' I answered.

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

1 I / have / English lesson // fire alarm / ring
I was having an English lesson when the fire alarm rang.

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

3 I / make dinner // fire / start
_____

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

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

What I can do!

Put a tick (✓) or a cross (×).

- understand facts in a newspaper article ☐
- talk about interrupted past activities ☐
- talk about emergency situations ☐
- use adjectives with *-ing* and *-ed* ☐
- write a newspaper article from notes ☐
- identify and express feelings ☐

In this unit, my favourite activity is: _____.

Something I did well: _____.

Something I could improve: _____.

2 Life in the past

Lesson 1 Vocabulary

1 CE:YL **Look and read. Choose the correct words and write them on the lines.**

~~an atlas~~	borrow	a cassette player	a diary	an encyclopaedia
freezing	a hot water bottle	an office	a phone box	remember

1 A book of maps and information about countries. *an atlas*
2 Very, very cold. _____
3 To think about something that happened in the past. _____
4 A machine that plays music. _____
5 A building or a room where people work. _____
6 A book with information about people, places, things and ideas. _____
7 To use something that belongs to someone else. _____
8 A small building where you can phone someone. _____
9 A book you use to write your thoughts in. _____
10 Something you use to help you stay warm. _____

2 2.1 **Listen and write *T* (True) or *F* (False).**

1 George can use an encyclopaedia to do his project. *T*
2 She's going to get a new cassette player for her daughter. ____
3 He can only borrow two books from the library. ____
4 He saw her diary in the bedroom. ____
5 George's grandma got a phone when she was ten. ____
6 Mum's cassette player doesn't work. ____

3 Complete the sentences with words from Activity 1.

1 It was *freezing* last night – there was a power cut, so we had no heat!
2 Mum went to her _____ this morning for work, but she will be home this afternoon.
3 Did you _____ to switch off the lights?
4 My phone isn't working – I'll use the _____ on the next street.

Lesson 2 Reading comprehension

1 Read the diary on Pupil's Book pages 22–23 again. Match to make sentences.

1	Daniel wrote his diary	a	to the phone box.
2	There was no heating	b	an old atlas.
3	His homework wasn't	c	about Antarctica.
4	Daniel walked	d	in his bedroom.
5	Daniel's homework was	e	on his cassette player.
6	He did his homework with	f	or electricity.
7	Daniel listened to music	g	in his school bag.

2 Complete the sentences with your own words.

1 There was no heating in Daniel's house because *there was a power cut*.
2 Daniel had to walk home because _____.
3 He phoned Mark because _____.
4 Mark wasn't home because _____.
5 Uncle Jack borrowed the encyclopaedia because _____.

Working with words

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

~~act~~ build direct invent paint sail sing teach

-er	_____, _____, _____, _____
-or	*actor*, _____, _____, _____

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

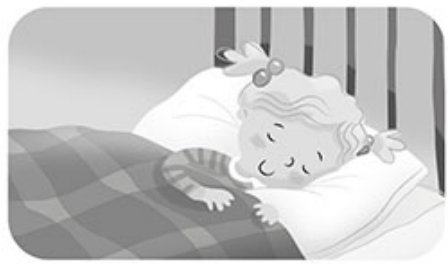
1 Anna wants to be an *actor*. She's going to *act* in our school play.
2 My uncle is a _____. He _____ around the Caribbean last summer.
3 Thomas Edison _____ the light bulb. He's my favourite _____.
4 Jane's grandfather _____ their family home. He used to be a _____.
5 Steven Spielberg is a famous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

1 Read and circle the correct forms.

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

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

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



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

travel | servants | electricity | phones | computers

Life in my country 200 years ago was very different.
People didn't use to travel by bus or car.

 Go to Vocabulary and grammar reference on page 119

1 Order the words to make questions about when you were five. Then answer for you.

1 English / Did / you / speak / use / to ? *Did you use to speak English?*

2 play / What / use / games / to / you / did ? _____

3 pet / use / have / Did / to / you / a ? _____

4 bed / What / did / to / go / time / use / to / you ? _____

2 CE:YL 2.2 **What did each person use to do? Listen and write a letter in each box.**

Grandpa [C]

Grandma [ ]

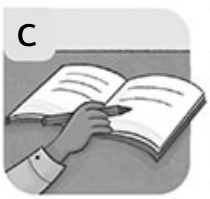
Mr Brown [ ]

George [ ]

Mum [ ]

A

B


C

D

E

F

3 Write questions to go with the answers.

1 *Did you use to have hot water?*
No, I didn't. There wasn't any hot water in my house.

2 _____
I used to read or sew in the evenings.

3 _____
I used to walk to school.

4 _____
Yes, I did. I used to play outside every day.

5 _____
I used to play tennis.

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

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

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

Example

Kim:	How many pupils were there?
Guide:	B

Questions

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

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

Guide: _____

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

Guide: _____

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

Guide: _____

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

Guide: _____

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

Guide: _____

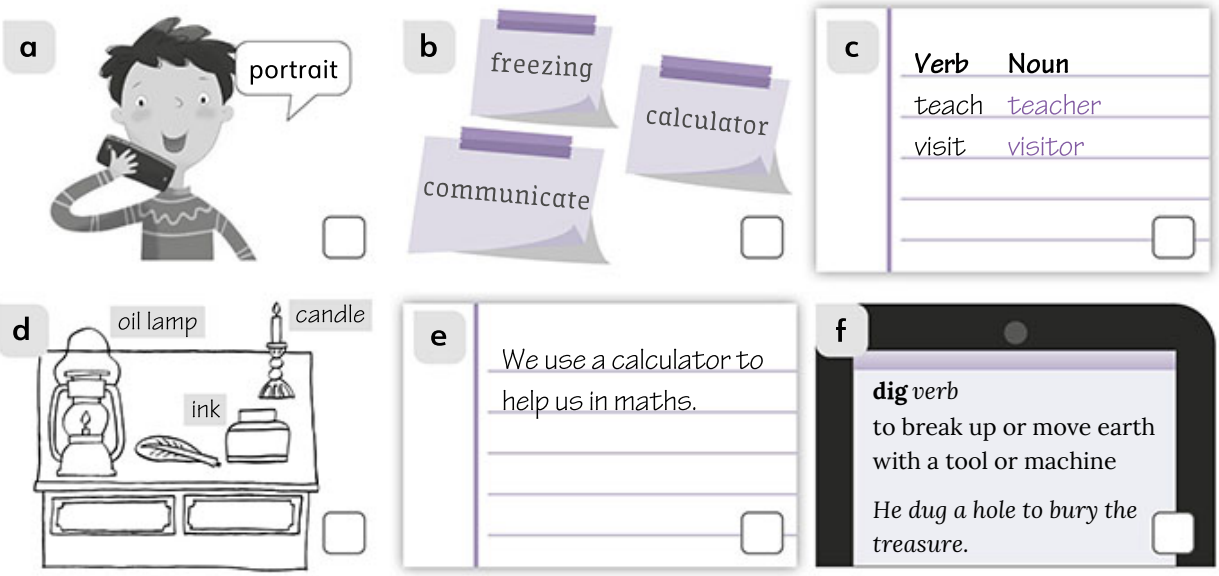
Kim: Wow! School was very different in those days.

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

Lesson 6 Learning to learn

1 Match the strategies for memorising vocabulary to the pictures.

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



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

Prepare to write

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

Aaargh!!!	AWESOME	BEST	~~cool!~~
LOVE	toot, toot!	yuck!	Yum!!!

Sunday, 8th May

Today was really [1] cool! I went to an adventure park with my family. There were lots of amazing animals. We watched the lions and one of them roared at me – [2] _____ – it was really scary! After that, we explored the Adventure Castle – it was [3] _____. Then we took a train round the lake – [4] _____ I took a photo of a crocodile with its mouth open – [5] _____ On the way home we stopped for ice cream. I [6] _____ ice cream! I had strawberry flavour. [7] _____ It was the [8] _____ day out ever!

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

1 It was delicious. Yum!!!
2 It was really scary. _____
3 I really like chocolate. _____
4 It was really horrible. _____
5 I had a fantastic day. _____

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

Where did you go? _____
Who with? _____
When did you go? _____
What did you do? _____
_____
What did you see? _____
What did you enjoy most? _____
How did you feel? _____
What did you think about your day? _____

Ready to write

4 Write your diary entry.

Date: _____

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

- ☐ Did I use informal words and expressions?
- ☐ Did I use punctuation in the style of a diary?
- ☐ Is the information interesting and fun to read?
- ☐ Did I use past tenses correctly?
- ☐ Is the spelling correct?

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

Lesson 7 Functional language

1 2.3 **Listen and number the sentences in order. Then underline the key words in each sentence.**

a What do you mean by 'pull every vehicle'? ☐
b Could you repeat that, please? ☐
c Welcome to the History Project. 1
d Another interesting thing is that most people couldn't use public transport. ☐
e It was very different in those days. ☐
f I'm going to talk about transport in our town 100 years ago. ☐
g Can I check something, please? ☐

Check-up challenge

1 **Write the words in the correct columns.**

~~atlas~~ borrow carpet encyclopaedia guide
remember servant teacher vacuum

Verbs	People	Things
		atlas

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

1 My dad works in an **fiecof** office.
2 To learn about the past, we study **yorstih** _____.
3 My mobile phone is my favourite **nissosspeo** _____.
4 It snowed last night so this morning it's **zegrifen** _____.
5 A small house in the country is called a **togcate** _____.
6 We use email and text messages to **camutciemon** _____.
7 If you can't do maths in your head, use a **talucoclar** _____.
8 Life is very different in the 21st **ryncuet** _____.

3 Find six mistakes in the picture and write sentences.

1 *Pupils didn't use to have mobile phones.*
2 They _____.
3 Teachers _____.
4 They _____.
5 Classrooms _____.
6 They _____.

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

a We _____ play in the woods and ride our bikes. ☐
b That's nice. What _____ you _____ do there? ☐
c About two kilometres. We went to a farm to buy eggs. ☐
d I _____ visit my grandma. She lived in the countryside. 2
e How far _____ you _____ cycle? ☐
f What *did* you *use to* do at the weekend? 1

What I can do!

Put a tick (✓) or a cross (×).

infer meaning from a text	☐	make nouns from verbs	☐
ask and answer about past situations	☐	write a diary entry	☐
describe past habits and situations	☐	give a talk and clarify information	☐

In this unit, my favourite activity is: _____.
Something I did well: _____.
Something I could improve: _____.

3 Adventure time

Lesson 1 Vocabulary

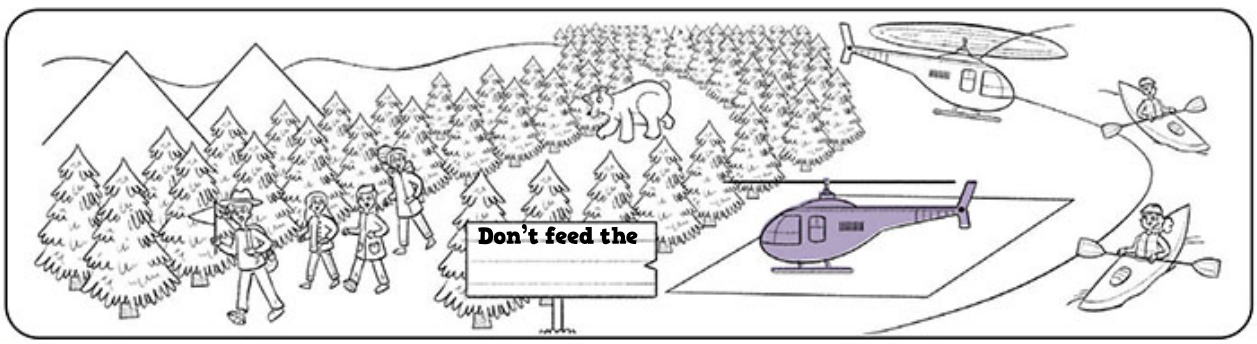
1 Read and unscramble the words.

1 Our holiday trip to Brazil will be an **trdaevnue** *adventure*.
2 There's an amazing **wiev** _____ from the top of this building.
3 I hope you're not afraid of **shgehti** _____ – the helicopter ride will be brilliant!
4 I took lots of photos of the amazing **delsapnac** _____.
5 The rainforest in Costa Rica is **lutbafeiu** _____.
6 The Skywalk was scary at first, but it was **ntilbrlai** _____.
7 Our visit to the Galápagos Islands was **bicdelrnle** _____.
8 Germany has all kinds of **esrceyn** _____ – mountains, lakes and forests.
9 You can see different types of **lilwedif** _____, including bears.
10 We went to three different countries, and it was a **tgare** _____ holiday.

2 Complete the sentences with words from Activity 1.

1 I loved travelling to the top of the Eiffel Tower – I'm not scared of *heights*!
2 My next holiday will be a safari tour – I'm ready for an _____!
3 It was _____ to see so many different kinds of birds and sea animals in the Galápagos last year. The island is brilliant!
4 I want to visit the Grand Canyon in the USA. They say the _____ is incredible.
5 The _____ from the helicopter ride was amazing. We could see all of New York City!

3 CE:YL 3.1 **Listen, colour, draw and write. There is one example.**



Lesson 2 Reading comprehension

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

1 Ask for Adventure is the ~~oldest~~ holiday webpage. *newest*
2 The Galápagos Islands are 100 kilometres east of Ecuador. _____
3 The Jin Mao Tower Skywalk is inside. _____
4 The Skywalk is 50 metres long. _____
5 Costa Rica is in South America. _____
6 Eric and Maddy wanted to see the mountains. _____
7 The helicopter is similar to a plane. _____
8 Microphones protect your ears on the helicopter ride. _____

2 Underline the best answer to complete each sentence.

1 Kimi and Toro thought the Galápagos Islands were **incredible** / **boring**.
2 Mark and Tina said the Skywalk was **scary** / **brilliant**.
3 Eric and Maddy said the scenery in Costa Rica was **beautiful** / **wonderful**.
4 The view from the helicopter ride is **amazing** / **great**.
5 The ride is very **noisy** / **quiet**.
6 The Ask for Adventure webpage likes things that are **new** / **exciting**.

Working with words

3 Complete the table with the past participle forms.

go	*gone*	have		fly		write	
see		swim		sleep		meet	
hear		do		take		be	

4 Complete the text with verbs from Activity 3.

This holiday I've [1] *done* a lot of exciting things! I've [2] _____ some amazing experiences. I've [3] _____ in a helicopter and I've [4] _____ in a tent at Adventure Camp. I've [5] _____ a brown bear in the wild, I've [6] _____ the birds sing, and I've [7] _____ in a big lake. I've [8] _____ lots of interesting people, too! That's why I've [9] _____ this blog!

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

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

2 Write sentences about Kelly with the prompts.

KELLY'S BLOG

Kelly Martin is 12 years old.

1 She / write / a blog
She's written a blog.
2 She / travel / to Africa on safari
_____
3 She / never / see / a lion in the wild
_____
4 She / never / fly / in a helicopter
_____
5 She / sleep / in the jungle
_____
6 She / never / swim / with a shark
_____

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

fly in a helicopter | sleep in a tent | swim with dolphins | travel by train | write a poem

I've _____.
I've never _____.
_____
_____
_____

Lesson 4 Language in use

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

1 Have you ever been camping? _____

2 Have you ever put up a tent? _____

3 Have you ever slept in a sleeping bag? _____

4 Have you ever made a campfire? _____

5 Have you ever made a campfire? _____

6 Have you ever seen the stars? _____

2 3.2 Listen and tick (✓) or cross (×).

	Go camping	Learn about maps	Use a compass	Sleep in a tent	See a brown bear	Put up a tent
Oliver	×					
Jenny	✓					

3 Complete the questions with *Have you ever* and the correct verbs.

~~be~~ put up sleep see use walk

A: [1] *Have you ever been* camping?
B: No, I haven't.
A: [2] _____ a map?
B: Yes, I have. I learnt about maps at school.
A: And [3] _____ in the mountains using a compass?
B: No, I haven't. Is it difficult?
A: No, it isn't, I'll show you. [4] _____ in a tent before?
B: No, I haven't. Is it scary?
A: No, but you must be careful of the wildlife. [5] _____ a brown bear?
B: Yes, I have – but only in the zoo!
A: OK, time for the tent. [6] _____ a tent before?
B: No, I haven't.
A: Oh, dear! I can see that!

1 CE:YL **Read the email and write the missing words. Write one word on each line.**

Hi Bill,

Example Being an explorer is the best job! So far I've ___*had*___ a good experience in the Amazon. I've seen amazing scenery and wildlife. Yesterday I saw a snake,

1 but it _____ bite me – thank goodness! I've spent four days in the jungle

2 and I haven't got lost! I've _____ a compass to find my way because this river isn't on the map! It's time to stop for the night now. I've put up my

3 _____ and I'm making dinner. It *doesn't* smell delicious ...

4 I'm enjoying travelling along the river _____ boat. It's amazing to

5 explore places where people have _____ been before. See you soon. I can show you all my amazing photos!

2 CE:YL **Look at the three pictures. Write about this story. Write 20 or more words.**

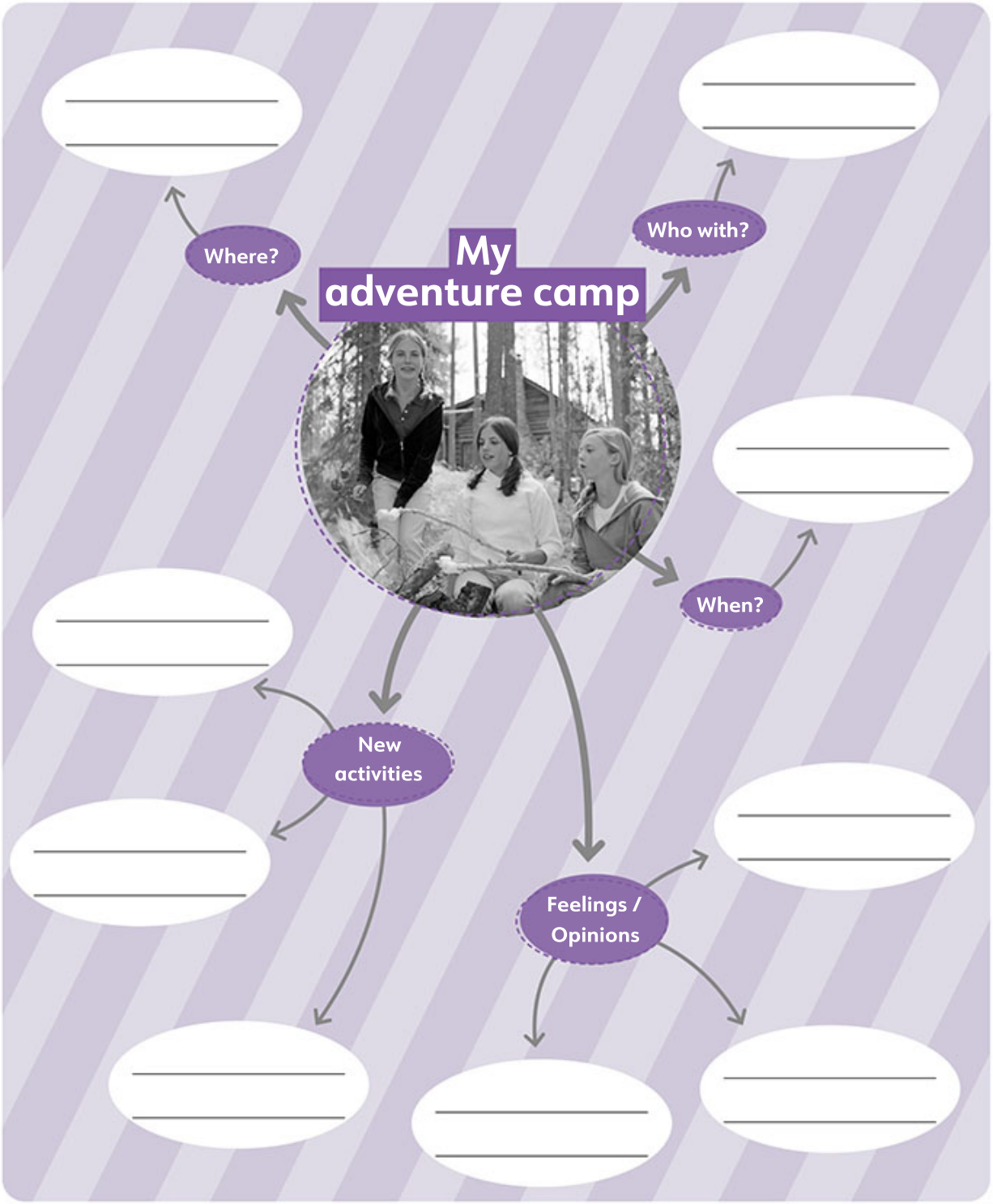
_____

_____

_____

_____

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



Prepare to write

1 Complete the blog post with the correct letters, a–f.

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

http://www.myblog.com

3rd August

Hi, my name's Rob. Welcome to my blog. Right now [1] d. It's really cool! I'm with my cousins, Lee and Gemma. [2] _____ like sailing. It was amazing, but I was a bit scared too! [3] _____ and follow our adventures.

5th August

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

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

Date: _____

Opening: _____

Where: I'm at Adventure Camp in _____.

Who with: _____

Activity 1: _____

What happened: _____

Feelings / Opinions: _____

Activity 2: _____

What happened: _____

Feelings / Opinions: _____

Finish: _____

Ready to write

3 **Write a blog post about Adventure Camp.**

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

- ☐ Is the information clear and in date order?
- ☐ Did I include interesting and exciting information?
- ☐ Did I start and finish with a friendly comment?
- ☐ Did I include my feelings and opinions?
- ☐ Did I use verb tenses correctly?

5 **Rewrite the blog post in your notebook. Use the points in Activity 4 to improve your work.**

Lesson 7 Functional language

1 3.3 **Listen to the questions and number the answers. Then listen and check.**

A Yes, I think so. I play for the school team.

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

C Of course. I've done a bit of horse-riding and I also play basketball.

D Tomorrow?!

E No, I haven't, but I've been to lots of camps. I've done lots of different activities – sports, acting and painting.

F I can also do first aid.

Check-up challenge

1 **Read and circle the correct words.**

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

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

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

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

3 Imagine you are interviewing an explorer. Write questions and answers.

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

Explorer: Yes, _____.

You: 2 _____ (be / on TV)

Explorer: No, _____.

You: 3 _____ (travel / across Africa)

Explorer: Yes, _____.

You: 4 _____ (swim / with sharks)

Explorer: No, _____.

You: 5 _____ (write / a book)

Explorer: Yes, _____.

What I can do!

Put a tick (✓) or a cross (×).

- differentiate between fact and opinion ☐
- describe life experiences ☐
- ask and answer about experiences ☐
- use irregular past participles ☐
- write a blog post ☐
- act out an interview ☐

In this unit, my favourite activity is: _____.

Something I did well: _____.

Something I could improve: _____.

4 Cool jobs

Lesson 1 Vocabulary

1 CE:YL **Look and read. Choose the correct words and write them on the lines. There is one example.**

challenging	a coder	environmental	a factory	interested in
litter	rewarding	~~safe~~	special effects	a university

1 This means you're out of danger. *safe*
2 This is a building where things are made. _____
3 A place where some people study after they finish school. _____
4 This describes something that makes you feel important or useful. _____
5 This describes an activity which is difficult, but interesting and enjoyable. _____
6 These are used in science fiction films. _____
7 Someone who writes instructions for computers as a job. _____
8 This is another word for rubbish. _____
9 This describes things that people do to the natural world. _____
10 Liking something and wanting to learn more about it. _____

2 4.1 **Listen and complete the sentences with words from Activity 1.**

1 Lisa is a *coder*.
2 When Lisa was at school, she wanted to be an _____ scientist.
3 Lisa wanted to tidy up litter, but she's _____ computers too.
4 After school, she went to _____.
5 Lisa helps keep the factory and the workers _____.
6 Lisa's job is sometimes _____.
7 She says it's also a very _____ job.
8 When she is not at work, Lisa likes to learn about _____.

Lesson 2 Reading comprehension

1 Read the article on Pupil's Book pages 48–49 again. Then circle *T* for True, *F* for False, or *N* for Not mentioned.

1 Marie has been interested in science since she was little. T / F / N
2 Marie has worked with Picker Pals for five months. T / F / N
3 Picker Pals works all over the world. T / F / N
4 The Critics Company learnt about film-making at school. T / F / N
5 Raymond used his tablet to start filming. T / F / N
6 The Critics Company have been making films since 2018. T / F / N
7 Pat works in big schools around the world. T / F / N
8 More women than men are working in computer coding. T / F / N
9 Pat says computer coding is difficult. T / F / N
10 Martha has studied coding for the last year. T / F / N

2 Read the descriptions. Who do they describe?

Marie Martha Pat Raymond

1 is a member of the Critics Company *Raymond*
2 says her work is very rewarding _____
3 wants to be a coder in the future _____
4 likes working with special effects _____
5 says computers are like babies _____
6 wants to study environmental science at university _____

Learning to learn

3 Find the answers to the questions on Pupil's Book pages 48–49. How quickly can you do this? Time yourself!

1 How many people did they interview? *three*
2 What does Marie want to be? _____
3 What is the name of the group of film-makers? _____
4 What does Pat say a computer is like? _____
5 What is Martha designing at the moment? _____

I completed this activity in ☐ minutes.

1 Write the phrases in the correct columns.

for	since
two weeks	

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

2 Complete the dialogue with the words in the box.

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

A: How long have you [1] *been* a dentist?

B: I've been a dentist [2] _____ 50 years.

A: [3] _____ have you worked here?

B: I [4] _____ worked here for 40 years.

A: What about your assistant? How long [5] _____ she worked here?

B: [6] _____ 1975. But no one has [7] _____ for years.

A: Hmm ... I think my teeth are fine!

B: Don't worry ... I haven't done this [8] _____ a very long time, but I think I know what to do ...

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

1 How long / have / your mobile phone?
How long have you had your mobile phone? _____ _____

2 How long / have / your favourite hobby?
_____ _____

3 How long / live / in your home?
_____ _____

4 How long / know / your best friend?
_____ _____

1 CE:YL 4.2 Listen and tick (✓) the box. There is one example.

When did Mr Lewis arrive?

A B C

1 What has Frank eaten this morning?

A B C

2 When is the competition?

A

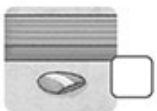
B

C

3 How many metres has Frank swum?

A 1000 B 750 C 500

4 Where is Frank's swimming cap?

A B  C

2 Write sentences about your day at a sports club.

1 gym instructor ✓ / swimming coach ✗ / meet

I've already met the gym instructor. I haven't met _____ yet.

2 gym ✓ / canteen ✗ / find

_____ _____

3 a drink ✓ / lunch ✗ / have

_____ _____

4 basketball ✓ / football ✗ / play

_____ _____

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

do my homework | have lunch / dinner | play basketball / football / tennis

1 _____

2 _____

3 _____

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

Read the conversation and choose the best answer on page 43.
Write a letter (A–H) for each answer.

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

Example

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

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

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

3 **Jane:** What's your favourite flavour?
Laura: ____

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

5 **Jane:** OK! Mmm, it's delicious. ... Oh no, there's the bell.
Laura: Oh, dear. ____
Jane: Hurry up! I've already been late three time this week!

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

Lesson 6 Working with words

1 Write the phrases in the correct columns.

make	do
a noise	*the cleaning*

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

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

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

Prepare to write

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

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

Paragraph 1 (introduction)

1 Name and job *David Taylor, helicopter pilot*
2 Where he works _____
3 How long he has done it _____
4 What he does in his job _____

Paragraph 2 (main body)

5 Why he chose it _____
6 Recent interesting experience _____

Paragraph 3 (ending)

7 What he likes most _____

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

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

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

1 What is the climate like in Antarctica?

_____

2 How does David feel about working there?

_____

3 How is his job challenging / rewarding?

_____

Ready to write

4 Write a magazine article about David Taylor. Give your article a heading.

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

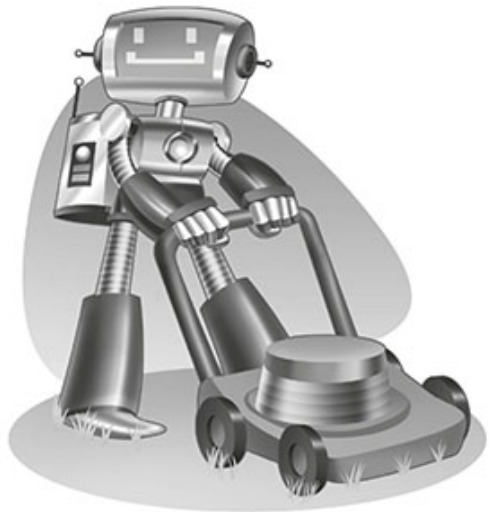
- ☐ Did I organise the information into paragraphs?
- ☐ Did I include direct speech?
- ☐ Did I use punctuation correctly?
- ☐ Did I use linking words like *because, but* and *so*?
- ☐ Is the grammar correct?

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

Lesson 7 Functional language

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

1 The robot hasn't done all the chores yet. ✓
2 The robot has made the beds. ☐
3 The robot hasn't done the washing. ☐
4 The robot hasn't had time to make the dinner yet. ☐



2 4.3 **Listen again and write the words.**

1 *I'm sorry*, I haven't finished yet.
2 No, I haven't. Shall _____ now?
3 Thanks, that would _____ .
4 _____ me to do it now?
5 No, I'm afraid I _____ time.
6 _____. I can do it.

Check-up challenge

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

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

1 You leave your coat in the *cloakroom* at school.
2 That tastes horrible. I want to _____ it out!
3 You must be _____ to your teacher.
4 My robot needs a _____ to work.
5 People make things like cars in a _____.
6 You can keep your books in a _____ at school.
7 Doctors, police officers and vets all help keep people and animals _____.
8 Don't eat ice cream too quickly or your mouth will _____.

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

1 (want) How long have you wanted to _____?
I've wanted to _____.

2 (live) How long have you _____?
_____

3 (play) _____
_____

4 (have) _____
_____

5 (like) _____
_____

3 CE:YL Read and write the missing words. Write one word on each line.

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

What I can do!

Put a tick (✓) or a cross (×).

scan a text for specific information	☐	use expressions with *make* or *do*	☐
talk about how long I have done something	☐	write a magazine article	☐
ask and answer about experiences	☐	make and accept offers	☐

In this unit, my favourite activity is: _____.

Something I did well: _____.

Something I could improve: _____.

5 Getting around

Lesson 1 Vocabulary

1 CE:YL **Look and read. Choose the correct words and write them on the lines. There is one example.**

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

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

2 5.1 **Listen and circle the correct answers.**

1 Harry needs to pedal ...
a forwards. b backwards. c harder.

2 It takes one minute to get to the ... floor of the Burj Khalifa.
a 124th. b 452nd. c 52nd

3 Holly is ...
a in Grandma's workshop. b going to give Grandma a hug. c repairing her bike.

4 Michael's virtual game ...
a goes backwards in time. b looks new. c is old-fashioned.

5 The children are going to ... the river.
a pick up rubbish next to b lift a fridge out of c find who is polluting

Lesson 2 Reading comprehension

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

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

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

1 *There are lots of skyscrapers and flying cars.*
2 _____
3 _____
4 _____

Working with words

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

	-ful	-less		-ful	-less
1 care	*careful*	*careless*	4 fear		
2 taste			5 colour		
3 home			6 power		

4 Complete the sentences with words from Activity 3.

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

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

Coco taxi

regular taxi

1 Both taxis are cheap.
Coco taxis are *just as cheap as* regular taxis.

2 Coco taxis are faster.
Regular taxis aren't _____ Coco taxis.

3 Regular taxis are more comfortable.
Coco taxis aren't _____ regular taxis.

4 Both taxis are fun.
A regular taxi is _____ a Coco taxi.

5 Both taxis are noisy.
A Coco taxi is _____ a regular taxi.

6 A regular taxi is safer.
A Coco taxi isn't _____ a regular taxi.

2 Write sentences to compare the types of transport.

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

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

bus ☐ taxi ☐ car ☐ bike ☐ walking ☐ train ☐

1 (expensive) *In my town, buses aren't as expensive as trains.*
2 (safe) _____
3 (fast) _____
4 (comfortable) _____
5 (noisy) _____

Lesson 4 Language in use

1 5.2 **Listen and circle the correct words.**

1 The bus is too **fast** / **slow** / **crowded**.
2 Helen isn't **fast** / **tall** / **hot** enough.
3 It's too **far** / **dangerous** / **busy** to cycle to school.
4 The trainers aren't **big** / **comfortable** / **wide** enough.
5 The jeans are too **cheap** / **expensive** / **long** for the girl.
6 The box is **not strong enough** / **too heavy** / **too small**.

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

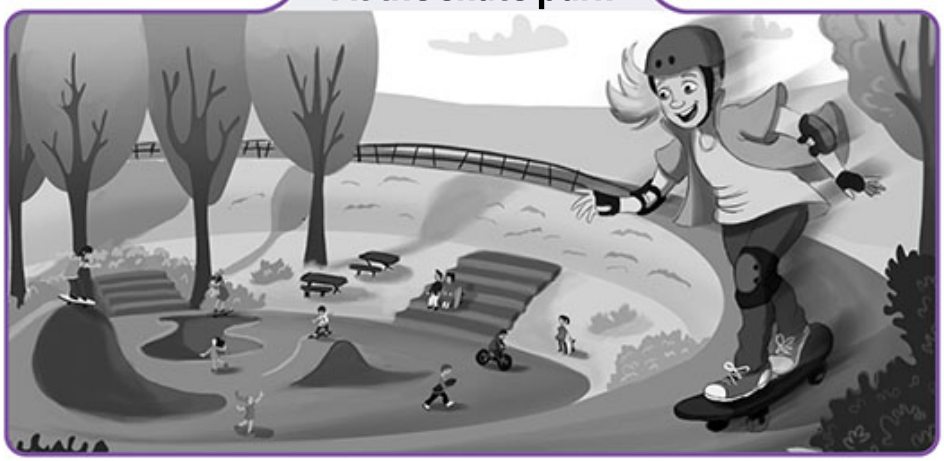
1 Simon doesn't like cycling because it _*isn't fast enough*_. (not fast)
2 Helen doesn't like buses because they _____. (slow)
3 Mel doesn't like trains because they _____. (expensive)
4 Paul doesn't like cycling because it _____. (not safe)
5 Mick doesn't like walking because the traffic _____. (noisy)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

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

1 *Cycling is too dangerous.*
2 *The buses aren't fast enough.*
3 _____
4 _____
5 _____
6 _____

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

At the skate park



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

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

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

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

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

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

'Elena, are you OK?' he asked.

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

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

Example

Elena got a skateboard as a birthday present.

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

Questions

1 There were a lot of people at the skate park because it is _____.

2 Liam is Elena's _____.

3 Elena wants to skateboard to stay _____.

4 To protect her, Elena wore a _____.

5 Elena screamed because she was _____.

6 She wasn't hurt when she _____.

7 Liam offered to _____ how to skateboard.

Lesson 6 Learning to learn

1 **Look at the bus timetable and find the information.**

Monday to Saturday

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

This service does not run on holidays.

1 Which day of the week can you not travel? *Sunday*

2 Where does the bus start from? _____

3 What time is the first bus in the morning? _____

4 How often does it run in the afternoon? _____

5 How long does it take from Town Square to Brook Way? _____

6 How long does it take from Green Lane to the High Street? _____

7 How long is the whole journey from Town Square to the High Street? _____

8 Which service does not run if it is a holiday? _____

Prepare to write

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

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

At the beginning

1 Where is the boy? _____

2 What's he doing? _____

3 What's his problem? _____

In the middle

4 What was the weather like at the start? _____

5 How was the boy doing in the race? _____

6 What was the weather like later? _____

7 What happened to the other cyclists? _____

In the end

8 Who won the race? Why? _____

9 How did the boy and his friends feel? _____

Ready to write

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

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

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

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

Lesson 7 Functional language

1 CE:YL 5.3 **Listen and write. There is one example.**

Island Ferry service

Length of trip: 20 minutes

1 Departs: every _____

2 Where it goes to: Swan _____

3 Cost: £5 _____

4 Discounts: for under _____

5 Passengers can take: _____ and their cat

Check-up challenge

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

1 polluted / old-fashioned / discount / popular / crowded *It isn't an adjective.*

2 workshop / ticket office / virtual / skyscraper / factory _____

3 pedal / hug / protect / accident / lift _____

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

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

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

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

3 Order the words to complete the sentences. Then tick (✓) if you agree or cross (×) if you don't agree.

1 exciting / as / aren't / ferries / as

Ferries aren't as exciting as _____ planes. ☐

2 noisy / motorbikes / just / as / are / as

_____ helicopters. ☐

3 skateboards / as / aren't / as / dangerous

_____ bikes. ☐

4 trains / as / aren't / expensive / as

_____ taxis. ☐

4 Bobby is at the playground with his grandpa. Look and complete with *too* or *enough* and the correct adjective.

dangerous ~~fast~~ fit old young

1 The girl is cycling *too fast*.

2 Bobby isn't _____ to ride in a pedal car.

3 The pedal cars are _____ for young children.

4 Grandpa isn't _____ to go on the swings.

5 Grandpa isn't _____ to cycle.

What I can do!

Put a tick (✓) or a cross (×).

infer meaning from a short story	☐	use suffixes *-ful* and *-less*	☐
compare different types of transport	☐	write a short story	☐
talk about getting to school	☐	request information about a journey	☐

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 smoke / fire engine / experiment / alarm / lifeboat
It isn't part of an emergency situation.

2 servant / cooker / guide / explorer / coach

3 cottage / office / canteen / ferry / workshop

4 compass / tent / rucksack / sleeping bag / discount

5 shout / whisper / scream / explain / terrified

6 factory / canteen / cloakroom / locker / gym

2 Complete the text with the words in the box.

accident	coach	communicate	~~crowded~~	equipment
polluted	protect	rescue boat	safety	

Going to the beach can be a lot of fun. However, beaches can be very [1] *crowded* in summer and sometimes they're [2] _____ – try to find a clean one which is safer.

The beach is a good place to try water sports. If you do an activity like sailing, make sure you have a good [3] _____ to help you learn the basics. You should also use the proper [4] _____, like a helmet and life jacket. It is import to [5] _____ yourself so that you stay safe.

If you do have an [6] _____, you need to know what to do. [7] _____ with the emergency services as quickly as possible to let them know what's happened. If necessary, they will send out a [8] _____.

3 5.4 Listen and circle the correct words.

1 David felt **frightened** / **excited** when he saw the lion.
2 Betty was **cycling** / **walking** to school when she saw an accident.
3 Katy wants to be **an environmental scientist** / **brilliant**.
4 Emma has **taken** / **never taken** a helicopter ride before.
5 At holiday camp, William had to **put up a tent** / **use a compass**.
6 Her brother is interested in **wildlife** / **camping**.
7 George **has** / **hasn't** learnt his words yet.
8 There hasn't been any electricity for **four** / **two** hours.

4 Complete with the past simple or past continuous.

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

5 Complete the dialogue with the words in the box.

already	always	ever	for	How long
never	since	use	~~used~~	yet

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

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

1 Buses / not / fast / trains

Buses aren't as fast as trains.

2 Skateboarding / just / exciting / skiing

_____

3 Buses / crowded / in the morning

_____

4 Cycling / not / exciting / for me

_____

5 Helicopters / just / noisy / motorbikes

_____

6 Travelling by plane / expensive / for my family

_____

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

Example				
~~while~~	when	that	since	too
for	frightened	enough	frightening	as

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

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

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

'I've been here [1] _____ Saturday. I'll help you with your tent.'

The two girls became friends. They spent the first day climbing, which Marie found difficult, but it wasn't as hard [2] _____ putting up a tent. After dinner, they went back to their tents. Marie was opening her sleeping bag [3] _____ she heard a scream. She ran to Lucy's tent.

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

Lucy was [4] _____, but Marie stayed calm. She ran to find the camp leader, Mrs Gibbs. Mrs Gibbs called the mountain rescue service and they took the snake into the forest.

'Well, we wanted to see some wildlife,' said Lucy, 'but finding a snake in your tent is [5] _____ exciting for me!'

8 **Pete is talking to his Aunt Carol about her job. What does she say? Read the conversation and choose the best answer.**

Write a letter (A–H) for each answer.

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

Example

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

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

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

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

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

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

A I've worked there since I left university.
B I was checking a cat's teeth.
C For about 12 years. **(example)**
D You haven't finished school yet.
E Yes, I have. I used to work in a factory.
F Yes, it is. I've never felt bored.
G Yes, of course. You'll learn a lot there!
H You need a lot of experience with animals.

6 How is it made?

Lesson 1 Vocabulary

1 Read and unscramble the words.

1 A popular type of trousers are called **sejan**. *jeans*
2 They are usually made of blue **medin**. _____
3 The material comes from the **totnoc** plant. _____
4 You shouldn't **wohrt yawa** your old jeans – recycle them! _____
5 in Amsterdam, **hwgcein ugm** is a big problem. _____
6 Clothes are made of different types of **rfabci**. _____
7 Paper, **ctpalsi** and glass can be recycled. _____
8 Sometimes **brubre** can be mixed with other materials to make shoes. _____
9 Some shoes and boots are made of **raehlte**. _____
10 There isn't space on our planet for all our **estwa**. _____

2 6.1 Listen and write one or two words. Use some of the words from Activity 1.

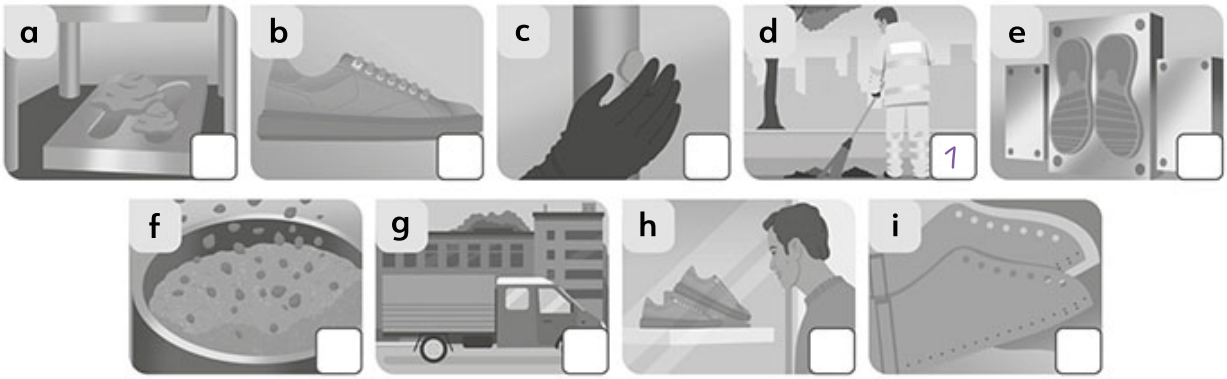
1 Mum likes the dark _____*jeans*_____ more than the light ones.
2 Betty is going to wear a _____ skirt to the party.
3 Michael has got _____ on his T-shirt.
4 The woman wants to try the _____ shoes.
5 Helen decides to _____ her old jeans.
6 Sarah's T-shirt is made from recycled _____.

3 Complete the text with words from Activity 1.

What can you do with your old [1] _____*jeans*_____? You really shouldn't [2] _____ old clothes. Just recycle them! Jeans are made of [3] _____, a material which is made from a plant called [4] _____. The cotton is made into [5] _____. This is then coloured blue. Denim is a strong material – so you can use it to make a useful bag for school. Give your old jeans a new life and help the environment too!

Lesson 2 Reading comprehension

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



2 Underline the correct words to complete the sentences.

1 **Reduce** / **Recycle** your old jeans – make something new with them!
2 Cotton is a type of **fabric** / **denim** used to make jeans and T-shirts.
3 People throw away **millions** / **billions** of things every year.
4 Chewing gum in Amsterdam is recycled and made into **rubber** / **leather**.
5 The chewing gum shoes are sold all over **the Netherlands** / **the world**.
6 We should always recycle **plastic** / **rubber**.

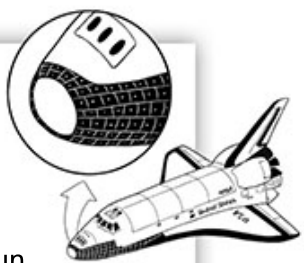
Working with words

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

1 create *creation*
2 decide _____
3 direct _____
4 educate _____
5 invent _____
6 explode _____

4 Complete the text with the words from Activity 3.

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



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

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

2 6.2 Listen and number the stages in order.

a The fabric is used to make new clothes. ☐
b Small plastic pieces are melted. ☐
c The bottles are cleaned. ☐
d Plastic bottles were used to make this dress. 1
e The pieces are made into fabric. ☐
f Bottles are recycled. ☐
g The plastic is dried. ☐

3 Write sentences in the passive voice with the prompts.

1 in some countries / cotton / plant / by hand
In some countries cotton is planted by hand.

2 a lot of cotton / grow / in China and India
_____

3 summer clothes / make / of cotton because it's cool
_____

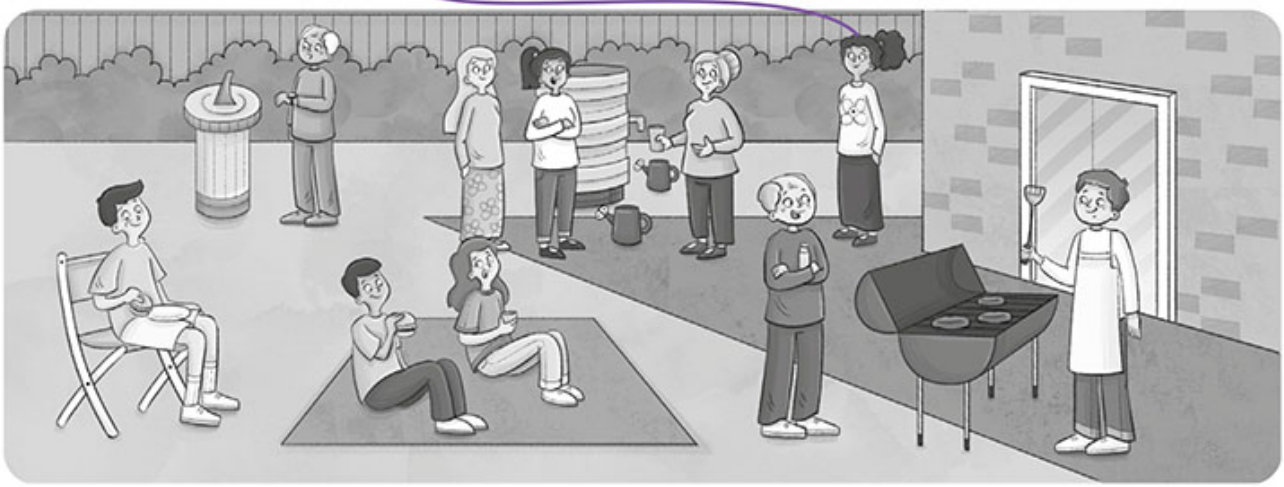
4 some paper money / make / with cotton
_____

5 over 2 billion cotton T-shirts / sell / every year
_____

Lesson 4 Language in use

1 CE:YL 6.3 **Listen and draw lines. There is one example.**

Clare Sarah Frank Katy



Oliver Mary George

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

1

It's made of metal. _____

It's used _____.

2

_____

_____

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

It _____

_____.

It _____

_____.

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

And here are this evening's programmes ...

Example The news starts at 6 pm. It is read as usual _____*by*_____ Geeta Barnes.

1 This is followed by a _____ at 6.30 pm about recycled materials

2 and how they _____ used again to make new creations like clothes

3 or bags. You can also find out about a new _____. It's a coffee

4 machine – a machine that is used for _____ coffee. It's unusual

5 because it's made _____ wood. Stay with us for more great

6 programmes after this. At 8 pm, it's the _____ football match of the

7 year! Join us at the stadium for the _____ you're all waiting for.

8 And now it's time for the _____ ...

9 Try our natural orange juice. It is _____ with real oranges and there

10 are no chemicals added. _____ bottle contains the juice of 25 oranges.

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

Lesson 6 Learning to learn

1 Match the situations to the best ways of researching the information.

You want to know ...

1 what's happening in your country today.
2 what life was like in the past.
3 how chocolate is made.
4 information about the area where you live.
5 the meaning of a new word.
6 about animals and where they live.

a Look at websites on the internet.
b Watch the news on TV.
c Ask your grandparents.
d Use a dictionary.
e Watch wildlife documentaries.
f Look in the local community section of your town library.

2 Write two more ways of researching information.

1 _____

2 _____

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

1 What do you want to find out about?

_____

_____

2 What is the best way to find this information?

_____

_____

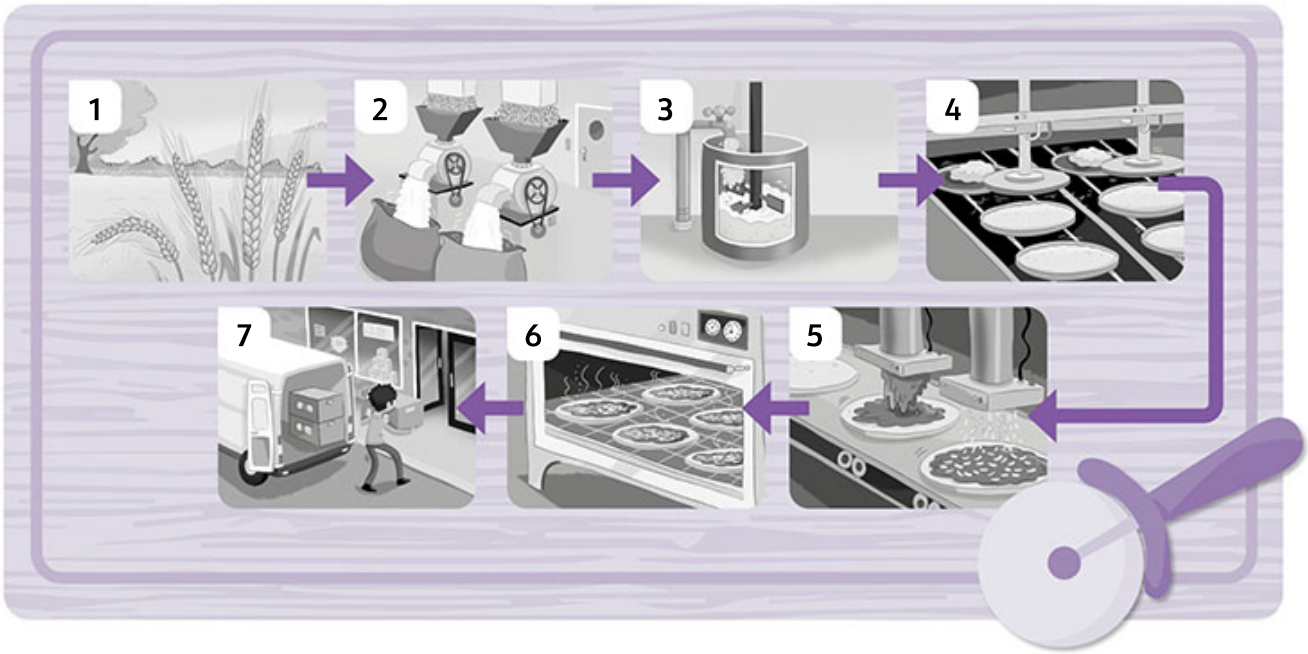
3 Why?

_____

_____

Prepare to write

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



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

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

1 Wheat *is grown*.
2 It _____ into flour.
3 Water _____.
4 The dough _____ into circles.
5 Toppings _____.
6 The pizzas _____ in an oven.
7 The pizzas _____ to the shops.

3 Add information to make your article more interesting.

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

Ready to write

4 Write an article about how pizza is made.

www.amazingpizza.co.uk

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

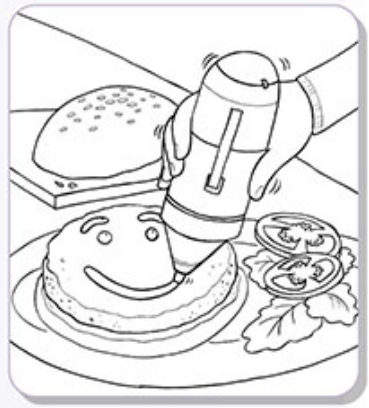
- ☐ Did I include all the stages in the process?
- ☐ Are the stages in the correct order?
- ☐ Did I use the passive voice correctly?
- ☐ Did I include extra information?
- ☐ Did I use sequencing words like *first*, *next*, then *correctly*?

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

Lesson 7 Functional language

1 Complete the advert with the words in the box.

decorating	comes in	plastic	throw away
special	cheap	~~used for~~	invention

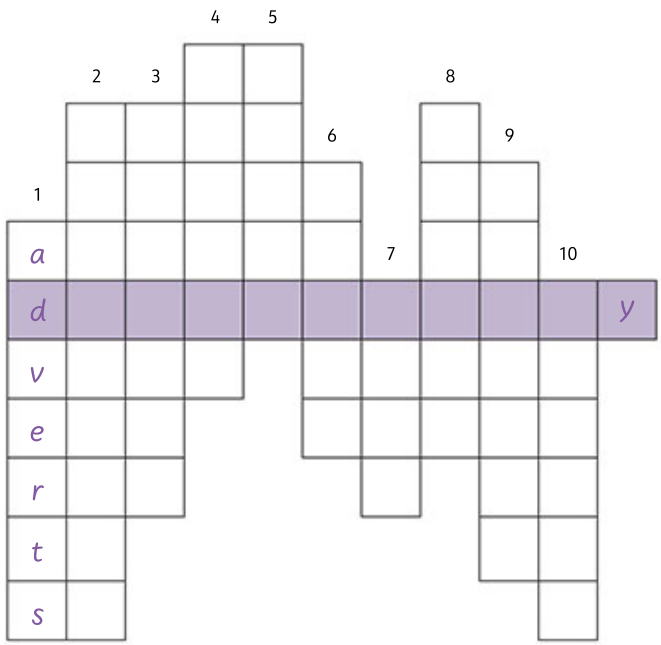


Is it a pen? Is it a paint pot? No! It's the new Squirty ketchup pen. It's [1] *used for* putting ketchup on your food and [2] _____ it with funny faces! It's made of [3] _____ and it [4] _____ red or dark blue. It's useful AND fun – that's why it's so [5] _____! So try out our new [6] _____ and see for yourself how fantastic it is! [7] _____ your old ketchup bottle and buy the Squirty ketchup pen today. And look at our special price to see how [8] _____ it is!

Check-up challenge

1 Complete the puzzle. Find the secret word.

1 These are shown on TV to sell things.
2 To put something in the rubbish bin.
3 Different from, and usually better than, what is usual.
4 This describes something that helps you in different ways.
5 The material that jeans are made of.
6 Something that doesn't cost a lot of money.
7 A programme that tells you about events happening in the world.
8 A soft material that comes from a plant and is used for making denim.
9 Shoes and bags are often made of this material.
10 Chewing gum can be mixed with this to make shoes.



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

Beautiful toy trains are made in small workshops.

a many / sell / as birthday presents ☐
b the wood / take / to a workshop ☐
c the trees / cut down ☐
d trees / plant [1]
e the wood / make / into beautiful toys ☐

1 *Trees are planted.* _____
2 _____
3 _____
4 _____
5 _____

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

1

2

feed / birds
keep / money in
plastic
denim

1 It's made _____.
It _____.

2 _____
_____

What I can do!

Put a tick (✓) or a cross (×).

interpret an infographic ☐
talk about processes ☐
describe objects ☐
use suffixes *-tion* and *-sion* ☐
write about a process ☐
write and perform a radio advert ☐

In this unit, my favourite activity is: _____.
Something I did well: _____.
Something I could improve: _____.

7 Music and song

Lesson 1 Vocabulary

1 Read and match the definitions to the correct words.

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

2 Circle the correct words.

1	A regular, repeated patterns of sounds in music.	**rhythm / tune**
2	To act, sing, dance or play music in front of people.	**promote / perform**
3	To travel around playing music in different places.	**tour / tune**
4	To tell people to like, buy or use something.	**tour / promote**
5	The sound and rhythm of a song or a piece of music.	**rap / tune**

3 7.1 Listen and complete the sentences with words from Activities 1 and 2.

1 George is playing a piece of ___folk___ music and Vicky loves the _____.
2 Vicky thinks the folk song has an interesting _____.
3 George has just started learning the _____.
4 He listens to _____ music.
5 He wants to be a musician so that he can _____ his own music.
6 He's using social media to _____ his new pop song.

Lesson 2 Reading comprehension

1 Read the interview on Pupil's Book pages 82–83 again. Match to make sentences.

1	Martin likes some	a	about Robin Hood.
2	He believes that we can	b	when writing a song.
3	Martin has read a lot of books	c	similar to the piano.
4	He thinks about the story first	d	classical music.
5	Martin says the accordion is	e	folk stories from Europe.
6	He's always been interested in	f	learn a lot from folk music.

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

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

Working with words

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

1	_dis_honest	3	_____agree	5	_____respect	7	_____polite
2	_____possible	4	_____perfect	6	_____appear	8	_____mature

4 Complete the text with words from Activity 3.

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

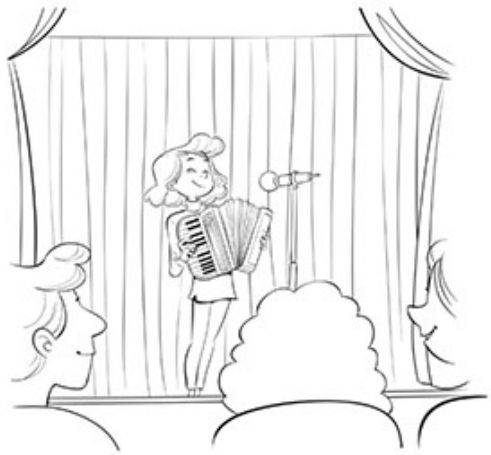
1 Read and circle the best form of the verbs.

On Friday night, I [1] **'ll / 'm going to** perform at the school concert with my friends. We [2] **'ll / 're going to** play our new song. My friend Lou [3] **will / is going to** sing. My sister [4] **won't / isn't going to** perform with us because she's ill.

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

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

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



1 Next year I *'m going to* _____ learn to play the accordion.

2 In the future, all music _____ be digital.

3 On Friday night, we _____ watch a concert.

4 There _____ be any instruments in the future, only computers.

5 I _____ study music at school next year.

6 Be careful! You _____ drop your guitar!

7 I _____ have a piano lesson on Saturday.

8 Look! The musicians are here. The concert _____ start.

3 Write sentences with your own ideas.

This week, I'm going to _____.

Next summer, _____.

In the future, _____.

In 20 years time, _____.

Look! _____.

1 CE:YL 7.2 **What are their holiday plans? Listen and write a letter in each box. There is one example.**

Fred [B]

Grandpa [ ]

Grandma [ ]

Zoe [ ]

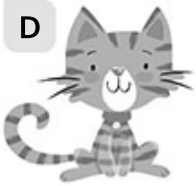
Mrs James [ ]

A

B

C

D



E

F

2 **Look and write. Do the sentences refer to present routine (*P*) or the future (*F*)?**

1 I always have cereal for breakfast. ___P___
2 What time does the concert start tonight? _____
3 What do you usually do after school? _____
4 The bus leaves at 11.30 tomorrow morning. _____
5 What time does your train arrive this afternoon? _____
6 Orchestra practice sometimes finishes quite late. _____

3 **Look and complete the sentences about a school trip.**

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

1 The bus ___leaves___ at ___9 o'clock___.
2 We _____ at the zoo at _____.
3 The dolphin show _____ at _____.
4 We _____ lunch at _____.
5 The penguin tea party _____ at _____.
6 The park _____ at _____.

Exam practice

1 CE:YL **Emily is talking to her friend Jim about music. What does Jim say?**

Read the conversation and choose the best answer on page 77.
Write a letter (A–H) for each answer.

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

Example

Emily:	What's your favourite type of music?
Jim:	B

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

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

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

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

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

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

2 CE:YL **Read the song review and write the missing words. Write one word on each line.**

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

Lesson 6 Learning to learn

1 **Complete the song lyrics with the words in the box.**

day play ~~you~~ free holiday down

Holiday blues

I'm feeling bored, I'm feeling blue. ___8___

Got to get in touch with [1] ___*you*___. ____

The holidays are under way, ____

But I'm so bored every [2] _____. ____

(Chorus)

Oh, oh, there's nothing to do, ____

I've got the holiday blues. ____

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

But I still feel very [3] _____.

I'm on my own here every day,

With no friends to come and [4] _____.

My phone goes beep! Is it for me?

Hi, there ... Yes, today I'm [5] _____.

My friend is coming round today,

This is the best [6] _____!

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

Prepare to write

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

day	fun	stream
_____	_____	dream
_____	_____	_____

fine	great	friend
_____	_____	_____
_____	_____	_____

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

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

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

We're going to _____.
And _____.
I'm feeling _____.
Today _____.

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

What time is it?

_____

How do you feel?

_____

What are you going to do now?

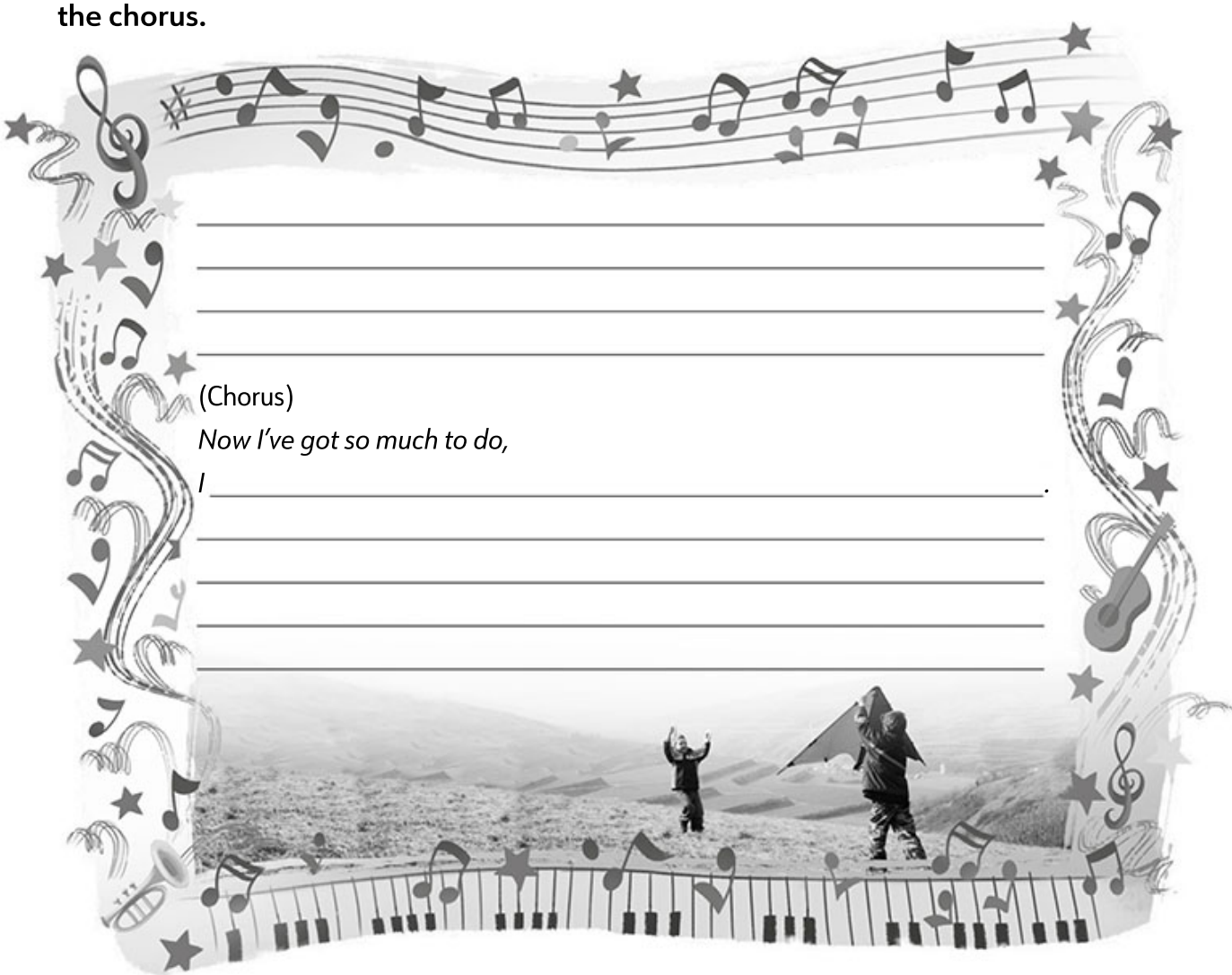
_____

What are you going to do tomorrow?

_____

Ready to write

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



_____

_____

_____

_____

(Chorus)

Now I've got so much to do,

I _____.

_____

_____

_____

_____

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

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

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

Lesson 7 Functional language

1 7.3 **Read the answers below. Then listen and match the questions to the answers.**

- **a** It reminds me of my own family. ☐
- **b** I like pop music. [1]
- **c** It's got a great story and I love the tune. ☐
- **d** My favourite song is *The Madrigal Family* from the film *Encanto*. ☐
- **e** It makes me feel happy. ☐
- **f** It's about a big family, where everyone is special! ☐

Check-up challenge

1 Read and complete the words.

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

2 Complete the text with the words in the box.

accordion ~~catchy~~ cheerful folk music lively romantic

I love all types of music. I sing a lot so I like [1] catchy tunes that are easy to remember. I'm energetic, so I like [2] _____ music that makes me want to dance. I also like [3] _____, which is traditional, but the tunes make me feel happy because they're really [4] _____. I don't like [5] _____ songs, though – they're too slow.

I'm learning to play two instruments at the moment – the trumpet and the [6] _____. I'm not very good, but I practise a lot.

3 Circle the best verb forms to complete the sentences.

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

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

1 What music are you going to listen to tonight?

_____

2 How will music be different in the future?

_____

3 When do your school holidays start?

_____

4 What are you going to do this weekend?

_____

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

_____

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

_____

What I can do!

Put a tick (✓) or a cross (×).

recognise the features of different text types	☐	use prefixes *im-* and *dis-*	☐
talk about the future with *will* and *going to*	☐	write verses for a song	☐
talk about future scheduled events	☐	give a talk about a song	☐

In this unit, my favourite activity is: _____.

Something I did well: _____.

Something I could improve: _____.

8 Tell me a story

Lesson 1 Vocabulary

1 CE:YL **Look and read. Choose the correct words and write them on the lines. There is one example.**

astonished	a bad temper	collect	~~an emperor~~	forgive
furious	own	a palace	powerful	a swan

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

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

1 Blenheim Palace isn't far from Oxford. *T*
2 An emperor lived at the palace. ____
3 A powerful king lived there 300 years ago. ____
4 Sarah Jennings was angry that the house was big. ____
5 The people who owned the palace collected paintings. ____
6 There are swans on the lake. ____
7 Dad was astonished by a duck. ____
8 Mum decided to forgive the duck. ____

Lesson 2 Reading comprehension

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

a Then Cheng Li painted a swan in ___two___ minutes. ☐

b One day Zhang Wei invited an artist, Cheng Li, to his _____. ☐

c The emperor's servants found _____ of paintings of swans. ☐

d Zhang Wei was a powerful emperor, but he had a bad _____. [1]

e The emperor was _____ and sent Cheng Li away from China. ☐

f He asked Cheng Li to paint him a _____ swan. ☐

g After three _____, the painting still wasn't ready. ☐

h The emperor realised his mistake and Cheng Li _____ him. ☐

2 Read and circle. Then match to the facts that support your answer.

1 Zhang Wei was a **good** / **bad** man.

2 Cheng Li was **lazy** / **energetic**.

3 Cheng Li was **patient** / **impatient**.

4 Zhang Wei was **right** / **wrong** in the end.

a He didn't stop until the swan was perfect.

b He said sorry to Cheng Li.

c He was kind and took care of his people.

d He painted thousands of pictures.

Learning to learn

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

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

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

1 It's told by a character. ___A___

2 It's told by a narrator. _____

3 It uses the third person. _____

4 It uses the first person. _____

5 It only uses 'I' in direct speech. _____

6 It uses 'I' to tell the story. _____

1 Match the parts of the sentences.

1	If it's hot,	a	if it doesn't rain.
2	If we don't work hard,	b	you'll get ill.
3	We'll go to the beach	c	we'll buy ice cream.
4	You'll get better at painting	d	if you practise.
5	If you don't eat healthily,	e	if mum gives me some money.
6	I'll go shopping	f	we won't finish the project.
7	If we don't catch the bus,	g	if the sports centre is open.
8	You'll go for a swim	h	we'll walk home from the cinema.

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

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

3 Complete the sentences about your weekend.

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

Lesson 4 Language in use

1 8.2 **Listen and tick (✓) or cross (×).**

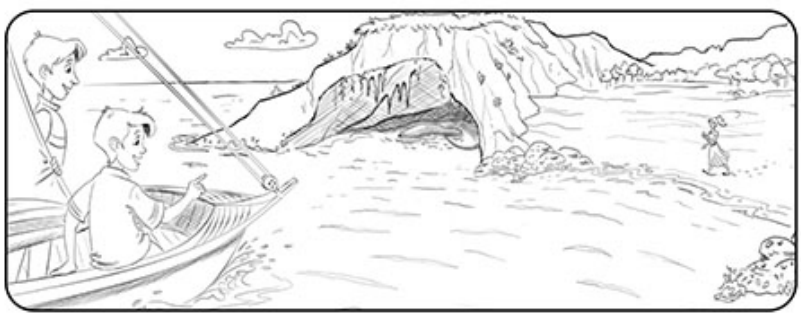
1 Robert might be angry. ✓
2 Mum could be at work. ☐
3 Grandma might not like pizza. ☐
4 The palace may be open in the summer. ☐
5 Sarah may not come to the party. ☐
6 Oliver might not finish his homework. ☐

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

escape cut come think ~~hurt~~ call

1 Rex *may / might / could hurt* Tyler.
2 Tyler _____ before Rex arrives.
3 He's tied up so he _____ the rope.
4 Maribel _____ and rescue Tyler.
5 She _____ the police.
6 But the police _____ it's an emergency.

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



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

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

Example				
~~terrible~~	trick	lies	truth	furious
might	could	rescued	if	don't

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

Suddenly, a dolphin appeared. He [2] _____ the monkey and carried him on his back to the island. But the monkey didn't thank the dolphin. He decided to play a [3] _____.

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

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

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

'That's easy!' said the dolphin. '[4] _____ you stay on the island, you will be king – because no one else lives here!'

The dolphin swam away, leaving the monkey all alone. He was very sad, but it was too late. The moral of the story is: If you tell [5] _____, you'll get into trouble.

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

The monkey who was king ☐

Escape to a small island ☐

The monkey who told lies ☐

Lesson 6 Working with words

1 Match the synonyms to the words.

delicious	~~enormous~~	exhausted	freezing
furious	powerful	terrible	terrified

1 big *enormous*
2 nice _____
3 angry _____
4 cold _____
5 tired _____
6 bad _____
7 scared _____
8 strong _____

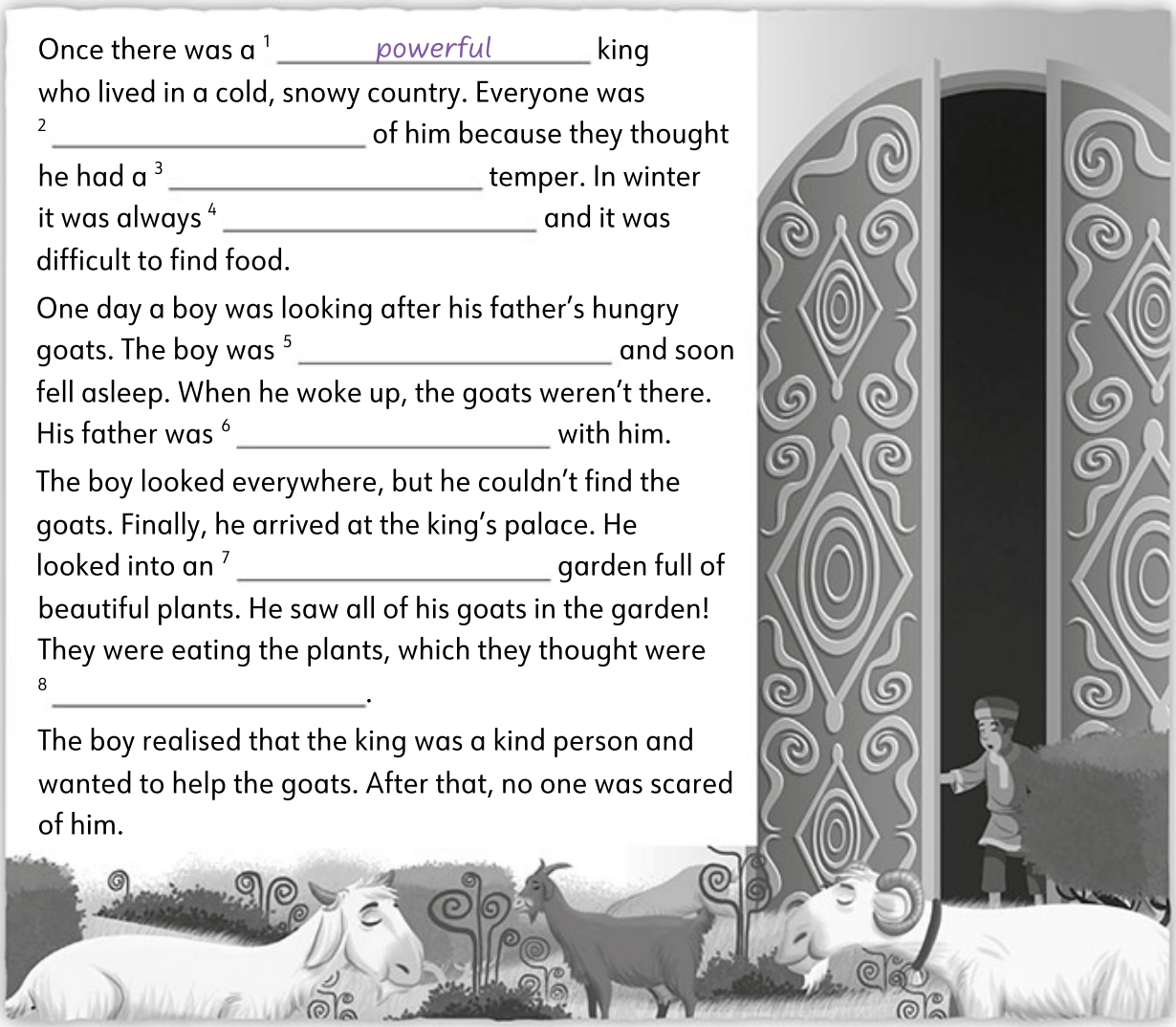
2 Complete with the words in the box in Activity 1.

Once there was a [1] *powerful* king who lived in a cold, snowy country. Everyone was [2] _____ of him because they thought he had a [3] _____ temper. In winter it was always [4] _____ and it was difficult to find food.

One day a boy was looking after his father's hungry goats. The boy was [5] _____ and soon fell asleep. When he woke up, the goats weren't there. His father was [6] _____ with him.

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

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



Prepare to write

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

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

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

Someone ... Who are the main characters? What do we need to know about them?
Abi and her grandma. Abi likes playing games on her tablet more than playing outside. Her grandma is an inventor.

Wanted ... What did the characters want?

So ... What did the characters do?

But ... What was the problem?

Then ... What happened in the end?

_____

_____

Ready to write

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

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

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

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

Lesson 7 Functional language

1 8.3 **Listen and answer the questions.**

1 Where does the story take place? *In France in the mountains*
2 Who are the main characters? _____
3 What did they pack in their rucksacks? _____
4 How did the weather change? _____
5 Where did they wait? _____
6 What is the moral of the story? _____

Check-up challenge

1 **Unscramble the words to complete the sentences.**

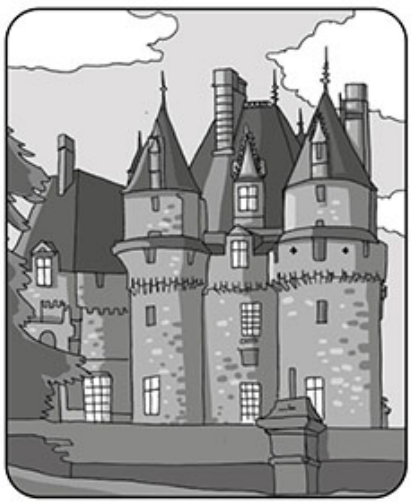
1 In Ancient China the **reremop** *emperor* ruled the country.
2 A **wans** _____ is a beautiful bird, but it can be dangerous.
3 People who get angry easily have a **dab mertep** _____.
4 If you **letl seli** _____, no one will ever believe you.
5 My sister forgot my birthday, but I decided to **gofervi** _____ her.
6 The emergency services **suerce** _____ people in dangerous situations.
7 Be careful or you may fall and **thur** _____ yourself.
8 I was **sadoshtine** _____ to see her at my party – I thought she was on holiday!

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

~~be~~ buy do get give have not take rain ~~sleep~~ stay

My friends and I are going camping next week. If it [1] *'s* _____ sunny, we [2] *'ll sleep* _____ outside under the stars. But we [3] _____ in our tents if it [4] _____. We [5] _____ more space in the car if we [6] _____ our sleeping bags – but we'll get very cold at night! If my dad [7] _____ me some money, I [8] _____ a football to take with me – we all love sport! And I must remember to pack lots of food. If we [9] _____ a lot of sport, we [10] _____ hungry!

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



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

2 Tyler is lost inside an enormous castle.
_____

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

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

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

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

What I can do!

Put a tick (✓) or a cross (×).

- recognise points of view in a story ☐
- talk about a possible future situation and its result ☐
- talk about possible future events ☐
- use synonyms to vary vocabulary ☐
- write a summary of a story ☐
- give a talk about a story ☐

In this unit, my favourite activity is: _____.

Something I did well: _____.

Something I could improve: _____.

9 What's your opinion?

Lesson 1 Vocabulary

1 Read and unscramble the words.

1 A **mhelacic** is something added to food to keep it fresh. *chemical*
2 People who are **geavn** don't eat meat, cheese, or drink milk. _____
3 The food you eat every day is your **etid** – and it should be healthy! _____
4 Some kinds of **rocepseds** food are bad for you. _____
5 You're **tgrih** to say we should eat more fruits and vegetables. _____
6 We shouldn't eat too many **kansc** foods like crisps. _____
7 It's not **rgwno** to eat many different kinds of food. _____
8 You have a **chiceo** when you can decide between two or more things. _____
9 The **adime** are ways of communicating, such as TV and newspapers. _____
10 Teddy is a **riatneagve** – he doesn't eat meat. _____

2 Complete the texts with words from Activity 1.

www.theforum.com/opinion

penny64

Hi, there! I've just watched the documentary about healthy eating that my classmates were talking about in the group chat this week. I learnt a lot about [1] *processed* food and how it's made. Some people in my class were really worried about the [2] _____ that are added to processed food to keep it fresh, but I think it's OK to have some processed food in your [3] _____. It's not [4] _____ to have snack foods if you eat a lot of fruits and vegetables too. The important thing is to make good [5] _____ most of the time. What do you think?

www.theforum.com/opinion

Minnie13

I think you're [6] _____. I like [7] _____ foods sometimes, but I'm careful to make sure I get enough vitamins from lots of different foods, because I don't eat meat – I'm [8] _____. My brother is [9] _____ and doesn't eat meat, cheese, or drink milk, so he's careful too. But I think that everyone should eat what they think is right. Don't let [10] _____ like TV programmes tell you what to do – or what to eat!

Lesson 2 Reading comprehension

1 Read the group chat on Pupil's Book pages 108–109 again. Read and underline the correct phrases.

1 PatPotPit77 tells us ...
   a that sometimes chemicals are added to processed food.
   b only fresh food is good for us.
2 Mark301 says ...
   a it's right to eat all processed foods.
   b some chemicals keep food fresh.
3 Butterfly21 thinks that ...
   a everyone should be vegetarian.
   b processed foods make us ill.
4 Stefan98 is worried that ...
   a vegans eat processed food.
   b it's dangerous to not eat meat.
5 Alison8 thinks that ...
   a we should make good food choices.
   b snack foods are good for us.
6 PatPotPit says ...
   a we should all be vegetarians or vegans.
   b we should eat less processed food.

2 Read and match.

1 Who is a vegetarian?
2 Who disagrees with some of the opinions in the chat?
3 Who thinks we need food that stays fresh for weeks?
4 Who says we should eat lots of fruits and vegetables?
5 Who explains what good things we get from meat?
6 Who doesn't agree with vegetarians?
7 Who tells us what vegans don't eat?

a Stefan98
b PatPotPit
c Butterfly21
d Penny62
e KevinNevin
f Alison8
g Mark301

Working with words

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

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

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

1 _____
2 _____
3 _____

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

1 'I eat too much meat.'
She said she ~~eat~~ too much meat. *ate*

2 'It isn't a healthy diet.'
She said it not be a healthy diet. _____

3 'I like the idea of eating less processed food.'
She said she like the idea of eating less processed food. _____

4 'I'm shopping at the moment.'
She said she shopped at the moment. _____

5 'We're looking for healthy products.'
She said they look for healthy products. _____

6 'I have some in my basket.'
She said she have some in her basket. _____

2 9.1 Listen and complete the sentences.

1 He said *he was feeling ill* _____.

2 He said _____.

3 He said _____ a doctor.

4 She said _____ at the moment.

5 She said _____ at home.

6 She said _____ now.

1 Circle the correct words to complete the sentences.

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

2 9.2 Listen and choose the correct answers.

1 Tom can't find ...
   a his football shirt anywhere. **b** anything in his locker.
2 No one ...
   a knows he's lost the shirt. **b** has seen the shirt.
3 David saw something red ...
   a in a bag. **b** in the gym.
4 There's nothing ...
   a in Mrs Neil's classroom. **b** in the gym.
5 Someone ...
   a has found the shirt. **b** has seen Josh wearing the shirt.

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

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

Friend: _____

You: _____

Friend: _____

You: _____

Friend: _____

Lesson 5 Exam practice

1 CE:YL **Read the text. Choose the right words and write them on the lines.**

How to be a good student

Example We asked a teacher, Mr Dean, ___for___ some advice on doing homework

1 and studying for exams. He said that many students _____

2 problems with this. He said that students _____ it more difficult to

3 study at home these days _____ there are so many other things to do

4 there. He said it _____ important to concentrate hard when studying,

5 especially if you are preparing for exams. He believes that _____ can study if they are getting lots of text messages or there is noise from a TV. It is

6 important to find _____ quiet with nothing to disturb you.

7 On the other hand, a lot of students might _____ with Mr Jackson.

8 They like to listen to music on their phones or computers _____ they are studying. Some students said that they can only work with music on.

9 Multi-tasking is becoming more common and is _____ as an important skill for the 21st century.

10 The debate continues. Perhaps students should try _____ ways of working and decide which one works best for them.

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

Lesson 6 Learning to learn

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

a Should school canteens provide more choice? ☐

b Should children eat snacks at school? ☐

c Are school meals healthy enough? ☐

What we eat at school is [1] *important for our health*.
Millions of children around the world eat lunch at school and this can affect their health. School meals are often in the news because people think they should be healthier. I believe that the situation is different in every school.

[2] _____

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

However, [3] _____.
There is a choice of healthy options like salads, vegetables and fresh fruit. Unhealthy fast food is not on the menu and pupils eat food with less sugar and salt. A snack could be a healthy apple.

In my opinion, [4] _____.
If pupils have a healthy diet, they will feel more energetic and their school work will improve. It is also important for pupils to make healthy choices about the meals and snacks they eat at school. Next time you feel like chocolate, try an apple!

2 Write a topic sentence for each paragraph.

Prepare to write

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

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

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

1 I think / believe _____.
2 I don't think / believe _____.
3 In my opinion, _____.

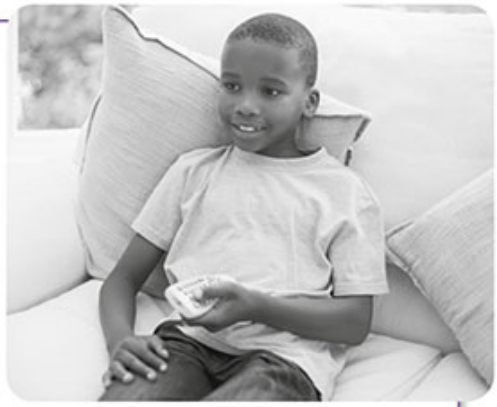
3 Plan an opinion essay on the topic 'Do children watch too much TV?'. Use the ideas in Activities 1 and 2 to complete the plan.

Introduction
Introduce the topic: _____
Give your opinion: _____
Main body: argument 1
Supporting sentences: Firstly, _____.
_____
Main body: argument 2
Supporting sentences: Secondly, _____.
_____
Conclusion
Summary: _____
_____

Ready to write

4 Write your opinion essay. Write a topic sentence for each paragraph.

Do children watch too much TV?



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

- ☐ Did I use a clear topic sentence for each paragraph?
- ☐ Did I add supporting sentences to my arguments?
- ☐ Is my argument clear and logical?
- ☐ Did I use different phrases to give my opinion?
- ☐ Did I use expressions like *Firstly / In addition* to order my arguments?

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

Lesson 7 Functional language

1 9.3 **Listen and complete the sentences with 2 or 3 words.**

1 I ___*don't believe that*___ using computers is unhealthy. It's important to know how to use them.

2 _____ – the internet can be really helpful! I've learnt a lot online.

3 _____, we spend too much time on social media. We should spend more time outside.

4 I see _____, but I think learning new languages is important too.

5 _____ it's great to have computers in our classrooms, but we don't need them for every lesson.

Check-up challenge

1 **Complete the crossword.**

Across

1 The information that you find for a project.

3 A discussion in which people or groups give different opinions.

6 To give all your attention to something.

8 The opposite of *for*.

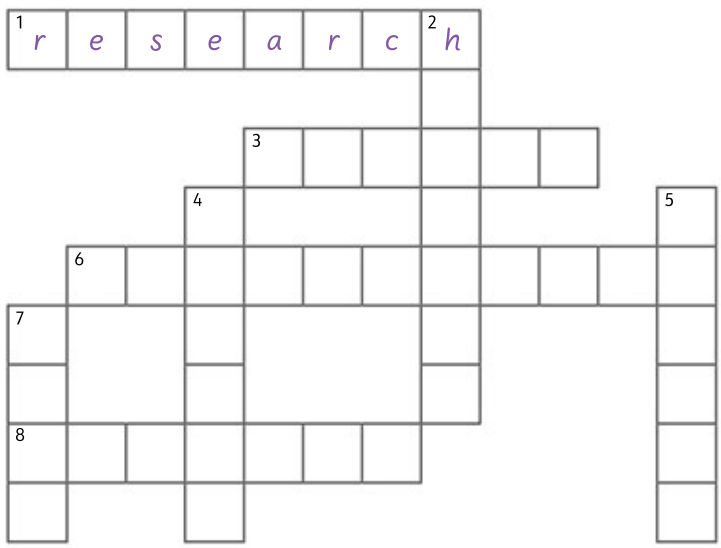
Down

2 A diet that is good for you is ...

4 Not right or equal.

5 To think that something is true.

7 An important test in a school subject.



2 Complete the reported sentences with what Jamie said.

1 I love sport!

2 My favourite sport is basketball.

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

4 My team practises every day.

1 He said he *loved sport* _____.

2 He _____.

3 _____

4 _____

3 Complete with the correct indefinite pronouns.

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

What I can do!

Put a tick (✓) or a cross (×).

find supporting information in a text	☐	identify related words	☐
report what someone said	☐	write an opinion essay	☐
use indefinite pronouns	☐	take part in a class debate	☐

In this unit, my favourite activity is: _____.

Something I did well: _____.

Something I could improve: _____.

10 It's a mystery

Lesson 1 Vocabulary

1 Match the words to the correct definitions.

1	A police officer or detective tries to solve this.	a	tell the truth
2	This means that something is worth a lot of money.	b	prove
3	The act of stealing something from a place.	c	statement
4	A piece of paper that shows you have paid for something.	d	solve
5	When you say what really happened.	e	crime
6	A person who you think is guilty of a crime.	f	cancel
7	Something said about a crime that a police offer writes down.	g	receipt
8	To find out the answer to a mystery or crime.	h	valuable
9	To show that something is true.	i	suspect
10	To stop something from happening.	j	robbery

2 Complete the summary of *The robbery* on pages 122–123 of your Pupil's Book with the words from Activity 1.

Yesterday evening at five o'clock there was a [1] *robbery* at the university. It was a serious [2] _____. Someone stole a [3] _____ painting. Inspector Williams took a [4] _____ from all the people who knew the entry code to the room. The first [5] _____ was Peter Cross. He said he was on a train at that time. Timothy Taylor showed a [6] _____ from the university café to [7] _____ that he was there at the time of the robbery. Lucy Manders said that she was at a football match at the time. In the end, it was easy for Inspector Williams to [8] _____ the crime because Peter Cross was not [9] _____ – the five o'clock train was [10] _____.

Lesson 2 Reading comprehension

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

a Timothy Taylor showed the inspector a receipt from the café. ☐
b Lucy Manders said she was playing football at the time of the robbery. ☐
c Inspector Williams solved the crime. ☐
d Someone stole a valuable painting from the university. [1]
e Peter Cross asked if they were suspects. ☐
f Inspector Williams arrived at the university to ask people questions. ☐

2 Write the correct names.

~~Inspector Williams~~ Lucy Manders Peter Cross Sergeant Stone Timothy Taylor

1 Who took the statements from the suspects? *Inspector Williams*
2 Who talks about the painting in class? _____
3 Who told the inspector about the robbery? _____
4 Who is not telling the truth? _____
5 Who was not at the university at five o'clock pm? _____

Working with words

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

1 equip *equipment*
2 move _____
3 arrange _____
4 announce _____
5 excite _____
6 pay _____

4 Complete the sentences with words from Activity 3.

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

1 10.1 Listen and match the questions to the question tags. Then listen and check.

a ..., doesn't it? ☐
b ..., can you? [1]
c ..., don't you? ☐
d ..., isn't it? ☐
e ..., can't you? ☐
f ..., aren't we? ☐

2 Complete the dialogue with the correct question tags.

Inspector Williams: You look after all the paintings, [1] *don't you*?
Museum guard: Yes, I do.
Inspector Williams: You don't stay in the room all the time, [2] _____?
Museum guard: No, I don't. I walk around and check all the rooms.
Inspector Williams: You can see if anything is missing, [3] _____?
Museum guard: Yes, I can. The painting of the sea isn't here.
Inspector Williams: It's usually next to this painting, [4] _____?
Museum guard: Yes, it is.
Inspector Williams: There's a photo of it in the museum guide book, [5] _____?
Museum guard: Yes, there is ... Look, here it is. The painting is worth half a million pounds!

3 Write questions with tags to ask a friend.

1 play / football
You play football, don't you?

2 good at / drawing
_____

3 not / good at / science
_____

4 can't / speak Spanish
_____

5 don't like / classical music
_____

 Go to Vocabulary and grammar reference page 127

Lesson 4 Language in use

1 10.2 **Listen and tick (✓) or cross (×).**

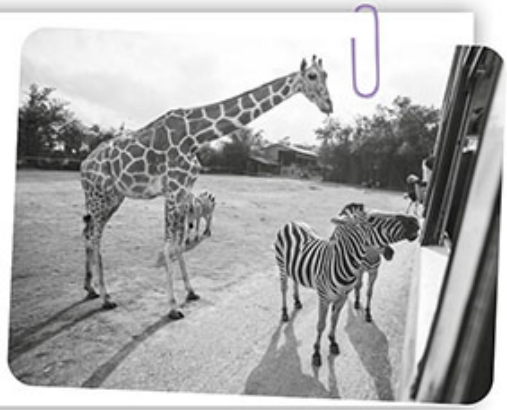
1 You mustn't be late. ✓
2 You have to wear your uniform. ☐
3 You should look smart. ☐
4 It may be warm. ☐
5 It might rain. ☐
6 You mustn't forget your packed lunch. ☐
7 You can't explore the castle by yourself. ☐

2 Complete the notes with suitable modal verbs. More than one answer may be possible.

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

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

You should bring a camera.



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

Mystery at the sports centre

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

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

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

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

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

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

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

Examples

Daniel really likes ___playing tennis___.

Mr Hedge is Daniel's ___PE teacher___.

Questions

1 Last weekend Daniel played in a _____.

2 The journey there took _____ because it was far away.

3 The competition was at a _____ in the north of the country.

4 'There's a cafeteria so you _____ a packed lunch,' said Mr Hedge.

5 Daniel brought _____ to eat at lunchtime.

6 Paul and Daniel went _____ because the sandwiches weren't on the bus.

7 A _____ took Daniel's sandwiches and ate them.

Lesson 6 Learning to learn

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

How do you prepare for tests and exams?

1 What should you do if you worry about tests and exams?

- **a** Study every day and night. ☐
- **b** Think about how the test or exam works. ☐
- **c** Try not to think about it. ☐

2 How can a practice test help you?

- **a** It will give you the answers to your test. ☐
- **b** It will help you see how many students finished the test well. ☐
- **c** It will show you what kinds of questions will be on the test. ☐

3 What other things can you do to practise for a test?

- **a** Work with friends and family members. ☐
- **b** Only work on one thing: listening, reading and writing or speaking. ☐
- **c** Ask your teacher to give you the test before everyone else in the class. ☐

4 How can you feel more confident about tests and exams?

- **a** Ask for more tests in class and for homework. ☐
- **b** Be positive and remember when you have done well on a test before. ☐
- **c** Stop worrying about them because they're too difficult. ☐

1 a 2 c 3 a 4 b

Prepare to write

1 Read and complete the play script.

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

Mystery at the museum

Scene 1

Early afternoon [1] *at the entrance to a museum*. *Joe and Lauren are on a school trip.*

Miss Binks: Now don't forget you must behave while you're in the museum. Here you are ... ([2] _____)

Lauren: Can we take photos?

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

[3] _____. Joe and Lauren are looking at Egyptian objects.

Lauren: (*pointing to something*) Look at this amazing gold jewellery. [4] _____. There's something missing, isn't there?

Joe: Yes ... Look! There's a door over there. ([5] _____) Come on! Let's find out where these stairs go.

Lauren: We might find a secret passage!

Joe: Sshh! [6] _____! There's someone down here!

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

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

1 Who do Joe and Lauren see? _____

2 What is he / she doing at the museum? _____

_____

3 What happens when he / she sees the children? _____

_____

4 What happens next? _____

_____

5 What happens in the end? _____

_____

Ready to write

3 **Write Scene 2 of the play.**

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

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

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

Functional language

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

~~A strange thing happened~~	Suddenly	Then guess what	You won't believe this, but

A strange thing happened _____

_____

_____

_____

Check-up challenge

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

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

1 Pupils often have to wear a uniform to look ___*smart*___ for school.

2 The Nazca lines are pictures on the _____ of the Earth.

3 Rivers usually _____ into the sea.

4 Finding a _____ can help you solve a crime.

5 Someone stole a million pounds in a bank _____ yesterday.

6 My school has a _____ so I have lunch there every day.

7 The police think this man broke into the house – he's the main _____.

8 The opposite of *north* is _____.

2 Write question tags about Easter Island with the prompts.

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

2 there / be / lots of statues there
_____

3 they / look / strange _____

4 you / can't touch / the statues _____

5 people / live / on the island _____

6 you / can visit / Easter Island _____

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

1 *You should take lots of warm clothes.*

2 _____

3 _____

4 _____

5 _____

6 _____

must	mustn't
should	shouldn't
have to	don't have to
might	may

What I can do!

Put a tick (✓) or a cross (×).

- find key information in a text ☐
- use question tags to confirm information ☐
- use modal verbs to talk about an event ☐
- make new words with the suffix *-ment* ☐
- write a play script ☐
- tell a mystery story ☐

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.

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

materials	music	on TV	adjectives	crime
_____	_____	*the news*	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2 Complete the adverts with the words in the box.

cafeteria cheap cotton denim herbs metal ~~useful~~ vegetarian

If you go to our kitchen department, you'll find lots of [1] *useful* equipment. Try our new rocker knife. It's made of [2] _____ and it's used for cutting [3] _____.

Go to the children's clothes department for [4] _____ jeans – you won't find better prices anywhere. We have [5] _____ blue jeans, and T-shirts made of the softest [6] _____.

If you feel like a break from shopping, you'll find our new [7] _____ on the second floor. Lunch is served from 12 until 3, or you can have our delicious [8] _____ food at any time.

3 10.3 Listen and complete the sentences with 3 words.

1 Ben's T-shirt is made *of recycled plastic*.
2 The knife is used _____.
3 Charlie is _____ to the cinema at the weekend.
4 Holly _____ the beach with her friends if it's sunny.
5 Hugo decides that he _____ cake.
6 Vicky's necklace is _____.

4 Complete the email with the words in the box.

Hi Simon,

Have you got your ticket for the music festival? You go every year, [1] *don't* you? Mum says I [2] _____ to stay with my friends all the time while I'm there and I [3] _____ be careful not to lose anything.

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

We're meeting at 1 pm, [8] _____ we? I just need to find my ticket ...

Jake

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

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

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

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

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

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

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

6 The gardener: 'The cook loves jewellery!'
_____

6 CE:YL **Read the text. Choose the right words and write them on the lines.**

Visiting the USA

Example The USA is a huge country and there are ___*many*___ different places to visit. You can start in New York. The skyscrapers are amazing – they're

1 so tall! They're made _____ glass and metal.

2 Take a walk in Central Park – there is _____ quite like it! Music

3 _____ often performed in the park so check the list of concerts

4 when you arrive. There is always _____ interesting happening there.

5 If you go to the west coast, you _____ travel across the Rocky

6 Mountains. You _____ go skiing in the mountains in winter.

7 If you _____ go in winter, you'll still find lots to do in the national parks. Make sure you look out for bears!

8 In California, you _____ miss San Francisco with its amazing bridge.

9 Or you can take a trip to Hollywood where movies _____ made.

10 You _____ see someone famous at the film studios!

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

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

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

1 Yesterday we went _____ a museum and saw a sculpture

2 made of recycled materials. I've never seen _____ like it!

3 The concert is on Saturday evening. It _____ at 7 pm.

4 If we _____ play well, our teacher won't be very happy. She

5 said we _____ spending too much time playing computer games!

8 Circle the correct words to complete the sentences.

1 Cotton **is grown** / **are grown** in warm countries.

2 Jeans are made **of** / **by** denim.

3 It's used for **open** / **opening** bottles.

4 He's a great singer – I'm sure he **will** / **won't** be famous one day.

5 Look at that big, black cloud! It **will** / **'s going** to rain.

6 If it's sunny tomorrow, **I'll go** / **I go** to the beach.

7 Don't take that path! You **might not** / **could not** find your way back.

8 Is **anyone** / **no one** at home?

Game

START

1 What was your teacher doing when you arrived at class this morning?
Answer the question.

2 Say two things you used to do when you were four years old.

3 *Go forward two spaces!*

8 Which method of transport don't you like?
Give two reasons why you don't like it.

9 Point to two things. Say what they are made of.

10 Make two predictions about the future.

11 What will you do this weekend if it's sunny?
Make two sentences.

12 'Mysteries are great! I'm writing a mystery story for homework.'
Report what the person said.

13 *Go back three spaces!*

14

Make two question tags.

FINISH

7

Miss a turn!

6

Say one thing you've already done today and one thing you haven't done yet.

5

Name three things you should take on a camping trip.

4

Say two things that you have never done.

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!

Vocabulary and grammar reference

Translate the words into your language.

accident _____
alarm _____
ambulance _____
cause _____
cooker _____
electricity _____
emergency _____
experiment _____
explain _____
fire drill _____
fire engine _____
heating _____
lifeboat _____
life jacket _____
million _____
power _____
rehearse _____
rescue boat _____
smoke _____
weird _____
whisper _____

Past continuous with past simple (Pupil's Book page 11)

Use the **past continuous** for the action that **started first** and the **past simple** for the action that **interrupted** it.

He **was feeding** the elephant when it **escaped**.

He **wasn't watching** when it **ran** away.

Past continuous: question form with *when* or *while* (Pupil's Book page 12)

What **were** you **doing** when the alarm **rang**?

I **was painting** **when** it **rang**.

It **rang** **while** I **was painting**.

Vocabulary and grammar reference

Translate the words into your language.

atlas _____
borrow _____
calculator _____
carpet _____
cassette player _____
communicate _____
cottage _____
diary _____
encyclopaedia _____
freezing _____
guide _____
history _____
hot water bottle _____
in those days _____
kilometre _____
office _____
oil lamp _____
phone box _____
remember _____
servant _____
twenty-first (21st) century _____
vacuum _____

used to: affirmative and negative (Pupil's Book page 25)

Use ***used to*** to talk about ...
1 things we often did in the past, but we don't do now.
2 past situations or habits that are finished or are not true now.

He **used to** be an actor.
He **didn't use to** teach maths.

I / You / He / She / It	used to	work	in an office.
We / They	didn't use to	wear	glasses.

used to: question forms (Pupil's Book page 26)

Where **did** you **use to** live?
Did you **use to** have a computer? **Yes, I did.** / **No, I didn't.**

Vocabulary and grammar reference

Translate the words into your language.

act _____
adventure _____
beautiful _____
bite _____
brilliant _____
camp _____
coach _____
compass _____
delicious _____
explorer _____
first aid _____
great _____
heights _____
horrible _____
incredible _____
landscape _____
mosquito _____
put up (a tent) _____
rucksack _____
scenery _____
sleeping bag _____
strange _____
view _____
wildlife _____

Present perfect: affirmative, negative with *never* (Pupil's Book page 37)

Use the **present perfect** to talk about an experience at some time in your life up to now. We do not say when it happened.

We use an affirmative verb with ***never***, but the sentence has a negative meaning.

She**'s seen** a lion at the zoo.

She**'s never seen** a lion in the wild.

I / You / We / They	have ('ve)	never	visited Toronto.
He / She	has ('s)		tried sailing.

Present perfect: questions with *ever* (Pupil's Book page 38)

Have you **ever been** camping? **Yes**, I **have**.

Have you **ever made** a fire? **No**, I **haven't**.

Vocabulary and grammar reference

Translate the words into your language.

battery	_____	interested in	_____
canteen	_____	litter	_____
challenging	_____	locker	_____
cloakroom	_____	polite	_____
coder	_____	rewarding	_____
environmental	_____	safe	_____
factory	_____	special effects	_____
flavour	_____	spit	_____
freeze	_____	spoon	_____
gardening	_____	university	_____
gym	_____		

Present perfect with *How long?*, *for* and *since* (Pupil's Book page 51)

Use ***for*** + a period of time: *for a month, for two weeks, for six days.*

Use ***since*** + the exact moment when something began: *since last week, since I was six, since 2015.*

How long have you **been** a dentist?

I've been a dentist **for 50 years**.

No one has complained **since 1975**.

Present perfect with *already* and *yet* (Pupil's Book page 52)

Use ***already*** in affirmative sentences. It goes before the main verb.

Use ***yet*** in questions and negative sentences. It goes at the end of the sentence.

I've **already** had lunch.

Have you met your new teacher **yet**?

I haven't been to the gym **yet**.

Translate the words into your language.

backwards	_____	popular	_____
crowded	_____	protect	_____
cycle path	_____	return ticket	_____
discount	_____	safety equipment	_____
ferry	_____	single / return ticket	_____
fit	_____	skyscraper	_____
forwards	_____	ticket office	_____
hug	_____	travel card	_____
lift	_____	virtual	_____
old-fashioned	_____	workshop	_____
pedal	_____		
polluted	_____		

Comparisons: *just as ... as / not as ... as* (Pupil's Book page 63)

Use ***just as*** + adjective + ***as*** for things which are the same or equal.

Use ***not as*** + adjective + ***as*** to say that one thing is less than another.

I'm **just as** fast **as** Dan!

You are**n't as** skilful **as** me.

too / not enough (Pupil's Book page 64)

Use ***too*** to say something is more than you would like.

Use ***not*** + adjective + ***enough*** to say something is less than you would like.

Buses are **too crowded** in the morning.

I'm **not fit enough** to cycle.

Translate the words into your language.

advert	_____	metal	_____
cheap	_____	(the) news	_____
chewing gum	_____	plastic	_____
cotton	_____	programme	_____
denim	_____	rubber	_____
documentary	_____	special	_____
fabric	_____	throw away	_____
glass	_____	useful	_____
herb	_____	waste	_____
jeans	_____	wood	_____
leather	_____		

Passive voice: present simple (Pupil's Book page 73)

Use the **passive voice** ...

1 to emphasise the action, not who does it.
2 when it is obvious, or we don't know, who does the action.
3 when it is people in general who do the action.

Lulu's dress **is made** from plastic bags.

One million dresses **are sold** every minute.

The shirt	is / isn't	made	from denim.
The shoes	are / aren't	made	from plastic.

made of + noun / used for + -ing (Pupil's Book page 74)

What**'s** it **made of**? It**'s made of** metal and glass.

What**'s** it **used for**? It**'s used for** check**ing** the weather.

Translate the words into your language.

accordion	_____	optimistic	_____
calendar	_____	orchestra	_____
catchy	_____	perform	_____
cheerful	_____	pop music	_____
classical music	_____	promote	_____
folk music	_____	rap	_____
it makes me		rehearsal	_____
feel happy	_____	rhythm	_____
it reminds me of	_____	romantic	_____
lively	_____	tour	_____
midnight	_____	tune	_____

will and *going to* (Pupil's Book page 85)

Use ***will*** / ***won't*** to make predictions about the future.

Use ***going to*** to ...

1 talk about future plans and intentions.

2 make a prediction based on something we can see or hear right now.

One day my son **will** be famous.

He**'s going to** play for the king next week.

Look! She**'s going to** fall!

Present simple for future events (Pupil's Book page 86)

Use the **present simple** to talk about future events that are scheduled or have a timetable.

What time **does** the bus **leave** tomorrow? It **leaves** at 10 o'clock.

The concert **starts** at 3 pm.

Vocabulary and grammar reference

Translate the words into your language.

astonished	_____	palace	_____
bad temper	_____	play a trick	_____
collect	_____	powerful	_____
emperor	_____	rescue	_____
escape	_____	rope	_____
forgive	_____	swan	_____
furious	_____	take place	_____
hurt	_____	tell lies	_____
in trouble	_____	tell the truth	_____
moral	_____	tied up	_____
own	_____		

First conditional (Pupil's Book page 99)

Use the **first conditional** to talk about a possible future situation and its result.

If you **rest**, you**'ll feel** better.

If I **stop**, I **won't finish** my house.

If you **don't rest**, you**'ll get** ill.

may (not) / might (not) / could for future possibility (Pupil's Book page 100)

In the affirmative, use ***may***, ***might*** or ***could*** to talk about a possible future situation.
Only use ***may not*** and ***might not*** in the negative.

He **might** hurt him.

He **might not** escape.

He **may** escape.

They **may not** think it's an emergency.

She **could** rescue him.

Translate the words into your language.

against _____
believe _____
chemical _____
choice _____
concentrate _____
debate _____
diet _____
exam _____
for _____
lose _____
media _____
multi-tasking _____
processed _____
research _____
right _____
snack _____
unfair _____
vegan _____
vegetarian _____
What's wrong? _____
wrong _____

Reported speech: present tenses (Pupil's Book page 111)

When we use **reported speech**, we usually change the tense:

am / is ⟶ *was* *are* ⟶ *were*

present simple ⟶ past simple present continuous ⟶ past continuous

'Sugar **is** bad for your teeth.' I said sugar **was** bad for your teeth.

'But I **love** sugar.' He said he **loved** sugar.

'I**'m eating** all the cakes!' He said he **was eating** all the cakes.

Indefinite pronouns and adverbs (Pupil's Book page 112)

	person	**place**	**thing**
Affirmative statements	someone	somewhere	something
Affirmative statements, negative meaning	no one	nowhere	nothing
Questions / Negative statements	anyone	anywhere	anything

Someone will find it. Can I do **anything** to help?

There's **nowhere** I haven't looked.

Vocabulary and grammar reference

Translate the words into your language.

behave	_____	remove	_____
break into	_____	robbery	_____
cafeteria	_____	smart	_____
cancel	_____	solve	_____
clue	_____	south	_____
crime	_____	statement	_____
culture	_____	surface	_____
flow	_____	suspect	_____
north	_____	tell the truth	_____
prove	_____	valuable	_____
receipt	_____		

Question tags: *to be*, present simple, *can* (Pupil's Book page 125)

Use **question tags** to check that something you believe is true. It's like saying 'Am I right?' or 'Do you agree?'

You don't know where it is, **do you**?

We're rich, **aren't we**?

We can buy a new boat, **can't we**?

Review of modal verbs (Pupil's Book page 126)

Advice	Obligation	No obligation	Permission	Possibility
should	must	don't have to	can	may
shouldn't	mustn't		can't	might
	have to			could

You **don't have to** wear uniform.

You **must** look smart.

You **mustn't** use your phone.

You **can't** wear jeans.

You **should** bring a jacket.

It **might** be cold.

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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  - Printable flashcards
  - Printable worksheets
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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	

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