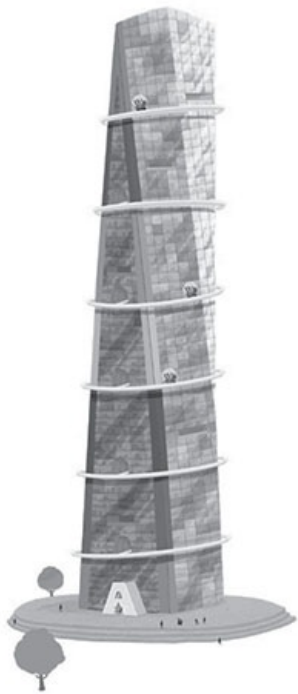
Academy Stars 6

SECOND EDITION

Workbook

Tracy Traynor



macmillan education

Macmillan Education Limited
4 Crinan Street
London N1 9XW

Companies and representatives throughout the world

Academy Stars Second Edition Level 6 Workbook ISBN 978-1-035-10084-2

Academy Stars Second Edition Level 6 Workbook with Digital Workbook ISBN 978-1-035-10085-9

Text, design and illustration © Macmillan Education Limited 2024
Written by Tracy Traynor with Emma Szlachta

The authors have asserted their right to be identified as the author of this work in accordance with the Copyright, Designs and Patents Act 1988.

Graphic Grammar™ belongs to Steve Elsworth and Jim Rose. 

This edition published 2024
First edition entitled "Academy Stars Level 6 Workbook" published 2017

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Original design by Splinter
Design and page makeup by Composure
Illustrated by Tom Heard (The Bright Agency) pp41, 72; Pablo Gallego (in the style of Amit Tayal) pp13, 21, 30, 31, 31, 85, 90, 94, 105; Eva Morales (Advocate Art) pp4, 6, 26, 28, 36, 41, 65, 95, 114, 116(cl); André Muller (Lemonade Illustration Agency) pp34, 62, 70, 74; Amerigo Pinelli (Advocate Art) pp47, 82, 116(br); Helen Prole (Plum Pudding Illustration Agency) pp10, 16, 20, 41, 50, 51, 53, 56, 57, 58, 70, 72, 111, 116(tl); Ludovic Salle (Advocate Art) pp17, 27, 71, 91, 101, 110, 116(tr).

Animation stills by Blublu animations Ltd p75.

Cover concept by Macmillan Education Ltd, with contributions by Darío Pérez Catalán
Cover design by Composure
Cover photograph by **Getty Images**/DaniloAdjus.
Picture research by Lorraine Beck and Composure

The authors and publishers would like to thank the following for permission to reproduce their photographs:
Alamy Stock Photo/Everett Collection p9, Alamy Stock Photo/Cliff Hide PR p12(m), Alamy Stock Photo/ZUMA Press p12(b), Alamy Stock Photo/Victor Watts p14, Alamy Stock Photo/Thomas Boehm p22, Alamy Stock Photo/blickwinkel p23(bmr), Alamy Stock Photo/MITO images GmbH p25(l), Alamy Stock Photo/Photo 12 p37(m), Alamy Stock Photo/Don Johnston_WC p37(r), Alamy Stock Photo/Tim Jones p39(tl), Alamy Stock Photo/imageBROKER p52, Alamy Stock Photo/Andy Teasdale p54, Alamy Stock Photo/Panther Media GmbH p77, Alamy Stock Photo/Richard Wareham Fotografie p78, Alamy Stock Photo/Klemen Misic p81(tr), Alamy Stock Photo/Pawel Kazmierczak p84(b), Alamy Stock Photo/Cultura Creative (RF) p84(t), Alamy Stock Photo/Cinematic Collection p93, Alamy Stock Photo/Photo 12 p96, Alamy Stock Photo/Ian Allenden p97(t), Alamy Stock Photo/Moviestore Collection p98, Alamy Stock Photo/oliver leedham p116, Alamy Stock Photo/age fotostock p117; **eyevine**/Chen Xie/Xinhua p16; **Getty Images**/Yoshinori Kuwahara p4(background), Getty Images/(c) Conrado Tramontini p7, Getty Images/Denis Scott p8, Getty Images/AFP/Stringer p12(t), Getty Images/adamkaz p18, Getty Images/Jeffrey Coolidge p19, Getty Images/vgajic p21, Getty Images/Jbryson p32(t), Getty Images/George Doyle p32(m), Getty Images/Jason_V p32(b), Getty Images/zhaubasar p37(l), Getty Images/dolgachov p46, Getty Images/EMPPhotography,Evelyn M. Peyton p49, Getty Images/Steve Lorillere p64(b), Getty Images/Vladimir Vladimirov p66, Getty Images/PIERRE VERDY p73, Getty Images/serikbaib p80, Getty Images/Emma Kim p86, Getty Images/TimZillion p88(t), Getty Images/scanrail p88(b), Getty Images/Blend Images - Andersen Ross p100, Getty Images/FatCamera p102, Getty Images/Blend Images - KidStock p106, Getty Images/EyeEm/Adriano La Naia p110, Getty Images/Tim Robberts p111(tr), Getty Images/alvarez p115; **Glow Images**/Fancy p25(r); **Shutterstock**/ultramansk p6, Shutterstock/Ersler Dmitry p8(background), Shutterstock/aquapix p23(br), Shutterstock/Volodymyr Burdiak p38, Shutterstock/Poznyakov p44, Shutterstock/Sharon Keating p59, Shutterstock/Gilmanshin p60.

Commissioned photographs by **Macmillan Education Limited**/MMStudio pp. 5, 32(tl,tr), 39(tcl,mcl,bcl,tcr), 64(tl), 81(tr), 97(bl,br) and 113 (ml,mr); **Studio 8 Ltd** p4.

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

The inclusion of any specific companies, commercial products, trade names or otherwise does not constitute or imply its endorsement or recommendation by Macmillan Education Limited.

Printed and bound in [TBC]
2028 2027 2026 2025 2024
10 9 8 7 6 5 4 3 2 1

Contents

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

Welcome

Lesson 1 Meet the Academy Stars

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



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

2 Order the words to make sentences. Remember to include full stops.

1 Laura / has / learnt / already / to / play / tennis / how
Laura has already learnt how to play tennis.

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

3 taken / photos / hasn't / of / wildlife / yet / Paul
_____

4 already / Julia / started / has / to / the / violin / learn
_____

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



Matt's experiences

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

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

4 Complete the conversation with the words in the box.

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

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

Lesson 2 Let's review!

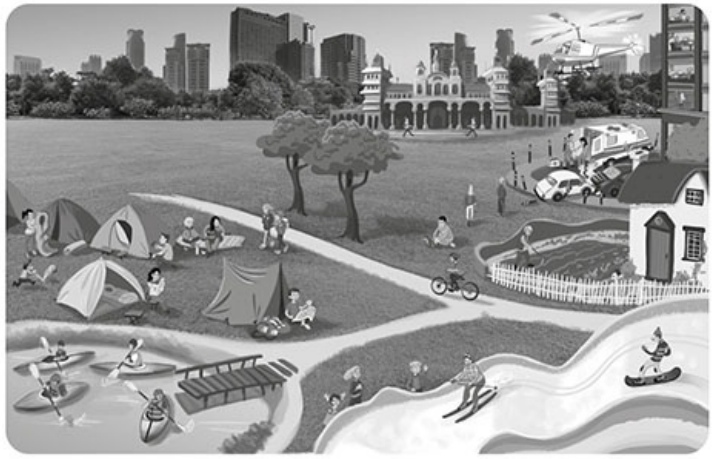
1 Circle the correct words to complete the sentences.

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

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

1	sleeping	2	fire	3	cycle	4	safety	5	first-	6	life
a	jacket	**b**	bag	**c**	aid	**d**	engine	**e**	equipment	**f**	path

1 *Have you ever slept in a sleeping bag?*
2 _____
3 _____
4 _____
5 _____
6 _____



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

1 you / play / in an orchestra – six months

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

2 Tilly / be / interested in swans – March

3 they / like / classical music – two years

4 Mr Bradley / coach / the football team – 2020

5 you / go / camping – last summer

6 he / live / in a skyscraper – a year

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



1 Skyscrapers *are built* (build) in big cities.

2 Emergency ambulances _____ (drive) by paramedics.

3 The safety equipment _____ (check) every day.

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

5 Pedals _____ (use) to move a bike backwards and forwards.

6 The teams _____ (coach) by Miss Jackson.

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

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

1 Life in the wild

Lesson 1 Vocabulary

1 Read the definitions and write the words.

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

2 CE:Key 1.1 **For each question, choose the correct answer.**

1 What animal has Sophia drawn?
(A) a blue whale
B a shark
C an octopus

2 How many whales are left?
A 140,000
B 50,000
C 10 to 25,000

3 When Sophia saw a whale, she was
A amazed.
B excited.
C sad.

4 The captain thinks that
A whales should trust people.
B we need to be kind to the whales.
C we don't do enough to protect whales.

5 Richard is going to do his presentation on
A Wednesday.
B Thursday.
C Friday.



Lesson 2 Reading comprehension

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



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

2 Complete the sentences with the words in the box.

conservation ~~films~~ habitat nervous species trust

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

Working with words

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

1 paint + phones → _paintbrush_
2 ear + life → _____
3 star + site → _____
4 back + fish → _____
5 wild + brush → _____
6 camp + bone → _____

1 Match to make sentences.

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

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



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

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

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

Lesson 4 Language in use

1 1.2 Listen and choose the correct answers.

1 When did you go to the bird sanctuary?
a For half an hour. **b** Last weekend. **c** In the summer.

2 What did you do there?
a I watched the sparrows. **b** I've seen the parrots. **c** We took photos of the swifts.

3 Have you ever seen birds migrating?
a Yes, I have. **b** Yes, I did. **c** No, I haven't.

4 What did you think of the sanctuary?
a It records where the birds go. **b** It was fantastic. **c** I loved it.

5 How long have you been interested in nature?
a For a few years. **b** Since I started school. **c** Not yet.

2 Write questions using the prompts.

1 you / ever / visit / wildlife park?
Have you ever visited a wildlife park? Yes, I have.

2 when / you / go?
_____ Last summer.

3 which animals / you / see?
_____ Lions and giraffes.

4 what / you / learn?
_____ Some lions are endangered.

5 you / finish / your animal project yet?
_____ No. I want to add some photos.

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

aquarium bird sanctuary pet shop zoo

ever / been? when / go? what / see?

_____

_____

_____

_____

1 CE:Key **For each question, choose the correct answer.**

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

Wildlife experts

Mateusz



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

Steve



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

Joel



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

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

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

Lesson 6 Learning to learn

Class Project

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

Keywords: *animal* _____

Other keywords: *habitat* _____

1 Where does it live?

2 Why is it endangered?

3 How can we help its survival?



2 **Read the descriptions of these websites. Can you trust the information? Circle *yes* or *no*.**

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

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

Prepare to write

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



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

This talks about:

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

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

Paragraph 1 _____
_____
Paragraph 2 _____
_____
Paragraph 3 _____
_____
Paragraph 4 _____
_____
Unit 1 _____
Additional material from your research
_____ in paragraph _____
_____ in paragraph _____

Ready to write

3 **Write a biography of Gerald Durrell.**

Gerald Durrell

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

- ☐ Did I organise the information into paragraphs?
- ☐ Is the information clear?
- ☐ Is the information in the correct order?
- ☐ Are the verbs in the correct tense?
- ☐ Is there a good range of vocabulary?

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

Lesson 7 Functional language



1 1.3 **Listen and complete.**

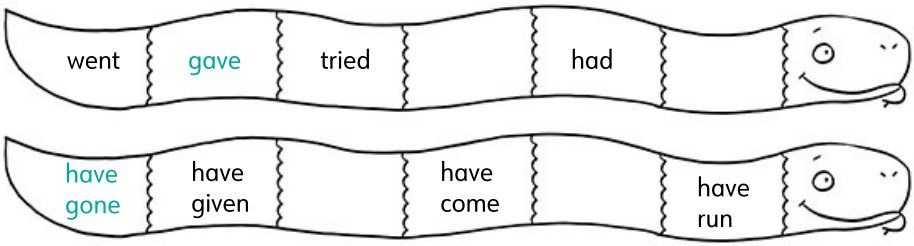
1 There's a building *in the background* .
2 The two pandas are the _____ .
3 There's a branch _____ of the photo.
4 It _____ one of the pandas is trying to climb onto the branch.
5 _____ one panda is pushing the other one.
6 _____ the panda is helping the other panda get onto the branch.

Check-up challenge

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

1 trodrape *predator* _____
2 tabihat _____ _____
3 teagrim _____ _____
4 deerdengan _____ _____
5 tropcte _____ _____
6 labelbunieve _____ _____

2 **Complete the verb snakes.**



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



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

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

What I can do!

Put a tick (✓) or a cross (×).

find specific information in a text	☐	make and use compound nouns	☐
talk about past events and experiences	☐	write a biography	☐
ask and answer about a past experience	☐	describe a wildlife photo	☐

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

2 Inspiring ideas

Lesson 1 Vocabulary

1 Unscramble the words and complete the sentences.

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

2 2.1 Listen and write one or two words.

1 **a** George can't get a signal or *send* *messages*.
b George's friend thinks the phones will connect to the _____ in a different place.

2 **a** Julia doesn't want her mum to follow the _____ _____.
b She thinks that the information isn't received _____ _____.

3 **a** The girl wants to buy a _____.
b She isn't interested in buying _____ _____ to go with it.

4 **a** Perfect Pizza have developed a new system so customers can _____ _____.
b Perfect Pizza customers won't need to make a _____ _____ to order pizza.



Lesson 2 Reading comprehension

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



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

2 Match to make sentences about the text.

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

Working with words

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

adventure courage humour danger ~~fame~~ mountain

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

1 Complete the table.

	be	do	see	know	take	write
Past simple I ...	*was*					
Past perfect I ...		*had done*				

2 Circle the correct form of the verbs.



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

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

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

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

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

However, I hadn't _____

Lesson 4 Language in use

1 Circle the correct words to complete the sentences.



1 'Make lunch for ____,' our dad said as he left the house.
a themselves **b** ourselves **c** yourselves

2 My brother nearly cut ____ with the bread knife.
a himself **b** herself **c** itself

3 After lunch, I decided to film ____ singing a song I had written.
a yourself **b** myself **c** himself

4 'You can't film ____!' said my brother.
a myself **b** itself **c** yourself

5 'But it's easy,' I argued. 'Jenny taught ____ how to do it.'
a yourself **b** herself **c** himself

6 My brother filmed me in the end! We enjoyed ____ very much.
a ourselves **b** themselves **c** yourselves

2 CE:Key 2.2 **For each question, choose the correct answer.**
You will hear Katy talking with her friend William about a birthday party. What did each person do during Millie's party?



Example:

Katy and David F

People

1 Mia and Betty ☐
2 Helen ☐
3 Robert ☐
4 William ☐
5 Dad ☐

Activity

A sang 'Happy Birthday'
B danced
C took photos
D was at a safari park
E played the guitar
F ate cake
G played the piano
H cut the cake

1 CE:Key **For each question, choose the correct answer.**



Jack Sheridan

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

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

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

1 Who is Edmund Hillary?

A the leader of Jack's Sheridan's expedition

B a scientific researcher in the Himalayas

C an explorer who was first to get to the top of Mount Everest

2 What is Jack interested in doing on his expedition?

A studying the stars, weather and geography

B planning, being resourceful and working hard

C getting a place on an exciting expedition

3 Why does Jack think his journey will be a great way to test himself?

A Because he's never been camping high in the mountains before.

B Because the culture will be fascinating.

C Because he will have to plan, be resourceful and work hard.

4 How does Jack describe Ladakh?

A He thinks it's a place he's always dreamt of.

B He thinks it's part of a remote and challenging country.

C He thinks he's not sure it's where he wants to go.

5 Why is Jack going to film himself while he is in Ladakh?

A Because he will be doing research on how he feels while he's there.

B Because he wants to send a video to leader of the expedition.

C Because he wants to enjoy the moments and remember them when he comes back.

Lesson 6 Learning to learn

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

1 On which page can you find information about storms?

page 220

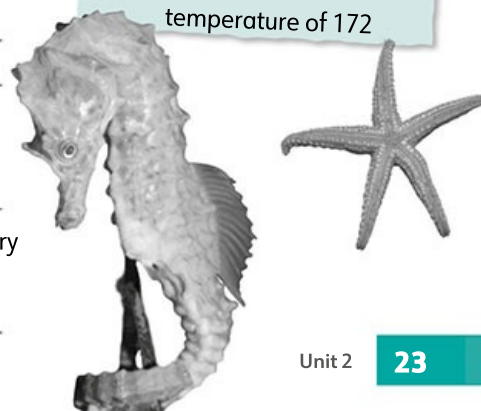
2 How many entries are there for 'starfish'?

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

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

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

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



Prepare to write

1 Match the information about the structure of an essay.

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

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

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

For different ideas	For similar ideas	For the last paragraph
On the one hand		
	Secondly	

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

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

Introduction	Advantages	Disadvantages
2 ___ ___ ___	___ ___ ___	___ ___ ___

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

Advantages: _____

Disadvantages: _____

Conclusion: _____

Ready to write

5 **Write your essay on the topic, 'Should we make the school holidays longer?'.**



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

- ☐ Did I structure the essay correctly?
- ☐ Did I use suitable expressions to introduce my arguments?
- ☐ Is my conclusion supported by my arguments?
- ☐ Is the spelling correct?
- ☐ Is the grammar accurate?

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

Lesson 7 Functional language

1 2.3 **Listen and order the sentences.**

A The purple one looks really sporty. ☐
B The orange one will look better. ☐
C The purple one looks waterproof. ☐
D They're both nice. 1
E I wondered if it looked a bit childish. ☐
F This one is purple and the other one is orange. ☐



Check-up challenge

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

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

1 Amundsen used dogs to pull his ~~engines~~ *sledges* in the race to the South Pole.
2 When did you send my message? I texted you last night!
3 My watch broke when I jumped into the sea because it wasn't sporty.
4 Let's record a video of the match, then we can film it back later.
5 The expedition to the South Pole took the explorers on a journey to a very upside-down place.
6 My smartphone turns words and pictures into signals.
7 Last year we took a race to one of the highest mountains in Germany.
8 I don't think he received my phone call – the navigation isn't working.
9 It was an expedition to see who could get to the finish line first.
10 My brother and I like to record himself when we practise playing the guitar.

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

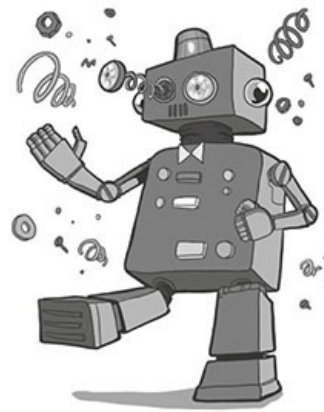
O	[1] T	[2] W	[3] I
[4] S	H	E	[5] Y
[6] H	E	Y	O
B	[7] Y	O	U

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

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

already start | come | fall | get up | go | not hear | try | ~~wake~~

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



What I can do!

Put a tick (✓) or a cross (×).

- read and summarise a text ☐
- use the past perfect to talk about events ☐
- use reflexive pronouns ☐
- make and use words with the suffix *-ous* ☐
- write an opinion essay ☐
- compare and contrast items ☐

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

3 Senses

Lesson 1 Vocabulary

1 Read the definitions and write the words.

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

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

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



TV guide – Wednesday 6th April

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

Lesson 2 Reading comprehension

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

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

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

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

Working with words

3 Write the antonym for each word.

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

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

4 Complete the sentences with the antonyms from Activity 3.

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

1 Match the modal verbs to the correct meanings.

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

2 Find and correct the wrong modal verb in each sentence.

1 It looks like a leopard, but it ~~might~~ be one. *may not / might not*

2 It's got your name on it. It may be yours. _____

3 I don't believe it. It could be true. _____

4 Mary has a scarf like that one so it might not be hers. _____

5 I don't think there are any snakes here, but there can't be some. _____

6 Andy usually plays football now, so he must be at home. _____

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

1	A *It might be a football.*	B *It may be a planet.*	C *It must be Earth.*
2	A _____	B _____	C _____
3	A _____	B _____	C _____
4	A _____	B _____	C _____
5	A _____	B _____	C _____
6	A _____	B _____	C _____

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

1 Somebody has given you a present. What is it?
It can't be a book. It isn't heavy enough. It might be a DVD.

2 There are some keys on the floor. Whose are they?
_____

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

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

1 Write the adjectives under the correct senses.

hard ~~noisy~~ pretty quiet soft sour sweet ugly

It looks ...	It sounds ...	It tastes ...	It feels ...
_____	*noisy*	_____	_____
_____	_____	_____	_____

2 3.3 Listen, read and choose the correct answers.





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

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

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

1 CE:Key **For each question, choose the correct answer.**

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

A new planet home?



Anne

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



Greta

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



Eliza

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

2 CE:Key **For each question, write the correct answer. Write one word for each gap.**

Dear Bella,

We have finally **(0)** *found* Jax and Minnie on a new planet, and guess what! It **(1)** _____ very different to Earth! The **(2)** _____ was OK – not too hot or too cold, but it's totally dark. There were lots **(3)** _____ familiar flowers and I **(4)** _____ hear the **(5)** _____ of a waterfall. Dad thinks we **(6)** _____ be careful. Although the flowers and trees smelled **(7)** _____ those on our planet, they might **(8)** _____ bad for us. I keep thinking **(9)** _____ you. Where are you? I know you **(10)** _____ not get this message, but I hope you do!

Love, Joni

Lesson 6 Learning to learn

1 **Complete the text.**

dictionary English online own ~~work out~~

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

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

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

positive meaning	*charming*		
negative meaning			

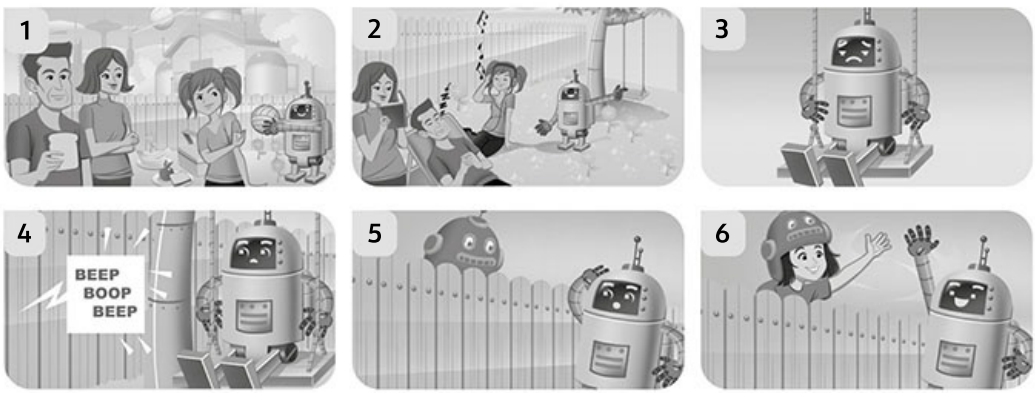
Prepare to write

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

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

Beginning	Middle	End
Who is the main character?	*What's the problem?*	

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



Troob wants to play

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

Middle: *Troob – no one to play with*

3 **Write some notes about how your story ends.**

Troob – happy, excited

Ready to write

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

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

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

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

Lesson 7 Functional language

1 **Complete the text with words from the box.**

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

Play the GUESSING GAME



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

Check-up challenge

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

1 giant / familiar / rectangular / square
It doesn't describe the shape of something.

2 fascinating / imaginative / delicious / disgusting
_____

3 sticky / bitter / sweet / sour
_____

4 memorise / rectangular / recognise / cope
_____

5 tastes / familiar / sounds / smells
_____

6 soft / smooth / hard / blind
_____

2 Look and complete the sentences with your ideas.







1 It may be *a shoe*. It could be _____. It can't be _____.

2 It might be _____. It may not be _____. It can't be _____.

3 It must be _____. It can't be _____.

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

a

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

b

19	13	1	12	12

18 12 4 2
8 21 26 15
18 14 2 8 6

c

14	15	9	19	25

d

18	15	21	7	8

e

2	9	20	20	5	18

1 It looks _____.

2 It tastes _____.

3 It smells *disgusting*.

4 It feels _____.

5 It sounds _____.

What I can do!

Put a tick (✓) or a cross (×).

infer information from a text	☐	use antonyms	☐
speculate about present situations	☐	write a science fiction story	☐
describe what food looks, tastes and smells like	☐	describe objects	☐

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

4 Get involved!

Lesson 1 Vocabulary

1 Circle the correct words to complete the sentences.

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

2 4.1 Listen and complete each sentence with one word.

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

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

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

Lesson 2 Reading comprehension

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

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

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

1 

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

_____

2 

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

_____

3 

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

_____

4 

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

_____

Working with words

3 Match the underlined words to the correct synonyms.

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

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

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

2 Order the words to make sentences.

1 been / our / class / has / doing / a / on / the / environment / project

Our class has been doing a project on the environment.

2 habitats / Euan and Katie / been / learning / about / have

_____

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

_____

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

_____

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

_____

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

_____

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

1 My hands are dirty because *I've been gardening*.
2 I'm tired because _____.
3 My friends are terrified because _____.
4 My mum's exhausted because _____.
5 We're late because _____.
6 My hair's wet because _____.

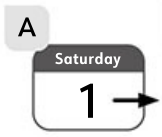
Lesson 4 Language in use

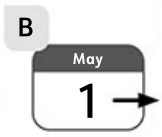
1 CE:Key 4.2 **For each question, choose the correct picture.**

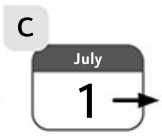
1 What has Greta been doing?

A  B  C 

2 How long has Chloe been volunteering?

A 

B 

C 

3 Where has Grandma been helping?

A  B  C 

4 Who has Anton been talking to?

A  B  C 

2 **Complete the conversation with phrases from the box.**

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



A: Your [1] *community* project sounds great.

B: Thanks!

A: [2] _____ you been working on it?

B: I've been [3] _____ since last year.

A: [4] _____ been doing today?

B: [5] _____ cleaning up the park. People leave a lot of rubbish there so we've [6] _____ every Sunday to pick it up and make the park look nice again.

A: [7] _____ helping there today?

B: No, we haven't. Today we've [8] _____ plants. We're going to plant them next week.

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

How long ... ?
for (X) months / years
since ...

Question: _____

Answer: _____

Question: _____

Answer: _____

1 CE:Key For each question, choose the correct answer.

1 They are raising money for:

A Parkview Leisure Centre

B Mary Williams

C Redcliffe Hospital

Come to our
charity basketball game
on Friday at Parkview Leisure Centre

Starts at 10.30 am

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

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

2

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

A Adults who want to help with the game should phone Mary.

B Adults who want to make food after the game should phone Mary.

C Adults who want to play in the game should phone Mary.

3

A Players need to bring trainers and food.

B Players need to bring trainers and something to drink.

C Players need to bring trainers and T-shirts.

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

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

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

4

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

When has Callum got basketball practice this week?

A Tuesday, Wednesday and Friday

B Monday, Thursday and Friday

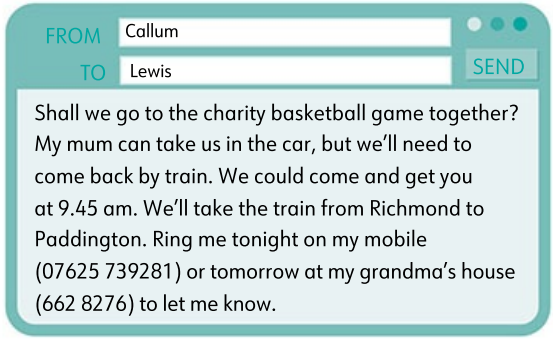
C Tuesday, Thursday and Friday

5

A Callum will be at his grandma's house tomorrow.

B Callum is going to the charity basketball game with his mum.

C Callum will come and get Lewis at 9.45 pm.



6

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

A The train from Paddington leaves at 2.00 pm.

B The train arrives in Richmond at 12.30 pm.

C The train leaves Pinner at 3.45 pm.

Lesson 6 Learning to learn

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

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

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

Prepare to write

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

SEND

FROM Jamie

TO Anne

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



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

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

Thanks,

Jamie

title: *Kids Play*

slogan: _____

general description: _____

activities: _____

special events: _____

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

_____

opening times and price: _____

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

_____

_____

Ready to write

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

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

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

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

Lesson 7 Functional language



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

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

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

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

Check-up challenge

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

raise	encourage	support	reserve
global	damage	~~weigh~~	benefit

1 I asked for a kilo of apples so the market seller *weighed* them.
2 We've decided to _____ money for a charity for the elderly.
3 We must _____ a room where we can practise every Monday.
4 Damage to the environment is a _____ problem.
5 The storm was so bad it _____ trees and buildings.
6 They volunteer in the community to _____ people who need help.
7 My mum always _____ me when I want to try out a new activity.
8 Green ideas _____ the environment.

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

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

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

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

do learn study volunteer work

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

She *'s been volunteering there for six months.*

2 _____

I _____

3 _____

Yes, we _____

4 _____

They _____

5 _____

Dan _____

What I can do!

Put a tick (✓) or a cross (×).

infer information from a text	☐	use synonyms to vary vocabulary	☐
emphasise the duration of recent activities	☐	write an information leaflet	☐
ask about recent events and actions	☐	make and respond to suggestions	☐

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

5 Travel adventures

Lesson 1 Vocabulary

1 Read and match.

1	When you feel homesick,	**a**	is called a ranch.
2	A cowboy rides a horse and	**b**	you miss your family and where you live.
3	Cattle are the cows that	**c**	happens to you or you are a part of an event.
4	A large farm in the USA with cows	**d**	looks after cows.
5	In summer, sunrise can be	**e**	to remind you of a place you visited.
6	You experience something when it	**f**	you like doing things outside.
7	A confident person	**g**	help us remember how things were in the past.
8	You buy souvenirs	**h**	a farmer keeps for milk or meat.
9	If you like the outdoors,	**i**	is sure they can do something well.
10	Traditional art and stories	**j**	as early as 4.30 am.

2 CE:Key 5.1 **For each question, choose the correct answer.**

1 You will hear a ranch manager talking to a group of visitors. Why do the visitors need to be careful?
- (A) There are big herds of cattle.
- B They might get sun burned.
- C They are a large group of people.

2 You will hear two friends talking about their day. What have they just done?
- A They've been to the cinema.
- B They've had a meal.
- C They've done a sporting activity.

3 You will hear a girl, Annie, talking about a weekend away. Why did she buy the souvenir?
- A Because the other items in the shop were too expensive.
- B To give to someone in her family who wasn't there.
- C To remind her of a great holiday.

4 You will hear a teacher talking to some students. How do some of them feel?
- A Pleased because they tried different activities.
- B Tired because they had to get up early.
- C Homesick because they are away from home.

Lesson 2 Reading comprehension

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

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

2 Write answers to the questions about the ranch.



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

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

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

4 How can I find out about Native American culture?

5 How can I prepare for the weather?

6 How can I buy something to remember my trip?

Working with words

3 Write the opposites of these words.

~~active~~ correct experienced friendly popular usual

un			
in	*inactive*		

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

1 The ranch guide asked us to meet him at sunrise. ☑
2 'Don't forget your boots.' ☐
3 He told us to find our horse. ☐
4 He told us not to worry. ☐
5 'Please watch carefully.' ☐
6 'Don't ride too quickly.' ☐
7 He asked us to follow him. ☐
8 'Take your time.' ☐

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

1 *He told us not to forget our boots.*
2 _____
3 _____
4 _____

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

SEND TO Greg Wilson

Hi Greg,

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

We'll catch the train at 9.30 am. Let's meet at the station. [2] Please be there by 9.15. That will give us time to buy tickets. [3] Bring your headphones. Then we can listen to music on the journey if we want to. [4] Don't forget money for souvenirs. My dad says the shop is great! [5] Bring lunch! There's a park nearby where we can have a picnic. Does that all sound OK? [6] Don't be late!

Caroline



1 *Caroline asked me to tell you the plan.*
2 She asked us _____.
3 _____
4 _____
5 _____
6 _____

Lesson 4 Language in use

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

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

2 5.2 Listen and answer the questions.

1 What is Fred doing next Saturday? *His grandparents are coming for lunch.*
2 What is Mary doing on Saturday evening? ____
3 What is Dan doing before he goes to university? ____
4 Who is Dan visiting? ____
5 How long is Dan staying with them? ____
6 What is Mary doing this evening? ____

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

go swimming	go shopping	have a picnic	do homework	make a cake
visit relatives	meet friends	play football	write emails	tidy my room

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

1 CE:Key For each question, choose the correct answer.

Sandboarding

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



Example:

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

Lesson 6 Learning to learn

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

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

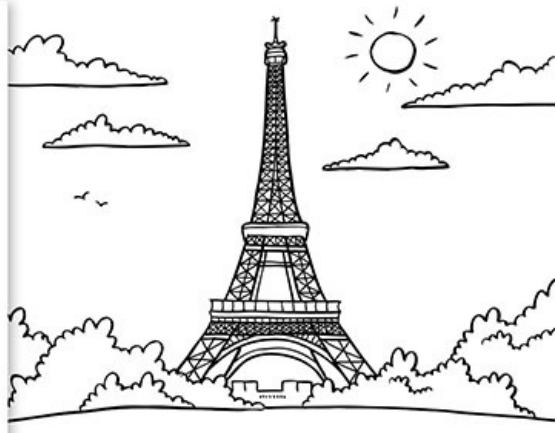
2 **Check the text and label eight more mistakes. Rewrite the text correctly.**

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

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

Had you ever been their. I really want too go again. It's boring! Next month

we're visiting to France. That will be interested.



Prepare to write

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

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

2 Read the leaflet and imagine you went to the adventure camp. Use your own ideas and opinions to write notes.

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

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

Evenings: quiz, concert, games

Special events: trip to helicopter show, canoeing race

Accommodation: teepees or tree houses

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



Paragraph 1: general description of the camp *Family Adventure Camp, great place to come with your family, something for everyone to do!*

Paragraph 2: feelings before / at start of trip _____

activities done _____

how the guide helped _____

Paragraph 3: favourite part of trip and why _____

_____

Paragraph 4: benefits of the experience _____

recommendation _____

Ready to write

3 Write your review.



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

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

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

Lesson 7 Functional language

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



School trip to waterpark

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

Check-up challenge

1 Read the definitions and write the words.

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

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

1 'Please listen to the instructions!' *The teacher asked us to listen to the instructions.*

2 'Get a piece of paper.' She _____

3 'Please watch me make a bird.' _____

4 'Fold the paper six times.' _____

5 'Finish it like this.' _____

6 'Please make your own bird.' _____

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



swim / competition



go / for ice cream



visit / safari park



watch film / with Dan

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

_____



meet friends / park



visit / Lara



play / school concert



have dinner / restaurant

Emily: On Sunday, Katy and I are _____

_____

What I can do!

Put a tick (✓) or a cross (×).

scan a text for specific information	☐	use prefixes *un-* and *in-*	☐
report requests and commands	☐	write a review	☐
talk about future arrangements	☐	give advice and recommendations	☐

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

Mid-year review

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

1 volunteer / rainforest / hero / cowboy — *It isn't a person.*

2 cable car / sanctuary / habitat / ranch

3 confident / ambitious / determined / sporty

4 forecast / record / film / play back

5 migrate / journey / expedition / donate

6 bitter / soft / hard / rough

7 endangered / extreme / at risk / damaged

8 damage / support / encourage / inspire

2 Read the definitions and write the words.

1 You might buy this on holiday to help you remember a place that you've visited. — s o u v e n i r

2 This is where you are when you're not in a building. — o _ _ _ _ _ _ _

3 This is a kind of organisation which helps people or animals. — c _ _ _ _ _ _

4 This is an animal that hunts other animals. — p _ _ _ _ _ _ _

5 Explorers go on this kind of long trip. — e _ _ _ _ _ _ _ _ _

6 This is all the people that live in one area. — c _ _ _ _ _ _ _ _

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

a ...? No, we didn't. Our aim is to be more successful next time. ☐

b ...? Since July. 1

c ...? Yes, I have. I'd like to encourage everyone to volunteer. ☐

d ...? Because there are so few of them in the wild. ☐

e ...? Yes, we have, but there's still a lot to do. ☐

f ...? I've been observing pandas in their habitat. ☐

4 Match to make sentences.



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

5 Which notice (A–F) says this?

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

A DANGER Weak bridge

B Waterproof watch $80

C Gift shop

D Exhibition OPEN

E To the cable car

F Room reserved for band practice

6 CE:Key **For each question, choose the correct answer.**



Rob's visit to the Space Museum

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

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

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

7 Complete the text with the words in the box.

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



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

8 Complete the sentences with the words in the box.

~~bear~~ | disgusting | like | like him | sour | sticky | sweet | waterproof

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

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

I've been at this school **(0)** _since_ I was five. Next year **I (1)** _____ moving to a new school. One of my best friends **(2)** _____ moving there with me, and I'm sure I'll make plenty **(3)** _____ new friends, too. I'm looking forward **(4)** _____ it.

My favourite subject at school is science. We **(5)** _____ just finished a fascinating project about space and I've **(6)** _____ reading about it a lot. People used to think the sun and all the **(7)** _____ and stars moved round the Earth. Then **(8)** _____ 1530, one scientist said that wasn't true. He **(9)** _____ studied them carefully and he believed that the Earth moved round the sun. Many people **(10)** _____ believe him, but he was right.

6 Sell, sell, sell!

Lesson 1 Vocabulary

1 Read and unscramble the words.

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

2 CE:Key 6.1 **For each question, choose the correct answer. You will hear Katy talking to her cousin Oliver.**

1 Katy wants to try
A the boots with the stars on them.
B the boots with the stripes on them.
C the expensive leather boots.

2 Katy reads a review on a website that
A she often uses.
B professional sportspeople use.
C doesn't give reviews from people who wear them.

3 Katy thinks that the
A chocolate cake is good.
B chocolate cake isn't cheap.
C hot chocolate is expensive.

4 Oliver thinks that
A social media is persuasive.
B the hot chocolate was amazing.
C the café reviews are correct.

5 Oliver has to be home
A by half past four.
B by three o'clock.
C by half past two.

Lesson 2 Reading comprehension

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

1 Flyboot

- **a** are made of rubber ☐
- **b** can fly for 20 metres ☐
- **c** are light to wear ☐
- **d** use batteries ☐

2 The Watch Watch

- **a** plays sound from your phone ☐
- **b** costs £1,000 ☐
- **c** shows films on your watch ☐
- **d** everyone knows about this brand ☐

3 GO-GO Guitar

- **a** takes three weeks to learn ☐
- **b** lights up the chords you will play ☐
- **c** plays four popular songs ☐
- **d** costs £2,500 ☐

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

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

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

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

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

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

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

Working with words

3 Underline the alliteration in the slogans.

1 Take time, make memories.
2 Don't just do it. Do it differently.
3 Photography fun for all the family.
4 Suncream to stay safe? Sure! Share with everyone!

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



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

1 Ginny said she _____ an interesting advert for a film yesterday.
A reads B had read C has read

2 She said she _____ it in a magazine.
A had seen B would see C has seen

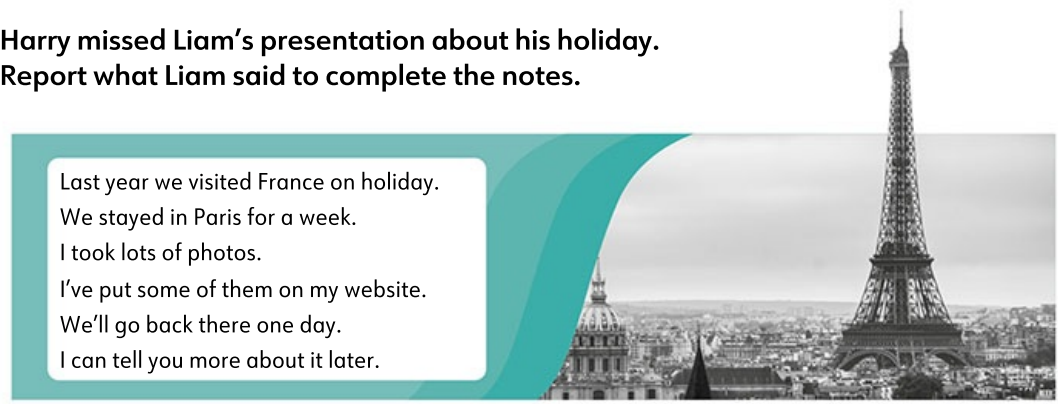
3 She said we _____ the film.
A could enjoy B would enjoy C had enjoyed

4 She said she _____ for reviews on social media.
A to check B checks C had checked

5 She said all the reviews _____ good so far.
A would be B had been C is

6 She said she _____ to the cinema tomorrow.
A couldn't go B hadn't gone C didn't go

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



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

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

Lesson 4 Language in use

1 6.2 **Listen and choose the correct question tags.**

a ..., will they? ☐
b ..., was it? ☐
c ..., did they? ☐
d ..., didn't it? 1
e ..., hasn't it? ☐
f ..., weren't they? ☐

6.3 **Listen again and check.**

2 **Complete the text with the correct question tags.**



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

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

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






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

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

1 CE:Key For each question, choose the correct answer.

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



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

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

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

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

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

1 What does the advert say about the trainers?

(A) they're better than anything seen before
B you've seen them before
C there's nothing new about them

2 Why does the advert repeat the words 'newest and best on the street'?

A to persuade people to buy the trainers
B to appeal to people who want to run
C to make people read the advert twice

3 What materials are the Torch Trainers made from?

A leather and cotton
B leather and rubber
C leather and denim

4 How do the Torch Trainers work?

A They are operated by batteries.
B They are operated by the weather.
C They are operated by electricity.

5 Why are the Torch Trainers good for everyday wear?

A They are cheap and won't break.
B They make runners feel safe.
C They can be used in all kinds of weather.

2 CE:Key For each question, choose the correct answer.

A new film review app?

Ella told us about a new film review app she had bought recently. She said that she [1] *had tried* other apps before. They weren't well-designed so they weren't [2] _____. The layout [3] _____ it impossible to find information quickly.

In this app, the important information stands out [4] _____ it is highlighted. For an app to really work, it needs to be [5] _____ to use. A really good app always [6] _____ and appeals to lots of buyers. The most realistic apps are the ones you use every day because they're so useful.

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

Lesson 6 Learning to learn

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

change ~~effectively~~ lazy phones quiet rewards thinking when

If you organise your study time well, you will learn much more [1] *effectively* – and you will have more time available for family, friends and hobbies. First, decide [2] _____ to work. Fix a time and make a plan. Then find somewhere [3] _____ to work. Make sure you have the equipment you need. Put away all distractions, such as [4] _____ and video games. You can't learn properly if you are [5] _____ about other things. Don't forget to arrange [6] _____! Plan treats for yourself for working hard.

Remember: stick to your plan. Don't [7] _____ things just because you feel a bit [8] _____ or want to do something else.

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

When ☐ Equipment ☐ Rewards ☐

Where ☐ Distractions ☐

Prepare to write

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

Prize parties

Looking for fun, FUN, FUN? We've got everything you need ...

Birthday party? Wedding? Surprise party? You can trust us to help you. Just tell us what you're celebrating!

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

We can provide:

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

Visit our impressive shop or our award-winning online store.

Prize Parties • We put the **prize** in SUR**PRISE**!

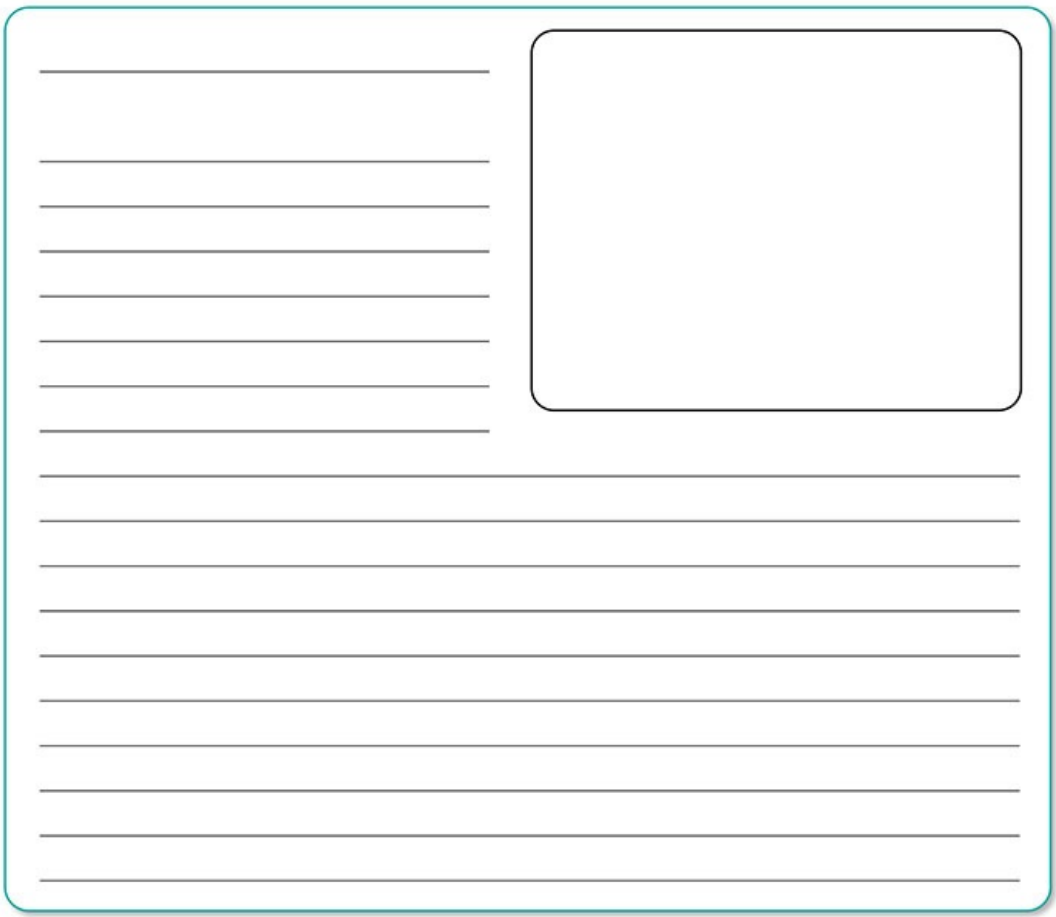
1 interesting or funny text — *fun, FUN, FUN*
2 adjectives to make the product appealing
3 slogan
4 'you', 'we', etc, to involve the reader
5 alliteration
6 bold / words in capital letters to highlight features

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

Name of product:
What it is:
Adjectives to persuade the reader:
Slogan:
Ideas for 'you' / 'we' statements:
Ideas for alliteration:
Ideas for highlighting important information:

Ready to write

3 **Write your advert. Include a picture.**



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

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

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

Lesson 7 Functional language

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

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

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

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



Check-up challenge

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

1 shragcpi *graphics* _____
2 tulmi-repyal _____ _____
3 dants tuo _____ _____
4 grainteetinn _____ _____
5 craletiis _____ _____
6 vemirssipe _____ _____

2 **Complete the sentences with the correct question tags.**

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

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

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

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

See you later!



1 She said *she had tried it at the weekend.*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

What I can do!

Put a tick (✓) or a cross (×).

understand persuasive techniques	☐	identify and use alliteration	☐
report what someone said	☐	write an advertisement	☐
use question tags to ask for confirmation	☐	reach a decision about a class outing	☐

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

7 Winning ways

Lesson 1 Vocabulary

1 CE:Key 7.1 **For each question, choose the correct answer.**

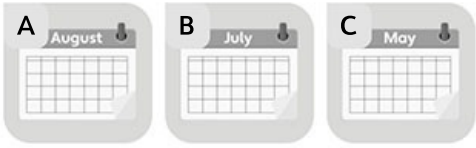
1 Who is Claire's mum?

A 

B 

C 

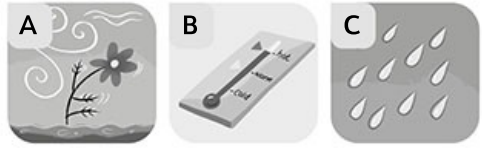
2 When do the friends have to enter the race by?



3 What prizes did Laura win?



4 What was the weather like during the marathon?



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

1 She felt very **tough** / **proud** of her friend for winning the race.
2 It's difficult to win a competition if you don't **prize** / **practise**.
3 She was **calm** / **tough** because she rehearsed her dance for months.
4 Did you **enter** / **prepare** the Glee Club competition this year?
5 He won the **prize** / **marathon** in last year's Spelling Bee.
6 How would you **persevere** / **prepare** for a marathon in a wet country?
7 Don't give up! You must **prepare** / **persevere**!
8 The best runners can complete a **marathon** / **medal** in about two hours.
9 If you try hard, you can **persevere** / **achieve** anything.
10 I think extreme sports are **mental** / **tough** because you have to be very, very fit.

Lesson 2 Reading comprehension

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

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

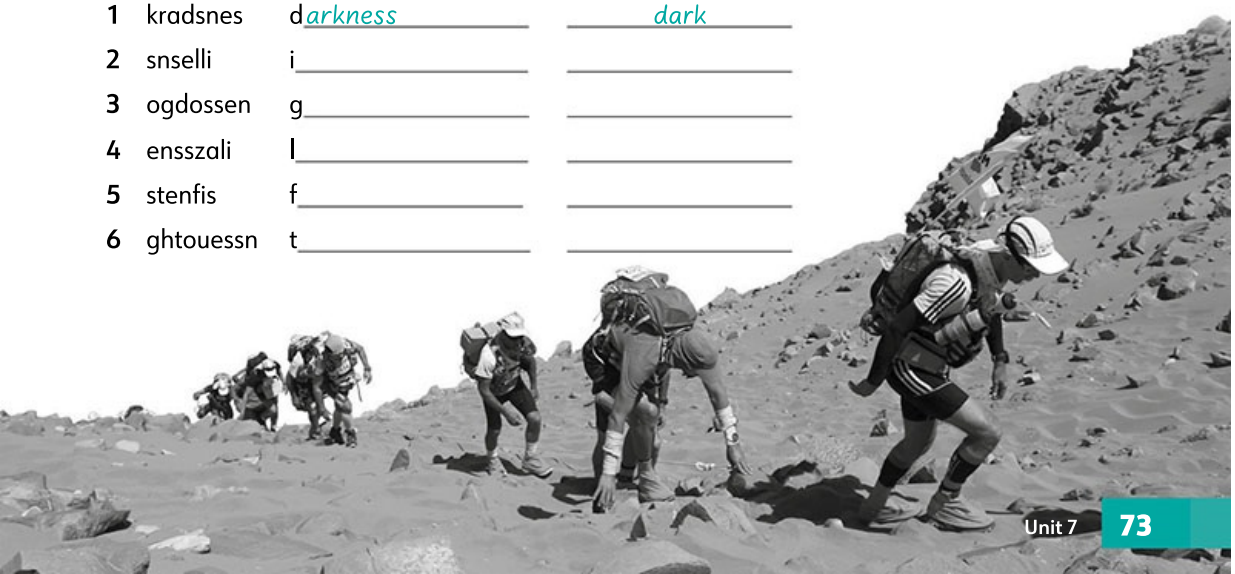
2 Find and correct the mistake in each sentence.

1 Leo learnt ~~50~~ new words every day for a month. *20*
2 Chloe rehearsed every Friday from 5 o'clock to 6.30. _____
3 Diego carried medicine for insect bites during the Marathon des Sables. _____
4 Some simple words in Spanish have the same sound but different spelling. _____
5 The Marathon des Sables is run in five days. _____
6 Glee groups from the all over the USA were part of the National Glee Club competition. _____

Working with words

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

1	kradsnes	d*arkness*	*dark*
2	snselli	i_____	_____
3	ogdossen	g_____	_____
4	ensszali	l_____	_____
5	stenfis	f_____	_____
6	ghtouessn	t_____	_____





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

1 'How long is the race?'
John asked her how long was the race. ×

2 'Who can enter the race?' He asked her who could enter the race. ☐

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

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

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

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

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

2 Rewrite the incorrect sentences in Activity 1.

1 *John asked her how long the race was.*

2 _____

3 _____

4 _____

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

1 'How often do you practise?'

2 'What are you most proud of achieving?'

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

4 _____

5 _____

1 **Q:** *I asked him how o ten he practised.*
A: *He said he practised every day.*

2 **Q:** _____
A: _____

3 **Q:** _____
A: _____

4 **Q:** _____
A: _____

5 **Q:** _____
A: _____

Lesson 4 Language in use

1 Circle the correct words to complete the reported speech.

1 'Can you do capoeira?' He asked if I **could** / **can** do capoeira.

2 'Is it a mixture of sport and dance?' He asked **if** / **that** it was a mixture of sport and dance.

3 'Do you have to be athletic?' He asked if **I** / **he** had to be athletic.

4 'Is it old or modern?' He asked whether it **was** / **were** old or modern.

5 'Are you good at acrobatics?' He asked if **you were** / **I** was good at acrobatics.

6 'Can I join the team?' He asked if he **can** / **could** join the team.

2 Complete the reported questions.

Henry asked ...

1 'Is taekwondo a martial art?' if taekwondo _____*was a martial art*_____.

2 'Can we try skiing?' if we _____.

3 'Are the Olympics every four years?' _____ every four years.

4 'Is judo an old or a modern sport?' _____ an old or a modern sport.

5 'Do you have to be fit to play handball?' if you _____ to play handball.

6 'Is canoeing a popular sport on TV?' _____ a popular sport on TV.

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

Lily asked Fred ...

1 _____*if he was going*_____ to training.

2 _____ every day.

3 _____ win this year.

4 _____ to his matches.

5 _____ an Olympic sport.

6 _____ in any other sports.



1 CE:Key **For each question, write the correct answer. Write one word for each gap.**

HOME | BLOG | ABOUT | CONTACT



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

2 CE:Key **You are going to sports training with your friend Sam tomorrow. Write an email to Sam.**

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

Write 25 words or more.

To:

SEND

Lesson 6 Learning to learn

1 Circle the correct words to complete the text.



Take notes on a talk

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

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

2 Read and match.

I want to find out ...	so I need to listen for ...
1 what it's like	a people and / or names
2 when	b expressions of frequency
3 who	c numbers
4 how many	d adjectives
5 why	e prices
6 where	f places
7 how often	g words like 'because' and 'so'
8 how much	h times and dates

Prepare to write

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

Name of activity: *Extreme Zip-line*

What happens

First, Easy Zip-line. Where? **in the park** / **in the forest** / *by the beach*
Good way to **have fun** / **build your confidence** / _____
Then Extreme Zip-line. Where? at the top of a **mountain** / **building** / _____
Get there by **cable car** / **bus** / _____

Safety

Equipment: put on **helmet** / **harness** / _____
Clothes: have to wear **warm clothes** / **gloves** / _____
Mustn't wear **flip-flop**s / **shorts** / _____
Rules: take off **necklaces** / **rings** / _____

Before

Guide prepares by **attaching you to wire** / **giving safety talk** / _____
Get ready: **check pockets empty** / **switch on camera on helmet** / _____

During

What happened: **drop very fast** / **fly through air** / _____
What I did: **scream loudly** / **wave** / _____
How I felt: **as fast as an eagle** / **as scared as a mouse** / _____

After

My body: **legs shake** / **heart beat fast** / _____
I was **happy** / **sad** / _____

Opinion

At first it felt **terrifying** / **horrible** / _____
Then it was **amazing** / **awesome** / _____
I would **do it again** / **never do it again** / _____

Ready to write

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

On Saturday I tried the Extreme Zip-line for the first time.

3 **Read and check what you wrote in Activity 2. Tick (✓).**

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

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

Lesson 7 Functional language

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



a You could try the Saturday morning class, which is a mixture of gymnastics and acrobatics. It's not competitive and it's a lot of fun! ☐

b It's an hour, every Sunday at 11.00. ☐

c How about 'Bend it, Shake it'? That's gymnastics done to music. It's particularly good for improving your fitness and balance. I'd recommend that one. ☐

d On Monday evenings, you can train to take part in the Gymnastics Medal Challenge. [1]

e No – we supply everything. ☐

Check-up challenge

1 **Find and correct the incorrect word in each sentence.**

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

1 I'm training to run in a ~~programme~~. *marathon*

2 If you do your best, you can be proud of what you enter. _____

3 To be good at acrobatics, you need lots of athletic. _____

4 The leopard couldn't run fast because it was tough. _____

5 You need a talent of mental strength and physical fitness to do endurance events. _____

6 To be successful in their sport, professional players need to be very proud. _____

7 Her team spirit as a tennis player ended when she broke her arm. _____

8 I lost my strength in gym class and fell over. _____

9 Capoeira is my favourite marathon. _____

10 Spinning helps you build flexibility. _____

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

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



3 Write the questions in Activity 2 as reported questions.

They asked him ...

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

What I can do!

Put a tick (✓) or a cross (×).

understand important details in a text	☐	Use the suffix *-ness*	☐
report what someone asked	☐	write a personal account from notes	☐
report questions with *if* and *whether*	☐	ask for information about classes	☐

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

8 In cyberspace

Lesson 1 Vocabulary

1 Read the definitions and write the words.

1	a kind of social media that lets you talk to others	c h a t a p p
2	describes something that you can't trust	s _ _ _ _ _ _ _ _ _
3	something you use to log on to certain websites	p _ _ _ _ _ _ _
4	the imagined place where internet communication takes place	c _ _ _ _ _ _ _ _ _
5	controls that allow you to choose who sees your personal information	p _ _ _ _ _ _ s _ _ _ _ _ _ _
6	someone you don't know	s _ _ _ _ _ _ _
7	something that damages files on your computer	v _ _ _ _
8	to remove or get rid of	d _ _ _ _ _
9	a file that is sent with an email	a _ _ _ _ _ _ _ _ _
10	to get into someone's computer without permission	h _ _ _

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



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

Lesson 2 Reading comprehension

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

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

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

1 Social media sites often have a minimum age of 13.
To use these sites, you need to be **more than 13** / **exactly 13** / **at least 13**.

2 Here's some information that will help you be safe in cyberspace.
The information will help you when you are on **the internet** / **public transport** / **your phone**.

3 So, why would you do it in a chat app?
Don't share your information **on the street** / **in an email** / **on social media**.

4 You wouldn't talk to strangers in the street – don't talk to them in cyberspace either.
You shouldn't talk to **anyone** / **people you don't know** / **your family** in cyberspace.

5 It might be a virus, which could break your computer, and steal or delete the information on it.
A virus could **remove** / **copy** / **share** the information it finds on your computer.

Working with words

3 Read the pairs of definitions and write the homonyms.

tablet ~~virus~~ character monitor mouse

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

1 Read and circle the correct forms.

Last night something suspicious happened at our school ...



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

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

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

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

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

Five-star family holidays at a top hotel

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



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

Lesson 4 Language in use

1 Circle and match each modal to its use.

1	I might change my password.	a	present deduction (negative)
2	I may not upload the photos today.	b	past ability (negative)
3	I could type when I was five.	c	future possibility (affirmative)
4	I couldn't download the app yesterday.	d	past ability (affirmative)
5	It must be a virus.	e	future possibility (negative)
6	This can't be the correct username.	f	present deduction (affirmative)

2 8.2 Listen and write one word.



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

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

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

Past ability

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

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

Future possibility

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

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

Present deduction

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

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

1 CE:Key **For each question, choose the correct answer.**

Cyberbullying



This week in class we talked about cyberbullying – when someone is bullied *online*. Cyberbullies start **(1)** *rumours* on social media or tell lies about other people. They might not **(2)** _____ these things when they're with the people they're bullying. My brother **(3)** _____ cyberbullied last year by a person who they thought was a friend. He was sent nasty **(4)** _____ and his pictures on social media were **(5)** _____ to people who sent him mean comments. We couldn't **(6)** _____ what was said, so we got help and contacted the social media site.

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

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

1 Match the techniques for memorising vocabulary to the headings.

1 Write the words on sticky notes and display them.

2 Record yourself and listen.

3 Write the words in funny sentences.

4 Make up a rhyme or rap with the words.

5 Make a poster to look at.

Context

Visual

Audio

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

Context

Visual

Audio

Prepare to write

1 Match the sentences to the features of a report.

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

1 E-readers *heading*

2 When did they become popular? _____

3 In 2012, global sales of the e-reader fell by 26 per cent. _____

4 A report found that people were reading e-books on laptops. _____

5 'In the future, more people will buy e-books than books.' _____

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



The history of mobile phone technology

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

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

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

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

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

2011 – Apple releases FaceTime app for video calls on iPhones ☐

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

mobiles now smartphones – music, camera, upload files, send group texts and video calls, use chat apps, online banking and ticket booking / Nick Sanderson called them 'cyberspace in your pocket' / have changed the way we live / leaving home without phone is like ... ☐

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

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

1 the heading _____

2 a subheading _____

3 a fact _____

4 a reference _____

5 a quote _____

_____

Ready to write

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



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

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

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

Lesson 7 Functional language

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

Cyberhelpers

Type of computer: *Merlin 5*

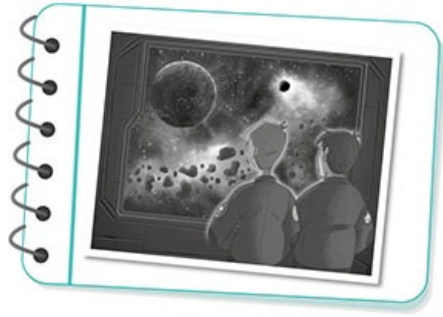
Problem started: last **(1)** _____

Attachment name: **(2)** _____ Me

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

Day and time: tomorrow at **(4)** _____

Customer name: **(5)** _____ Brown



Check-up challenge

1 Complete the text with the correct words.

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

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

[2] _____ communications from people who make you feel bad or who share [3] _____.

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

Report [5] _____! Don't ignore nasty messages.

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

Always keep your [7] _____ secret.

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

Easy if you remember all the rules!

Stay **CYBERSAFE**!



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

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

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

1 *A false username was used.*
2 _____
3 _____
4 _____
5 _____
6 _____

4 Circle the correct words to complete the sentences.

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



What I can do!

Put a tick (✓) or a cross (×).

read a text for detailed understanding ☐
talk about events and processes in the past ☐
use modal verbs to discuss a situation ☐
understand and use homonyms ☐
write a research report ☐
express certainty and uncertainty ☐

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

9 Fun with films

Lesson 1 Vocabulary

1 Unscramble the words to complete the sentences.

1 *Cinderella* is the best fantasy and **croname** _romance_ film I've seen this year.
2 I enjoyed the new film, but I wanted to see more **ntacio** _____.
3 I didn't like the characters, but the **tlop** _____ was really interesing.
4 This **nevriso** _____ of *Cinderella* is my favourite.
5 The actor who plays the hero is **ognutdansti** _____.
6 *Avatar* is a **censcei onifcit** _____ film.
7 Some of the actors in the **atsc** _____ weren't professional.
8 The explorers want to **hrsace** _____ the rainforest for a new species of bird.
9 *Avatar* is set in a **ytaansf** _____ world.
10 The actors were dressed in historical **socsetmu** _____.

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

People		Type of film		
1 William	B	A adventure	E fantasy
2 Uncle Richard	☐	B science fiction	F cartoon
3 Sarah	☐	C crime	G action
4 Oliver	☐	D romance	H a new version
5 Katy	☐		

3 Complete the text with words from Activity 1.

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

Lesson 2 Reading comprehension

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



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

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

1 The costumes in *Cinderella* are fantastic. ✓
2 The main character is called Ella. ☐
3 The film is an old story, but it's done very well. ☐
4 James Cameron had the idea for the first *Avatar* film in 1994. ☐
5 *Avatar* is a science fiction film. ☐
6 The film is complicated and a little difficult to understand. ☐

Working with words

3 Unscramble the verbs and write the nouns.

1 llttsuirae *illustrate* *illustration*
2 inormf _____ _____
3 amigine _____ _____
4 mmrecoend _____ _____
5 pesrent _____ _____
6 cosnevre _____ _____

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

1 _____
2 _____
3 _____
4 _____

1 9.2 Listen and tick (✓) or cross (×).

1	paint scenery	×
2	write script	
3	tell actors what to do	
4	deliver costumes	
5	set up lights	
6	sell tickets	



2 Order the words to make sentences.

1 version / the / first / changed / has / been — *The first version has been changed.*

2 in / the / has / shown / the / USA / film / been

3 been / the / chosen / hasn't / yet / cast

4 sets / the / been / designed / have

5 has / a / been / script / written / great

6 yet / special / created / effects / been / haven't / the

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

1	check the equipment ×	*The equipment hasn't been checked.*
2	prepare the food ✓	
3	pour the drinks ×	
4	organise music ✓	
5	invite everyone ✓	
6	decorate the classroom ×	
7	choose the films ✓	

Lesson 4 Language in use

1 9.3 **Listen and complete the sentences.**

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



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

I've just read a review which predicts that *The Queen's Bracelet* will be the most exciting film this year. It looks like the perfect crime ... We really don't know if it [1] _will be solved_ (solve) or whether the thief [2] _____ (find). At the start, the detective interviews lots of suspects, but no one has the bracelet. Then the queen receives a message from the thief.

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

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

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

'And now I [6] _____ (not allow) to stay,' she says sadly. But the detective tells the queen about the girl, and she promises that the family [7] _____ (help).

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

director | script writer | idea based on | announcing of cast | release date

I'm going to make a film about _____.
1 It will be directed by _____.
2 _____
3 _____
4 _____
5 _____

1 CE:Key **For each question, choose the correct answer.**

Meet the dinosaurs – again



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

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

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

Example

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

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

1	Make suggestions.	☑	
2	Explain your ideas clearly and persuasively.	☐	
3	Tell people if they are bad at something.	☐	
4	Encourage everyone to share their ideas.	☐	
5	Recognise what people are good at.	☐	
6	Tell other people what to do.		☐
7	Ask questions.		☐
8	Make everyone talk.		☐
9	Disagree with other people.		☐
10	Listen carefully and appreciate others' ideas.		☐

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



Matt



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

Georgia

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



More effective team member: _____

Advice for _____: _____

_____

Prepare to write

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

1	type of film	☑	
2	what the reviewer didn't like	☐	
3	how much the tickets cost	☐	
4	where you can see the film	☐	
5	summary of the plot	☐	
6	description of the main characters	☐	
7	who directed the film	☐	
8	who else has seen the film	☐	
9	description of the setting	☐	
10	what the reviewer liked	☐	

2 Read the film review notes. Then write the characters.



Title: *Matilda*

Type of film: comedy, adventure, fantasy

Director: Danny DeVito

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

Setting: a small town in the USA

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

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

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

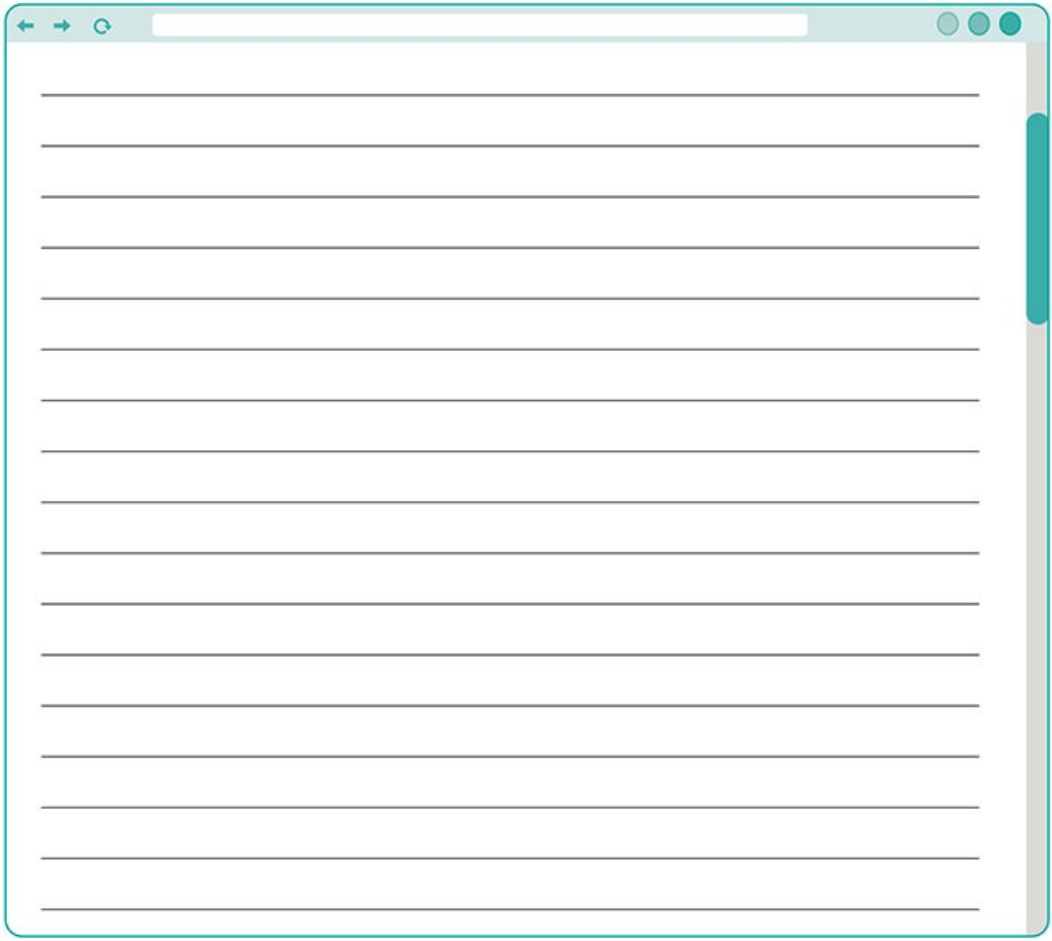
Rating: ★★★★☆

Good characters Matilda _____ _____

Bad characters _____ _____

Ready to write

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



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

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

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

Lesson 7 Functional language

1 Circle the correct words to complete the text.



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

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

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

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

Check-up challenge

1 Read the definitions and write the words.

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

2 Complete the table.

present	present passive	present perfect passive	future passive
does *writes*	is written	has been made	will be chosen

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



✓ = has been done **L** = will be done later

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

What I can do!

Put a tick (✓) or a cross (×).

recognise a writer's opinion	☐	make and use words with the suffix *-ation*	☐
talk about what has / hasn't been done	☐	write a film review	☐
talk about film-making processes	☐	give a talk about a film	☐

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

10 A brighter future

Lesson 1 Vocabulary

1 Circle the correct words to complete the sentences.

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

2 CE:Key 10.1 **For each question, choose the correct answer.**

1 You will hear a girl, Julia, talking with her dad. How does she feel?
A worried
B sad
C scared

2 You will hear a teacher talking to her class about their homework. What does she want them to do?
A complete it quickly
B choose how they want to do it
C ask their parents to see her if they can't do it

3 You will hear two friends talking. What have they just done?
A They've been for lunch.
B They've done a sport.
C They've been to a concert.



4 You will hear two friends talking about a journey to school. Why didn't Hugo cycle?
A There's too much pollution.
B It's too far.
C The weather was bad.

5 You will hear two friends talking about homework. What subject are they studying?
A English
B art
C maths

Lesson 2 Reading comprehension

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

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

2 Choose the correct words to complete the sentences.

~~anxious~~ brains company difference funny idea objects

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

Working with words

3 Order the words to write similes.

1 as / as / bird / free /a *as free as a bird*
2 giraffe / as / tall / a / as _____
3 like / her / is / sunshine / smile _____
4 a / hungry / as / as / horse _____

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

bright cold hot sour

fire ice star lemon

as bright as a star
_____
_____
_____

1 Circle the correct words to complete the sentences.

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

2 Complete the text.

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

Health If scientists [1] *didn't research* (research) medicines, more people would catch diseases.

We [2] _____ (develop) more inventions if there was more funding.

Animals If we protected more endangered species, fewer animals [3] _____ (become) extinct. Animal habitats would be safer if we [4] _____ (get rid of) pollution.

Education If we [5] _____ (give) everyone the chance to learn, more people would find jobs.

We [6] _____ (inspire) more people if we shared our vision.

Old people If we organised visits, old people [7] _____ (not be) lonely.

Old people would find shopping easier if we [8] _____ (help) them.

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

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

_____

_____

_____

Lesson 4 Language in use

1 Match the sentences.

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



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

A: We can't find anywhere to play football.
B: I wish we [1] *could find* somewhere to play.

A: There's so much concrete everywhere.
B: I wish there [2] _____ so much concrete here.

A: People drop litter everywhere!
B: I wish they [3] _____ their litter.

A: There aren't enough parks here.
B: I wish there [4] _____ more parks.

A: I can't think of anything else to do.
B: I wish we [5] _____ of other activities.

A: We have to take a bus to the leisure centre.
B: I wish we [6] _____ to use public transport.

3 10.2 Listen and write an 'I wish' sentence.



1 *I wish my project was here.*
2 _____
3 _____
4 _____
5 _____
6 _____

Lesson 5 Exam practice

1 CE:Key **For each question, choose the correct answer.**



Concerts for children

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

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

1 What does the charity encourage children to do?

A buy music B teach music C enjoy music

2 What does the charity believe?

A that music can help children feel more confident B that music should only be played by professionals C that music will help pay for children's schools

3 Who can sometimes miss out on the chance to hear live music?

A children in big cities with no music teachers B children who live in poverty or need help to learn C children who don't know how to play instruments

4 How do the children feel about the concerts the professional musicians perform for them?

A they don't enjoy the kind of music that is played B they love listening to the music C they want to join the musicians

5 What can children learn in music classes?

A how to do better in their other classes B how to find money for a teacher and instruments C how to use a new skill and work in a team

Lesson 6 Learning to learn

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

1 a I couldn't hear you. ☐ b You could speak a bit louder. ☑

2 a You don't know very many English words, do you? ☐ b Be careful not to use the same word too often. ☐

3 a You made one or two mistakes with your verbs. ☐ b Your grammar was terrible. ☐

4 a Sometimes what you said wasn't clear. ☐ b I couldn't understand you, your pronunciation isn't very good. ☐

5 a You're getting better all the time. ☐ b When are you going to improve? ☐

Prepare to write

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

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

Prepare: ☐ ☐ Practise: *b* ☐ Perform: ☐ ☐

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

1 This really made me think about ... ☑
2 It doesn't really matter, but ... ☐
3 Another reason why ... ☐
4 I am passionate about ... ☐
5 I don't know why I'm talking to you today about ... ☐

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

COMPUTERS FOR ALL

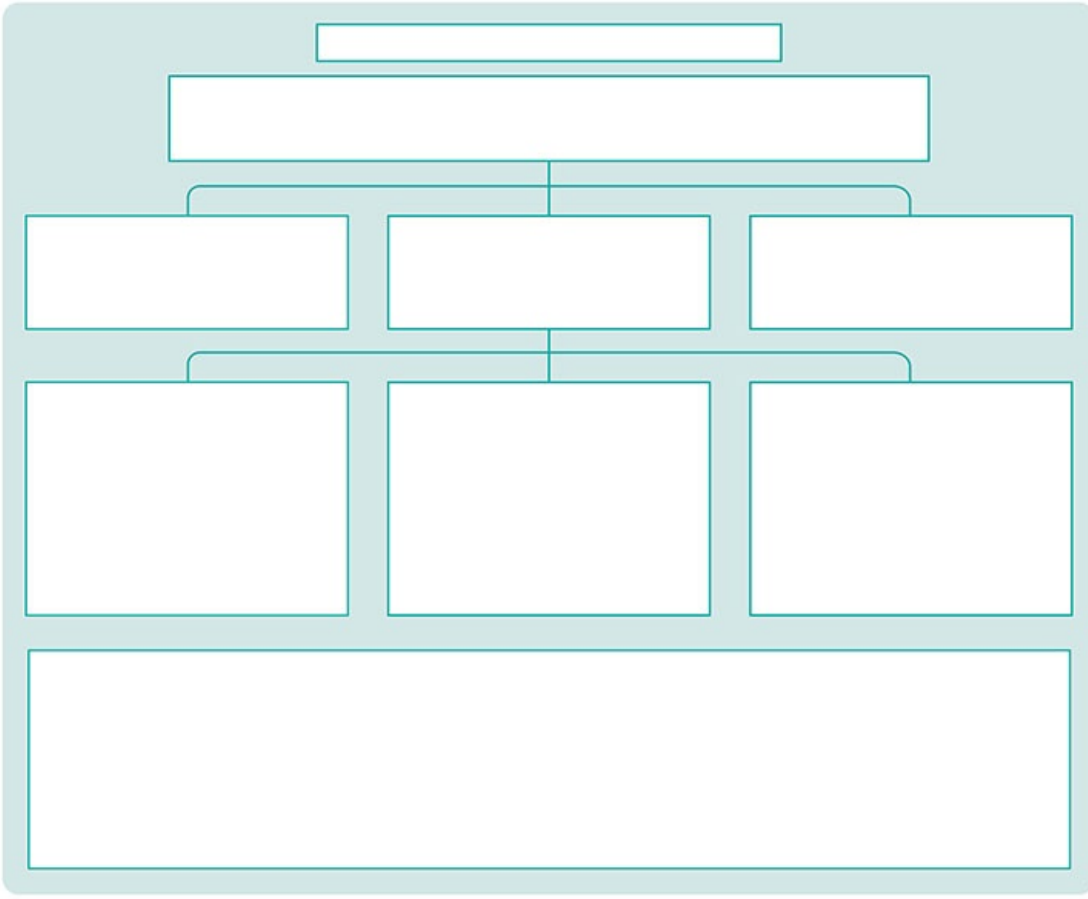
Donate used computers, laptops and tablets to give children in our community a better chance to learn and use new skills.

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

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

Ready to write

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



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

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

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

Lesson 7 Functional language

1 10.3 **Listen and circle the correct words.**



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

Check-up challenge

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

1 breath / mirror / anxious / brain — *It isn't about public speaking*.
2 make a difference / committed / passionate / essential — _____
3 concrete / hoop / oxygen / litter — _____
4 run out / lack / plenty / not enough — _____
5 litter / concrete / resources / pollution — _____
6 admirable / messy / passionate / supportive — _____

2 **Look and complete the sentences with your own ideas.**









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

3 Rewrite the sentences using *if*.



1 My phone doesn't work, so I need a new one.
If my *phone worked, I wouldn't need a new one*.

2 I wish I could buy a new phone, but I don't have enough money.
If I _____.

3 I don't have enough money because I spend so much on games.
I'd have _____.

4 I don't want to use my mum's phone because it isn't a smartphone.
I'd use _____.

5 I can't call my friends because my phone doesn't work.
If my _____.

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

have | be | can travel | live | can go | know







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

What I can do!

Put a tick (✓) or a cross (×).

make inferences and draw conclusions	☐	understand and use similes	☐
talk about unreal or unlikely situations	☐	write notes for a talk	☐
talk about things I'd like to be different	☐	give a talk about someone I admire	☐

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

End-of-year review

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

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

Film	Negative adjectives	Cyberspace	Advertising	_____
_____	_____	*privacy settings*	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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

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

1 An eye-catching advert will make a brand achieve to people. *appeal*

2 The email I received was very proud. I believed I had won lots of money! _____

3 Peter is suspicious about running. He trains every day. _____

4 It is entertaining that we have more funding. We can't finish the film without it. _____

5 We have lots of happy souvenirs of the time we spent together. _____

6 Hattie released the attachment without opening it because she didn't know who had sent it. _____

7 The actors were outstanding, but the set was very badly written. _____

8 Their project needs more funding or they will run out of poverty. _____

9 Our coach is very evil. He encourages us to try harder and play better. _____

10 The predator enjoyed watching the play very much. _____

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

1 The virus was sent as an attachment. ✓

2 The script was wrote three years ago. written

3 The email hasn't be sent. _____

4 The party has been planned for next week. _____

5 The park will be tidied up tomorrow. _____

6 The winners' names will been announced tomorrow. _____

7 The files were deleting accidentally. _____

8 My computer has been hack. _____

9 You'll be taken to the park by bus. _____

10 Those messages has been blocked. _____

4 Complete the five conversations. Circle a, b or c.

1 Someone's in the kitchen.
- a It wasn't, was it?
- b It must be Ben.
- c You might enjoy cooking.

2 Why haven't you finished your project?
- a I wish I had written it sooner.
- b My files have been deleted by a virus.
- c It hasn't been done.

3 The product will be released in May, won't it?
- a Yes, it will.
- b It won't be finished.
- c They're going to do that.

4 Who has been chosen for the team?
- a It could be true.
- b They aren't sporty.
- c The fastest runners.

5 I can't afford it.
- a I don't have enough money either.
- b Would you like some?
- c Change your privacy settings.

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



1 He asked *where she was from*.
2 He asked _____ biggest win.
3 He asked who _____.
4 He asked _____ the following year.
5 He asked _____ every day.
6 He asked her when _____ TV again.

6 Use the prompts to write sentences.

1 if I / be / more competitive, I / take part / in a marathon
If I was more competitive, I would take part in a marathon.
I wish I / can / run / as fast as you

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

I wish I / be / a film director

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

I wish I / go / to your school

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

I wish I / can / afford to buy one

7 For each question, choose the correct answer.

A dream job

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

Example:

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



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

1 **'Everyone saw the advert.'** The company said _everyone had seen_ the advert.

2 **'The cast have been outstanding.'** The director said the _____ outstanding.

3 **'It will be tough.'** The coach said _____ tough.

4 **'You can download the chat app.'** He told me _____ the chat app.

5 **'I've had to persevere.'** The runner said _____ to persevere.

6 **'There won't be enough resources.'** The charity said _____ enough resources.

7 **'The play was entertaining.'** The reviews said the _____ entertaining.

8 **'We can use CGI for the animation.'** The designers said _____ CGI for the animation.

Game

START

1

Continue the dialogue with two more questions.

A: Have you ever been to an aquarium?

B: Yes, I have.



2

Complete the sentence in two different ways.

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

3

Go back one space!

8

Add the question tags:

A: The match started at 2 pm, ...?

B: Yes. You'll be there later, ...?

9

Miss a turn!

10

You asked Sue:

'What's in the bag?'

'How often do you volunteer?'

Report your questions.



11

Say what happened in these years:

1992: first text message / send

2000: first smartphone / produce



12

Have another go!

13

What has and hasn't been done?

Write a script. ✓

Choose actors. ✓

Make the film. ✗



14

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

Make two sentences.

FINISH

7

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

Report what the photographer said.



6

Go forward one space!

5

Why are you so tired? Give two possible answers using the present perfect continuous.

4

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

Game rules

Players: two – six people

You will need:
Spinner with six sides
Counters of different colours

1 Put all your counters on the Start square.

2 The youngest person playing can go first. Spin the spinner, read the number it lands on and move your counter the number of spaces.

3 Read the question in the square to your friends. Answer the question (with no help!). Then, ask your friends to check in the Pupil's Book / Workbook whether your answer is correct.

4 If you answered correctly, keep your counter on the square.

5 If you answered incorrectly, go back to the last square you were on.

6 *Watch out!* There are some squares that will help you move forward, and some which will take you back!

7 The winner is the first person to reach the end of the board.

Good luck!

Translate the words into your language.

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

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

Use the **present perfect** ...

1 for an experience at some time in our life up to now. We **do not** say when it happened.

2 for something that happened recently and has a result in the present.

3 with *for, since, already, yet* and *just.*

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

She**'s taken** photos **since** 2002. She **took** this photo **last winter**.

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

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

Have you ever **visited** the bird sanctuary? Yes, I have. / No, I haven't.
When did you **go**? I went last weekend.
How long have you been interested in birds? For six years.

Translate the words into your language.

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

Past perfect (Pupil's Book page 25)

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

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

Reflexive pronouns (Pupil's Book page 26)

Use **reflexive pronouns** when the object of the sentence is the same as the subject.
The pronouns are: *myself* (*I*), *yourself* (*you singular*), *himself* (*he*), *herself* (*she*), *itself* (*it*), *ourselves* (*we*), *yourselves* (*you plural*), *themselves* (*they*).

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

Translate the words into your language.

atmosphere _____
bitter _____
blind _____
cope _____
destroy _____
disgusting _____
familiar _____
fascinating _____
giant _____
hard _____
imaginative _____
memorise _____
planet _____
recognise _____
rectangular _____
rough _____
round _____
sight _____
silent _____
smell _____
smooth _____
soft _____
sound _____
sour _____
sticky _____

Modals of deduction (Pupil's Book page 37)

Use **modal verbs** to make a deduction about a present situation:
can't = I'm very sure it's **not** true
could, *may* (*not*), *might* (*not*) = I'm not sure, but it's possible
must = I'm very sure it's true

It **can't** be a banana. It's blue.
It **may** / **might** / **could** be a leaf.
It **may not** / **might not** be a leaf. It smells nice.
It **must** be a flower.

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

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

It **looks** round. It **tastes** familiar. It **smells** disgusting. It **feels** hard.
It **looks like** a fruit. It **feels like** a pepper. It **tastes like** tomatoes. It **smells like** cheese.

Translate the words into your language.

benefit _____
bin bag _____
biodiversity _____
charity _____
climate change _____
community _____
damage _____
donate _____
elderly _____
encourage _____
environment _____
exhibition _____
form a band _____
global _____
inspire _____
raise money _____
reserve _____
rubbish _____
slogan _____
support _____
volunteer _____
weigh _____

Present perfect continuous (Pupil's Book page 51)

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

1 an activity that started in the past and is still continuing now.
2 a recently finished activity, especially one that has a result now.
3 with *for* and *since* to show that the activity is still continuing now.

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

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

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

Translate the words into your language.

ambitious _____
cable car _____
cattle _____
confident _____
cowboy / cowgirl _____
determined _____
experience _____
extreme _____
forecast _____
gift shop _____
hire _____
homesick _____
look forward to _____
outdoors _____
plenty _____
ranch _____
rhino _____
souvenir _____
sunrise _____
traditional _____
weak _____

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

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

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

Use the **present continuous** to talk about future arrangements.

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

Translate the words into your language.

appeal	_____	memory	_____
award-winning	_____	multi-player	_____
brand	_____	persuasive	_____
check out	_____	professional	_____
depend on	_____	realistic	_____
effective	_____	review	_____
entertaining	_____	social media	_____
eye-catching	_____	stand out	_____
graphics	_____	submarine	_____
highlight	_____	talent	_____
impressive	_____	well-designed	_____
layout	_____		

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

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

past simple ⟶ past perfect
present perfect ⟶ past perfect
can / can't ⟶ *could / couldn't*
will / won't ⟶ *would / wouldn't*

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

Question tags (Pupil's Book page 74)

Use **question tags** at the end of a sentence to confirm information.

affirmative verb ⟶ negative question tag
negative verb ⟶ affirmative question tag

The graphics looked impressive, **didn't they?**	**It wasn't** difficult, **was it?**
The reviews have been good, **haven't they?**	**We won't have to** take turns, **will we?**

Translate the words into your language.

achieve	_____	marathon	_____
acrobatics	_____	martial art	_____
amateur	_____	mixture	_____
athletic	_____	persevere	_____
balance	_____	practise	_____
career	_____	prize	_____
competitive	_____	proud	_____
endurance	_____	strength	_____
enter	_____	team spirit	_____
fitness	_____	tough	_____
flexibility	_____		
injured	_____		

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

In **reported *Wh-* questions** ...

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

How long is the race?	She asked me **how long the race was**.
Where do you train?	She asked me **where I trained**.
Why **can't I run** faster?	She asked **why she couldn't run** faster.

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

In **reported yes / no questions** ...

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

'Do you know about capoeira?' He asked us if we knew about capoeira.
'Is it like karate?' He asked if it was like karate.
'Can we try it?' He asked if we could try it.

Translate the words into your language.

attachment _____
blocked _____
bully _____
chat app _____
cyberspace _____
delete _____
download _____
hack _____
ignore _____
link _____
log in _____
nasty _____
password _____
privacy settings _____
rumour _____
stranger _____
suspicious _____
upload _____
username _____
victim _____
virus _____
weird _____

Past simple passive (Pupil's Book page 99)

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

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

Modal verbs review (Pupil's Book page 100)

You can use **modal verbs** in different ways:
To talk about past ability: *could / couldn't*
To make a deduction about a present situation: *must / could / may* (*not*) / *might* (*not*) / *can't*
To talk about a possible future situation: *could / might* (*not*) / *may* (*not*)

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

Translate the words into your language.

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

Present perfect passive (Pupil's Book page 111)

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

The cinema **hasn't been painted**.
The seats **haven't been delivered**.
The film stars **have been invited**.

Future passive (Pupil's Book page 112)

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

It **will be based** on a real-life story.
The cast **won't be announced** until they start filming.

Translate the words into your language.

admirable	_____	messy	_____
anxious	_____	mirror	_____
brain	_____	oxygen	_____
breath	_____	passionate	_____
committed	_____	pollution	_____
concrete	_____	public	_____
essential	_____	resources	_____
hoop	_____	run out of	_____
lack	_____	speaker	_____
litter	_____	supportive	_____
make a difference	_____		

Second conditional (Pupil's Book page 125)

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

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

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

Use ***I wish* + past tense */ could*** to say how you would like a present situation to be different.
Change the verb: affirmative present simple ⟶ negative past simple *can't* ⟶ *could*

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

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