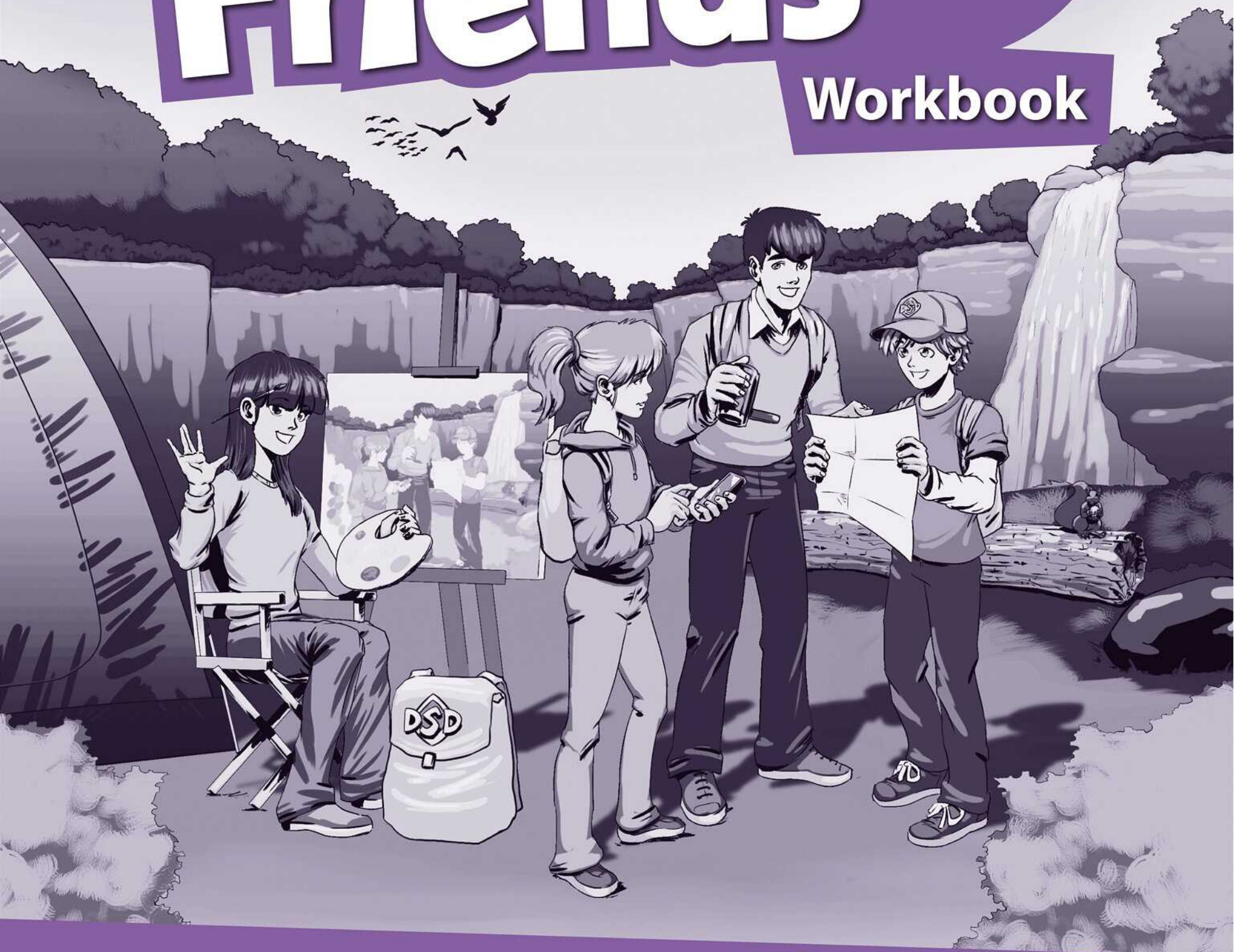


2<sup>nd</sup> Edition

# Family and Friends 5

Workbook



OXFORD

Helen Casey



2<sup>nd</sup> Edition

# Family and Friends

# 5

## Workbook

Helen Casey

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## Lesson One Story

### 1 Who are the people in the story?

Fin   Ed   Kate   Tony   Clare   Libby



1 This is Ed. He's Kate's *cousin* / brother.



2 This is \_\_\_\_\_. She's Ed's *sister* / *friend*.



3 This is \_\_\_\_\_. She's Kate and Ed's *friend* / *cousin*.



4 This is \_\_\_\_\_. He's Kate and Ed's *dad* / *uncle*. He's Libby's *dad* / *uncle*.



5 This is \_\_\_\_\_. She's Kate and Ed's *aunt* / *mum*. She's Libby's *cousin* / *aunt*.



6 This is \_\_\_\_\_. He's Libby's *sister* / *brother*. He's Kate and Ed's *brother* / *cousin*.

### 2 Match the questions with the answers.

- 1 How are Ed and Kate feeling?  c
- 2 What does Libby do on Fridays?
- 3 Who started the club?
- 4 What is the club called?
- 5 Where is Libby going now?
- 6 What do Ed and Kate do?

- a They join the DSD Club.
- b The Do Something Different Club.
- c They are feeling bored.
- d She goes to a club.
- e Libby's brother, Fin.
- f She's going to a club meeting.

### 3 What about you? Answer the questions.

- 1 Do you go to any clubs? \_\_\_\_\_
- 2 What other things do you do after school? \_\_\_\_\_
- 3 Would you like to join the Do Something Different Club? \_\_\_\_\_



## 1 Complete the sentences. Use the present simple.

live have be go play visit

- Jenny goes to dance classes every Wednesday.
- I always \_\_\_\_\_ sandwiches for lunch.
- We \_\_\_\_\_ never late for school.
- Angelina and Fred \_\_\_\_\_ in the house with the blue door.
- Max \_\_\_\_\_ the guitar and the trumpet.
- My sister and I \_\_\_\_\_ Grandma every week.

## 2 Complete the conversation. Use the present simple or the present continuous.



**Amanda** Hi, Grandma, it's Amanda. What are you doing?

**Grandma** I <sup>1</sup> 'm working (work) in the garden.

I <sup>2</sup> \_\_\_\_\_ (tidy) the garden every Friday.

**Amanda** What's Grandpa doing?

**Grandma** He <sup>3</sup> \_\_\_\_\_ (play) chess.

He <sup>4</sup> \_\_\_\_\_ (not help) me in the garden on Fridays. He and Morris <sup>5</sup> \_\_\_\_\_ (go) to the park every Friday. Where are you?

**Amanda** I'm at my club. Jane and I <sup>6</sup> \_\_\_\_\_ (come) every week with her cousin Stella.

**Grandma** That's great. What are you doing?

**Amanda** Today, we <sup>7</sup> \_\_\_\_\_ (sit) in the club house painting pictures!

**Remember!**

Some past simple verbs are irregular. Check them in the Irregular verb list on page 135.

3 Complete the table.  Irregular verb list page 135

present simple	present continuous	past simple
write	am / are / is writing	<sup>1</sup> <u>wrote</u>
talk	am / are / is <sup>2</sup> _____	talked
<sup>3</sup> _____	am / are / is eating	ate
<sup>4</sup> _____	am / are / is <sup>5</sup> _____	went
run	am / are / is <sup>6</sup> _____	<sup>7</sup> _____
visit	am / are / is visiting	<sup>8</sup> _____

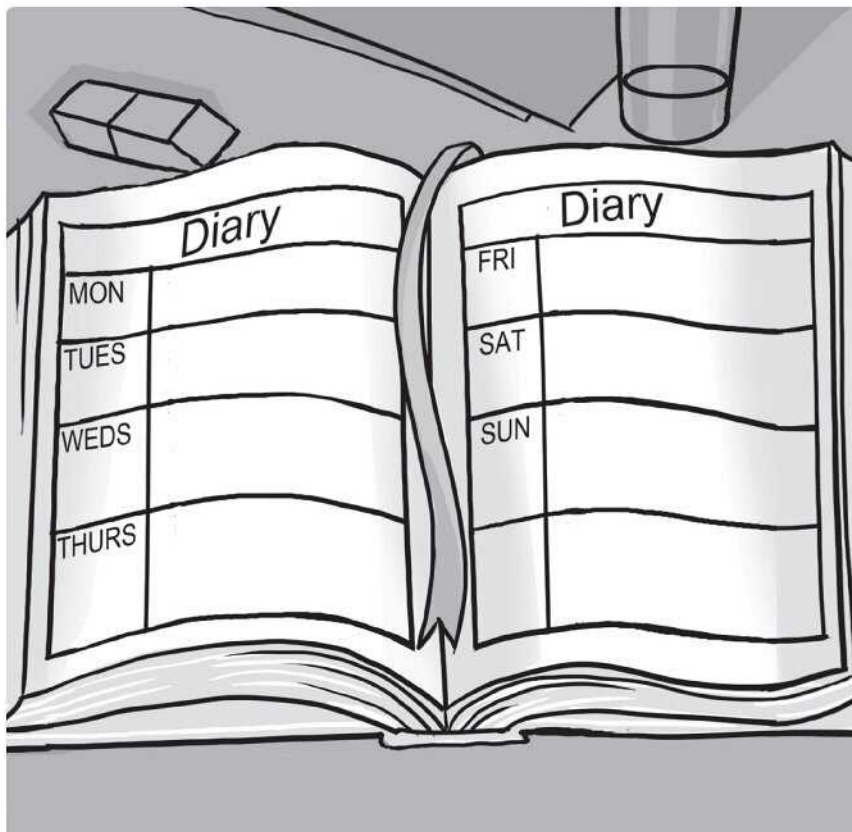


1 What did George do last week? Write sentences. V Irregular verb list page 135



- 1 (have) He had a swimming lesson on Monday.
- 2 (not play) He didn't play football on Tuesday.
- 3 (have) \_\_\_\_\_
- 4 (visit) \_\_\_\_\_
- 5 (go) \_\_\_\_\_
- 6 (not go) \_\_\_\_\_
- 7 (do) \_\_\_\_\_

2 What did you do last week? Fill in the diary, then write sentences.



- On Monday I \_\_\_\_\_
- \_\_\_\_\_
- On Tuesday \_\_\_\_\_
- \_\_\_\_\_
- On \_\_\_\_\_
- \_\_\_\_\_
- On \_\_\_\_\_
- \_\_\_\_\_
- On \_\_\_\_\_
- \_\_\_\_\_

**1 Complete the rules. Match them to the examples.**

, " " ? : . / !

- 1 We use  and   for direct speech.  f
- 2 We use  after commands and to express surprise.
- 3 We use  before lists.
- 4 We use  in a list of more than two things.
- 5 We use  at the end of a sentence.
- 6 We use  at the end of a question.

- a I like music, maths and art.
- b For school: pen, paper, books
- c Who's your best friend?
- d I love swimming.
- e Come and see!
- f "I'm Libby," she said.

**2 Rewrite the sentences with capital letters.**

- 1 jamie and maria are from ontario in canada.  
Jamie and Maria are from Ontario in Canada.
- 2 we climbed mount kilimanjaro when we were in tanzania.  
\_\_\_\_\_
- 3 mrs walters went to paris in july.  
\_\_\_\_\_
- 4 ted and i watched shrek 2 on wednesday.  
\_\_\_\_\_
- 5 i live on north street in manchester.  
\_\_\_\_\_

**3 Read the DSD Club poster. Add punctuation. Circle letters that need capitals.**

**are you bored?**

do you always watch TV after school  
 are you playing a game you got two years ago  
 you need to do something different  
 the dsd club meets every friday at the club house  
 we do lots of exciting things  
 these are the activities we tried last month  
 kayaking skateboarding and singing  
 are you a good artist  
 are you a good actor  
**come and find out**





## Lesson One Story

### 1 Read the story and write *Libby, Ed, Kate* or *Fin*.

- 1 Libby and Ed have written a play for the DSD Club.
- 2 \_\_\_\_\_ measures the wood.
- 3 \_\_\_\_\_ is good at art.
- 4 \_\_\_\_\_ paints the sky.
- 5 \_\_\_\_\_ is good at building.
- 6 \_\_\_\_\_ and \_\_\_\_\_ are stuck!

### 2 Number the events in the correct order.

- a The DSD Club decided to build the set.
- b Libby and Ed were stuck!
- c Ed and Libby wrote a play.
- d Libby and Ed painted mountains and sky.
- e Fin and Libby brought some wood and some paint.
- f Ed and Kate's dad gave them his tools.
- g Kate helped Fin build the set.

1



### 3 What do you think the DSD Club will do this year? Choose three things and write.

- |                        |                       |
|------------------------|-----------------------|
| visit a wildlife park  | learn about first aid |
| go to a football match | go camping            |
| rescue someone         | make ice cream        |
| go to a space centre   | make a time capsule   |

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

### 4 What are you good at? Write three things. Use these words or your own ideas.

art sport running English cooking music writing

I am good at \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1 What's missing? Look and write the words.

tools hammer saw nails rope roller tape measure tray



1 He wants to join two pieces of wood. He's got some nails but he needs a hammer.



2 The girls can't measure the rope. They need a tape measure.



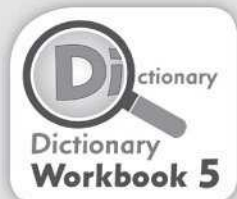
3 She wants to paint the set. Wait! She needs a roller and a tray.



4 He wants to cut the wood. There are lots of tools but there isn't a saw.

**More words**

**Remember!** An adjective describes a thing. An adverb describes an action.



Dictionary  
pages 126-134

2 Circle the adjectives. Underline the adverbs.

- 1 We saw our favourite teacher at the park.
- 2 I did my homework carefully.
- 3 My big sister plays tennis well.
- 4 Gloria poured the yellow paint slowly.
- 5 The children played games happily in the garden.

3 Write the subjects, verbs and objects from the sentences in Exercise 2 in the table.

subject	verb	object
1 We	saw	our teacher
2 _____	_____	_____
3 _____	_____	_____
4 _____	_____	_____
5 _____	_____	_____



**Look!**

Use the past participle form with the present perfect tense. Sometimes it's the same as the past simple form. Sometimes it's different.

1 Complete the table.  Irregular verb list page 135

present	past	past participle
climb	1 <u>climbed</u>	climbed
write	wrote	2 _____
make	3 _____	made
4 _____	swam	swum
ride	rode	5 _____
tidy	6 _____	tidied
sing	7 _____	sung
eat	ate	8 _____

2 Look and write. Use the present perfect and *ever* or *never*.



1

you / climb / the mountain?

*Have you ever climbed the mountain?*



2

he / tidy / the garage



3

you / play / computer games?



4

they / eat / Chinese food

3 Write questions with *ever*. Answer the questions for you.

1 swim / in a river?

*Have you ever swum in a river? Yes, I have. / No, I haven't.*

2 paint / a set?

3 sing / in a concert?

4 ride / an elephant?

5 make / a cake?

**1 Read and circle.**

- 1 I've been at this school since *five years* / I was six.
- 2 We've played football for *an hour* / *three o'clock*.
- 3 Jenny has had piano lessons for *2012* / *two years*.
- 4 They've had English lessons since *five years* / *grade one*.
- 5 Leila has lived in Madrid since *September* / *three months*.
- 6 My mum and dad have been in the shop for *this afternoon* / *ten minutes*.

**2 Complete the sentences. Use *since* or *for* and a time phrase.**

last summer    half an hour    2007    3 minutes    a week    I was a baby



Mum and Dad have lived in London since I was a baby.



He's been at the bus stop \_\_\_\_\_.



She has cooked the egg \_\_\_\_\_.



Our team hasn't won \_\_\_\_\_.



I've written in my diary \_\_\_\_\_.



We haven't seen our cousins \_\_\_\_\_.

**3 Answer the questions about you. Use *since* or *for*.**

- 1 How long have you had English lessons? I have had English lessons for \_\_\_\_\_ years.
- 2 How long have you known your best friend? \_\_\_\_\_
- 3 How long have you lived in your house? \_\_\_\_\_
- 4 How long have you played your favourite sport? \_\_\_\_\_
- 5 How long have you used a computer? \_\_\_\_\_
- 6 How long have you had your favourite CD? \_\_\_\_\_



## Lesson Five

### Reading

1 Read the poem. Number the pictures in the correct order.



## The beach house

By Lily

When we went to the beach in the summer,  
We collected shells, swam and played.  
But when it got hotter at lunchtime,  
We wanted to sit in the shade.

Dad said, "Let's make a beach house."  
He drew some plans in the sand.  
We didn't have boards or a tool box,  
So we had to work with our hands.

We looked around the beach and the park.  
We saw some tall trees by the shore.  
We collected big leaves and some branches,  
And got a blanket to put on the floor.

We tied the branches together  
With seaweed we found on the sand.  
The big leaves made walls and a carpet.  
Our shells made the beach house look grand!

Have you ever wanted a beach house?  
Just look around and use what you see.  
Our beach house looked crooked and funny,  
But we had a great time at the sea!

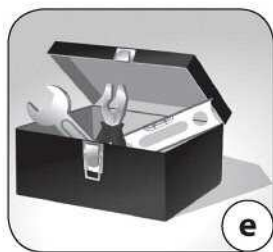


2 Read again and write *True* or *False*.

- 1 Lily and her family went to the beach. True
- 2 The weather was cold and rainy. \_\_\_\_\_
- 3 They didn't draw any plans. \_\_\_\_\_
- 4 Dad brought his tool box with him. \_\_\_\_\_
- 5 They used leaves for the walls. \_\_\_\_\_
- 6 The beach house wasn't very straight. \_\_\_\_\_

Words in context

1 Match the pictures to the sentences.



1 She's climbing a ladder.

3 My sandcastle is perfectly straight.

5 My sandcastle is a bit crooked.

2 They can't stop laughing!

4 A bird flew into the tree house.

6 She's got a tool box with lots of tools.

More words

2 Match the words from the poem on page 10 to the definitions.

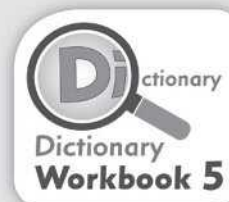
beach house shade branches seaweed

1 shade *noun* a dark, cool area where there is no light from the sun

2 \_\_\_\_\_ *noun* a plant that grows in the sea or on rocks next to the sea

3 \_\_\_\_\_ *noun* the main parts of a tree that grow out from the middle part

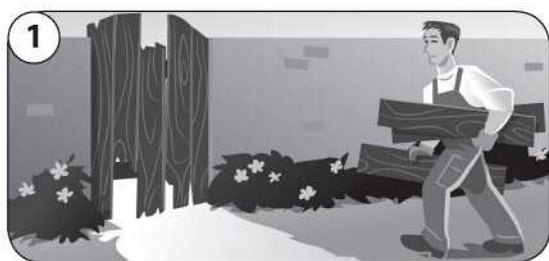
4 \_\_\_\_\_ *noun* a simple building on the beach next to the sea



Dictionary pages 126-134

3 Complete the sentences.

seaweed shade branches plans boards beach house



He's got some boards to make the new gate.



Mum and Dad looked at the \_\_\_\_\_ for our new house.



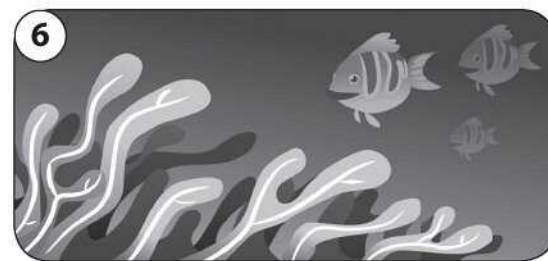
We sat in the \_\_\_\_\_ and ate our ice creams.



My kite was stuck in the \_\_\_\_\_ and the string broke.



She liked reading her book in the \_\_\_\_\_.



There was lots of \_\_\_\_\_ at the bottom of the sea.



## Lesson Seven

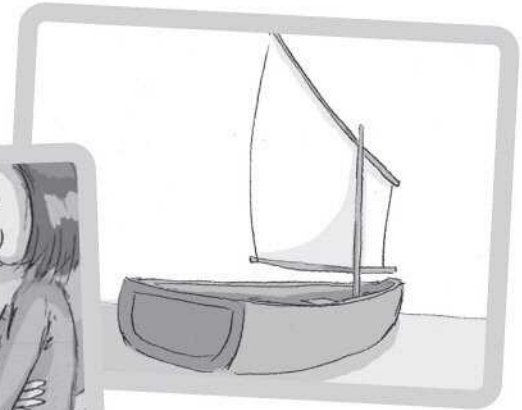
### Writing

1 Read the poem. Write the number of syllables in each line.  
Underline the syllables that are stressed.

#### The boat race

Verse 1

We built our boats for racing,   
 We worked all morning long.   
 And soon our boat was ready,   
 We thought that it was strong.



2 Write the words that rhyme.

race   slow   begin   fast

1 past: fast      2 place: \_\_\_\_\_      3 go: \_\_\_\_\_      4 win: \_\_\_\_\_



## My writing

3 Look and finish the poem.

Verse 2

We waited at the start line ...

---

---

---

---

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---

---



Verse 3

---

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1 Complete the text.

nails rope rollers plans ladder boards branch ground

My friends and I made a tree house last week. It was great fun. First, we drew some <sup>1</sup> plans. Then we found some large wooden <sup>2</sup> boards. Dad tied a <sup>3</sup> rope around the boards and pulled them up into the tree. Then he used <sup>4</sup> nails to fix the boards together. He fixed the floor to a big <sup>5</sup> branch in the tree. Then we found another board to make the roof. We used <sup>6</sup> rollers to paint the tree house. We play in our tree house every day. There is a <sup>7</sup> ladder to climb up to the tree house from the <sup>8</sup> ground and we have lots of fun up there!



2 Complete the sentences. Use *ever*, *never*, *for* or *since*.

- 1 My brother has played in the school basketball team for two years.
- 2 I've had swimming lessons since I was six.
- 3 The children have never been on a plane.
- 4 We've lived in this house since 2007.
- 5 Penny has never seen a play at the theatre.
- 6 Has your brother ever visited France?

3 Write sentences. Use the present perfect and *since* or *for*. V Irregular verb list page 135

- 1 Leona / know / her best friend / two years  
Leona has known her best friend for two years.
- 2 Jason / have / karate lessons / September  
\_\_\_\_\_
- 3 my sisters / play / tennis / an hour  
\_\_\_\_\_
- 4 we / help / Mum in the house / one o'clock  
\_\_\_\_\_
- 5 I / play / the guitar / last summer  
\_\_\_\_\_
- 6 I / have / a cold / three days  
\_\_\_\_\_



**Lesson One Story**

**1 Read the story and write *True* or *False*.**

- 1 Libby is nervous, but Kate is excited. False
- 2 Kate wants to read the script again. \_\_\_\_\_
- 3 Kate's costume looks really cool. \_\_\_\_\_
- 4 Ed's make-up looks really scary. \_\_\_\_\_
- 5 The audience is waiting, but Fin hasn't arrived. \_\_\_\_\_
- 6 It's OK because they can do the play without their costumes. \_\_\_\_\_

**2 Read the poster and answer the questions.**

*The DSD Club presents:*

## *The Princess and the Parrot*

**Starring:** *Kate as the princess  
Ed as the monster  
Libby as the queen*

**Script:** *Ed and Libby*

**Make-up:** *Mrs Harrison (Kate and Ed's mum)*

**Costumes:** *Mrs Kelly (Fin and Libby's mum)*

*You can buy tickets at the school or from the DSD Club.*

*The play starts at 5 o'clock.*



- 1 What are the three characters in the play? A princess, a monster and \_\_\_\_\_
- 2 What is Ed's character? \_\_\_\_\_
- 3 Who wrote the script? \_\_\_\_\_
- 4 Who helped with the costumes? \_\_\_\_\_
- 5 Where can you buy tickets? \_\_\_\_\_
- 6 What time will the lights go down? \_\_\_\_\_

**3 What do you think happens next? Tick (✓) one.**

- a Fin arrives in time. The play is great!
- b There are no costumes. The audience is disappointed.
- c The children make new costumes. The play is great!
- d Fin arrives with the costumes, but Kate forgets her words.

**1 Match the words to the definitions.**

lights stage curtains make-up costume script character audience

- 1 script *noun* the words of a play that the characters say
- 2 \_\_\_\_\_ *noun* the place at the front of the theatre where actors perform a play
- 3 \_\_\_\_\_ *noun* a group of people who watch a play
- 4 \_\_\_\_\_ *noun* the special clothes the actors wear in a play
- 5 \_\_\_\_\_ *noun* the big pieces of cloth that hide the stage before the play starts
- 6 \_\_\_\_\_ *noun* electric lamps that show the actors in a theatre
- 7 \_\_\_\_\_ *noun* a person in a play or story
- 8 \_\_\_\_\_ *noun* the powder, cream, etc. that actors put on their faces before a play

**More words**

**Remember!** Some words have silent letters.



**2 Circle the silent letters.**

knit fright knot flight

Dictionary pages 126-134

**3 Look at the pictures and write the words. Cross out the silent letter or letters.**

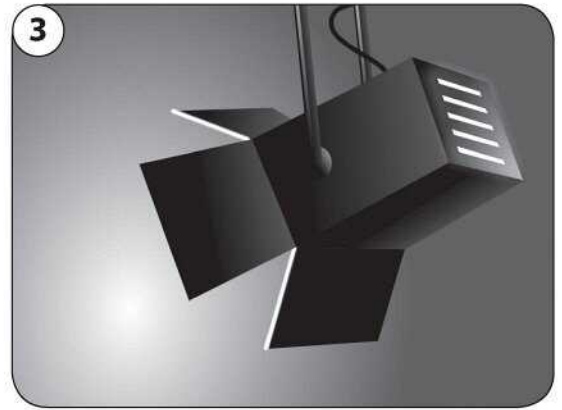
light knot knee flight fright knit



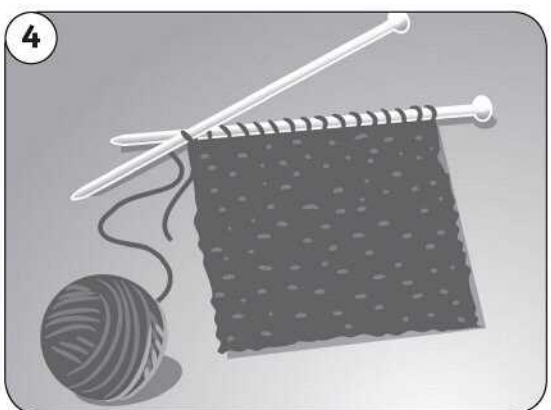
f r i g h t



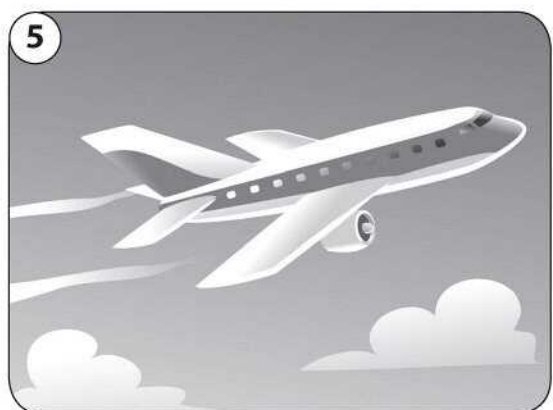
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



1 Read Fiona's list and write what she has or hasn't done. **V** Irregular verb list page 135

Things to do before the school play

- learn the script ✓
- check the lights ✓
- clean the stage ✗
- buy the make-up ✓
- sell all the tickets ✓
- take the costumes to the theatre ✗

- 1 Fiona has learnt the script.
- 2 She \_\_\_\_\_
- 3 She \_\_\_\_\_
- 4 She \_\_\_\_\_
- 5 She \_\_\_\_\_
- 6 She \_\_\_\_\_

**Look!**

When we use the present perfect we don't say exactly when something happened: *I've seen that film.*  
We use the past simple if we are saying when something happened: *I saw that film last night.*

2 Complete the conversation. Use the present perfect or the past simple.

- Molly** The play is tonight. Are you ready for it?  
**Fiona** Well, I <sup>1</sup>*'ve done* \_\_\_\_\_ (do) nearly all the things on my list.  
**Molly** Let's look at it together.  
**Fiona** Well, I <sup>2</sup> \_\_\_\_\_ (learn) the script. That was hard!  
**Molly** Great. Have you checked the lights?  
**Fiona** Yes. I <sup>3</sup> \_\_\_\_\_ (check) them this morning.  
**Molly** And have you cleaned the stage?  
**Fiona** No, I haven't, but I <sup>4</sup> \_\_\_\_\_ (sell) all the tickets.  
**Molly** What about the make-up?  
**Fiona** I <sup>5</sup> \_\_\_\_\_ (buy) it yesterday. Mum's got it.  
**Molly** And the costumes?  
**Fiona** The costumes are ... Oh no! I <sup>6</sup> \_\_\_\_\_ (not take) them to the theatre!



3 Write sentences. Use the present perfect or the past simple.

- 1 I / make / a sandwich / for my lunch I've made a sandwich for my lunch.
- 2 Mum / not go / shopping / this morning \_\_\_\_\_
- 3 Jenny / call / her grandma / last week \_\_\_\_\_
- 4 They / not visit / Paris \_\_\_\_\_
- 5 Terry / do / his homework \_\_\_\_\_
- 6 Helen / sell / her computer / yesterday \_\_\_\_\_

1 Look and tick (✓) the best sentence.



- Grandma has just made a cake.  
 Grandma hasn't made a cake yet.



- Joe hasn't visited Egypt before.  
 Joe has visited Egypt before.



- Ellie has already finished her costume.  
 Ellie hasn't finished her costume yet.

2 It's Amy's birthday. Write sentences. **V** Irregular verb list page 135



not open presents / yet  
 She hasn't opened her presents yet.



read cards / just  
 \_\_\_\_\_



speak to her grandma / already  
 \_\_\_\_\_



not have a bike / before  
 \_\_\_\_\_

3 Complete the sentences about you.

- 1 I've just \_\_\_\_\_.
- 2 I've already \_\_\_\_\_.
- 3 I haven't \_\_\_\_\_ yet.
- 4 I've \_\_\_\_\_ before.
- 5 I haven't \_\_\_\_\_ before.



## Lesson Five

### Reading

1 Read the play script. Choose the best title. Write the title at the top.

a) The great detective

b) Criminals at the theatre

c) Disappearing diamonds

by Rosy Wilson

**Scene 1:** The kitchen at Fred and Julie's house.

*(The doorbell rings.)*

**Julie** Oh! That's the doorbell.

**Mum** I'll go and see who's there.

*(Mum opens the door. A boy is holding a note.)*

**Boy** It's a note for you. It's from the theatre.

**Mum** From the theatre? Thank you.

*(She returns to the kitchen.)*

**Julie** Who was it, Mum?

**Mum** It was a boy with a note.

**Fred** What does it say?

**Mum** I haven't read it yet.

*(She opens the note.)*

It says 'The diamonds have disappeared!  
The diamonds have disappeared!  
I must use the phone.'

*(Mum exits quickly.)*

**Julie** The diamonds have disappeared!

**Fred** Wow! Diamonds.

**Julie** I think Mum's phoning a detective ...

**Fred** He'll come and investigate ...

**Julie** He'll look for clues ...

**Fred** And we can help him arrest the criminal!



**Characters:** Julie – a twelve-year-old girl  
Fred – Julie's older brother  
Mrs Taylor – their mum  
A boy



*(Mum comes back.)*

**Fred** When's the detective coming, Mum?

**Julie** Can we help him investigate?

**Mum** Detective? What detective?

**Julie** The diamonds have disappeared!

**Mum** Oh! Well, yes, they have. But they aren't real diamonds. They're props. For a play.

**Fred** *(disappointed)* We wanted to look for clues.

**Mum** I'm sorry, kids, but you can help me look for props. I'm going out now to buy some more!

2 Read again and answer the questions.

1 Who goes to the door?

Mum goes to the door.

2 Where has the note come from?

\_\_\_\_\_

3 What does the note say?

\_\_\_\_\_

4 Are Fred and Julie excited?

\_\_\_\_\_

5 Who do they want to help?

\_\_\_\_\_

6 Are the diamonds real?

\_\_\_\_\_

**Words in context**

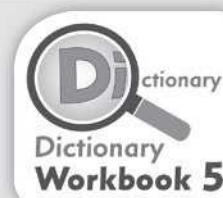
**1 Complete the sentences.**

note robbery diamonds criminal ~~arrested~~ detective

- The police have arrested the man who stole the money.
- The \_\_\_\_\_ stole our neighbour's television.
- Mum left me a \_\_\_\_\_ so I didn't forget my homework.
- Sherlock Holmes is a famous \_\_\_\_\_.
- The Queen's expensive \_\_\_\_\_ have disappeared!
- Have you heard the news? There was a \_\_\_\_\_ at the museum last night!

**More words**

**2 Read the play script on page 18. Match the pictures to the sentences.**



Dictionary  
pages 126-134

- The detective will **investigate** the crime and arrest the criminal.
- The visitor rang the **doorbell** when he arrived.
- He found some important **clues** next to the window.
- The actress is wearing her costume and holding her **props**.

b

**3 Match the words from the play to the definitions.**

doorbell servant ~~props~~ clue enter investigate

- props *noun* things actors use when they are doing a play
- \_\_\_\_\_ *verb* to come into a room or building
- \_\_\_\_\_ *noun* a person who cooks, cleans, etc. in a rich person's house
- \_\_\_\_\_ *noun* a thing or a piece of information that helps the police catch a criminal
- \_\_\_\_\_ *verb* to look carefully at a situation or a crime to find out the truth
- \_\_\_\_\_ *noun* when you visit someone, you ring this so they know you are there



## Lesson Seven

### Writing

1 Read the play script. Underline the stage directions and circle the characters.

# MISSING!



Have you seen this parrot? The parrot disappeared yesterday from the royal palace.

**The Queen is very upset.**

**Julie** The Queen has lost her parrot. What can we do?

**Fred** I know! Let's try to help! It will be fun!

**Julie** *(excited)* OK, we can be like real detectives!

**Fred** First we need to look for clues.

**Julie** Let's start looking. We can start in the park. *(She starts to look around.)*

**Fred** Look, Julie! What's that? I can see something strange ... *(He points at the ground.)*



## My writing

2 Look and finish the play script.



Fred

Julie



Fred

Julie



Fred

Julie



Fred

Julie



Queen

Fred

Julie

Policeman

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1 Complete the text.

stage robbery costume audience detective criminal character lights

My friends and I were in a play last week. My  
 1 character had a lot of words to say.  
 I played a very clever 2 \_\_\_\_\_ who  
 investigates a 3 \_\_\_\_\_. I was very  
 nervous before I went onto the 4 \_\_\_\_\_.  
 I didn't want to forget my words. When the play  
 started, I looked out and saw my mum and dad  
 in the 5 \_\_\_\_\_. They were smiling  
 at me and I felt brave. I loved wearing my  
 6 \_\_\_\_\_, but it was very hot because the  
 7 \_\_\_\_\_ on the stage were very bright.  
 I didn't forget my words, and when my character  
 arrested the 8 \_\_\_\_\_ and gave him to  
 the police at the end of the play, the audience  
 clapped. It was great! I hope I can be in a play  
 again soon.



2 Read and circle.

- 1 Clare hasn't seen / didn't see / haven't seen this film at the cinema yet.
- 2 You haven't called / didn't call / haven't call me yesterday.
- 3 The children hasn't travelled / haven't travelled / didn't travel by plane before.
- 4 I finished / 've finished / finish my homework an hour ago. It was really hard!
- 5 Ollie has lived / did live / lived next door to me since 2010.
- 6 We have visited / haven't visited / visited our cousins last week.

3 Complete the sentences. V Irregular verb list page 135

- 1 I haven't had \_\_\_\_\_ (not / have) my breakfast yet.
- 2 Gary \_\_\_\_\_ (already / read) this book.
- 3 The girls \_\_\_\_\_ (never / eat) octopus before.
- 4 \_\_\_\_\_ (you / ever / paint) your bedroom?
- 5 Mum and Dad \_\_\_\_\_ (just / buy) me a new CD.
- 6 Claire \_\_\_\_\_ (always / want) to visit Paris.
- 7 She \_\_\_\_\_ (not / give) the present to her grandma yet.
- 8 \_\_\_\_\_ (you / already / see) the new film at the cinema?



## Lesson One Story

1 Look back at Exercise 3 on page 14. Were you right? Write the correct answer.

2 Read the story and circle.

- 1 Kate / Ed / Mum had the idea to make new costumes.
- 2 They found some things in a *stage* / *cupboard* / *lampshade*.
- 3 The children used sheets to make *dresses* / *shoes* / *a washing line*.
- 4 Ed's costume was a *sack* / *bucket* / *sheet*.
- 5 The *audience* / *costumes* / *actor* loved the play.
- 6 Fin organised a surprise *concert* / *show* / *party*.

## Quick and easy costume ideas by the DSD Club

### Are you doing a play?

Costumes don't have to be expensive! You can use things that you have already got. Here are some ideas:



Look at this feather duster! It can be a bird costume, or even an animal!



Is your character a monster? These rubber gloves can be enormous hands or ears!



This lampshade can be a basket. It can be a crown. It can be a hat.



You can make a dress out of a sack or a sheet. Use a washing line to tie it.

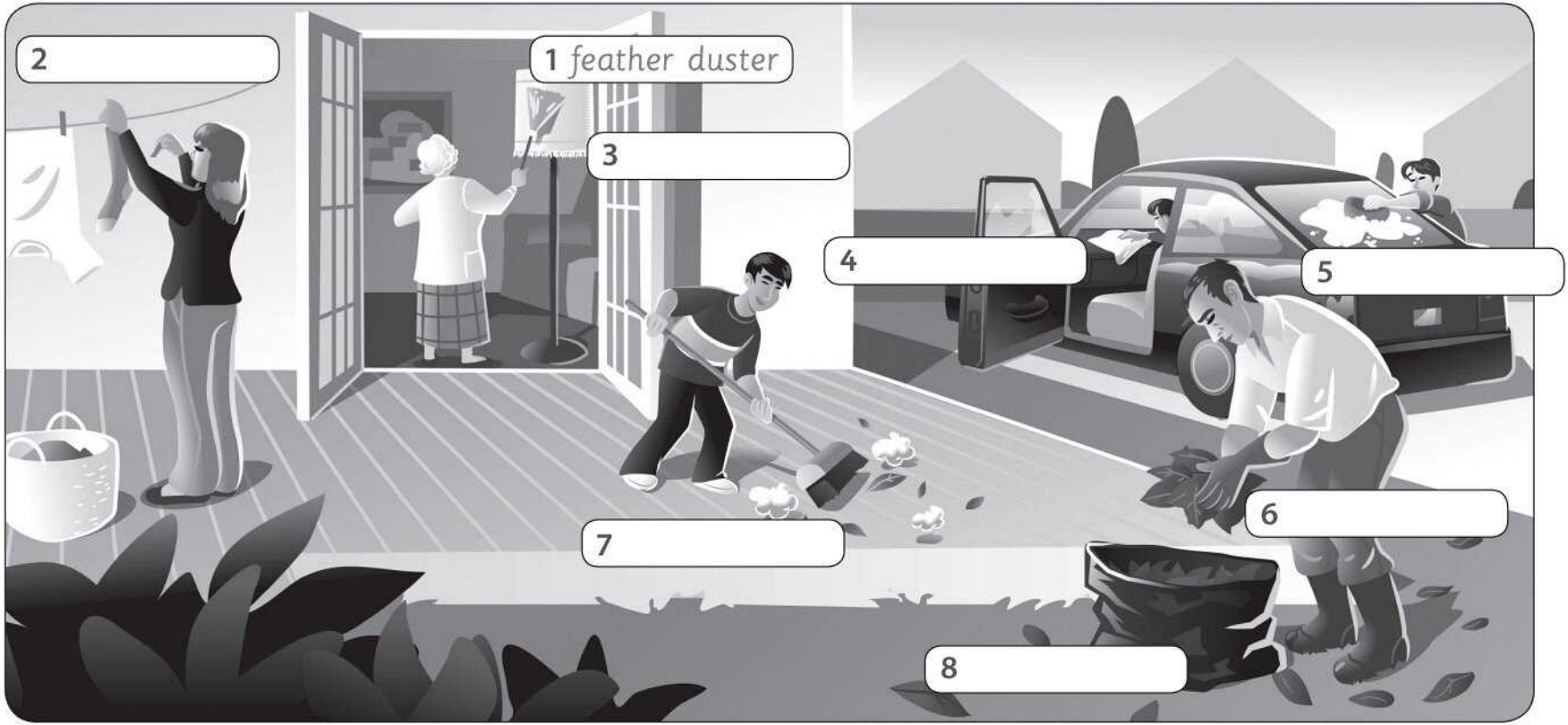
**Look around and see what you can find!**

3 Read the poster and complete the sentences.

- 1 Costumes for a play aren't always expensive.
- 2 A feather duster can be a \_\_\_\_\_ or an \_\_\_\_\_.
- 3 Rubber gloves can be a monster's \_\_\_\_\_ or \_\_\_\_\_.
- 4 A lampshade can be a \_\_\_\_\_, a \_\_\_\_\_ or a \_\_\_\_\_.
- 5 You can make a \_\_\_\_\_ out of a sheet.
- 6 A \_\_\_\_\_ is a good belt.

1 Look at the picture and write the words.

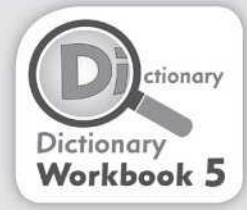
lampshade broom rubber gloves cloth sponge sack washing line feather duster



More words

2 Change the verbs into nouns. Use *-ion*.

- 1 to **discuss** is to talk about something – the noun is discussion
- 2 to **protect** is to keep something safe from danger – the noun is \_\_\_\_\_
- 3 to **collect** is to put and keep a lot of things together – the noun is \_\_\_\_\_
- 4 to **pollute** is to make a place dirty and dangerous – the noun is \_\_\_\_\_



Dictionary pages 126–134

3 Read and circle.



In my class we did a project about animals in danger. We had a big <sup>1</sup>discuss / discussion about how we can <sup>2</sup>protection / protect animals like tigers and gorillas. We need to <sup>3</sup>act / action now to keep them safe! They need <sup>4</sup>protection / protect from danger and <sup>5</sup>pollute / pollution. Our class can't go to the jungle, so we decided to have an information day to teach people and to <sup>6</sup>collect / collection money for animals in danger. We made lots of <sup>7</sup>decorates / decorations and invited lots of people. It was great! At the end we had a big <sup>8</sup>celebrate / celebration.



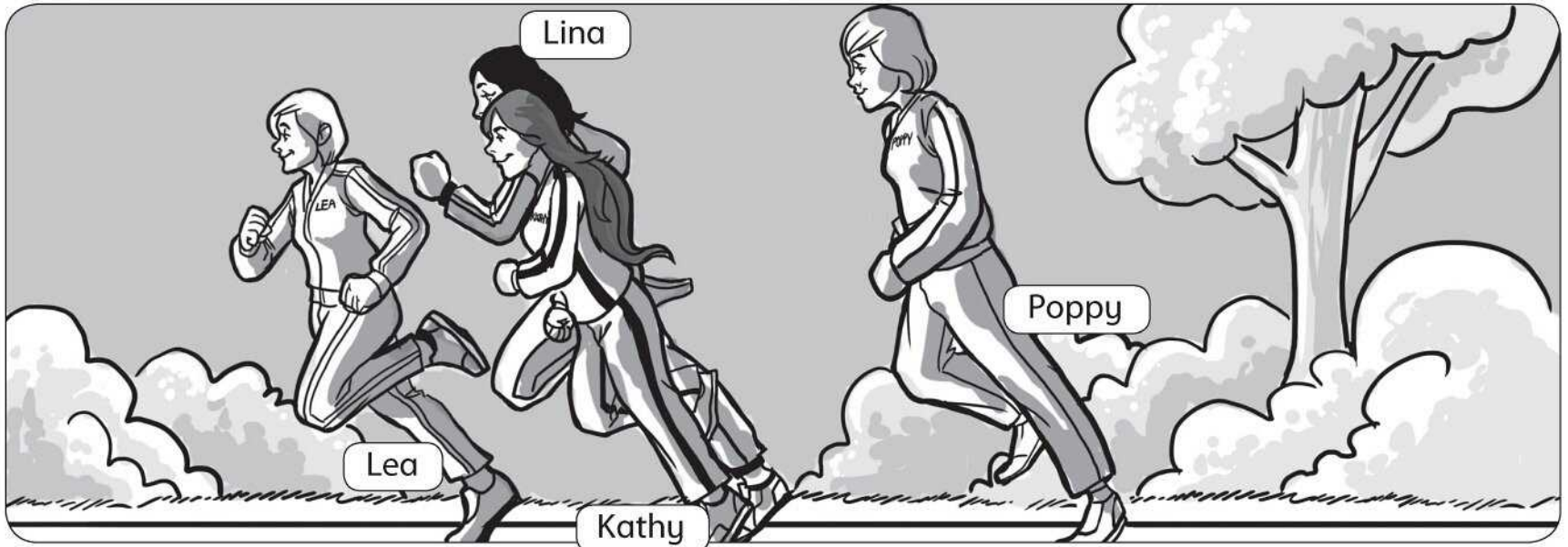
**Remember!**

**We use the comparative to compare two people or things.**  
**We use the superlative to compare more than two people or things.**

**1 Complete the sentences. Use comparatives and superlatives.**

- 1 I've got three sisters. Melanie is the oldest . (old)
- 2 Waterskiing is \_\_\_\_\_ than swimming. (exciting)
- 3 Jack is \_\_\_\_\_ boy in our class. (tall)
- 4 Fiona is funny, but I think Ella is \_\_\_\_\_ . (funny)
- 5 The weather today is \_\_\_\_\_ than yesterday. (bad)
- 6 My history project was \_\_\_\_\_ in the school. (good)

**2 Write the names.**



- 1 I am as tall as Lea, but not as tall as Lina. Kathy
- 2 I am as fast as Kathy, but not as fast as Lea. \_\_\_\_\_
- 3 I am the tallest, but I am the slowest. \_\_\_\_\_
- 4 My hair is longer than Poppy's, but not as long as Kathy's. \_\_\_\_\_
- 5 I am the fastest. \_\_\_\_\_

**3 Write about you and your friends. Use these adjectives or your own ideas.**

tall funny strong clever sporty old

I am not as \_\_\_\_\_

I am as \_\_\_\_\_

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**Remember!**

Use *enough* after adjectives but before nouns. Use *too* before adjectives.

**1 Read and circle.**

- 1 Can I sit at the front? I'm not tall enough / *enough tall* to see the play.
- 2 We can't make pancakes. We haven't got *eggs enough* / *enough eggs*.
- 3 My little sister isn't *old enough* / *enough old* to go to school.
- 4 Oh no! I haven't got *money enough* / *enough money* for the bus.
- 5 You can't dive here. The pool isn't *enough deep* / *deep enough*.
- 6 There aren't *books enough* / *enough books* for everyone. We'll have to share.

**2 Look and write sentences. Use *too* and an adjective.**

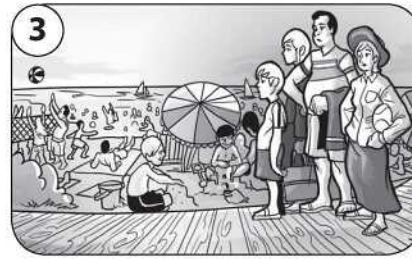
expensive crowded difficult wide



1 I can't jump across.  
It's too wide.



2 I don't know the answer.



3 Look at all these people!



4 We can't buy that dress.

**3 Look and write sentences. Use *too* or *enough*.**



1 eggs / to make a cake  
She hasn't got enough eggs to make a cake.



2 shy / to talk to the children



3 tall / to go on the ride



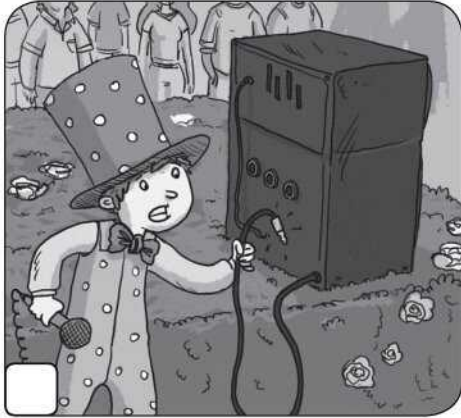
4 hot / to go to the beach



## Lesson Five

### Reading

1 Read the story. Number the pictures in the correct order.



## The school carnival

The day of the school carnival arrived. **Barnie** was nervous and excited. This year he was in charge of the parade. He had a piece of paper so he knew what to do. Everything was ready. All the pupils had their masks on and were waiting to begin. He picked up the microphone.

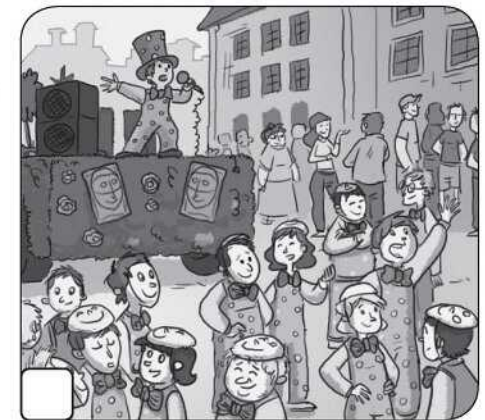
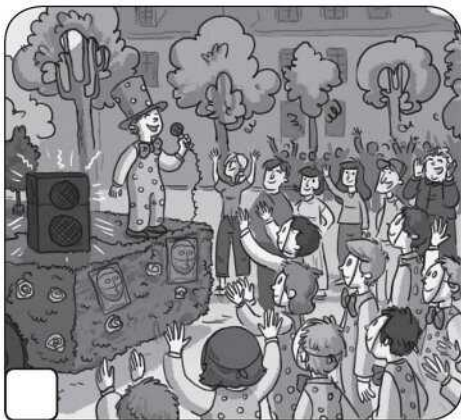
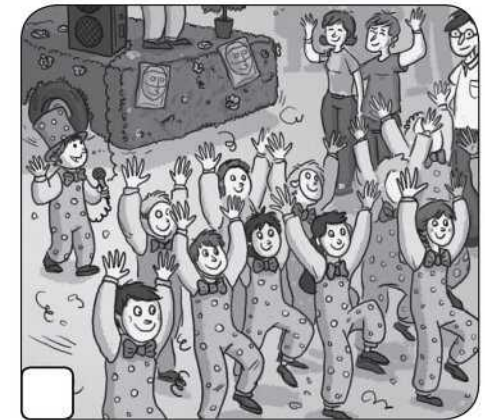
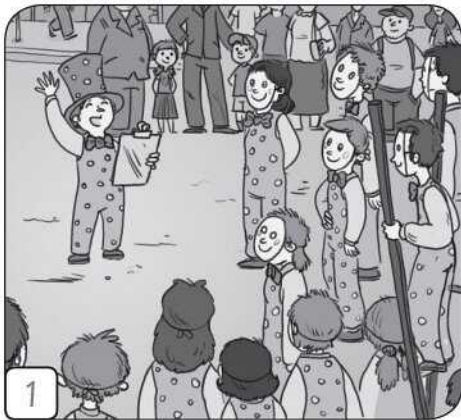
“Hello and welcome to the parade!” he said. He waited to hear the crowd clap and cheer, but they were talking and laughing and weren’t looking at him or listening to him.

“Ladies and gentlemen, this is the school parade!” he said. Nothing happened. His voice wasn’t coming through the speakers. The music wasn’t playing. Something was wrong!

Barnie hurried over to the speaker and looked at it. He saw the plug on the floor. “I didn’t plug in the speaker!” he thought. He quickly plugged it in and ran back to the microphone.

“Ladies and gentlemen, welcome to the parade,” he said. The crowd heard him and stopped talking. They started to clap and cheer.

The music for the parade started playing. “Here are the pupils of Class 7B!” said Barnie, and his classmates started the parade. The costumes were wonderful and the sparkly masks looked great. Everyone in the crowd was smiling and laughing. Barnie smiled and waved to his mum and dad in the audience. They cheered and waved back. Barnie felt relaxed and happy. The parade was going to be fantastic!



2 Read again and write *True* or *False*.

- 1 Barnie felt nervous about his school parade. True
- 2 All the students were on stilts. \_\_\_\_\_
- 3 When Barnie picked up the microphone, his voice was too loud. \_\_\_\_\_
- 4 Barnie forgot to plug in the speaker. \_\_\_\_\_
- 5 The crowd could hear Barnie but the music didn’t work. \_\_\_\_\_
- 6 Barnie’s mum and dad came to watch the parade. \_\_\_\_\_



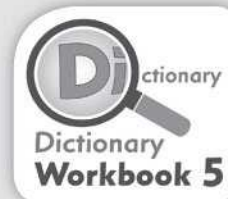
**Words in context**

**1 Read and circle.**

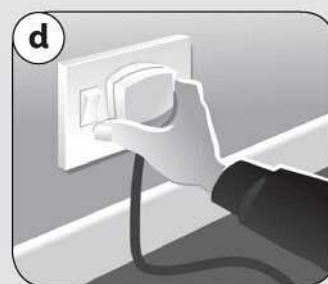
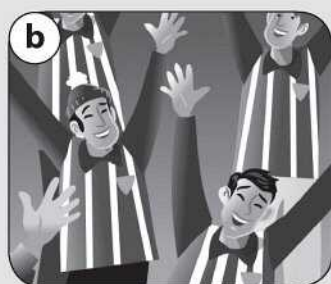
- 1 Harry got lost in a parade / TV programme / costume.
- 2 The people were wearing speakers / pop star / masks.
- 3 His voice came through the band / speakers / dancers.
- 4 A float / cheer / stilts was following the parade.
- 5 He spoke into a mask / microphone / speaker and everyone stopped talking.
- 6 The people on parade / stilts / float were much taller than the people in the crowd.

**More words**

**2 Read the story on page 26. Match the pictures to the sentences.**



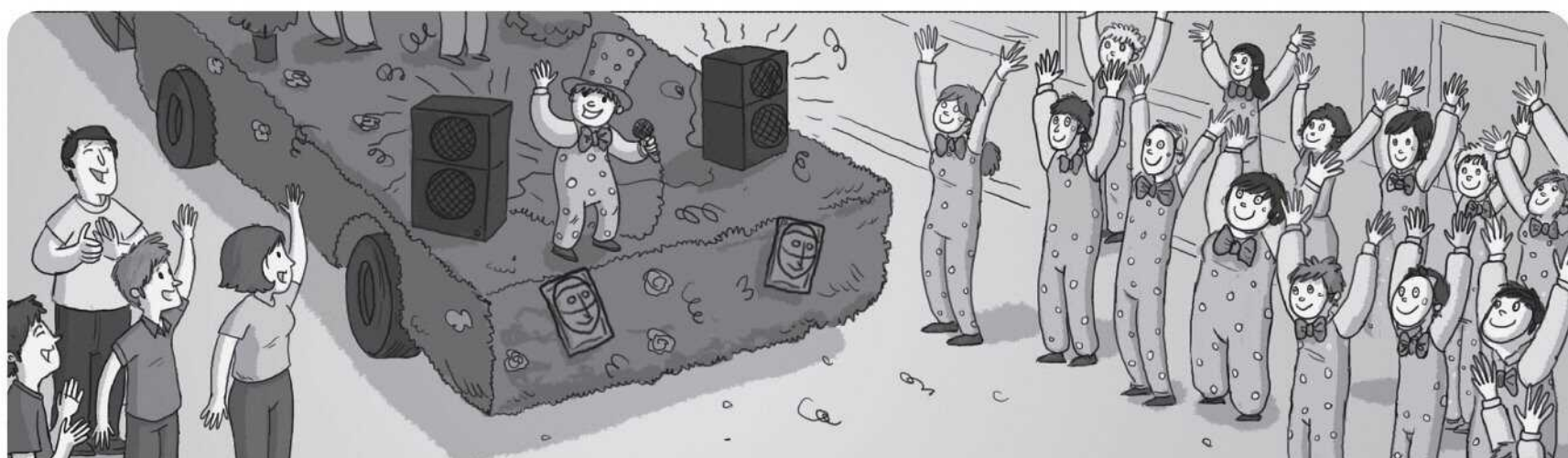
Dictionary pages 126–134



- 1 The crowd **cheered** when the team scored a goal.
- 2 The audience **clapped** at the end of the play.
- 3 I've **plugged in** the TV.
- 4 Dad **waved** to us at the station.

b

**3 Look and match the questions and answers.**



- 1 What is happening at the school?
- 2 Who are the dancers?
- 3 What is Bernie holding?
- 4 What is the crowd doing?
- 5 What are Bernie's mum and dad doing?
- 6 Has he plugged in all the speakers?

f

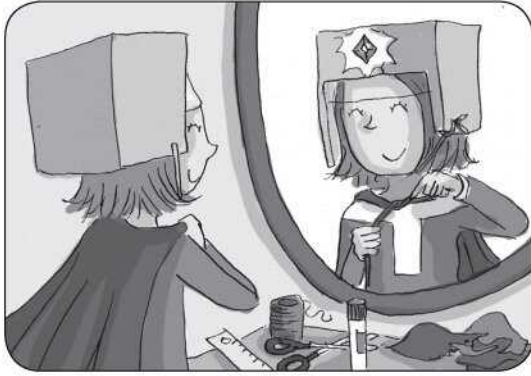
- a Class 7B.
- b Yes, he has.
- c A microphone.
- d They're waving to him.
- e Clapping and cheering.
- f It's the school carnival parade.



## Lesson Seven

### Writing

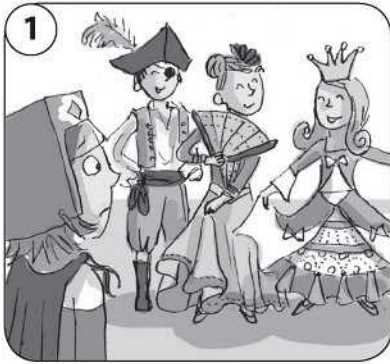
1 Look and write the beginning of the story.



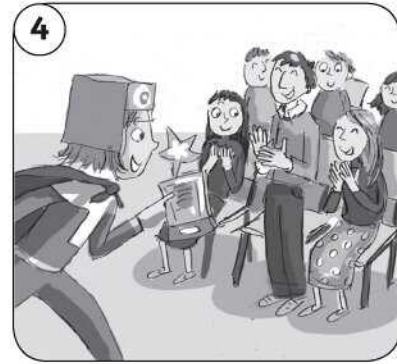
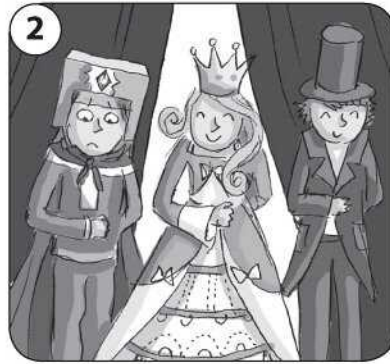
(Lucy / at home / make costume / school play) Lucy was at home.  
She was making her costume for the school play.  
 (she / finish / costume / feel happy) \_\_\_\_\_  
 \_\_\_\_\_  
 (she / superhero!) \_\_\_\_\_  
 \_\_\_\_\_

2 Look and write the feelings words.

disappointed   excited   surprised   nervous



nervous



## My writing

3 Complete the story. Use the pictures to help you.

It was the afternoon of the school play. The class all made their costumes for the play.  
There was a prize for the best costume.

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1 Complete the text.

decorations speakers costumes crowd dancers microphone band stilts

Last weekend Mum and Dad took me to the carnival parade. There were lots of people there. I've never seen such a big <sup>1</sup> crowd. All the carnival people wore beautiful <sup>2</sup> costumes. There was a <sup>3</sup> band in the street and they played great music. There were big <sup>4</sup> speakers, so the music was very loud. We watched some <sup>5</sup> dancers do their special dance, and we met a very tall man – he was on <sup>6</sup> stilts. All over the town, there were bright lights and amazing <sup>7</sup> decorations. A man with a <sup>8</sup> microphone told the audience to move to the side because the parade was going to start. It was the best carnival ever!



2 Complete the sentences. Use comparatives or superlatives.

- 1 Helen is the cleverest (clever) girl in our class.
- 2 I think maths is the most difficult (difficult) subject of all.
- 3 Katie is younger (young) than me.
- 4 You were a better (good) actor in the play.
- 5 My room is smaller (small) than my brother's room.
- 6 I think books are more interesting (interesting) than films.
- 7 Jane can run faster (fast) than Anna.
- 8 This is the coldest (cold) winter since 1996.

3 Read and circle.

- 1 It's too / enough cold to play outside in the park today.
- 2 You aren't old too / enough to drive a car.
- 3 The children haven't got too / enough money to buy their favourite comic.
- 4 I'm too / enough tired to go to the party.
- 5 Sally is fast too / enough to win the race at the school sports day.
- 6 These trousers are too / enough big for me.
- 7 He's too / enough short to open the window.
- 8 Have we got too / enough bread to make a sandwich?



## Everyday English

### 1 Read and match the missing phrases. Write a-d.

- a The afternoon show is sold out.
- b Are there any tickets left for that?
- c Can we see the afternoon show,
- d What time does it start?

**Andy** This film looks good. Do you want to go?

**Leo** Yes. <sup>1</sup> d

**Andy** It starts at 8 o'clock.

**Leo** That's a bit late. <sup>2</sup> \_\_\_\_\_ not the evening show?

**Andy** I'm afraid we can't. <sup>3</sup> \_\_\_\_\_

**Leo** Oh. Look there's an afternoon show tomorrow too. <sup>4</sup> \_\_\_\_\_

**Andy** Yes, there are. Let's ask Mum if we can book them.



### 2 Look at the notice and complete the conversation.

**SCHOOL CONCERT**

Sunday 2pm 7pm  
**SUNDAY MATINEE SOLD OUT!**

Monday 7pm  
**BOOK NOW! TICKETS AVAILABLE!**

*Sports day*

**Saturday 2-5**

**Football:** 2.30pm  
**Tennis:** 4.00pm  
**Sailing:** 3.30pm

**FOOTBALL MATCH SOLD OUT!**

**Drama Club play**

**THURSDAY 6.30pm**  
**SATURDAY 2pm 5pm**

**THURSDAY SOLD OUT!**

**Mum** It's your school concert this weekend. What time does it start?

**Luke** <sup>1</sup> It starts at \_\_\_\_\_ 7pm.

**Mum** Oh. <sup>2</sup> \_\_\_\_\_ the matinee, not the evening performance?

**Luke** The matinee <sup>3</sup> \_\_\_\_\_. But there's another performance on Monday.

**Mum** <sup>4</sup> \_\_\_\_\_ available for that?

**Luke** <sup>5</sup> \_\_\_\_\_.

**Mum** Great. We'll come on Monday, then.

### 3 Choose one of the other two events. Complete the conversation.

A: Do you want to come to the <sup>1</sup> \_\_\_\_\_ ?

A: (No / sold out) <sup>6</sup> \_\_\_\_\_

B: (What / start) <sup>2</sup> \_\_\_\_\_ ?

B: (Tickets / available) <sup>7</sup> \_\_\_\_\_

A: (starts) <sup>3</sup> \_\_\_\_\_ .

\_\_\_\_\_ ?

B: Oh. (Can / go) <sup>4</sup> \_\_\_\_\_ , not the

A: Yes, there are. Let's book them!

<sup>5</sup> \_\_\_\_\_ ?

### 4 Now act out your conversation.



**1 Watch the video clip and answer the questions.**

- 1 Who has just arrived? Layla has just arrived.
- 2 Has Megan got a sandwich? \_\_\_\_\_
- 3 Where do the girls see the advert for the concert? \_\_\_\_\_
- 4 Why is Layla disappointed? \_\_\_\_\_
- 5 What do they decide to do after school? \_\_\_\_\_

**2 Watch the video clip again. Find four more mistakes and circle them.**

**Layla** This pop music concert sounds good. What time does it start?

**Megan** There's a matinee performance at four o'clock.

**Layla** That's too late. Can we see the evening performance, not the matinee?

**Megan** I'm afraid not. The evening performance is sold out ... But there's a matinee performance on Sunday too.

**Layla** Are there any seats left for that?

**Megan** Yes, there are ten seats left. Quick! Let's book now!



**3 Work in pairs. Answer the questions.**

- 1 What kind of music do you like?

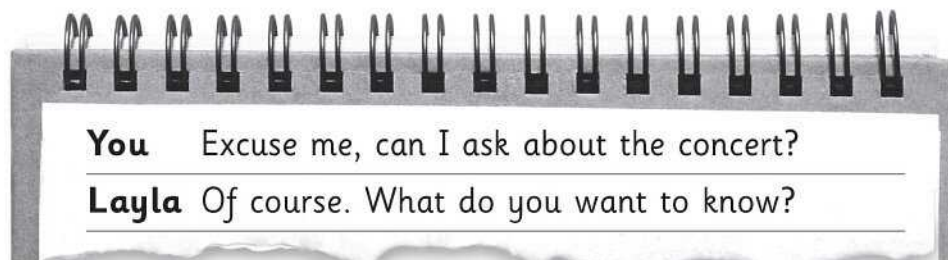
*I like playing guitar, so I usually listen to rock music.*

*Me too. Which band do you like?*

- 2 Have you ever been to a concert?
- 3 What do you do with your friends?
- 4 Do you always agree about what you want to do?

**4 Read the scenario and write a conversation with Layla or Megan. Act out your script in groups.**

You are at the next table. You have heard the girls talking about the concert and you would like to go. Ask questions to find out about times and tickets.





Lesson One Story

1 Read the story and circle.



A TV <sup>1</sup>actor / crew / film has decided to make a programme about the wildlife park. The DSD Club decides to go to the <sup>2</sup>park / beach / TV station. It used to be really <sup>3</sup>dangerous / pretty / ugly and Libby and Ed always liked coming here, but it <sup>4</sup>is / isn't / aren't nice today. Someone has dumped <sup>5</sup>pollution / clothes / rubbish all over the park. There is litter in the <sup>6</sup>river / path / lake too. The water is <sup>7</sup>ugly / clean / dirty. It isn't <sup>8</sup>quiet / safe / dangerous for the wildlife.

2 Who says it? Read and match. Then write the names.

Man Ed Fin Libby Woman Kate



1 The wildlife park is really pretty.

e Libby

2 There's a TV crew at the wildlife park today.

\_\_\_\_\_

3 Those people aren't very happy.

\_\_\_\_\_

4 The river is polluted and the birds are in danger.

\_\_\_\_\_

5 Litter really damages the environment.

\_\_\_\_\_

6 We found all the litter this morning.

\_\_\_\_\_

1 Complete the crossword.

1 r

2 c

3 p

4 l

5 e

m

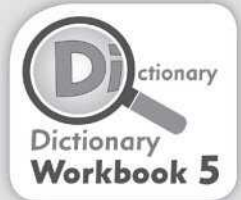
6 p

7 w

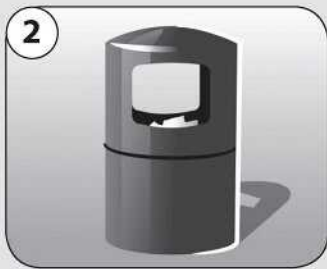
8 d

More words

2 Look at the clues and complete the compound nouns.



Dictionary pages 126-134



duck pond

bin

house

crew

3 Complete the sentences. Use compound nouns.

duck litter swimming beach police TV

- The detective took the criminal to the police station.
- We saw a beach house on the sand when we were at the sea.
- Don't drop litter! Put it in the litter bin.
- The TV crew filmed us in the running competition!
- I have diving lessons every week at the swimming pool.
- I took my sister to the duck pond to give our old bread to the birds.



1 Look and match. What were they doing when the bell rang?



- |                       |                                     |   |   |
|-----------------------|-------------------------------------|---|---|
| 1 Two teachers were   | <input checked="" type="checkbox"/> | d | a looking out of the window when the bell rang. |
| 2 The school team was | <input type="checkbox"/>            |   | b practising basketball when the bell rang.     |
| 3 Two boys were       | <input type="checkbox"/>            |   | c playing football when the bell rang.          |
| 4 Three girls were    | <input type="checkbox"/>            |   | d drinking coffee when the bell rang.           |
| 5 Two girls were      | <input type="checkbox"/>            |   | e running a race when the bell rang.            |
| 6 The headmaster was  | <input type="checkbox"/>            |   | f reading books when the bell rang.             |

2 Write sentences. Use the past simple and past continuous. V Irregular verb list page 135



1 he / have breakfast / phone / ring  
 He was having breakfast when the phone rang.



2 Grandpa / sleep / visitors / arrive



3 they / walk to school / see / a film star



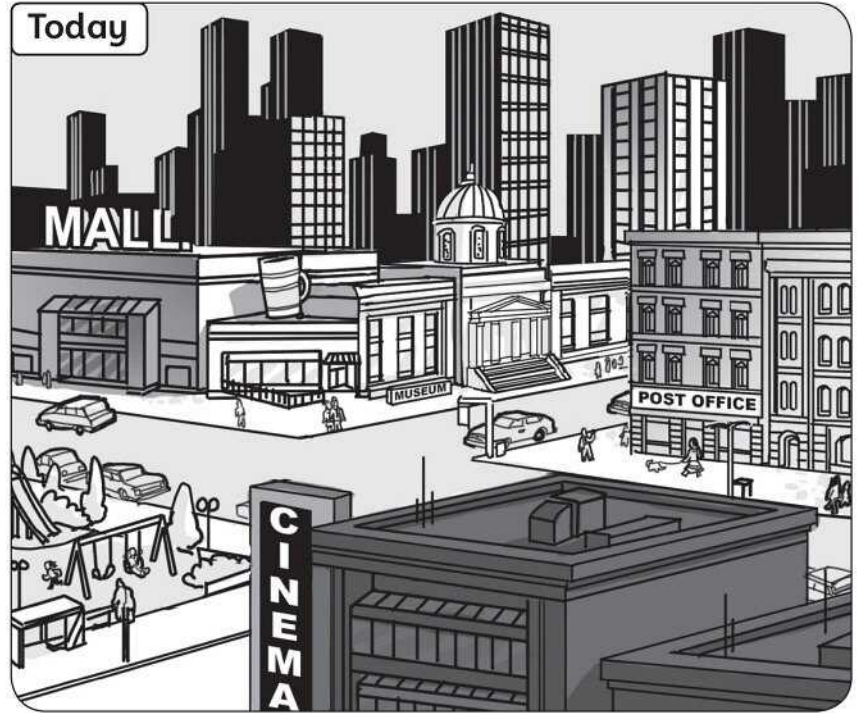
4 Phil / buy / a drink / his team / score a goal



5 Jack / look out of the window / the teacher / ask a question



1 Complete the sentences. Use *used to be* or *is*.



- 1 There is a shopping mall in the town. There used to be a petrol station.
- 2 There \_\_\_\_\_ a cinema. There \_\_\_\_\_ a theatre.
- 3 There \_\_\_\_\_ a library. There \_\_\_\_\_ a café.
- 4 There \_\_\_\_\_ a playground. There \_\_\_\_\_ a park.

2 Write sentences. Use *used to* or the present simple.

- 1 Mia / have long hair Mia has long hair.
- 2 Dad / wear a uniform for work Dad used to wear a uniform for work.
- 3 Ed / love football \_\_\_\_\_
- 4 Mum / have short hair \_\_\_\_\_
- 5 Mia / play with dolls \_\_\_\_\_
- 6 Ed / like cars \_\_\_\_\_



3 Write about you five years ago. Use these words or your own ideas.

have short / long hair    love dancing / reading    play the piano / computer games    watch cartoons / films

I used to \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Lesson Five

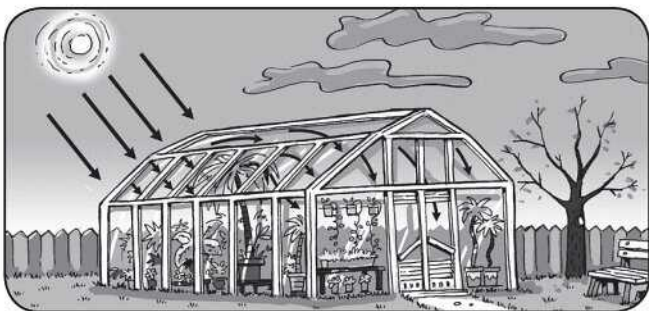
### Reading

1 Read the web page. Write the paragraph titles.

Wind energy    Water energy    ~~Solar energy~~

## New kinds of energy

People are trying not to use fossil fuels because they use up the Earth's resources and they are bad for the environment. Scientists want to find new kinds of energy that don't damage the planet. We call this alternative energy, but are these ideas really new?

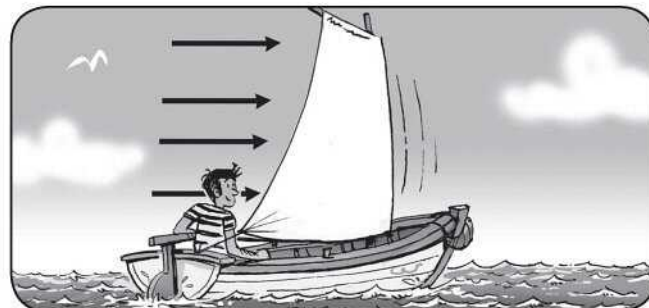


1 Solar energy

Look at this greenhouse. The sun's energy goes through the glass and stays inside. Inside it's warm. This means that plants can grow in cold countries.

2 \_\_\_\_\_

Look at this sailing boat. It doesn't have an engine and it is moving because of the wind. Sailing used to be the fastest way to travel, but only when the wind was strong.



3 \_\_\_\_\_

This is a water mill. The water makes the wheel turn and the wheel turns the mill. The mill makes flour that we use for bread and other food.



These ideas are not new, and people have been using energy in these ways for hundreds of years. But the way we can use alternative energy has changed. Now we can take natural energy from the sun, wind and water, and we can make electricity from it. Electricity is a type of energy we can use for lots of jobs. Now we can see that scientists are using very old ideas in our modern technology.

2 Read again and match.

- 1 Fossil fuels can  e
- 2 The greenhouse
- 3 The sailing boat
- 4 The water mill
- 5 We use electricity
- 6 We can make

- a uses the river to turn the wheel.
- b electricity from natural energy.
- c for many different jobs.
- d uses the wind's energy to move.
- e damage the environment.
- f catches heat from the sun.

**Words in context**

**1 Complete the sentences.**

fossil fuels    ~~alternative energy~~    electricity    solar panels

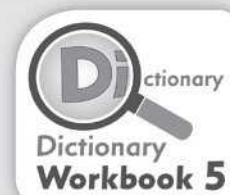
Energy that comes from the sun is called solar energy. It is a type of <sup>1</sup> *alternative energy* . We can use <sup>2</sup> \_\_\_\_\_ to turn the sun's power into <sup>3</sup> \_\_\_\_\_ so that we don't have to use <sup>4</sup> \_\_\_\_\_ like coal and oil.



**More words**

**2 Match the words from page 36 to the pictures. Circle the correct word.**

greenhouses    ~~sailing boats~~    water mills    technology



Dictionary pages 126-134



<sup>1</sup> Sailing boats use energy from the wind to *heat / move*.



<sup>2</sup> \_\_\_\_\_ use heat from the sun to grow plants in *cold / hot* countries.



<sup>3</sup> \_\_\_\_\_ is a word for machines that scientists invent to help us with *difficult / easy* jobs.



<sup>4</sup> \_\_\_\_\_ use energy from moving water to turn a big wheel to make *flour / coffee*.

**3 Complete the conversation.**

skylight    greenhouse    beams    alternative    spring    electricity    technology    mud

**Anita** My aunt and uncle are building an eco home.

**Ella** Really? What's it like?

**Anita** It's very nice inside. It's got big wooden <sup>1</sup> beams and stone floors and a <sup>2</sup> \_\_\_\_\_ in the roof to let the sunlight in. They made the walls from <sup>3</sup> \_\_\_\_\_.

**Ella** Cool! Does it look like an old house from the past?

**Anita** No, not at all. It has lots of modern <sup>4</sup> \_\_\_\_\_.

**Ella** Are they using <sup>5</sup> \_\_\_\_\_ energy?

**Anita** Yes, they make <sup>6</sup> \_\_\_\_\_ from solar power and they have a windmill, too.

**Ella** Do they grow their own food?

**Anita** Yes, they have a <sup>7</sup> \_\_\_\_\_ in the garden. And they use water from a <sup>8</sup> \_\_\_\_\_ to water the plants.

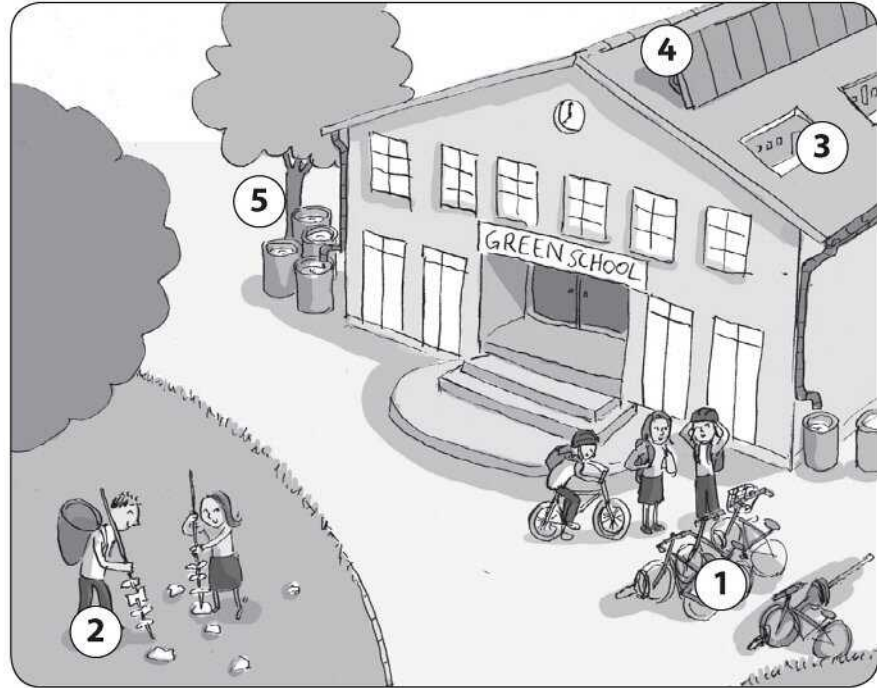


## Lesson Seven

### Writing

1 Look at the five things children do to look after the environment. Write sentences about Green School.

- 1 Pupils ride bikes to school.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



## My writing

2 Write compound sentences about Green School. Match the sentences in Exercise 1 with ideas from the box using *so* or *because*.

damage the environment    cars pollute the air  
 not use fossil fuels    not waste water    classrooms are light in the daytime

**Transport** Pupils ride bikes to school because cars pollute the air.

\_\_\_\_\_

\_\_\_\_\_

**Electricity** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Pollution** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Water** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1 Complete the text.

skylight wildlife energy damage planet fuels electricity environment

My family and I live in an eco home. It's great. We help the <sup>1</sup> environment, because we don't use fossil <sup>2</sup> \_\_\_\_\_. We only use alternative <sup>3</sup> \_\_\_\_\_. There are solar panels on the roof so we can make <sup>4</sup> \_\_\_\_\_ and keep our house warm. There is a big <sup>5</sup> \_\_\_\_\_ in the roof so we can have light in the day. We live in a forest, so we can watch rabbits and other <sup>6</sup> \_\_\_\_\_. It's really fun. I don't think one family can save the <sup>7</sup> \_\_\_\_\_ but we try not to <sup>8</sup> \_\_\_\_\_ the world around us and we love living in our eco home!



2 Complete the sentences. Use the past simple or past continuous. V Irregular verb list page 135

- 1 We were listening to music when the phone rang (ring).
- 2 Dad \_\_\_\_\_ (work) in the garden when our neighbours arrived.
- 3 All the students \_\_\_\_\_ (study) when the fire practice started.
- 4 The boys \_\_\_\_\_ (play) basketball when it started to rain.
- 5 I was watching a great film when the TV \_\_\_\_\_ (break).
- 6 You \_\_\_\_\_ (not do) your homework when I came in.

3 Write sentences. Use *used to*.

- 1 Two years ago I had long hair. I have short hair now.  
I used to have long hair.
- 2 There was a theatre in our town. Now it's a café.  
There \_\_\_\_\_
- 3 Melanie plays computer games. Two years ago, she played with dolls.  
Melanie \_\_\_\_\_
- 4 When Mum was at my school the uniform was ugly. It's quite nice now.  
Our school uniform \_\_\_\_\_
- 5 Jeff and Katie are our neighbours. They lived in New York before.  
Jeff and Katie \_\_\_\_\_
- 6 Mrs Jackson was our class teacher last year. Miss Lewis is our teacher now.  
Mrs Jackson \_\_\_\_\_



## Lesson One Story

## 1 Read the story and circle the mistakes. Write true sentences.

1 The children decide to help clean up the library.

The children decide to help clean up the wildlife park.

2 They put all the litter in different boxes.

3 They will pick up all the litter and clean it.

4 Libby wants to have a hot shower later.

5 The park will be clean and dangerous again soon.

## 2 Complete the DSD Club leaflet.

family birds environment old paper rubbish dump

## Does your local park need cleaning up? The DSD Club can help!

\* A big job is easier with lots of helpers!

Phone all your friends and <sup>1</sup> family.

Lots of people will help the environment if you ask them.

\* Be prepared!

Buy rubber gloves and plastic bags in different colours.

Tell your friends to wear <sup>2</sup> \_\_\_\_\_ clothes and boots.

\* Learn and teach!

Find out what is bad for the <sup>3</sup> \_\_\_\_\_ . Tell your friends.

Carrier bags can trap <sup>4</sup> \_\_\_\_\_ .

Batteries have dangerous chemicals inside them.

\* Recycle!

Don't just take all the litter to the <sup>5</sup> \_\_\_\_\_ .

Put plastic, metal, <sup>6</sup> \_\_\_\_\_ and glass in different bags and recycle them!

## 3 What do you think happens next? Tick (✓) one.

a The TV crew arrives. They don't make the programme because of the mess.

b The TV crew doesn't come. Everyone is disappointed.

c The DSD Club clean up the park quickly. The TV crew can film the beautiful clean park.

d The TV crew arrives before the river is clean. They make a programme about cleaning up the park.

**1 Look at the picture and write the words.**

recycling centre   carrier bags   oil   batteries  
chemicals   bottle bank   metal   paper



**How to use the** <sup>1</sup> recycling centre

- Container A is for <sup>2</sup> \_\_\_\_\_
- Container B is for <sup>3</sup> \_\_\_\_\_
- Container C is for <sup>4</sup> \_\_\_\_\_
- Container D is for <sup>5</sup> \_\_\_\_\_
- Container E is for <sup>6</sup> \_\_\_\_\_
- Container F is for <sup>7</sup> \_\_\_\_\_
- Container G is a <sup>8</sup> \_\_\_\_\_

**More words**

**2 Match the words to the definitions.**

recharge   refill   rebuild   redecorate

- 1 refill verb to fill a container again
- 2 \_\_\_\_\_ verb to put something together again
- 3 \_\_\_\_\_ verb to change the style of a house, room, etc. with new paint and furniture
- 4 \_\_\_\_\_ verb to put power back into something like a battery or small machine



Dictionary pages 126–134

**3 Complete the sentences.**

refill   remove   reuse   recharge   rebuild   ~~redecorate~~   retell   return

- 1 Mum wants to redecorate the living room and change the colours.
- 2 They are going to \_\_\_\_\_ the houses that fell down in the earthquake.
- 3 Please could you \_\_\_\_\_ my glass? I'm really thirsty.
- 4 You can borrow my MP3 player if you promise to \_\_\_\_\_ it.
- 5 Can I plug in my mobile phone? I need to \_\_\_\_\_ it.
- 6 The factory will wash and \_\_\_\_\_ all the glass bottles.
- 7 I love Grandpa's stories. I ask him to \_\_\_\_\_ them every time he visits.
- 8 We need to \_\_\_\_\_ the old swings from the park. They're dangerous.



1 Complete the predictions. Use a verb with *will* or *won't*.

do work study drive live eat



In 50 years people won't  
drive normal cars.



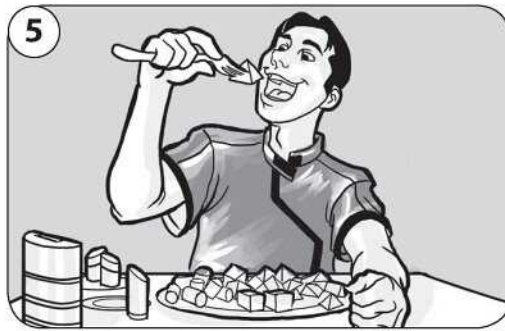
In 100 years some people  
\_\_\_\_\_ on the Moon.



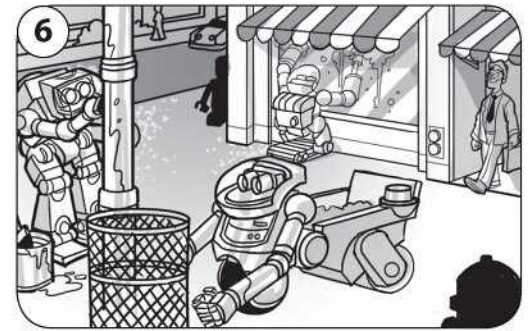
My sister \_\_\_\_\_  
science at university.



My dad \_\_\_\_\_ in 30  
years, so he'll have lots of time to  
go fishing.



People \_\_\_\_\_  
normal meals in 100 years.



In 20 years robots \_\_\_\_\_  
\_\_\_\_\_ our boring and  
difficult jobs.

2 Read the conversation. Write Celia's sentences. Use *will* or *won't*.

Alice What do you think we'll be like when we're older, Celia?

Celia Well, *I / not change / much* <sup>1</sup> Well, I won't change much.

Alice What do you mean?

Celia *I / have fun / with my friends* <sup>2</sup> \_\_\_\_\_

Alice Do you mean me?

Celia *Yes, / we be / friends* when we're older <sup>3</sup> \_\_\_\_\_

Alice Great! What else?

Celia *I / care / about* the environment <sup>4</sup> \_\_\_\_\_

Alice Me too. I think I'll get a job helping animals.

Celia *Yes, / we work / at the wildlife* park together <sup>5</sup> \_\_\_\_\_

Alice That sounds like fun!

Celia And the *animals / not be / in danger / in our town* <sup>6</sup> \_\_\_\_\_

3 What will you do when you are older? Write sentences.

1 Where will you live? \_\_\_\_\_

2 Where will you work? \_\_\_\_\_

3 What will you do in your free time? \_\_\_\_\_

1 Complete the conversation. Use the present continuous.



**Frank** Hi, Jerry. Would you like to go to the shopping mall this evening?  
**Jerry** Oh, I can't. I <sup>1</sup> *'m watching* \_\_\_\_\_ (watch) my brother play tennis.  
**Frank** OK, how about tomorrow morning?  
**Jerry** Tomorrow morning Dad and I <sup>2</sup> \_\_\_\_\_ (help) Mum in the garden.  
**Frank** Maybe we could have lunch together then?  
**Jerry** I <sup>3</sup> \_\_\_\_\_ (have) lunch with my cousins tomorrow, but you could come, too.  
**Frank** I'd love to. What time shall I come round?  
**Jerry** Well, my cousins <sup>4</sup> \_\_\_\_\_ (arrive) at about 11.30. Dad <sup>5</sup> \_\_\_\_\_ (cook). We <sup>6</sup> \_\_\_\_\_ (have) a barbecue in the garden.  
**Frank** OK, I'll come at about 12 o'clock then. Thank you.

2 Read the poster. Write about what the children are doing.

**Class 6W's big day out!**  
It's busy!

<b>9.00</b>	meet at the school Don't be late! The bus won't wait!	
<b>10.00</b>	arrive at the beach	
<b>10.15</b>	beach volleyball	
<b>10.45</b>	learn to surf with Dave	
<b>12.30</b>	picnic on the beach (no swimming after lunch!)	
<b>14.00</b>	cave walk – explore the beautiful caves	
<del><b>16.00</b></del>	<del>Mr Jennings group photo</del>	
<i>cancelled - sorry!</i>		
<b>16.30</b>	home time!	

- 1 (meet) *They're meeting at the school at 9 o'clock.*
- 2 (arrive) \_\_\_\_\_
- 3 (play) \_\_\_\_\_
- 4 (Dave / teach) \_\_\_\_\_
- 5 (eat) \_\_\_\_\_
- 6 (explore) \_\_\_\_\_
- 7 (Mr Jennings / not take) \_\_\_\_\_
- 8 (go home) \_\_\_\_\_



## Lesson Five

### Reading

1 Read the article. Write the paragraph titles.

Egg box garden    ~~Fashion parade~~    Tidy your desk    Gold or paper?

## As Good as New – competition results

Thanks to all of you who sent in emails and photos to our competition. Your ideas are fantastic! Here are the winners of this year's competition.

1 Fashion parade

Look at these amazing hats! Frank and Ollie made these with reused wrapping paper. First they made circles out of card. Then they stuck on the wrapping paper and the other decorations. They look really great!



2 \_\_\_\_\_

These flowers and insects used to be egg boxes. Natalie cut up the boxes, painted them and decorated them with ribbons and pretty paper. She worked really hard, and they look amazing!



3 \_\_\_\_\_

George's desk used to be a mess. He made this pen holder with old juice cartons. He glued them together and stuck pictures from magazines on them. Now his desk is very tidy, and he is recycling juice cartons and magazines!



4 \_\_\_\_\_

These are made of old magazines and greetings cards! Fiona rolled the paper and glued it to make small tubes. She put them on string to make bracelets! Now she can wear them when she goes to see her friends.



2 Read again write the names.

- 1 Frank and Ollie recycled old wrapping paper.
- 2 \_\_\_\_\_'s project has made his room tidier.
- 3 \_\_\_\_\_ and \_\_\_\_\_ used old magazines.
- 4 \_\_\_\_\_ used paint for her project.
- 5 \_\_\_\_\_ and \_\_\_\_\_ didn't make something to wear.

**Words in context**

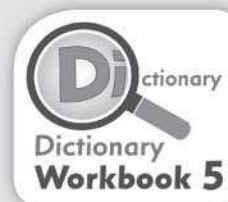
**1 Match the words to the definitions.**

juice carton bus ticket ~~greetings card~~ bracelet ribbon map

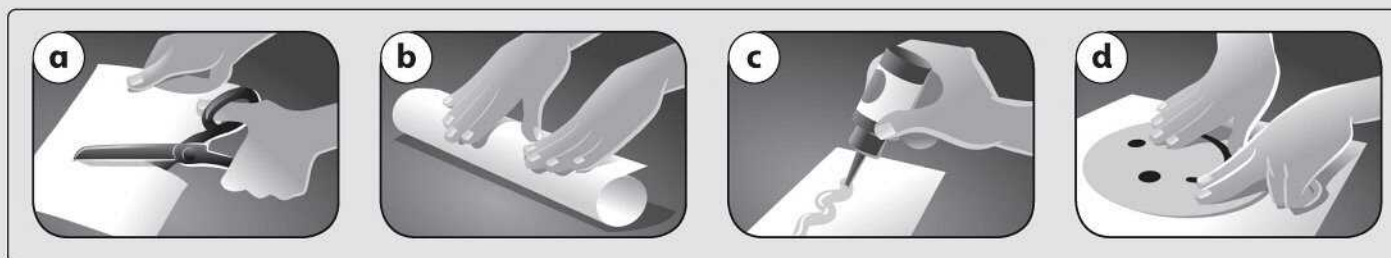
- 1 greetings card *noun* a card with a picture and a message that you send someone on a special day
- 2 \_\_\_\_\_ *noun* a long, thin piece of shiny material that you can tie around a present
- 3 \_\_\_\_\_ *noun* a ring that you wear around your arm, next to your hand
- 4 \_\_\_\_\_ *noun* a drawing of a country or city that shows where the important places are
- 5 \_\_\_\_\_ *noun* a box that has fruit juice in it
- 6 \_\_\_\_\_ *noun* a printed piece of paper that you get when you pay to ride on a bus

**More words**

**2 Match the pictures to the definitions. Find the past simple verbs on page 44.**



Dictionary pages 126-134

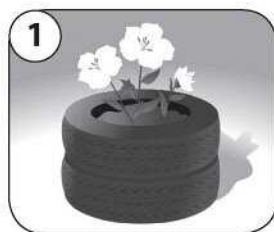


- 1 **stick** *verb* to fix something onto another thing d stuck
- 2 **glue** *verb* to stick or fix something by using glue  \_\_\_\_\_
- 3 **cut up** *verb* to cut something into small pieces  \_\_\_\_\_
- 4 **roll** *verb* to make a flat thing into the shape of a tube or circle  \_\_\_\_\_

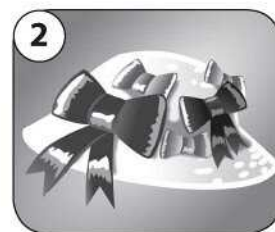
**3 Look and write. Use a verb in the past simple from box A and a noun from box B.**

**A**  
glue roll cut up stick

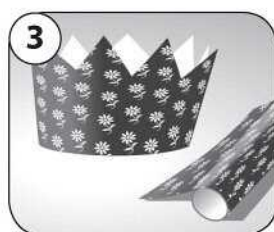
**B**  
~~car tyres~~ bracelet wrapping paper ribbons



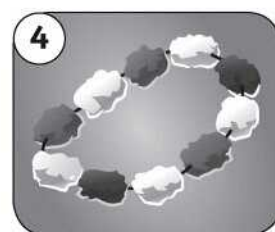
1 Barry and John stuck some car tyres together to make a plant holder.



2 Jane \_\_\_\_\_ lots of \_\_\_\_\_ to her hat. It was very pretty!



3 Peter made a crown for a play. He \_\_\_\_\_ some \_\_\_\_\_.



4 Emily \_\_\_\_\_ some coloured paper to make a \_\_\_\_\_.



## Lesson Seven

### Writing

1 Match the ideas to the pictures.

- 1 Don't buy new cards. Make your own!  b
- 3 Share your car with your friends.

- 2 Use less energy to keep warm at home.
- 4 Don't buy all your food from the supermarket.



### My writing

2 Write a leaflet. Use the ideas in Exercise 1 or your own ideas. Give suggestions and reasons.

#### Remember!

Why not **go** ...?    How about **going** ...?    What about **going** ...?

### Little things can make a big difference to our world!

Don't buy new cards. How about making cards and decorating them? It saves paper and it's fun to do!

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1 Complete the text.

recycling centre plastic carrier bags wrapping paper  
tyres batteries greetings cards paper



Our family and friends cleaned up our local park last weekend. We picked up a lot of <sup>1</sup> plastic bottles and we put them in a big bag. We took all the rubbish to a <sup>2</sup> . Recycling is a great idea. We can use recycled <sup>3</sup> to make newspapers and books. We can also use recycled car <sup>4</sup> to make trainers. I try to reuse things if I can. I always keep <sup>5</sup> and ribbons from presents, and I use them to wrap presents for my friends. My sister and I make <sup>6</sup> from old magazines. We always take our own <sup>7</sup> to the supermarket, and recharge our <sup>8</sup> so we don't have to buy new ones.

2 Write sentences and questions. Use will and won't.

- 1 in the future / people / recycle / more  
In the future people will recycle more.
- 2 I / not drive / a car / when I'm older  
\_\_\_\_\_
- 3 it / be / sunny / next week?  
\_\_\_\_\_
- 4 our team / win / the match?  
\_\_\_\_\_
- 5 my sister and I / not be / at this school / next year  
\_\_\_\_\_

3 Complete the sentences. Use the present continuous.

- 1 My cousins Joe and Nancy are having (have) dinner at my house tonight.
- 2 My brother and I \_\_\_\_\_ (play) tennis in a competition tomorrow.
- 3 Mum and Dad \_\_\_\_\_ (take) us to the beach on Saturday.
- 4 I'm really excited! I \_\_\_\_\_ (go) to the cinema with Dad this evening.
- 5 We \_\_\_\_\_ (meet) our cousins at the train station at 5 o'clock.
- 6 John and I \_\_\_\_\_ (sleep) in tents at the campsite next week.



Lesson One Story

1 Look back at Exercise 3 on page 40. Were you right? Write the correct answer.

2 Read the story and number the events in the correct order.

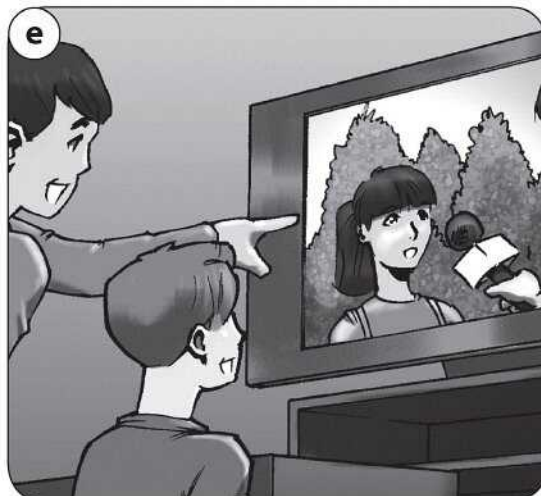
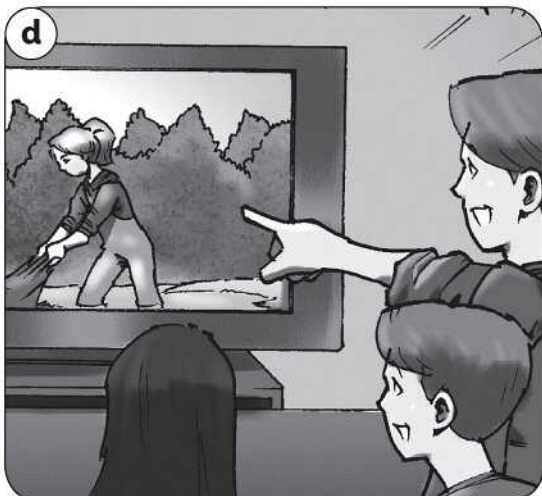
- a Fin and Libby don't want the TV crew to film the river yet.
- b The DSD Club watch the programme on TV.
- c The TV crew arrives to film the wildlife park.
- d The DSD Club can go the wildlife park for free any time.
- e The presenter wants to know what happened to the river.
- f The crew decide to make a programme about cleaning up the pollution.
- g Kate tells the presenter they are helping to clean the river.

1

3 What did they say? Match the sentences to the pictures.

- 1 "Oh, look! There I am!"
- 2 "We're going to film you cleaning up. It will be a great show."
- 3 "We're very glad that the river is safe again."
- 4 "Thanks to the DSD Club for all their help."
- 5 "I'm Karen. I'm the presenter."
- 6 "Can you film the aquarium or the reptile house first?"

d



**1 Complete the leaflet.**

gift shop aquarium pool reptile house insect house enclosure aviary picnic area



Do you want to see what life is like under the sea? Come to the <sup>1</sup> aquarium.



Learn about ants and bees and see how they live at the <sup>2</sup> \_\_\_\_\_!



The little goats are very friendly! You can go in the <sup>3</sup> \_\_\_\_\_ to visit them.



We've got over 100 birds in our <sup>4</sup> \_\_\_\_\_. The parrots are funny and friendly.



Are you hungry? Have your lunch in our <sup>5</sup> \_\_\_\_\_. Remember to put your litter in the bins!



Are you scared of snakes? Do you love lizards? Learn all about them in the <sup>6</sup> \_\_\_\_\_.



Why not take some toy animals home? The <sup>7</sup> \_\_\_\_\_ has lots of great ideas for presents.



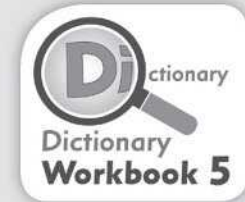
Watch the flamingos in their <sup>8</sup> \_\_\_\_\_. These beautiful birds have come from Africa.

**More words**

**2 Add -er or -or to the verbs to make nouns.**

1 teach → teacher  
3 help → \_\_\_\_\_

2 direct → \_\_\_\_\_  
4 calculate → \_\_\_\_\_



Dictionary pages 126-134

**3 Match the verbs to the definitions.**

help teach present act invent visit

- 1 invent verb to think of and make a new type of thing
- 2 \_\_\_\_\_ verb to tell people about something new
- 3 \_\_\_\_\_ verb to talk about things on a radio or TV show
- 4 \_\_\_\_\_ verb to do something to make something easier for someone
- 5 \_\_\_\_\_ verb to be a character in a play or a film
- 6 \_\_\_\_\_ verb to go and see a person or a place

**4 Make nouns from the verbs in Exercise 3. Write definitions.**

- 1 An inventor is a person who thinks of and makes a new type of thing.
- 2 A teacher is a person who tells
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



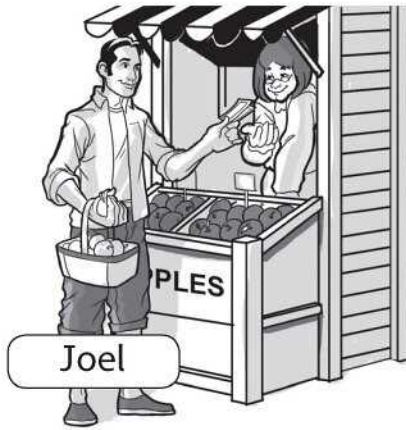
1 Look and write correct sentences.



Mike



Sue and Jane



Joel



Cathy



Frank and Dad

- 1 Mike is going to play football. (tennis)  
Mike isn't going to play football. He's going to play tennis.
- 2 Sue and Jane are going to go canoeing. (snorkelling)  
 \_\_\_\_\_
- 3 Joel is going to buy some bread. (fruit)  
 \_\_\_\_\_
- 4 Cathy is going to make a cake. (paint a picture)  
 \_\_\_\_\_
- 5 Frank and his dad are going to go swimming. (camping)  
 \_\_\_\_\_

2 What is Anna going to do on holiday? Write sentences.

do homework    listen to music    fly on a plane  
 wash the dishes    eat in restaurants

- 1 Anna is going to eat in restaurants.
- 2 Anna \_\_\_\_\_
- 3 Anna \_\_\_\_\_
- 4 Anna \_\_\_\_\_
- 5 Anna and her family \_\_\_\_\_

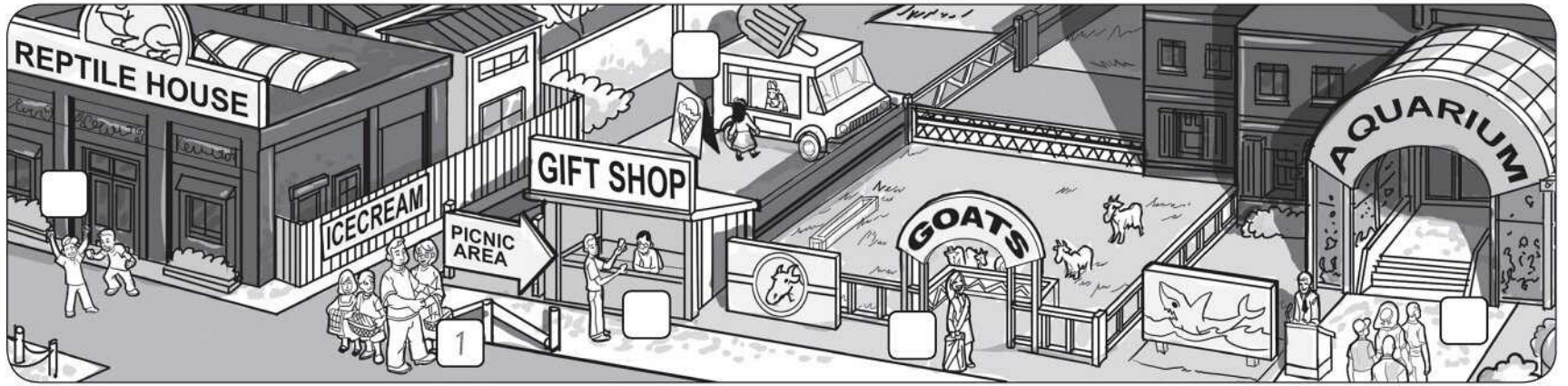


3 What are you going to do at the weekend? Write sentences.

This weekend, I \_\_\_\_\_  
 I'm not \_\_\_\_\_



1 Number the picture.



- 1 They're going to have a picnic.
- 2 She's going to buy an ice cream.
- 3 They're going to watch the shark show.
- 4 She's going to feed the goats in the enclosure.
- 5 He's going to buy some postcards.
- 6 They're going to visit the reptile house.

2 Complete the sentences. Use *going to* and a verb.

escape    feed    get wet    fall off    get a surprise    steal



1 Look! The door is open! The birds are going to  
escape.



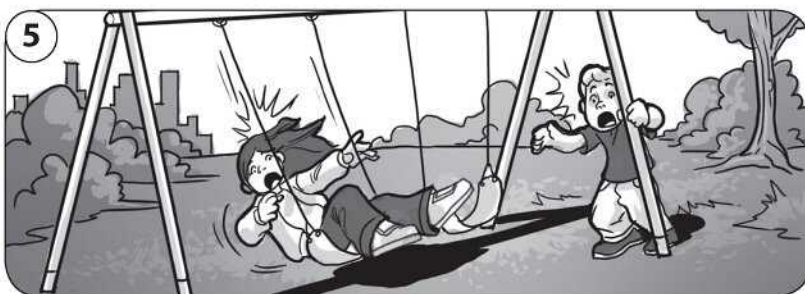
2 The penguins are jumping. Those people \_\_\_\_\_



3 He's got a bucket of vegetables. He \_\_\_\_\_  
\_\_\_\_\_ the elephants.



4 Naughty camel! It \_\_\_\_\_  
\_\_\_\_\_ her popcorn.



5 She isn't holding on. She \_\_\_\_\_  
\_\_\_\_\_



6 He hasn't seen the monkey! He \_\_\_\_\_  
\_\_\_\_\_



## Lesson Five

### Reading

1 Read the article. Find one fact about each animal.



1 The Komodo Dragon is the biggest lizard of all.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Adopt an animal at London Zoo

The people who work for the Zoological Society of London keep and look after endangered animals. They do research and study animals in the wild. They try to save species which are in danger of becoming extinct. And we can help!

Of course, we can't all work at the zoo, but anyone can adopt one of the London Zoo's many animals, and their donation will help animals all over the world.

There are so many animals to choose from! Here are some ideas ...

- \* How about protecting the tigers? Their jungle habitat is in danger.
- \* Do you like gorillas? They eat 12–18 kilos of food every day!
- \* Do you love lizards? The Komodo Dragon is the biggest lizard of all.
- \* How about a rhino? There are five different species.

There are lots of other kinds of animals, too – some live in the water, some live in forests or deserts and others spend most of their lives in the air!

Of course, you can't take the animal home with you. The animals are happy at the zoo, and the zoo keepers look after them very well. But you get a magazine with lots of photos and news every month, and emails from the zoo with news about your animal. The best thing is, you can go to the zoo to visit your animal as often as you want – for free!

2 Read again and match.

- 1 The Zoological Society of London
- 2 The zoo helps species that
- 3 Anyone can
- 4 There are five different
- 5 The Komodo Dragon is
- 6 You can't take your
- 7 You can visit your

e

- a a very big species of lizard.
- b adopted animal at the zoo for free.
- c are in danger and may disappear.
- d animal back to your house.
- e looks after endangered animals.
- f adopt an animal to help the ZSL.
- g kinds of rhino in the world.

**Words in context**

**1 Rewrite the sentences. Change the words in bold.**

endangered becoming extinct species in the wild prevent population

- Different **types of animal** need different enclosures to live in.  
*Different species need different enclosures to live in.*
- Scientists study animals living **in nature** to learn about their behaviour.
- People want to **stop** animals like the panda from **disappearing completely**.
- Many animals are **in danger**, and the **number of animals** is becoming very small.

**More words**

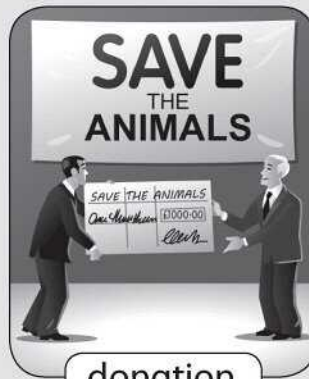
**2 Complete the sentences with the words in the article on page 52.**



research



habitat



donation



adopt



Dictionary pages 126-134

- An animal's habitat is the place where it lives in the wild.
- When people do \_\_\_\_\_ they study to find out about something.
- A \_\_\_\_\_ is money that you give to an organisation to help them do their work.
- If we \_\_\_\_\_ an animal, we give some money to help look after it and pay for its food. Zoo animals can't come home with us!

**3 Read and circle.**

- You can give a *habitat* / donation / *species* to a charity to help them look after animals.
- I'd like to *research* / *adopt* / *prevent* an animal and get news about it.
- Some *circuses* / *theatres* / *populations* have gorillas in them.
- Animals are under *threat* / *wild* / *extinct* in some countries because they haven't got enough food.
- Scientists are doing *donation* / *endangered* / *research* into the ways animals live.
- We need to try and save animals' natural *zoos* / *habitats* / *species*.



## Lesson Seven

### Writing

1 Read the fact file.



**Species:** Sumatran orang-utan  
**Kind of animal:** mammal (ape)  
**Appearance:** long arms, red fur  
**Food:** fruit, leaves and insects  
**Habitat:** jungle (live in trees)  
**Threat:** loss of habitat (cutting down trees to sell)  
**Population 100 years ago:** 40,000  
**Population in 2014:** 6,000  
**Help:** teach people about orang-utans, plant new trees, rescue orang-utans, make wildlife parks

2 Match the topic sentences to the paragraph topics.

Danger Population Introduction Help

- 1 Introduction The Sumatran orang-utan is a shy ape that lives in the jungle.
- 2 \_\_\_\_\_ Organisations all over the world are trying to save the orang-utans.
- 3 \_\_\_\_\_ There are not many orang-utans left in the wild.
- 4 \_\_\_\_\_ The main problem for Sumatran orang-utans is their disappearing habitat.



## My writing

3 Write an article about the Sumatran orang-utan. Use the information in the fact file.

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1 Complete the text.

picnic area prevent aquarium endangered reptile house enclosure wild aviary

We went to the zoo last weekend. It was great. We watched the dolphins and fish in the <sup>1</sup> aquarium and we saw lots of snakes and lizards in the <sup>2</sup> \_\_\_\_\_ . We took photos of the monkeys in their <sup>3</sup> \_\_\_\_\_. They were very funny. We saw lots of parrots and other birds in the <sup>4</sup> \_\_\_\_\_. We had lunch in the <sup>5</sup> \_\_\_\_\_ and then we looked at lots of other animals. Sadly, some of the animals in the zoo are <sup>6</sup> \_\_\_\_\_ , but the zoo is trying to save them. The zoo tries to <sup>7</sup> \_\_\_\_\_ endangered animals from becoming extinct in the <sup>8</sup> \_\_\_\_\_ .



2 Complete the sentences. Use *going to*.

- 1 Dave is at the sports shop. He 's *going to buy* \_\_\_\_\_ (buy) some new trainers.
- 2 We're at the wildlife park. We \_\_\_\_\_ (watch) the animals.
- 3 I'm in the kitchen. I \_\_\_\_\_ (make) a sandwich.
- 4 The girls are at the pool. They \_\_\_\_\_ (not have) a piano lesson.
- 5 You are very clever. You \_\_\_\_\_ (pass) the test.
- 6 Carl is turning on the TV. He \_\_\_\_\_ (not play) his favourite sport.

3 Write sentences about holiday plans. Use *going to*.

- 1 James and Marshall / join / karate club  
James and Marshall are going to join a karate club.
- 2 Farrah / not get up early / every morning  
 \_\_\_\_\_
- 3 Jean and Michelle / have / horse riding lessons  
 \_\_\_\_\_
- 4 Paul / not wear / his school uniform  
 \_\_\_\_\_
- 5 I / visit / my aunt and uncle in Canada  
 \_\_\_\_\_



### Everyday English

#### 1 Complete the conversation.

I agree    but I don't agree    ~~That's true~~  
 see your point,    I don't think so.

**Lucy** Look, the zoo has got some pandas.  
 Let's go and see them.

**Anna** I don't want to. I don't think we should  
 keep animals in zoos. It isn't natural.

**Lucy** ✓<sup>1</sup> *That's true* \_\_\_\_\_, they  
 aren't in the wild. But pandas are  
 endangered. The zoo is a safe place.

**Anna** ✓<sup>2</sup> I \_\_\_\_\_ it is safer. But it's like a prison.

**Lucy** I'm sorry, ✗<sup>3</sup> \_\_\_\_\_. The zoo has a very nice enclosure for the pandas.  
 It's like their natural habitat.

**Anna** ✗<sup>4</sup> \_\_\_\_\_. In their natural habitat they have much more space.

**Lucy** You're right. The best thing would be to have a big panda reserve in their natural home.

**Anna** ✓<sup>5</sup> \_\_\_\_\_. Let's find out about panda safe reserves. Look! There are some in China.



#### 2 Read the statement and the arguments. Decide if they agree (A), or disagree (D), then match.

**"Zoos are the answer for wild and endangered animals."**

D We need to stop habitat loss, not make zoos.

Animals are not just for our entertainment.

Zoo animals don't live naturally.

Zoo visitors learn about saving animals.

Zoo enclosures are safe and comfortable.

A Zoos raise money for eco projects.

#### 3 Write a conversation. Use the opinion phrases from Exercise 1 and arguments from Exercise 2.

A: The ZSL works hard. I think zoos are the answer for wild and endangered animals.

B: <sup>1</sup> *I'm sorry, but I don't agree.* Animals are not just for our entertainment.

A: ✓<sup>2</sup> \_\_\_\_\_. But zoo visitors learn about saving animals. And zoo enclosures are  
 safe and comfortable.

B: ✗<sup>3</sup> \_\_\_\_\_, but <sup>4</sup> \_\_\_\_\_ naturally.

A: ✓<sup>5</sup> \_\_\_\_\_. But zoos <sup>6</sup> \_\_\_\_\_ eco projects. So zoos are  
 good for animals in the wild too.

B: ✗<sup>7</sup> \_\_\_\_\_

A: ✓<sup>8</sup> \_\_\_\_\_. Let's make a poster about habitat loss and put it up at school.



**1 Watch the video clip. Are these sentences True or False?**

- 1 Layla was reading in the garden when Zaid arrived. False
- 2 Zaid knows that gorillas will be extinct in 50 years. \_\_\_\_\_
- 3 Layla believes that gorillas will be extinct soon, too. \_\_\_\_\_
- 4 Zaid is confused about Ben's project. \_\_\_\_\_
- 5 Ben has done a class project on endangered species. \_\_\_\_\_

**2 How do the children feel? Watch the video again and match the stage directions to the gaps in the script.**

- a) Zaid smiles
- b) Zaid holds up his book, he looks sad.
- c) Layla frowns thoughtfully.
- d) Layla nods her head.



**Layla** What are you reading, Zaid?

**Zaid** <sup>1</sup> c It's a book about wildlife. I love gorillas, but I think they will be extinct in 50 years.

**Layla** <sup>2</sup> \_\_\_\_\_ I don't think so. I imagine that there will still be gorillas in 50 years.

**Zaid** But I think people need to do more to help endangered species.

**Layla** <sup>3</sup> \_\_\_\_\_ You're right. Let's look online and find out what we can do.

<sup>4</sup> \_\_\_\_\_

**3 Work in pairs. Answer the questions.**

- 1 How does Zaid feel at the beginning of the video clip?
- 2 How does Ben feel at the end?
- 3 Who do you talk to if you are worried about something?

I think that Zaid feels worried at the beginning of the video.

I agree.

**4 Read the scenario and write a conversation. Act out your script in groups.**

Imagine that you are there with Layla, Ben and Zaid. Suggest something that you can do to help endangered species. Agree on an activity that you can do together.

**You** Hi Layla! Hi Zaid! What are you doing?

**Zaid** We are looking online to find out about how we can help endangered animals?



## Lesson One Story

### 1 Read the story and answer the questions.

- 1 Is Libby good at first aid?
- 2 Does Ed want to be a doctor?
- 3 Has a man fallen off his bike?
- 4 Do they use Fin's phone to call an ambulance?
- 5 Has the man broken his arm?
- 6 Do the children support the man's leg?
- 7 Is the man a very good footballer?

Yes, she is.

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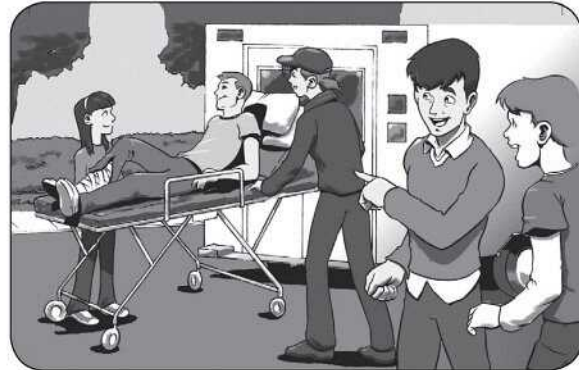


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### 2 Look at the pictures. Number the events in the correct order.



- a Libby helped support the patient's head.
- b The children did a first aid course at the DSD Club.
- c Ed was looking at his first aid kit.
- d Kate called an ambulance.
- e The paramedics came and gave the man first aid.
- f Libby and Kate were talking about the course.
- g The man went to hospital in an ambulance.
- h They saw a man fall off his bike.

1

### 3 Write three things you can do to help if you see an accident.

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

**1 Complete the sentences.**

first aid kit   cut   burn   bruise   bandage   plaster   sling   patient

- 1 I broke my arm and I had to have it in a sling for four weeks.
- 2 I fell over in the park and now I've got a big purple \_\_\_\_\_ on my leg.
- 3 They took the \_\_\_\_\_ to the hospital in an ambulance.
- 4 Dad touched the hot oven and now he has a \_\_\_\_\_ on his hand.
- 5 The nurse put a \_\_\_\_\_ around my knee to support it.
- 6 Leila fell off her bike. She has a \_\_\_\_\_ on her hand.
- 7 Mum cleaned the cut and put a \_\_\_\_\_ on it.
- 8 Mum keeps a \_\_\_\_\_ in the car.

**More words**

**2 Match the pictures to the phrasal verbs.**

look after   hand out   drop off   cheer up



look after



Dictionary pages 126-134

**3 Write the definitions for these phrasal verbs. Check the dictionary pages.**

- 1 **drop off** verb \_\_\_\_\_
- 2 **cheer up** verb \_\_\_\_\_
- 3 **hand out** verb \_\_\_\_\_
- 4 **look after** verb \_\_\_\_\_

**4 Complete the sentences.**

drop off   put on   look after  
cheer up   put away   take-off   hand out

- 1 Please take off \_\_\_\_\_ your shoes when you come into the house.
- 2 I can't come to the park. I have to \_\_\_\_\_ my little sister.
- 3 It's cold outside. Remember to \_\_\_\_\_ a hat and coat.
- 4 My aunt and uncle \_\_\_\_\_ my cousins at our house every Saturday.
- 5 It's bed time! Please \_\_\_\_\_ your books and go to sleep now.
- 6 At the beginning of the course I'll \_\_\_\_\_ the first aid kits.
- 7 My brothers are sometimes sad, but they \_\_\_\_\_ when I play with them.



**Remember!**

In reported speech, change the present to the past.

1 Complete the table.

present	past
She <b>is</b> a doctor.	<sup>1</sup> She <i>was</i> a doctor.
He <b>wants</b> an ice cream.	<sup>2</sup> _____
I <b>am riding</b> my bike.	<sup>3</sup> _____

2 Complete the reported speech sentences.

- 1 "I'm learning how to do first aid." Debbie said she was learning how to do first aid.
- 2 "We're good at putting on bandages." James said they \_\_\_\_\_
- 3 "The patient is feeling much better." The doctor said the patient \_\_\_\_\_
- 4 "I need to use the telephone." Toby said he \_\_\_\_\_

**Look!**

In reported speech the pronouns and possessive adjectives change too.

I → he / she      my → his / her      me → him / her  
we → they      our → their      us → them

"I gave my book to the teacher." → He gave his book to the teacher.

3 A reporter is interviewing an actor. Report what the actor said. Change the words in bold.

- 1 **Reporter** Hello, Brad. How are you feeling?  
**Brad** **I'm feeling** OK but **my leg hurts** a bit.
- 2 **Reporter** Is your leg broken?  
**Brad** **My leg isn't** broken, but **I have** a big bruise.
- 3 **Reporter** Can you go to work?  
**Brad** **I can't** go to work for a month.
- 4 **Reporter** What are you doing in hospital?  
**Brad** **I'm reading** all the cards from **my** fans.  
**Reporter** Well, I hope you get well soon!



- 1 Brad said he was feeling OK, but his leg hurt a bit.
- 2 He said \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**Remember!**

We use **said** when we just report someone's words. We use **told** when we want to say who the person was talking to.

**1 Write said or told.**

- 1 Mrs Maxwell told Jeremy the right answer.
- 2 Amelia \_\_\_\_\_ the cake was delicious.
- 3 We \_\_\_\_\_ the policeman there was a robbery at the theatre.
- 4 Dad \_\_\_\_\_ me to wear a helmet when I ride my bike.
- 5 The paramedic \_\_\_\_\_ Elena was very brave.
- 6 She \_\_\_\_\_ she was having her lunch.

**2 Read and circle.**

- 1 Tina told I / me she was going to her piano lesson.
- 2 Mum and Dad said us / we could go to the park in the afternoon.
- 3 Patrick told them / they the library was closed on Sundays.
- 4 Ania and Katie told him / he it was raining.
- 5 Sam said he / him was thirsty.
- 6 Fabio told us / we there was a great film on TV.

**3 Complete the reported speech sentences.** Irregular verb list page 135

- 1 Get ready, children, because the bus is coming now. Grandma told the children to get ready because the bus was coming then.
- 2 We're going on holiday to Spain next week. Ellis said they \_\_\_\_\_
- 3 Mum, I feel ill this morning. Jamie told his mum he \_\_\_\_\_
- 4 My brothers are going to the cinema tonight. Vera said her \_\_\_\_\_
- 5 I'm on the school football team this year, Dad. Joe told his dad that he \_\_\_\_\_
- 6 We haven't got school tomorrow. Emma said they \_\_\_\_\_



## Lesson Five

### Reading

#### 1 Read the text. Write the paragraph titles.

Safety at sea   Sea Rescue Charity   Safety on the beach   Disaster areas



#### 1 Sea Rescue Charity

The Royal National Lifeboat Institution (RNLI) is a charity that looks after people in the sea around the UK and Ireland. The RNLI has more than 300 lifeboats and works on more than 100 beaches. The lifeboats can travel very fast and have lots of first aid equipment on them. Last year they rescued over 10,000 people who were in danger at sea.

#### 2 \_\_\_\_\_

RNLI lifeguards work on Britain's beaches. They watch the beaches and make sure everyone can enjoy them safely. Sometimes they use special cars to travel faster. The RNLI trains the lifeguards to give first aid and to rescue people who are in danger. They also give people information about how to stay safe on the beach.



#### 3 \_\_\_\_\_

If a boat gets into a dangerous situation at sea, the RNLI sends a lifeboat out to help them. RNLI crew are all volunteers. They are normal people with jobs, but when the alarm goes they stop what they are doing to go and help people in danger. If a boat is lost at sea, they work with the coastguard to find it.

#### 4 \_\_\_\_\_

The RNLI flood teams go all over the world to help people in places where there have been big floods. They use their special boats to go to sites that other organisations cannot go to and get people out of danger.



#### 2 Read again and correct the words in bold.

- 1 The RNLI works to keep people safe in the **mountains**.
- 2 Last **month** they rescued over 10,000 people.
- 3 Lifeguards work on **roads** around Britain.
- 4 They give first aid and make sure people are **crowded** on the beaches.
- 5 The RNLI sends **an ambulance** to help people in danger on the sea.
- 6 The RNLI flood teams work all over the **country**.

\_\_\_\_\_ sea \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

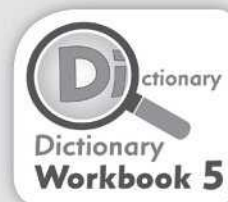
**Words in context**

1 Complete the sentences. hoses floods rescues accident breathing apparatus check

- 1 When there are floods, the RNLI and the fire brigade both help people in danger.
- 2 Firemen sometimes have to wear \_\_\_\_\_.
- 3 They use \_\_\_\_\_ to pour water over fires.
- 4 When there is an \_\_\_\_\_, the RNLI or firefighters have to come immediately.
- 5 They have to \_\_\_\_\_ if anyone needs first aid.
- 6 The RNLI \_\_\_\_\_ thousands of people from the sea every year.

**More words**

2 Match the words from page 62 to the definitions.



Dictionary pages 126–134



- 1 lifeguard *noun* a person who works at a beach or a swimming pool to rescue people who are in danger in the water
- 2 \_\_\_\_\_ *noun* a team of people who work together
- 3 \_\_\_\_\_ *noun* a person who does a job but doesn't get any money for it
- 4 \_\_\_\_\_ *noun* the emergency service which watches the sea and rescues boats

3 Complete the text. Write the letters in the correct order.



**Meet a crew member**

Hi! I'm Isobel and I'm a <sup>1</sup> volunteer (**olervetnu**) with the RNLI. I started working on the beach as a <sup>2</sup> \_\_\_\_\_ (**rdliugaef**), but then I joined the <sup>3</sup> \_\_\_\_\_ (**recw**) who go out in the lifeboat. We go out to <sup>4</sup> \_\_\_\_\_ (**cusere**) boats at sea. We get a lot of information from the <sup>5</sup> \_\_\_\_\_ (**gdoacsrtua**), too. We need to get to the <sup>6</sup> \_\_\_\_\_ (**iste**) of the accident as quickly as possible because people are in danger. I'm not scared, because the RNLI <sup>7</sup> \_\_\_\_\_ (**rtiasn**) us for all kinds of situations.



## Lesson Seven

### Writing

1 Look at the pictures of Toby and Sophie and choose a headline for the story.

a) Brave boy saves man

b) Rescue at the lake

c) Girl saves cat from fire



2 Read the sentences. Which part of the story do they belong to? Write *I* (introduction), *M* (main body) or *C* (conclusion).

1 The police thanked Sophie and said everyone should learn about water safety.

2 A young boy is safe after an accident at the lake this afternoon.

3 Toby was playing with some boats when he fell in the water.

C



## My writing

3 Write a newspaper report of the story. Use the pictures and the sentences to help you.

1 (headline) \_\_\_\_\_

2 (introduction) \_\_\_\_\_

3 (main body) \_\_\_\_\_

4 (conclusion) \_\_\_\_\_

1 Complete the text.

first aid kit burn plaster patient accident first-aid train bandages

I learnt how to give <sup>1</sup> first aid last year.  
 I've got a <sup>2</sup> \_\_\_\_\_ with lots of things in it.  
 It's got slings and <sup>3</sup> \_\_\_\_\_. Last week my  
 brother had an <sup>4</sup> \_\_\_\_\_ in the kitchen.  
 The oven was very hot and he touched it.  
 He had a small <sup>5</sup> \_\_\_\_\_ on his hand.  
 I put his hand in cold water for ten minutes  
 and then put a <sup>6</sup> \_\_\_\_\_ on it.  
 My brother was a very good <sup>7</sup> \_\_\_\_\_ and  
 he didn't cry. I like helping people. When I'm  
 older, I want to <sup>8</sup> \_\_\_\_\_ to be a  
 paramedic.



2 Complete the reported speech sentences.

- |  |   |
|--|---|
| 1 "We don't like playing tennis," said the boys. | The boys said they <u>didn't like</u> _____ playing tennis. |
| 2 "My dad is working today," said Carl.          | Carl said his dad _____ day.                                |
| 3 "Our school is very big," said the girls.      | The girls said _____ very big.                              |
| 4 "Pizza is my favourite food," said Jim.        | Jim said pizza _____ favourite food.                        |
| 5 "I'm wearing my new jacket," said Tina.        | Tina said she _____ new jacket.                             |
| 6 "We're going to the park tomorrow," they said. | They said they _____ to the park the next day.              |

3 Circle the mistakes. Write the correct sentences.

- 1 **Dave** "I can't see the TV, Alice."  
 Dave said Alice he can't see the TV.  
 \_\_\_\_\_  
*Dave told Alice he couldn't see the TV.*
- 2 **Jenny and Samantha** "We're going to a party tomorrow, Sarah."  
 Jenny and Samantha said Sarah they are going to a party the next day.  
 \_\_\_\_\_
- 3 **Jill** "I'm going to visit my cousins this weekend."  
 Jill said she went to visit her cousins this weekend.  
 \_\_\_\_\_
- 4 **Jake** "My grandparents are going to visit us soon."  
 Jake told his grandparents were going to visit they soon.  
 \_\_\_\_\_



## Lesson One Story

### 1 Read the story and write *Ed, Libby, Fin* or *Jim*.

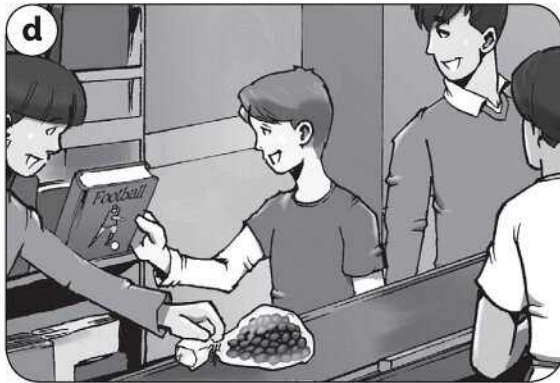
- 1 Libby and Ed are excited about going to the hospital.
- 2 \_\_\_\_\_ wants to buy some chocolates for \_\_\_\_\_.
- 3 \_\_\_\_\_ says that \_\_\_\_\_ only eats health food.
- 4 \_\_\_\_\_ wants to buy fresh fruit.
- 5 \_\_\_\_\_ has the idea to buy a book for \_\_\_\_\_, too.
- 6 \_\_\_\_\_ will be better in a couple of weeks.

### 2 Complete the sentences. Then match them to the pictures.

surprise present visit bored rest fresh

- 1 Fin's idea is to buy some fresh fruit.
- 2 They get him a book so he won't be \_\_\_\_\_.
- 3 They decide to buy a \_\_\_\_\_ for Jim.
- 4 Jim has got a \_\_\_\_\_ for the children.
- 5 Jim has to \_\_\_\_\_ so his leg can get better.
- 6 The DSD Club are going to \_\_\_\_\_ Jim in hospital.

C



### 3 What do you think happens next? Tick (✓) one.

- a His leg is better and he can play in the big match.
- b He can't play in the match. Fin has to play in the match for Jim.
- c He has got tickets for the DSD Club so that they can watch the match with him.
- d He wants to join the DSD Club when his leg gets better.



1 Complete the poster.

additives    dairy products    health food    home-made  
 ingredients    junk food    ready-made    sugar

## Eat well and stay healthy

Look carefully at supermarket food. Read the <sup>1</sup> ingredients and make sure there aren't lots of <sup>2</sup> \_\_\_\_\_ in the things you buy. <sup>3</sup> \_\_\_\_\_ dishes often have lots of salt and <sup>4</sup> \_\_\_\_\_ in them. Try not to eat too much <sup>5</sup> \_\_\_\_\_. It's OK occasionally, but not every day. Try to include <sup>6</sup> \_\_\_\_\_ in your diet. Natural foods like fresh fruit and vegetables are healthy. We need strong bones and teeth, so eat lots of <sup>7</sup> \_\_\_\_\_ like cheese and yogurt. You can also learn to cook! <sup>8</sup> \_\_\_\_\_ food is fresh and good for you!

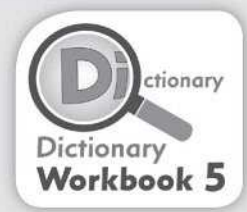
**More words**

2 Match the pictures to the definitions.



- 1 **get around to** *verb* to find the time to do something after waiting a long time
- 2 **get stuck** *verb* to be trapped in a place or a situation and not able to get out
- 3 **get back** *verb* to return to your house or the place where you started
- 4 **get rid of** *verb* to throw away, give away or sell something

b



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3 Choose the correct words to complete the phrasal verbs.

back    up    rid of    around to    stuck    on with

- 1 I'm tired because I got up very early this morning.
- 2 The film finishes at four o'clock, so we'll get \_\_\_\_\_ at about five.
- 3 We're going to the recycling centre to get \_\_\_\_\_ lots of old books and toys.
- 4 James climbed a tree and got \_\_\_\_\_. He couldn't climb down.
- 5 My desk is a mess. I never get \_\_\_\_\_ tidying it up.
- 6 I love going to see my cousins because I get \_\_\_\_\_ them so well.



**Remember!**

First conditional sentences contain *if* and *will*.

**1 Read and circle.**

- 1 If you don't eat / *won't eat* breakfast, you *are* / will be hungry.
- 2 If I *do* / *will do* my homework now, Mum *lets* / *will let* me watch TV.
- 3 We *are* / *will be* late for football practice if we *will wait* / *wait* for Phil.
- 4 If it *will rain* / *rains* on Saturday, the picnic *will be* / *is* a disaster.
- 5 You *won't be* / *aren't* healthy if you *eat* / *will eat* junk food all the time.
- 6 Grandma *is* / *will be* really happy if you *will take* / *take* her some flowers.

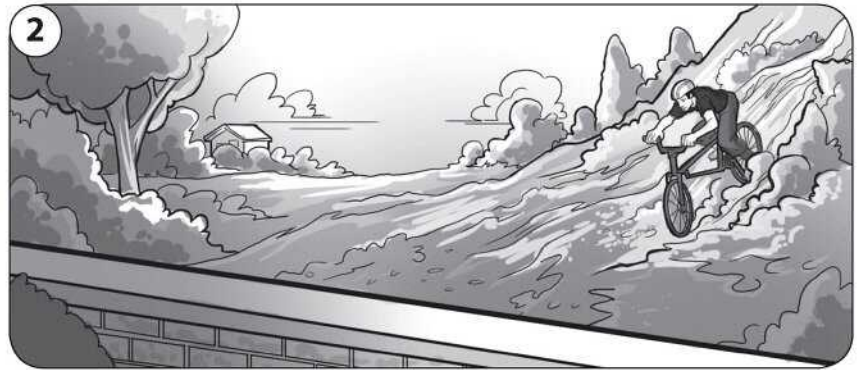
**2 Complete the sentences. Use the correct form of the verb.**

- 1 If Melanie feels better, she will go (go) to school tomorrow.
- 2 Beth and James \_\_\_\_\_ (join) the art club if their parents say they can.
- 3 If we \_\_\_\_\_ (help) tidy the garage, Dad will take us to the cinema.
- 4 If it's too cold at the weekend, we \_\_\_\_\_ (not go) camping.
- 5 Your mum \_\_\_\_\_ (be) angry if you don't finish your homework.

**3 Look and write sentences.**



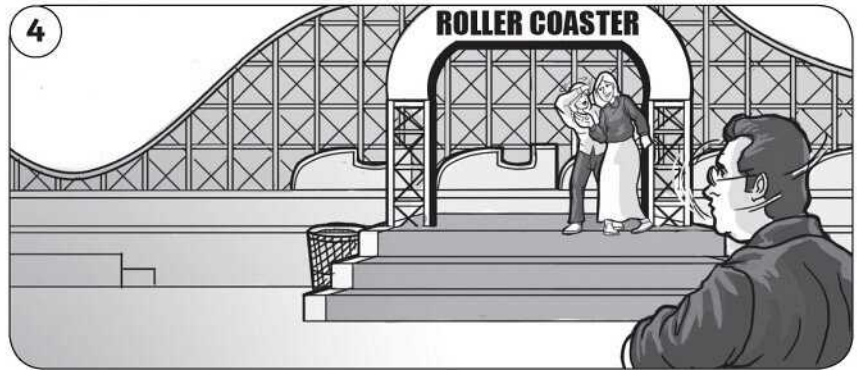
our team / scores one more goal / win the match  
If our team scores one more goal, they'll win the match.



he / not slow down / crash  
If \_\_\_\_\_



you / make a noise / not catch / a fish  
If \_\_\_\_\_



you / go on the ride again / feel sick  
If \_\_\_\_\_



1 Read the recipe and answer the questions.

## Chocolate cake for eight people

**Ingredients:**

- 170g flour
- 170g butter
- 170g sugar
- 3 eggs
- 1 spoon cocoa powder

**Cooking:**

- 180°C
- 30 minutes in the oven



- 1 Will I have enough cake if I have twelve friends at my house?
- 2 Will the cake be sweet enough if I use 50g of sugar?
- 3 Will the cake burn if I cook it at 220°C?
- 4 Will the cake be ready at lunchtime if I put it in the oven at 10 o'clock?
- 5 Will I have enough eggs to make the cake if I've got four?

No, you won't.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2 Look and write questions.



you / be cold / you / not wear / hats?  
 Will you be cold if you don't wear hats?



the horse / bite me / I / feed it?



it / make / a milkshake / I / press / this button?



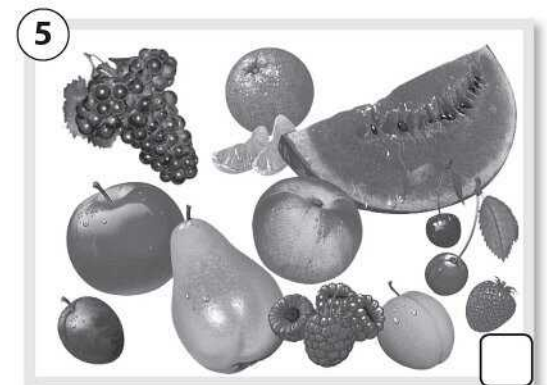
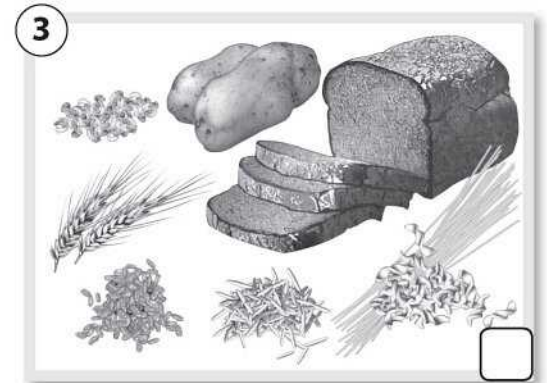
you / buy / a helicopter / you / have got / enough money?



## Lesson Five

### Reading

1 Look at the pictures and tick (✓) the things that are good for you. Read and check.



## Be fit! Be clever! Be healthy!

We all know that we need energy for sport. Did you know it's important for school too? You need to have a healthy diet if you want to do well at school. It's important to eat the right food, get enough sleep and drink plenty of water, as well as studying hard.

Avoid junk food and sweet or salty snacks. Your body uses the energy in food in different ways. Food with lots of sugar gives you lots of energy very fast. But when the energy is gone, you can suddenly feel tired. It's better to eat food that gives you energy more slowly, so you can work and play for longer. Fruit, potatoes, bread and cereals are good sources of slow energy, so try to eat lots of these.

Salty food makes you thirsty. If you don't drink enough water, being thirsty can make you feel tired or ill. Drink lots of water to keep your body and brain fresh. Try not to drink too many drinks that are full of sugar.

A healthy diet with lots of fruit and vegetables also gives you lots of vitamins. You need vitamins to keep your body and brain working properly. Raw vegetables and fresh fruit are great brain food, and they taste great, too! Why not put bits of fruit in a salad? It will taste great and look very colourful!

2 Read again and write *True* or *False*.

- 1 You don't need energy to learn. False
- 2 Sleeping is important for health. \_\_\_\_\_
- 3 It's good to eat sweet and salty snacks. \_\_\_\_\_
- 4 Our bodies use sugar very slowly. \_\_\_\_\_
- 5 Drinking lots of water is good for you. \_\_\_\_\_
- 6 Vitamins help your brain work well. \_\_\_\_\_

**Words in context**

1 Write. Use the pictures to help you.



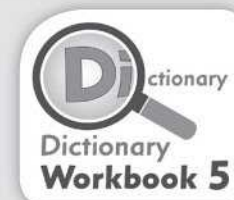
- 1 Write three kinds of snack: sandwich, biscuits, yogurt
- 2 Write three good sources of vitamins: \_\_\_\_\_
- 3 Write three foods that are sweet: \_\_\_\_\_
- 4 Write three foods that are salty: \_\_\_\_\_
- 5 Write three activities you need energy for: \_\_\_\_\_

**More words**

2 Match the words from page 70 to the definitions.

plenty    brain    raw    clever

- 1 raw      *adj* not cooked
- 2 \_\_\_\_\_ *pronoun* as much as you need of something
- 3 \_\_\_\_\_ *adj* good at learning and understanding things
- 4 \_\_\_\_\_ *noun* the part of your body inside your head that thinks and learns



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3 Read and circle.

- 1 Your *healthy* / diet / *energy* is the food you eat every day.
- 2 I like having a *vitamin* / *calories* / *snack* when I get home from school.
- 3 We don't have *salty* / *sweet* / *food* drinks like cola at home.
- 4 I like healthy snacks like *raw* / *clever* / *energy* vegetables and fruit.
- 5 Fresh fruit and vegetables have *clever* / *plenty* / *source* of vitamins in them.
- 6 You use your *diet* / *body* / *brain* to learn.



## Lesson Seven

### Writing

1 Look at the pictures. Choose a title for the personal account.

a) Milkshake recipe

b) Milkshake mistake

c) How to make a milkshake



2 Write notes for the ending of the story.

- 1 How did the boy feel? \_\_\_\_\_
- 2 What do you think his mum said? \_\_\_\_\_
- 3 What happened in the end? \_\_\_\_\_
- 4 What did he learn? \_\_\_\_\_



## My writing

3 Write a personal account about a cooking disaster. Use the milkshake story or your own idea.

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1 Complete the text.

heart home-made ingredients source additives ready-made fresh vitamins

Last week, I cooked dinner for my family. I went to the supermarket and bought all the <sup>1</sup> ingredients. You can buy <sup>2</sup> \_\_\_\_\_ meals at the supermarket, but they sometimes have a lot of sugar and <sup>3</sup> \_\_\_\_\_ in them. I wanted to cook a healthy dish, so I bought lots of <sup>4</sup> \_\_\_\_\_ vegetables. Vegetables have lots of <sup>5</sup> \_\_\_\_\_, so they are very good for you. I got some brown rice too, because that's a good <sup>6</sup> \_\_\_\_\_ of whole grains, which are good for your <sup>7</sup> \_\_\_\_\_. I wanted it to be a special dinner, so we had a <sup>8</sup> \_\_\_\_\_ cake too. Mum and Dad said my cake was delicious!



2 Complete the sentences.

- 1 Jerry will win the game if he scores (score) one more point.
- 2 If you don't eat healthy food, you \_\_\_\_\_ (not feel) good.
- 3 If Frances cooks dinner, the boys \_\_\_\_\_ (tidy up).
- 4 The boys will play football if it \_\_\_\_\_ (not rain).
- 5 If Sally \_\_\_\_\_ (not come) to my party, I will feel sad.
- 6 Our grandparents will be pleased if we \_\_\_\_\_ (visit) them on Sunday.

3 Write questions to complete the conversation.



**Dave** I wanted to make a cake for Dad's birthday, but it's a disaster!

**Jake** <sup>1</sup>you / have time / to make another cake / you / hurry?  
*Will you have time to make another cake if you hurry?*

**Dave** No, I won't. He'll be home in 20 minutes.

**Jake** <sup>2</sup>your dad / be disappointed / you can't / make a new cake?  
 \_\_\_\_\_  
 \_\_\_\_\_

**Dave** No, he won't. I think Dad will understand.

**Jake** <sup>3</sup>he / think it's funny / you / tell him / what happened?  
 \_\_\_\_\_  
 \_\_\_\_\_

**Dave** Yes. I think he'll laugh.



## Lesson One Story

1 Look back at Exercise 3 on page 66. Were you right? Write the correct answer.

2 Read the story and match.

- |                               |                          |
|-------------------------------|--------------------------|
| 1 The children meet Jim       | <input type="checkbox"/> |
| 2 Jim has got                 | <input type="checkbox"/> |
| 3 They've got the best        | <input type="checkbox"/> |
| 4 Jim's team has just         | <input type="checkbox"/> |
| 5 If the team score           | <input type="checkbox"/> |
| 6 The children can give the   | <input type="checkbox"/> |
| 7 The children will come back | <input type="checkbox"/> |

- a trophy to the captain of Jim's team.  
 b and watch Jim play.  
 c one more goal, they'll win.  
 d seats in the stadium.  
 e got a new goalkeeper.  
 f outside the hospital.  
 g a surprise for them.

3 Complete the DSD Club leaflet.

players score game teams match stadium team



## Are you a football fan?

Football is the most popular <sup>1</sup> game in the world, and in our club too! We want to make two <sup>2</sup> teams and we need to have eleven <sup>3</sup> players in each team. Do you want to play?

We need one person to be a goalkeeper for each <sup>4</sup> stadium and stop the ball going in the net. All of the other players try and <sup>5</sup> score as many goals as possible!

We usually play in the park. We never play in a <sup>6</sup> stadium, but sometimes we go together to watch a <sup>7</sup> match between two important teams.

Come and join in!

1 Complete the sentences.

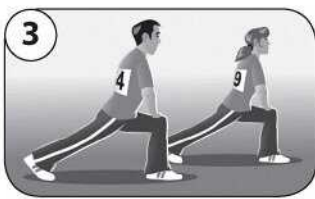
athletes    goalkeeper    coach    fans    training    exercises    trophy    captain



1 The goalkeeper is giving photos to his \_\_\_\_\_. He's writing his name on the photos, too.



2 After the team won the match, the mayor gave the \_\_\_\_\_ to the team \_\_\_\_\_.



3 The \_\_\_\_\_ are doing \_\_\_\_\_ to warm up before the race.



4 The \_\_\_\_\_ is watching the basketball team. They are doing their \_\_\_\_\_ so they are ready for the game next week.

**More words**

2 Match the pairs of antonyms.

dirty    quiet    shallow

1 deep → shallow      2 clean → \_\_\_\_\_      3 noisy → \_\_\_\_\_



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3 Complete the sentences. Use the antonyms of these words.

deep    quiet    clean    win



1 Look! The water is very shallow.



2 You mustn't touch that! It's very \_\_\_\_\_.



3 What a disaster! If they don't score soon, they'll \_\_\_\_\_.



4 My little brother is very \_\_\_\_\_.



1 Read and circle.

**James** What are you doing in the summer holidays, Faye?

**Faye** Well, Mum and Dad were looking at some websites, so I'm sure we <sup>1</sup>will / might go away on holiday.

**James** Cool! Where will you go?

**Faye** I don't know. Mum speaks Spanish, so we <sup>2</sup>could / won't go to Spain again. But we went there last year, so we <sup>3</sup>won't / may go to a different country this year. What about you?

**James** Well, we definitely <sup>4</sup>won't / could go on holiday by plane.

**Faye** Why not?

**James** Dad <sup>5</sup>won't / could want to, and I know he <sup>6</sup>will / may say flying is too expensive. But I think I <sup>7</sup>might / won't go and visit my grandparents.

**Faye** Well, I'm sure that <sup>8</sup>will / may be fun!



2 Look at Fred's notes and write sentences. Use *might* or *will* / *won't*.

**Saturday**

1 - go to football practice ✓

2 - have lunch at Tony's house ?  
(ask Mum)

3 - go camping X (too cold!)

**Sunday**

4 - Grandma and Grandpa visit ✓

5 - play computer games ?

6 - do homework ✓






7 - stay up late X  
(test tomorrow!)

- 1 He will go to football practice on Saturday.
- 2 He might have lunch at Tony's house on Saturday.
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

3 Write about your weekend.

- 1 I will \_\_\_\_\_
- 2 I won't \_\_\_\_\_
- 3 I might \_\_\_\_\_

**1 Look at the table and answer the questions.**

					
Tom	✓	✗	✓	✗	✓
Charlie	✓	✓	✗	✗	✓

- Do Tom and Charlie have to help with the shopping? Yes, they do.
- Does Tom have to wash the dishes? \_\_\_\_\_
- Does Tom have to take the rubbish out? \_\_\_\_\_
- Do Tom and Charlie have to help in the garden? \_\_\_\_\_
- Do they have to tidy their bedrooms? \_\_\_\_\_

**2 Look at the table again. Write sentences.**

- Tom and Charlie / tidy their bedrooms  
Tom and Charlie have to tidy their bedrooms.
- Charlie / wash the dishes  
\_\_\_\_\_
- Tom and Charlie / help in the garden  
\_\_\_\_\_
- Tom and Charlie / help with the shopping  
\_\_\_\_\_
- Charlie / take the rubbish out  
\_\_\_\_\_

**3 Write questions and answers about your jobs at home last week.**

- help in the garden  
Did you have to help in the garden last week? Yes, I did. / No, I didn't.
- help with the shopping  
\_\_\_\_\_
- tidy your bedroom  
\_\_\_\_\_
- wash the dishes  
\_\_\_\_\_
- take the rubbish out  
\_\_\_\_\_



## Lesson Five

### Reading

1 Read and look at the process text. What is your pulse rate? Tick (✓) one.

- a How much oxygen your heart needs.
- b How many times your heart beats in a minute.
- c How much oxygen there is in your blood.

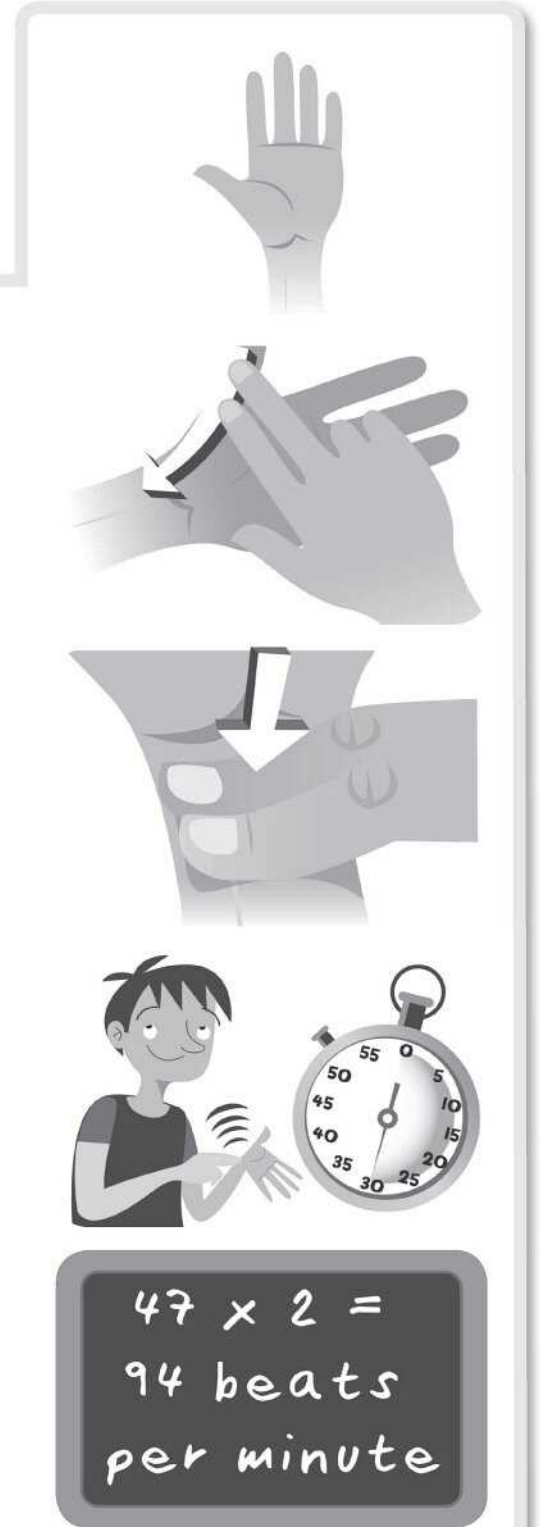
## Pulse rate

Your heart pumps blood around your body. The blood carries oxygen, which helps your body work properly. You can count your heartbeat to find out how fast your heart is working. This is called your pulse rate.

You can feel your pulse in your wrist and in your neck. The easiest place to count your pulse rate is in your wrist.

- 1 Hold out your left hand, with your thumb on the left.
- 2 Put two fingers from your right hand on your left thumb and slide them back onto your wrist.
- 3 Press lightly with your fingers. You can feel a steady beat. That's your heartbeat! If you don't feel a beat, move your fingers around until you find it.
- 4 When you have found a steady beat, count how many beats there are in 30 seconds. (Use your watch to time yourself.)
- 5 Multiply the number of beats by two. This is the number of heart beats in one minute.

A normal pulse rate when you are relaxed is about 90 beats in one minute. Every child is different, so pulse rates can be from 60 beats in one minute to 120 beats in one minute. If you have just done some exercise, your pulse rate will be faster. This is because your body is using more oxygen, so the heart needs to pump blood more quickly. After a while, your pulse rate will slow down and become normal again.



2 Read again and circle.

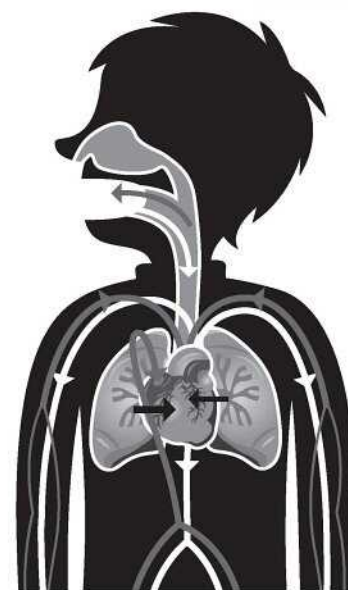
- 1 Your heart / lungs / head pumps blood around your body.
- 2 You can count your *beat* / heart / *heartbeat*.
- 3 You can feel your pulse in your *wrist* / knees / heart.
- 4 Count how many beats there are in *one minute* / one second / 30 seconds.
- 5 You need to multiply the number of beats by *thirty* / two / one.
- 6 When you exercise, your heart works *slower* / faster / the same.

**Words in context**

**1 Complete the text.**

carbon dioxide pumps blood oxygen lungs process

All the parts of our bodies need <sup>1</sup> oxygen to work properly.  
 We get oxygen into our <sup>2</sup> \_\_\_\_\_ when we breathe in.  
 The oxygen moves around the body in our <sup>3</sup> \_\_\_\_\_.  
 The heart <sup>4</sup> \_\_\_\_\_ the blood to keep it moving around.  
 The blood takes <sup>5</sup> \_\_\_\_\_ back to our lungs.  
 This is called the <sup>6</sup> \_\_\_\_\_ of circulation.

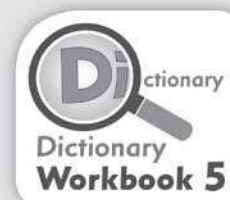


**More words**

**2 Complete the sentences with the words from page 78.**

steady pulse rate wrist beat

- 1 A beat is a repeated movement or sound.
- 2 Your \_\_\_\_\_ is the thinnest part of your arm, next to your hand.
- 3 Something that stays the same and doesn't change is \_\_\_\_\_.
- 4 Your \_\_\_\_\_ is the number of times your heart beats in one minute.



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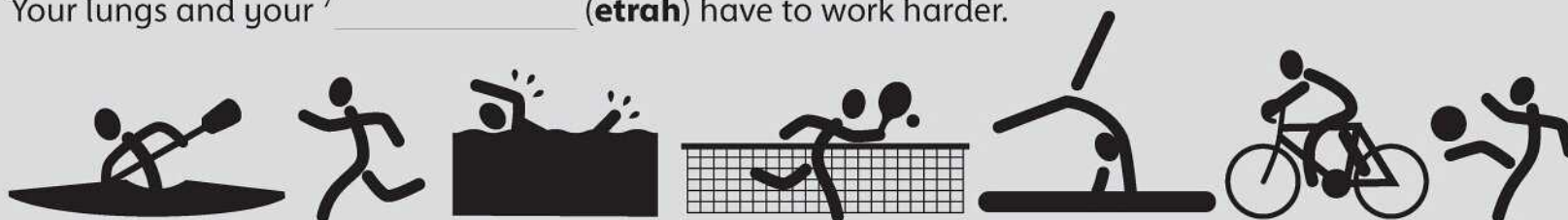
**3 Complete the text. Write the letters in the correct order.**

**Try an experiment!**

- Put your fingers on your <sup>1</sup> wrist (**twisr**) and feel the <sup>2</sup> \_\_\_\_\_ (**ystade**) <sup>3</sup> \_\_\_\_\_ (**etab**).
- Count your <sup>4</sup> \_\_\_\_\_ (**eslup**) rate. Write it down.
- Run for one minute.
- Notice how you <sup>5</sup> \_\_\_\_\_ (**erbthea**). Are you breathing fast or slowly?
- Count your pulse rate again. Is it higher or lower?

When you do exercise, your body needs more <sup>6</sup> \_\_\_\_\_ (**gyoxne**).

Your lungs and your <sup>7</sup> \_\_\_\_\_ (**etrah**) have to work harder.





## Lesson Seven

### Writing

1 Read the fact files.



*Frank Alessi*  
tennis  
since age 6  
wants to win Wimbledon



*Jeremy Drake*  
snowboarding  
since age 12  
wants to get world record



*Pam Connor*  
running  
since age 7  
wants to go to Olympics

2 Read the notes.

Which athlete are they about?

\_\_\_\_\_

\_\_\_\_\_

when start? - 7, with older sister  
where start? - joined school club, made friends, loved sport  
first win? - 13, local competition - against other schools in area  
diet? - healthy food, lots of fish, fresh fruit and vegetables  
training? - have to practise every day, gym 3 times a week, swim 2 times  
dream? - Olympics, win gold medal



## My writing

3 Choose an athlete and write an interview with six questions and answers. Add your own ideas.

\_\_\_\_\_ has just won an important trophy for \_\_\_\_\_. Let's find out more!

(Q1) When did you \_\_\_\_\_

(A1) \_\_\_\_\_

(Q2) \_\_\_\_\_

(A2) \_\_\_\_\_

(Q3) \_\_\_\_\_

(A3) \_\_\_\_\_

(Q4) \_\_\_\_\_

(A4) \_\_\_\_\_

(Q5) \_\_\_\_\_

(A5) \_\_\_\_\_

(Q6) \_\_\_\_\_

(A6) \_\_\_\_\_

1 Complete the text.

coach breathe train fan captain heart lungs trophy

I love doing exercise. It's good for your  
 1 heart and it makes you feel great.  
 When I started doing sport, it was sometimes  
 hard to 2 \_\_\_\_\_ when I ran, but I'm  
 a lot fitter now, so my 3 \_\_\_\_\_ are  
 stronger. I want to be an athlete one day.  
 I'm a football 4 \_\_\_\_\_ and I'd love to  
 play for my favourite team. I want to be the  
 5 \_\_\_\_\_ of the team. If we win lots of  
 matches, we'll win a special 6 \_\_\_\_\_.  
 If I can't be a footballer, I'll be a 7 \_\_\_\_\_  
 and I'll 8 \_\_\_\_\_ the players. That will  
 be a great job!



2 Complete the sentences. Use *will, won't or might*.

- 1 I don't know what I want to be when I'm older. I might be a teacher.
- 2 Harry practises football every day. I'm sure he \_\_\_\_\_ be on the team.
- 3 Look! It's snowing a lot. We \_\_\_\_\_ not go to school today.
- 4 Dad has to work on Saturday, so he \_\_\_\_\_ come to the beach with us.
- 5 I'm not sure what to do after school. I \_\_\_\_\_ go to Lisa's house.
- 6 Kelly is a great actress. I'm sure she \_\_\_\_\_ be in the play.

3 Write sentences and questions with *have to / had to*. Use the ✓ ✗ ? to help you.

- 1 ? Henry / have to / go to school / yesterday  
 \_\_\_\_\_  
 Did Henry have to go to school yesterday?
- 2 ✗ we / wear / a uniform for school  
 \_\_\_\_\_
- 3 ✓ Grandma / walk / to school when she was young  
 \_\_\_\_\_
- 4 ? Jamie / help / his mum and dad in the house / yesterday  
 \_\_\_\_\_
- 5 ? you / do / your homework after school  
 \_\_\_\_\_
- 6 ✗ I / get up / early on Saturdays  
 \_\_\_\_\_



## Everyday English

### 1 Read and match the phrases in column A with the meanings in B.

- A**
- I've had a text.
  - Kay has messaged me!
  - Did she text you?
  - She left me a voicemail.
  - What did Kay's voicemail say?

e

- B**
- She left me a recorded message.
  - Did she send you a text message?
  - What did Kay say in the recorded message?
  - Kay has sent a message to my phone.
  - I've received a text message.

### 2 Complete the conversations and write the messages. Use the glossary on page 92 of the Class Book.

voicemail   text   ~~messaged~~   say   text   message

**Billy** Jack has <sup>1</sup> messaged me.

**Lucy** Did he <sup>2</sup> \_\_\_\_\_ you?

**Billy** Yes, he did. He said: \_\_\_\_\_

**Jack** I had a text from Luke earlier.

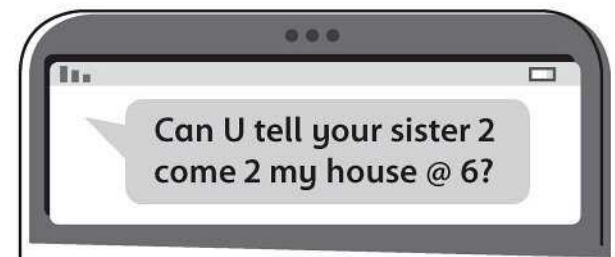
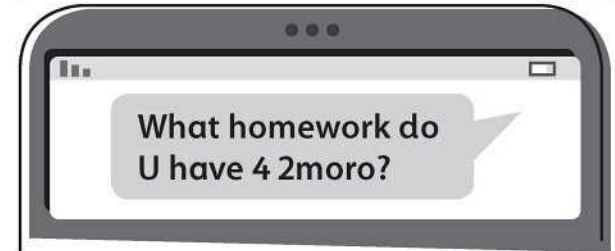
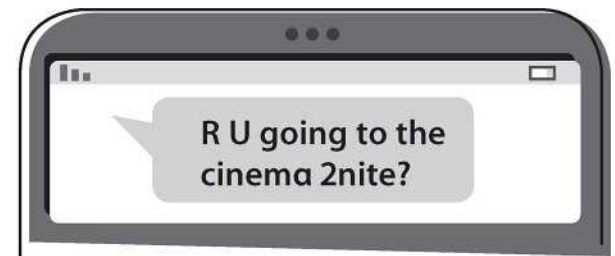
**Jenny** What did his text <sup>3</sup> \_\_\_\_\_ ?

**Jack** He said: \_\_\_\_\_

**Lucy** I've got a <sup>4</sup> \_\_\_\_\_ from Jenny.

**Anna** Did she leave you a <sup>5</sup> \_\_\_\_\_ ?

**Lucy** No, it's a <sup>6</sup> \_\_\_\_\_. She said: \_\_\_\_\_



### 3 Look and write in the right order.

1 Lenny. / a / got / I've / from / message

A: I've got a message from Lenny.

2 text / Did / you? / he

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

3 me / he / a / left / voicemail. / No,

A: \_\_\_\_\_

4 voicemail / does / What / say? / Lenny's

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

5 for school. / said / was going / He / to be / he / late

A: \_\_\_\_\_



### 4 Change the name and the message and act out the conversation.



**1 Watch the video clip. Answer the questions.**

- 1 What are Ben and Megan wearing? *They are wearing their school uniforms.*
- 2 Where do you think they are going? \_\_\_\_\_
- 3 What are Megan and Layla going to do? \_\_\_\_\_
- 4 How does Ben feel when he hears Layla's message? \_\_\_\_\_
- 5 What must they do at home? \_\_\_\_\_

**2 Watch the clip again. Complete the stage directions to describe what you see in the video.**

🏠 = place   ➔ = action   😊 = feeling   ✨ = extra description

**Setting** 🏠 *In the park*

[➔ Megan and Ben are walking \_\_\_\_\_ . ✨ They are wearing \_\_\_\_\_ .  
They have got \_\_\_\_\_ ]

**Megan** [😊 \_\_\_\_\_ ] Oh look! I've got a message from Layla.

**Ben** Did she text you?

**Megan** No. She left me a voicemail. [➔ \_\_\_\_\_ ]

**Ben** What does Layla's voicemail say?

**Megan** She asked me to go to her house tonight. We're going to watch DVDs and eat pizza!

[Ben 😊 \_\_\_\_\_ ]

**Ben** [➔ \_\_\_\_\_ ] Wait a minute! I've just got a text!  
We're going to watch DVDs and eat pizza with you!

**Megan** Great!

[Ben and Megan 😊 \_\_\_\_\_ ]



**3 Work in pairs. Answer the questions.**

- 1 What do you do after school?
- 2 Do you go to your friends' houses?
- 3 What films do you like?
- 4 How do you plan to meet your friends?

*I sometimes go to running club after school.*

*I like playing sport after school too, but I haven't got a club.*

**4 Read the scenario and write a conversation with Megan and Ben. Act out your script in groups.**

Imagine you are with Megan and Ben. You have just received a message. How do Megan and Ben feel? What happens next?

In the park  
[Megan, Ben and \_\_\_\_\_ are playing \_\_\_\_\_ ]  
**You** I've got a message from \_\_\_\_\_  
**Megan** Is it a voice message?



## Lesson One Story

## 1 Read the story and complete the sentences.

beautiful Roman shopping-centre Romans talk houses

- 1 Builders found an old town when they were building a shopping centre .
- 2 They found lots of things from a \_\_\_\_\_ town in the ground.
- 3 The DSD Club asked an archaeologist to come and \_\_\_\_\_ to the club.
- 4 All the things the archaeologists find tell them about how the \_\_\_\_\_ lived.
- 5 They know that the Romans had statues in their \_\_\_\_\_ .
- 6 The Romans wanted their houses to be \_\_\_\_\_ .

2 Read the newspaper article and write *True* or *False*.

## Romans in our town!

There was a surprise discovery in the middle of the town last week. Builders who were working on the new shopping centre in Princess Street found a Roman town when they started digging.

Archaeologists from the university arrived quickly to look at the site. "This is very exciting," said Dr Kovacs. "We can find out lots of information about the way the Romans lived." They have already found pots and coins, and lots of statues.

The site will be open to visitors next week. "We might have to wait for our new shopping centre," said the mayor.



- 1 The builders knew that the Roman town was there. False
- 2 The new shopping centre is in Princess Street. \_\_\_\_\_
- 3 Archaeologists were working on the site before the builders. \_\_\_\_\_
- 4 Dr Kovacs was not interested in the site. \_\_\_\_\_
- 5 They have already found lots of things at the site. \_\_\_\_\_
- 6 No one is allowed to see the site because they are building the shopping centre over it next week. \_\_\_\_\_

**1 Complete the sentences.**

columns statue carvings pots steps jewellery blocks archaeologist

- 1 My uncle is an archaeologist . He studies things from ancient times.
- 2 Roman women liked pretty things and wore \_\_\_\_\_ and make-up.
- 3 The front of the museum has three stone \_\_\_\_\_ which hold up the roof.
- 4 There are lots of people walking up and down the \_\_\_\_\_ of the library.
- 5 The Pyramids are made of big \_\_\_\_\_ of stone.
- 6 We found \_\_\_\_\_ at the site, so we know that the Romans cooked here.
- 7 There is a \_\_\_\_\_ of the Queen in the park.
- 8 The door had beautiful \_\_\_\_\_ of fruit and flowers on it.

**More words**

**2 Match the pairs of words to the pictures. Write *noun* or *adj*.**

fearful thoughtful colour fear thought colourful



1 colour (noun)  
colourful (adj)

2 \_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_



Dictionary  
pages 126-134

**3 Read and circle.**

- 1 We go everywhere by car because of Dad's fear / fearful of flying.
- 2 My cousin Linda is always very cheer / cheerful.
- 3 Can I have some help / helpful with my maths project, please?
- 4 My sister's clothes are always very colourful / colour.
- 5 The big supermarket in town has a play / playful area outside.
- 6 Ali is very careful / care with his things. He never loses anything.
- 7 Jenny is a very thought / thoughtful girl. She always helps her mum.
- 8 Thank you! The party was wonder / wonderful.



1 Match the pictures and sentences.



- 1 Everyone is at the site.  c
- 3 There's someone at the site.
- 5 They've found something!

- 2 There are Roman pots everywhere!
- 4 The school was somewhere near here.
- 6 There's no one at the site.

2 Complete the sentences. Use *one, where* or *thing*.

- 1 Is there *anyone* \_\_\_\_\_ you know in this photo?
- 2 My uncle has to travel for work. He's been every \_\_\_\_\_ in Europe!
- 3 No \_\_\_\_\_ has been to the new swimming pool. It's not open yet.
- 4 I'm hungry. I haven't had any \_\_\_\_\_ to eat today.
- 5 Let's go some \_\_\_\_\_ exciting on holiday this year.
- 6 Every \_\_\_\_\_ loved the children's play.

**Remember!**

**In questions and negative sentences we use *any-* instead of *some-*:**

There's someone at home.    Is there anyone at home?    There isn't anyone at home.

3 Complete the conversation.

someone   something   everything   nothing   anything   something   everywhere   anything

- Bill** I'm hungry! Let's have <sup>1</sup> something to eat.
- Jane** We can't. There's <sup>2</sup> \_\_\_\_\_ in the kitchen.
- Bill** Can't you find <sup>3</sup> \_\_\_\_\_ ? There might be <sup>4</sup> \_\_\_\_\_ in the fridge.
- Jane** There isn't. I've looked <sup>5</sup> \_\_\_\_\_.
- Bill** There was some chicken yesterday. And some pizzas.
- Jane** Well, <sup>6</sup> \_\_\_\_\_ has eaten <sup>7</sup> \_\_\_\_\_. There isn't <sup>8</sup> \_\_\_\_\_ left!



**1 Complete the question tags.**

- 1 Jeremy is in the karate club with you, isn't he?
- 2 You can speak English, \_\_\_\_\_ you?
- 3 Grandpa couldn't play computer games when he was young, \_\_\_\_\_ he?
- 4 We're going to the park after school, \_\_\_\_\_ we?
- 5 This is your school bag, \_\_\_\_\_ it?

**2 Write the question tags.**

could you? can we? ~~weren't they?~~ is she? isn't he? was it?

- 1 The Roman houses were beautiful, weren't they?
- 2 We can't play basketball this afternoon, \_\_\_\_\_
- 3 Vanessa isn't coming to the picnic, \_\_\_\_\_
- 4 You couldn't find your homework, \_\_\_\_\_
- 5 Our geography homework wasn't very difficult, \_\_\_\_\_
- 6 Frank's dad is an archaeologist, \_\_\_\_\_

**3 Look and complete the answers.**



That film wasn't very good, was it?  
No, it wasn't.



This home-made chocolate cake is delicious, isn't it?  
Yes, \_\_\_\_\_.



They could win the trophy on Saturday, couldn't they?  
Yes, \_\_\_\_\_.



That girl isn't from our school, is she? No, \_\_\_\_\_.



Jenny and Fiona can play the guitar, can't they?  
Yes, \_\_\_\_\_.



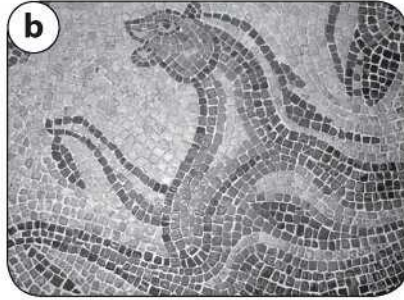
Drew couldn't find his camera, could he? No, \_\_\_\_\_.



## Lesson Five

### Reading

1 Read the text. Match the photos to the paragraphs.



## THE ROMANS IN BRITAIN

1 The Romans invaded Britain nearly 2,000 years ago. When they arrived, they built big towns and lots of good roads. Archaeologists have found Roman ruins in many British towns. The Romans also gave names to many of the towns they built. London was called *Londinium*, but in Roman times it wasn't the most important city in England.

d

2 Roman towns were bigger and more modern than the towns that were there before. Rich Romans lived in big houses or beautiful palaces. They decorated the courtyards with pictures of animals and people. Most of these are ruins now. They thought Britain was very cold, so they invented central heating to keep their houses warm.

3 The Romans were great engineers and they brought many new ideas to Britain. They built big bridges to cross rivers. They also built aqueducts to supply their towns with fresh water. Roman towns needed a lot of water to supply their bath houses, which were very important to them. Roman men and women spent several hours there with their friends every day.

4 The most famous Roman ruins in Britain are at Hadrian's Wall. It's in the north of England and goes the whole way across the country. The Romans built it as a border between England and Scotland. It was a strong wall, with lots of fortresses to protect the Roman towns in England. You can still visit it today, but it isn't the border between the two countries anymore.

2 Read again and answer the questions.

- 1 When did the Romans arrive in Britain? Nearly 2,000 years ago.
- 2 What was the Roman name for London? \_\_\_\_\_
- 3 Where did rich Romans live? \_\_\_\_\_
- 4 What did the Romans invent to make their houses comfortable? \_\_\_\_\_
- 5 What did the Romans need water for? \_\_\_\_\_
- 6 Where is Hadrian's Wall? \_\_\_\_\_



Words in context

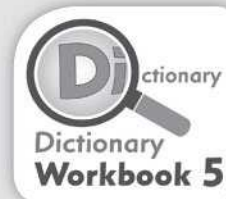
1 Match the words to the definitions.

maze palace slanted explorer ancient fortress

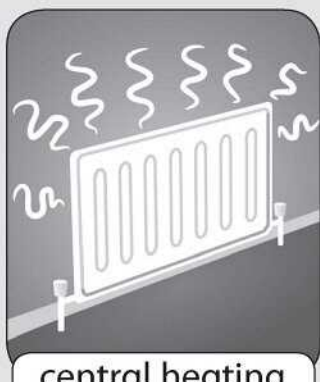
- 1 ancient *adj* very old; from a long time ago
- 2 \_\_\_\_\_ *noun* a building which has very strong walls so that it is difficult to attack
- 3 \_\_\_\_\_ *noun* a big building where a king or a president lives
- 4 \_\_\_\_\_ *noun* a lot of paths that you have to walk around and find a way out
- 5 \_\_\_\_\_ *noun* a person who travels to parts of the world that people don't know about
- 6 \_\_\_\_\_ *adj* something that is not straight up or across

More words

2 Complete the sentences with the words from page 88.



Dictionary pages 126-134



- 1 A system of hot water pipes for keeping a house warm is called central heating.
- 2 Someone who has lots of money is \_\_\_\_\_.
- 3 To \_\_\_\_\_ a country is to go into it with an army and try to take control of it.
- 4 The line between two countries is a \_\_\_\_\_.

3 Complete the text.

invade rich aqueducts central heating border ruins fortresses

A trip to Hadrian's Wall

My class went on a trip to Hadrian's Wall. It's in the north of England. It isn't the <sup>1</sup> border anymore and there aren't any soldiers, because the people in Scotland don't want to <sup>2</sup> \_\_\_\_\_ England now. You can see the old <sup>3</sup> \_\_\_\_\_, where the Roman soldiers stayed. You can see how they lived, too. The soldiers weren't very <sup>4</sup> \_\_\_\_\_, but you can see the <sup>5</sup> \_\_\_\_\_ of bath houses and their <sup>6</sup> \_\_\_\_\_ systems! The Romans thought Britain was very cold and wet. They didn't need to build lots of <sup>7</sup> \_\_\_\_\_ because there was always enough water.



## Lesson Seven

### Writing

1 Imagine you visited an ancient place. Write notes for the questions.

1 Where did you go? When did you go?

\_\_\_\_\_

2 What was the weather like? Was it hot or cold? Was it raining?

\_\_\_\_\_

3 Could you hear anything special? Could you smell or see anything interesting?

\_\_\_\_\_

4 What did people do there in the past? What was it like?

\_\_\_\_\_

5 How did you feel on your visit? What made you feel this way?

\_\_\_\_\_

\_\_\_\_\_



## My writing

2 Write about your visit. Use your notes.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

1 Complete the text.

statues carvings blocks ruins columns roof steps ancient



Last year, I visited the Parthenon in Athens. It is a beautiful, <sup>1</sup> ancient building, with tall white <sup>2</sup> \_\_\_\_\_ to hold up the <sup>3</sup> \_\_\_\_\_. You can climb the large marble <sup>4</sup> \_\_\_\_\_ up to the front of the Parthenon. A lot of the Parthenon is in <sup>5</sup> \_\_\_\_\_ now. There are lots of big marble <sup>6</sup> \_\_\_\_\_ lying on the ground. At the top of the Parthenon you can see beautiful old <sup>7</sup> \_\_\_\_\_ of people and animals. There used to be lots of <sup>8</sup> \_\_\_\_\_ on the walls inside the Parthenon, but now they are all in a museum.

2 Complete the sentences.

someone everything no one ~~anywhere~~ somewhere anything

- I can't find my bag anywhere. Can you help me find it?
- I think I can hear \_\_\_\_\_ calling my name.
- I opened the door, but there was \_\_\_\_\_ there.
- We have to go to the shops because we haven't got \_\_\_\_\_ to eat.
- Let's go \_\_\_\_\_ nice for a holiday this summer.
- The children have got \_\_\_\_\_ they need to make a pizza.

3 Read and choose.

- You are at school with my brother, aren't you ?  
 are you    aren't you    isn't you
- They can't visit the museum this week, \_\_\_\_\_ ?  
 can't they    could they    can they
- That test was really difficult, \_\_\_\_\_ ?  
 isn't it    was it    wasn't it
- Look over there! That's a famous film star, \_\_\_\_\_ ?  
 isn't it    aren't it    don't it
- The teacher wasn't very happy with our homework, \_\_\_\_\_ ?  
 wasn't she    was she    isn't she
- The penguin can't run very fast, \_\_\_\_\_ ?  
 can it    is it    can't it











## Lesson One Story

### 1 Read the story and circle.

- 1 Ed's idea is to put things in a box / bag / backpack and make a time capsule.
- 2 People in the future will see what life is like *tomorrow* / now / then.
- 3 The children can put *songs* / stories / messages on a memory stick.
- 4 The children want to show people what *games* / technology / clothes they've got.
- 5 The mayor says they can bury the time capsule in the *museum* / playground / park.
- 6 A local *TV crew* / newspaper / magazine wants to write a story about it.

### 2 Complete the sentences.

- 1 Ed wants to put in a receipt from a  supermarket to show how much things cost.
- 2 \_\_\_\_\_ wants to put in a  \_\_\_\_\_ to show fashions from now.
- 3 \_\_\_\_\_ wants to save  \_\_\_\_\_ on a disc.
- 4 The other children want to put in a ,  
a  \_\_\_\_\_ and a DSD Club .
- 5 \_\_\_\_\_ thinks banknotes will show people what kind of  \_\_\_\_\_ they have.
- 6 \_\_\_\_\_ says they can bury the time capsule in the  \_\_\_\_\_.

### 3 What are you going to put in your time capsule? Choose four things and say why.

- 1 I'm going to put \_\_\_\_\_ in a time capsule to show \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**1 Complete the project.**

time capsule photo album stamps memory stick manual receipts banknotes diary

Our class is making a <sup>1</sup> time capsule . We're going to bury it near the sports field.

This is what we're going to put in it:

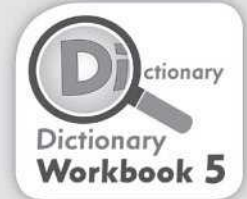
- Some <sup>2</sup> \_\_\_\_\_ , because they have a picture of the Queen on them and they will show how much it costs to send a letter.
- A <sup>3</sup> \_\_\_\_\_ with pictures of all the pupils in the school.
- Some <sup>4</sup> \_\_\_\_\_ from the supermarket and other shops to show how much we pay for food and clothes, and some <sup>5</sup> \_\_\_\_\_ to show what our money is like.
- A <sup>6</sup> \_\_\_\_\_ with messages and poems from the class, and a <sup>7</sup> \_\_\_\_\_ to say how to use it with a computer.
- And a <sup>8</sup> \_\_\_\_\_ we have all written in since January, so people in the future will know about life in our time.



**More words**

**2 Match the pairs of words to the pictures. Write (noun) or (verb).**

duck (noun) sink (verb) duck (verb) match (verb) sink (noun) match (noun)



Dictionary pages 126-134

1			2			3		
	duck							
	(noun)							

**3 Complete the sentences. Circle the correct part of speech.**

light sink spring coach duck match

- 1 He was too tall to go through the door, so he had to duck .
- 2 Her suitcase was \_\_\_\_\_ so she could pick it up easily.
- 3 They all got on the \_\_\_\_\_ to go on the school trip.
- 4 Jason couldn't make a camp fire because he didn't have a \_\_\_\_\_ .
- 5 The toy boat is full of water – it's going to \_\_\_\_\_ .
- 6 When we were camping, we got water from the \_\_\_\_\_ .

noun / verb / adjective  
 noun / verb / adjective  
 noun / verb / adjective  
 noun / verb / adjective  
 noun / verb / adjective  
 noun / verb / adjective



1 Read and circle.

- 1 The park gates *are lock / is locked / are locked* at 9 o'clock.
- 2 Many languages *are spoke / are spoken / to speak* in India.
- 3 Paper and glass *are collected / collected / is collected* at the recycling centre.
- 4 Information technology *taught / is teach / is taught* in schools.
- 5 A marathon *is win / is won / wins* by the fastest runner.

2 Write the words in the correct order.

- 1 are / on / Tickets / bought / . / the bus  
 \_\_\_\_\_  
 Tickets are bought on the bus.
- 2 world / found / . / ruins / all over / Roman / the / are  
 \_\_\_\_\_
- 3 recycled / factory / is / at / . / this / Glass  
 \_\_\_\_\_
- 4 are / . / Figs / in / Egypt / grown  
 \_\_\_\_\_
- 5 on / saved / Information / . / memory / is / sticks  
 \_\_\_\_\_

**Remember!**

Past participles are sometimes the same as the past simple form but sometimes they are different. Check them in the Irregular verb list on page 135.

3 Complete the sentences. Use the passive. V Irregular verb list page 135

**Making a time capsule**

Things <sup>1</sup> *are chosen* \_\_\_\_\_ (choose) to show what life is like now. The things <sup>2</sup> \_\_\_\_\_ (put) inside a box. A place to bury the time capsule <sup>3</sup> \_\_\_\_\_ (find). A hole <sup>4</sup> \_\_\_\_\_ (dig) for the time capsule. The box <sup>5</sup> \_\_\_\_\_ (bury) in the ground. Many years later, the time capsule <sup>6</sup> \_\_\_\_\_ (discover).



**1 Match. Write Active or Passive.**

- 1 Lots of photos are taken
- 2 Food is bought
- 3 Architects draw
- 4 My mum makes pizzas
- 5 Cars are painted

- a with cheese and olives. \_\_\_\_\_
- b with big modern machines. \_\_\_\_\_
- c with banknotes. \_\_\_\_\_
- d by visitors at the Pyramids. Passive
- e plans for buildings. \_\_\_\_\_

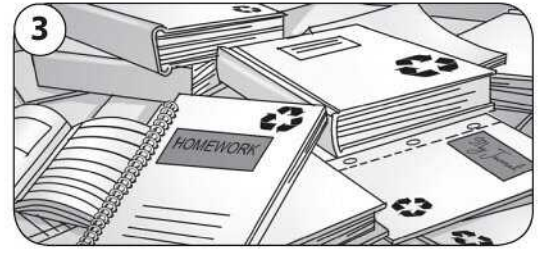
**2 Write by or with.**



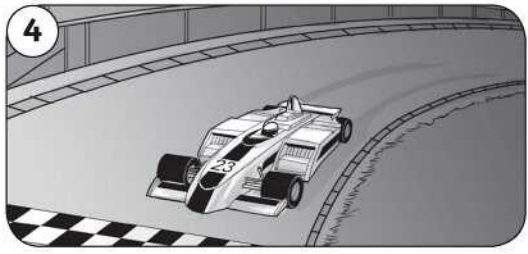
1 Cartoons are drawn by artists.



2 Pancakes are made \_\_\_\_\_ eggs, flour and milk.



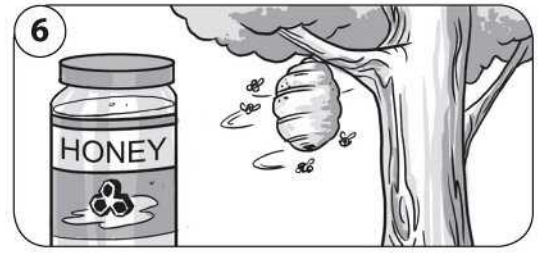
3 Lots of new products are made \_\_\_\_\_ recycled paper.



4 Formula 1 cars are driven \_\_\_\_\_ racing drivers.

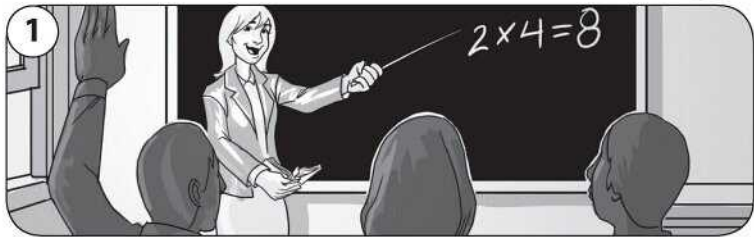


5 Jam is made \_\_\_\_\_ fresh fruit and lots of sugar.



6 Honey is made \_\_\_\_\_ insects.

**3 Write passive sentences. Use by or with.  Irregular verb list page 135**



1 classes / teach / teachers  
Classes are taught by teachers.



2 the museum / build / blocks of stone  
\_\_\_\_\_  
\_\_\_\_\_



3 prizes / give / the mayor  
\_\_\_\_\_  
\_\_\_\_\_



4 the door / decorate / carvings  
\_\_\_\_\_  
\_\_\_\_\_



## Lesson Five

### Reading

1 Read the text. What do you think Amy did? Tick (✓) one.

- a She wrote a book.
- b She made a film of her favourite book.
- c She acted the main part in a film.

## Hollywood at home by Amy Turner

My favourite book is *Charlotte Sometimes* by Penelope Farmer. I decided to make it into a film! I was the director. My sister loves acting, so she played the main character, and we borrowed Dad's camera to film it. We even did some special effects on the computer!

The story is about a teenager called Charlotte. At the beginning of the story Charlotte goes to a new boarding school in London. On the first night she goes to bed in her own time, but she wakes up in the past, in 1918. She is at the same school, but she has swapped places with a girl from the past called Clare. Charlotte has to learn how to be Clare. She has to try to live in Clare's time.



*Charlotte Sometimes* is a great story. It isn't really a comedy, but it has some funny parts. It's mysterious and exciting. Charlotte has to face a lot of challenges to get back to her own time, and she becomes more confident and brave. My sister's performance was wonderful! Sometimes I forgot she was my sister when she was acting!

I really enjoyed being a director for the day. I learnt lots of new things and had a lot of fun, too. Maybe I will be a film director when I'm older. I can't wait to show our film to Mum and Dad!

2 Read again and write *True* or *False*.

- 1 *Charlotte Sometimes* is a story that Amy wrote. False
- 2 Amy's dad wanted to make a film. \_\_\_\_\_
- 3 Amy's sister played the main character. \_\_\_\_\_
- 4 The story is about two girls in different schools. \_\_\_\_\_
- 5 The story is about two girls from different times. \_\_\_\_\_
- 6 Amy's sister wasn't very good at acting. \_\_\_\_\_
- 7 Amy wants her parents to watch the film she made. \_\_\_\_\_



**Words in context**

**1 Match the words to the definitions.**

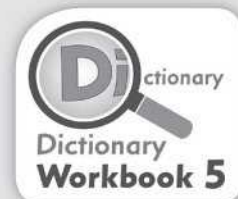
confident performance director  
teenager special effects comedy

- 1 confident *adj* when you believe you will be able to do something
- 2 \_\_\_\_\_ *noun* the person who tells actors what to do in a play or film
- 3 \_\_\_\_\_ *noun* a person who is between 13 and 19
- 4 \_\_\_\_\_ *noun* exciting action in a film that is made on a computer, not done in real life
- 5 \_\_\_\_\_ *noun* a funny play, TV programme or film that makes people laugh
- 6 \_\_\_\_\_ *noun* how well an actor plays his or her part in a film or play

**More words**

**2 Match the words from page 96 with the definitions.**

- |                                  |                                     |   |   |
|----------------------------------|-------------------------------------|---|---|
| 1 A <b>challenge</b> is          | <input checked="" type="checkbox"/> | c | a a school where students live. They sleep at school and go home in the holidays. |
| 2 Something <b>mysterious</b> is | <input type="checkbox"/>            |   | b to change places so someone goes where you were and you go where they were.     |
| 3 To <b>swap places</b> means    | <input type="checkbox"/>            |   | c a new and difficult thing you have to do.                                       |
| 4 A <b>boarding school</b> is    | <input type="checkbox"/>            |   | d interesting but difficult to understand or explain.                             |



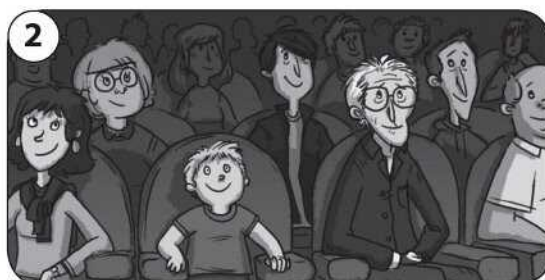
Dictionary pages 126–134

**3 Complete the sentences.**

boarding school challenge knight  
earthquake ~~mysterious~~ swapped places



Jane didn't tell us where she was going. It was very mysterious.



I couldn't see, so I \_\_\_\_\_ and sat at the front.



Climbing the wall without a ladder was a big \_\_\_\_\_.



A \_\_\_\_\_ always rode with the king.



Alf woke up in the night. He thought there was an \_\_\_\_\_.



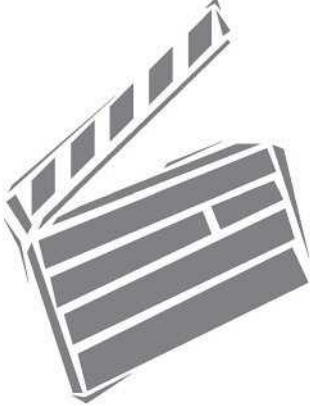
I made lots of new friends when I started going to \_\_\_\_\_.



## Lesson Seven

### Writing

1 Choose a film you like and complete the fact file.



Title: \_\_\_\_\_

Kind of film (comedy, etc.): \_\_\_\_\_

Director: \_\_\_\_\_

Main actors: \_\_\_\_\_

Main characters: \_\_\_\_\_

Favourite part: \_\_\_\_\_



## My writing

2 Write your film review.

(introduction: information from the fact file) \_\_\_\_\_

(the characters – who? / what? / do they change?) \_\_\_\_\_

(the story – where? / when?) \_\_\_\_\_

(special effects / costumes / music) \_\_\_\_\_

(recommendation) \_\_\_\_\_

1 Complete the text.

stamp banknote ticket receipt newspaper  
memory stick science fiction special effects

My sister and I decided to make a time capsule last weekend. We put lots of things in it. We put in a <sup>1</sup> newspaper to show what is happening in the world at the moment. We also put in a <sup>2</sup> \_\_\_\_\_ to show what kind of money we use, and a <sup>3</sup> \_\_\_\_\_ from the supermarket to show how much things cost. We put in a bus <sup>4</sup> \_\_\_\_\_ and a letter with a <sup>5</sup> \_\_\_\_\_ on it too. I put in a DVD of my favourite <sup>6</sup> \_\_\_\_\_ film to show people in the future the amazing <sup>7</sup> \_\_\_\_\_ we can make these days. Maybe in the future they will have even better special effects! Then my sister and I wrote messages and saved them on a <sup>8</sup> \_\_\_\_\_ for people in the future to read. We buried the time capsule in the garden.



2 Complete the sentences. Use the present passive. **V** Irregular verb list page 135

- 1 A lot of different subjects are taught (teach) at my school.
- 2 Famous actors \_\_\_\_\_ (pay) a lot of money to make films.
- 3 Ready-made food \_\_\_\_\_ (sell) in supermarkets.
- 4 Thousands of newspapers \_\_\_\_\_ (buy) every day in the city.
- 5 Lots of information \_\_\_\_\_ (save) on memory sticks.
- 6 These CDs \_\_\_\_\_ (make) in a music studio with famous singers.
- 7 Some films \_\_\_\_\_ (watch) by millions of people.
- 8 English \_\_\_\_\_ (speak) all over the world.

3 Read and circle.

- 1 A lot of junk food is eaten by / with children these days.
- 2 This film was directed with / by some students.
- 3 Expensive things are bought with / by banknotes.
- 4 I can't eat food that is cooked with / by nut oil.
- 5 Criminals are arrested by / with the police.
- 6 Flood sites are reached with / by special boats.



## Lesson One Story

1 Number the DSD Club projects in the correct order.

- a They helped to clean up a wildlife park.
- b They learnt to do first aid and helped someone.
- c They wrote a play and built the set.
- d They were in a TV programme.
- e They found out about the Romans and archaeology.
- f They went to a big football match.
- g They made a time capsule and buried it in the park.
- h They performed the play with new costumes.


2 Read the article and circle five mistakes. Write correct sentences.

### Meet the DSD Club

This Saturday a club from our town buried a computer in the park. The club is called the DSD Club, which means Don't Sit Down.

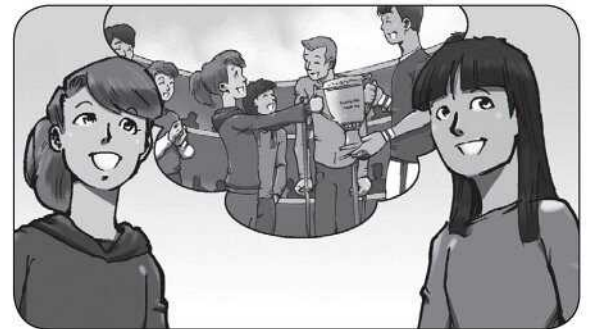
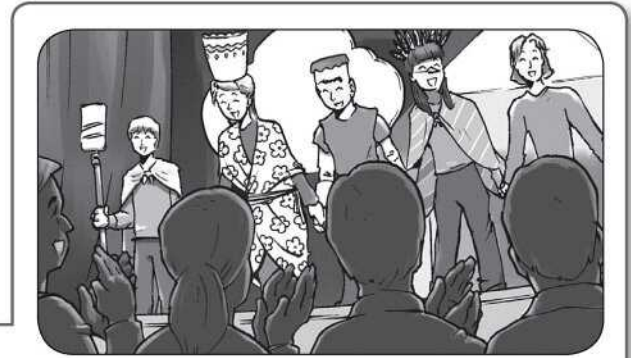
They have done lots of interesting things this year.

First, they wrote a script and performed in their own film. The costumes were amazing!

Then they helped to clean up the wildlife park after it was filled with litter. They did a great job. The river is dangerous now.

They learnt first aid and helped a famous basketball player. He's much better now and playing well.

Finally, they decided to make a time capsule for people in the future. The mayor gave them an award for all the things they have done for the town.



1 They didn't bury a computer. They buried a time capsule.

2 DSD doesn't mean Don't Sit Down. It means

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



1 Match the words to the definitions.

photographer microphone flash lens reporter interview article news

- 1 lens *noun* the glass part at the front of a camera
- 2 \_\_\_\_\_ *noun* a person whose job is taking photos
- 3 \_\_\_\_\_ *verb* to ask someone questions, often for a TV show or a magazine article
- 4 \_\_\_\_\_ *noun* the sudden strong light that a camera makes when you take a photo
- 5 \_\_\_\_\_ *noun* something you hold in front of your mouth to make your voice louder
- 6 \_\_\_\_\_ *noun* a person who investigates news for a newspaper, TV or radio
- 7 \_\_\_\_\_ *noun* a piece of writing that you read in a newspaper or magazine
- 8 \_\_\_\_\_ *noun* a story about something important that has just happened

**More words**

**Remember!** When a verb ends in *-e*, remove the *-e* and add *-ing*.



Dictionary pages 126-134

2 Write adjectives. Use *-ing*.

- 1 Something that you didn't expect to happen is surprising. (surprise)
- 2 Something that is funny and makes you laugh is \_\_\_\_\_. (amuse)
- 3 Something that makes you feel tired when you do it is \_\_\_\_\_. (tire)
- 4 Something that is not clear and is difficult to understand is \_\_\_\_\_. (confuse)

3 Complete Kate's diary entry. Use adjectives with *-ing*.

confuse excite interest bore frighten amuse tire surprise

Today we buried the time capsule in the park. We all thought the Roman town was really <sup>1</sup> interesting, so we hope people will dig our things up in the future. Maybe they won't understand our things and will find them <sup>2</sup> \_\_\_\_\_. Then a reporter wanted to know about all the <sup>3</sup> \_\_\_\_\_ things we have done this year. We said that watching TV all the time was <sup>4</sup> \_\_\_\_\_ so we wanted to do something different. Doing the play was quite <sup>5</sup> \_\_\_\_\_ because I felt really nervous and I thought I might forget my lines. But it was fun in the end, and the audience laughed and thought it was <sup>6</sup> \_\_\_\_\_. Some of the things we've done were really <sup>7</sup> \_\_\_\_\_ and difficult, like cleaning up the wildlife park. But now we can go there in the holidays for free and have a great day out! We were talking to the reporter and then something <sup>8</sup> \_\_\_\_\_ happened! The mayor gave us an award for helping our town. It really was a great day!





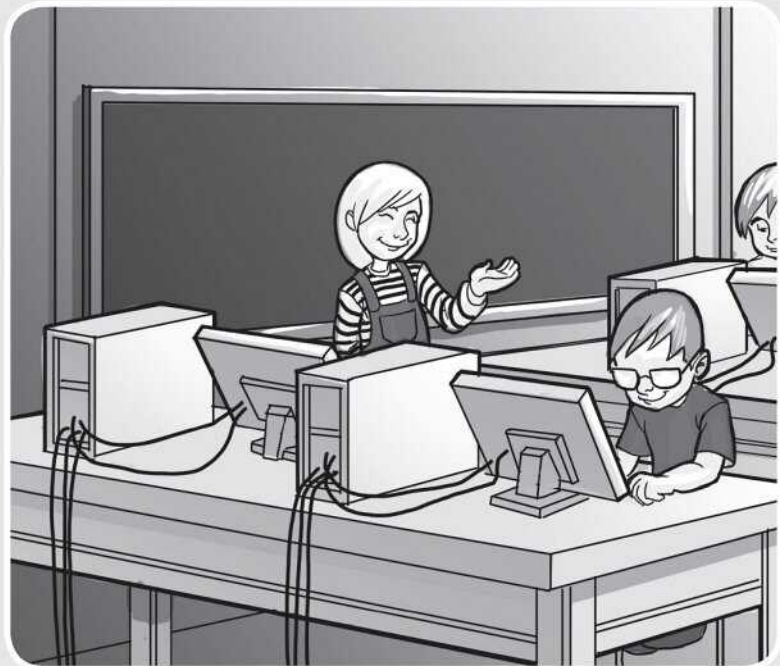
1 Complete the sentences. Use *was* or *were*.

- 1 The Roman houses were decorated with statues and carvings.
- 2 Litter \_\_\_\_\_ dumped all over the wildlife park.
- 3 The football players \_\_\_\_\_ interviewed by a local newspaper.
- 4 Our car \_\_\_\_\_ made in Italy.
- 5 The Pyramids \_\_\_\_\_ built by the Ancient Egyptians.
- 6 Socks \_\_\_\_\_ invented by the Romans.

2 Complete the article. Use the past passive. V Irregular verb list page 135

## NEW COMPUTER ROOM

Green Road School has a wonderful new computer room. Money to build it <sup>1</sup> was collected (collect) by pupils last year. The new computer room <sup>2</sup> \_\_\_\_\_ (build) during the holidays. It <sup>3</sup> \_\_\_\_\_ (finish) in time for the new school year. The first classes <sup>4</sup> \_\_\_\_\_ (teach) there this week. Yesterday the pupils <sup>5</sup> \_\_\_\_\_ (give) an award by the mayor for helping the school.



3 Write sentences. Use the past passive.

- 1 our house / build / in 1880
- 2 those photos / take / in Thailand
- 3 this statue / make / by an artist
- 4 our lunch / cook / in the hotel restaurant
- 5 jewellery / wear / in Ancient Rome
- 6 these postcards / send / from Russia

Our house was built in 1880.

4 Answer questions about you.

- 1 When was your school built? \_\_\_\_\_
- 2 Who was your favourite book written by? \_\_\_\_\_
- 3 Where were your favourite photos taken? \_\_\_\_\_

**1 Complete the questions.**

Were Was ~~Where~~ When Who What

- |   |  |                           |
|---|--|---------------------------|
| 1 | <u>Where</u> was paper invented?             | It was invented in China. |
| 2 | _____ was the first aeroplane flown?         | In 1903.                  |
| 3 | _____ was the television invented by?        | John Logie Baird.         |
| 4 | _____ the camera invented in America?        | No, it wasn't.            |
| 5 | _____ was discovered at the new supermarket? | A Roman town.             |
| 6 | _____ the winners given a prize?             | Yes, they were.           |

**2 Write the questions to complete the conversation.** V Irregular verb list page 135

**Polly** What's your favourite film, Fiona?

**Fiona** I don't know. I really love *The Hobbit*.

**Polly** <sup>1</sup>who / the film / direct / by?

Who was the film directed by?

**Fiona** It was directed by Peter Jackson.

**Polly** <sup>2</sup>when / the film / make?

**Fiona** It was made in 2012.

**Polly** <sup>3</sup>the story / write / as a book first?

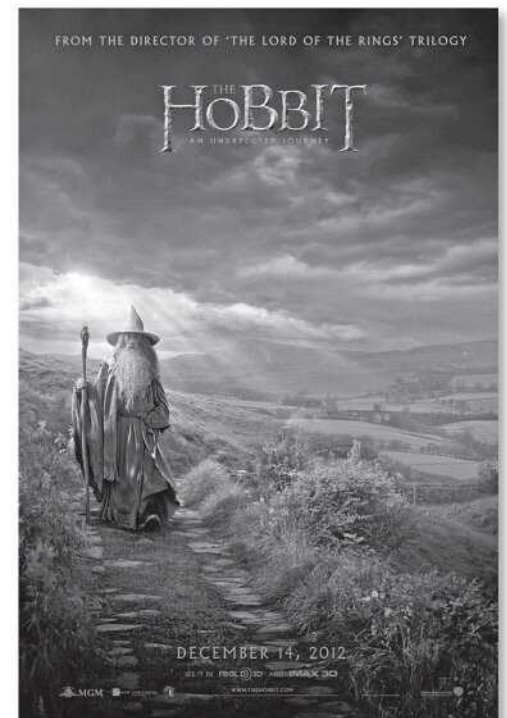
**Fiona** Yes, it was written as a book a long time ago, in 1937.

**Polly** <sup>4</sup>who / the book / write / by?

**Fiona** The book was written by J R R Tolkien.

**Polly** <sup>5</sup>the story / change / for the film?

**Fiona** Yes, I think it was changed a bit.



**3 Write the questions.**

1 When was the Eiffel Tower built?

The Eiffel Tower was built **in 1889**.

2 \_\_\_\_\_

**Buzz Aldrin** was sent to the moon with Neil Armstrong.

3 \_\_\_\_\_

Stamps were invented **in England**.

4 \_\_\_\_\_

**The telephone** was invented by Alexander Graham Bell.



## Lesson Five

### Reading

1 Read the webpage. Choose the best title. Write the title at the top.

- a) Too much money                      b) Generous celebrities?                      c) Celebrities in trouble

# Celebrity world

## Forum

- Donations
- Celebrity News
- Charities
- Links
- Forum

Some celebrities earn a lot of money and are very rich. Some people think they earn more than they deserve because their jobs are not difficult or dangerous. But many celebrities choose to give their money away to help people who need it, and often they don't tell anyone about it. Here are some examples.

One American film actress wants to help improve people's lives. She does more than just give away money. After a terrible storm in New Orleans, USA, she worked as a volunteer and served food to people who lost their homes in the floods. She has also visited India to help a charity which is building schools and hospitals so that children can be healthy and get an education.

A famous British footballer does a lot of work with organisations that help children all over the world. He has started his own charity with his wife. They raise money to buy wheelchairs for children who can't walk. He also helps a charity that tries to stop people getting a disease called malaria in Africa.

So celebrities earn a lot of money, but many of them give a lot away, too. Because they give their time and money, a lot of people over the world can have better lives. Are they heroes? Tell us what you think ...

2 Read again and circle the mistakes. Write the correct words.

- |   |       |
|---|-------|
| 1 A lot of celebrities are very <u>lazy</u> .                             | rich  |
| 2 An American singer does work to help people.                            | _____ |
| 3 She served food after a big earthquake in New Orleans.                  | _____ |
| 4 She went to India to help a charity build swimming pools and hospitals. | _____ |
| 5 A famous tennis player works to help children everywhere.               | _____ |
| 6 He works with his daughter.   | _____ |
| 7 The charity helps children who can't read.                              | _____ |
| 8 Celebrities use their time and friends to help people.                  | _____ |

**Words in context**

**1 Complete the texts.**

surgeons    deserve    improve    scientists    hero    salary

**Zebedee**    posted at 15:20  
20 June

I think celebrities who try to  
1 improve people's lives are  
great! They are paid a high  
2 \_\_\_\_\_, but that means  
that they can be more  
generous.

**Tricia Tee**    posted at 15:36  
20 June

I don't agree! I think they  
are paid more than they  
3 \_\_\_\_\_. I think  
4 \_\_\_\_\_ and  
5 \_\_\_\_\_ work harder  
than celebrities!

**Football mad**    posted 16:01  
20 June

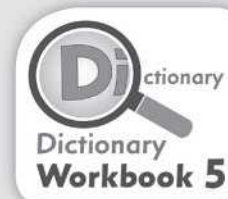
Anyone who helps children  
is a 6 \_\_\_\_\_! Children  
around the world can be  
happier and safer. It's great  
when people share their  
time and money.

**More words**

**2 Match the words from page 104 to the definitions.**

earn    charity    education    wheelchair

- 1 wheelchair *noun* a special chair with wheels for people who can't walk
- 2 \_\_\_\_\_ *noun* to get money for doing work
- 3 \_\_\_\_\_ *noun* learning and training to get knowledge and skills, usually in schools and colleges
- 4 \_\_\_\_\_ *noun* an organisation that helps people



Dictionary  
pages 126–134

**3 Complete the text.**

charity    heroes    education    earn  
factories    improve    wheelchairs    celebrities

There are always stories in the newspapers about how much stars 1 earn. We look at pictures of their houses and it seems to us that they have more than they need. Other people work many hours every week in 2 \_\_\_\_\_ and aren't paid very much. But some 3 \_\_\_\_\_ know how lucky they are, and they try to share their time and money. Many celebrities do a lot of work for 4 \_\_\_\_\_. They try to 5 \_\_\_\_\_ the lives of people all over the world. They help children to get a good 6 \_\_\_\_\_ so they can get a good job later, or they help charities buy 7 \_\_\_\_\_ for people who need them. I don't know if they are really 8 \_\_\_\_\_, but they are trying to do something good.





1 Complete the text.

celebrity articles interview improve reporter salary factory deserve

My dad works for a newspaper. He is a <sup>1</sup> reporter.  
 He writes <sup>2</sup> articles about famous people.  
 Last week my dad was doing an <sup>3</sup> interview  
 with a famous actor. He took me with him. I was  
 very excited, because I've always wanted to meet  
 a big <sup>4</sup> celebrity. The actor talked about his life  
 before he became famous. He worked in  
 a <sup>5</sup> factory when he was younger and he  
 earned a very small <sup>6</sup> salary. But now he  
 is rich and famous, he tries to help people  
<sup>7</sup> improve their lives. He works with a charity  
 which raises money for people who <sup>8</sup> deserve  
 a better life.



2 Complete the sentences. Use the past passive. **V** Irregular verb list page 135

- 1 The actors were asked (ask) lots of questions in the interview.
- 2 The Roman town was found (find) when builders started work on the hospital.
- 3 A local artist was given (give) a prize for her statue of the Queen.
- 4 These photographs were taken (take) by my grandpa.
- 5 Our school was built (build) hundreds of years ago.
- 6 The documentary was filmed (film) in Africa.

3 Circle the mistakes. Write the correct sentences.

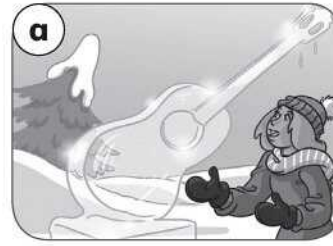
- 1 Were you gave lots of homework yesterday?  
Were you given lots of homework yesterday?
- 2 Were she paid a lot of money to act in that film?  
Was she paid a lot of money to act in that film?
- 3 Where was the film directed by?  
Who directed the film?
- 4 When was Tower Bridge build?  
When was Tower Bridge built?
- 5 Was the time capsule bury in the park?  
Was the time capsule buried in the park?
- 6 Were they drove to school by their mum last week?  
Were they driven to school by their mum last week?



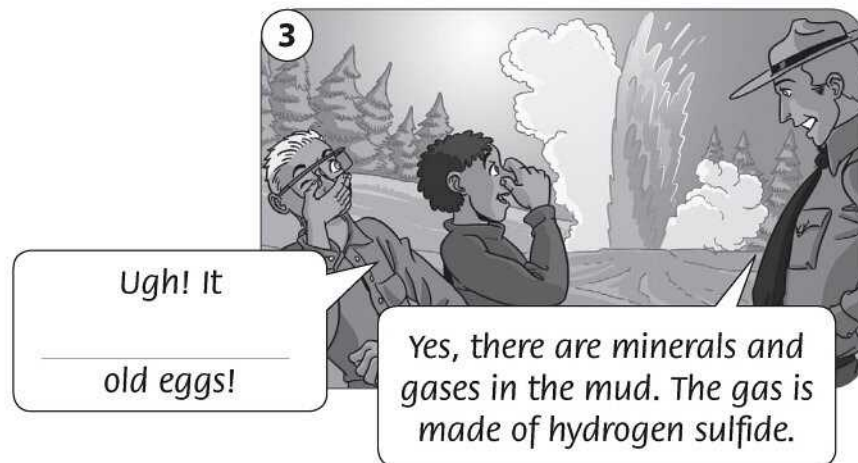
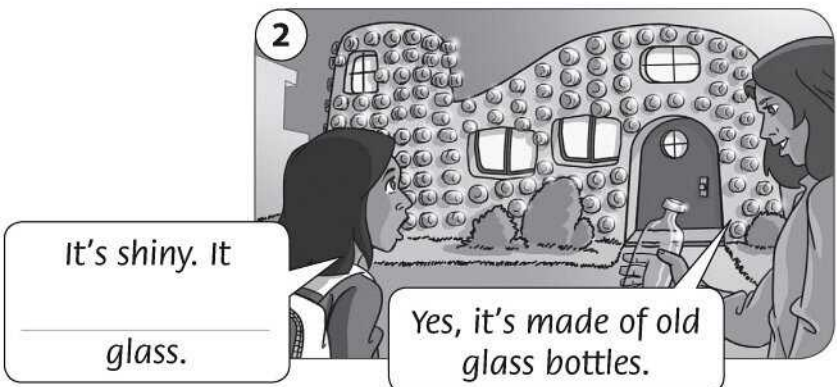
## Everyday English

### 1 Read and match.

- 1 A: What's it made of?  
It smells like onions.  
B: Yes, it's delicious. It's made of vegetables.
- 2 A: What's it made of?  
It feels like rubber.  
B: Yes, it's made of recycled tyres.
- 3 A: What's it made of?  
It looks like glass.  
B: Yes, it does. But it's made of ice.
- 4 A: What's it made of?  
It looks like smoke.  
B: Yes, it does. But it's steam. It's made of water vapour.



### 2 Look and write *feels like*, *looks like* or *smells like*.



### 3 Choose an object from the box below or use your own ideas. Write clues about the object.

- strawberry milkshake    orange  
ice cube    jelly sweets    cheese    egg

- What does it look like?  
What does it feel like?  
What does it smell like?

Can you guess what I'm thinking of? It's round and it looks like a ball.  
It feels like rubber, but it isn't made of rubber.  
It smells like fruit.  
... It's an orange!





1 Watch the video clip and write *True* or *False*.

- 1 Ben and Zaid are wrapping presents for Layla. False
- 2 Layla has bought a shirt for Megan. \_\_\_\_\_
- 3 The shirt is made of silk. \_\_\_\_\_
- 4 Zaid chose a pen because Megan likes writing. \_\_\_\_\_
- 5 Ben eats all of the cake. \_\_\_\_\_

2 Watch the clip again. Complete the stage directions to describe what you see in the video.

🏠 = place    ➔ = action    😊 = feeling    ✨ = extra description

🏠 At ... \_\_\_\_\_

[➔ Zaid and Layla \_\_\_\_\_

✨ \_\_\_\_\_ ]

**Layla** I've bought Megan a shirt for her birthday. Look!

**Ben** [➔ Ben \_\_\_\_\_ ] It's very nice. What's it made of?  
It feels like silk.

**Layla** I know. But it's made of cotton. I hope she'll like it.

**Zaid** [➔ Zaid \_\_\_\_\_ ] Megan likes writing, so I've bought her a pen. It's made of plastic.

**Ben** Is it? It looks like metal.  
What's in that box? It smells like chocolate.

**Layla** That's Megan's birthday cake. It's a chocolate cake.

[➔ Ben \_\_\_\_\_ ]

**Ben** It looks delicious! Lucky Megan!

[😊 Ben, Layla and Zaid \_\_\_\_\_ ]



3 Work in pairs. Answer the questions.

- 1 Do you think Megan is lucky? Why?
- 2 Do you buy presents for your friends?
- 3 How do you choose what to buy for a friend?

I think that Megan is very lucky.

She's going to have three presents!

4 Read the scenario and write a conversation with Megan and Ben. Act out your script in groups.

Imagine you are going to buy a present for Zaid or Layla's birthday. What is it? What is it made of? What does it smell / look / feel like?

At my house  
[Megan, Ben and \_\_\_\_\_ are wrapping presents for \_\_\_\_\_ ]  
**You** I've bought \_\_\_\_\_ a birthday present. Look!



## Review 1-4

### 1 Read and circle the correct word.

**1**

**Jack** Billy has <sup>1</sup>messaged / message me.

**Anna** Did he text you?

**Jack** He <sup>2</sup>gave / left me a voicemail.

**2**

**Anna** What did Billy's voicemail <sup>3</sup>say / said?

**Jack** He <sup>4</sup>say / said he was going to the theatre in town. There's a show.

**3**

**Anna** What time does it <sup>5</sup>start / starts?

**Jack** It <sup>6</sup>start / starts at three o'clock. That's in 20 minutes. Come on!

**4**

**Jack** Oh no! Look! The matinee is sold <sup>7</sup>up / out! But ... Where's Billy?

**Anna** I've just had a <sup>8</sup>texted / text from Billy. It says "Sold out! C U in the park."

**5**

**Jack** I can't see Billy. But look. There's a new statue.

**Anna** What's it made <sup>9</sup>off / of?

**Jack** It's very smooth and shiny. It <sup>10</sup>look / looks like metal.

**6**

**Anna** Hmm. Yes it does. But where's Billy? I think he's planning something!

**Jack** I don't <sup>11</sup>think / thinks so. Billy's always late.

**7**

**Anna** That's true. But these messages are a bit mysterious.

**Jack** What about that show? Can we see the evening performance, <sup>12</sup>but / not the matinee?

**8**

**Anna** I'll look and see if there are tickets available. Ooh. Look. I've got a message from Billy.

**Jack** What does it say?

**9**

**Anna** It says, "I can C U." I'm sure he's planning something!

**Jack** Hmm. I agree!

### 2 Read again and write **True** or **False**.

- |  |              |  |       |
|--|--------------|--|-------|
| 1 Billy sends Jack a text message.     | <u>False</u> | 2 The show starts at three o'clock.      | _____ |
| 3 The evening performance is sold out. | _____        | 4 Jack is worried because Billy is late. | _____ |
| 5 Billy sends Anna a text message.     | _____        |  |       |

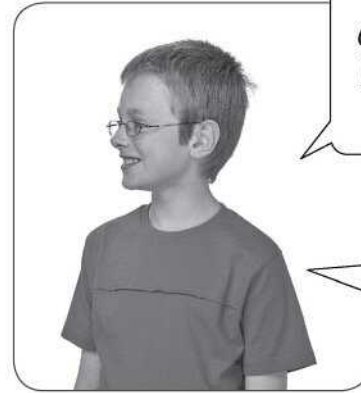


3 Read and complete. Which student do you agree with?

agree think sorry message true

I <sup>1</sup> agree with Anna. I <sup>2</sup> Billy might be playing a trick.

But his <sup>4</sup> said he could see them. That's strange.

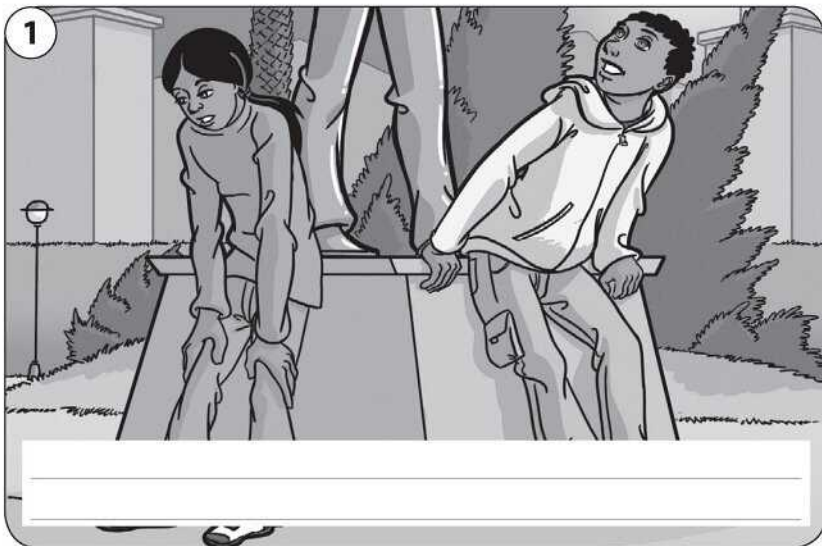


I'm <sup>3</sup>, but I don't agree. Jack says Billy is always late. I think he will arrive and they will go to the show.

That's <sup>5</sup>. Maybe he's in a tree – or a hot air balloon!

4 What happens next? Look at the pictures and write the story. Use these phrases or your own.

I'm going to call Billy. What's this statue made of? Listen! That sounds like Billy's phone! Where is he? Let's sit down and wait for Billy.



5 How does the story end? Write the ending.

I think Billy might send another message and Anna and Jack will look for him ...



# School clubs

## 1 Read and circle the stative verbs.

Hello! I'm Jenny and I'm in the school history club! It's great. I love history and archaeology. This month, we are studying the Romans. There are archaeologists in our town. They are digging near the old library. Today we are going to see what they have found. I am learning so much about our town! I feel excited when I find something that is really old! We are making a poster about the Romans for the museum. I want to be an archaeologist when I'm older!



## 2 Read and complete the texts. Use the present simple or present continuous form of the verbs in brackets.

My name's Archie. I'm in the school athletics club. This month, we <sup>1</sup> \_\_\_\_\_ (train) for a big competition. Athletics is great! My favourite event is the 100m sprint. I <sup>2</sup> \_\_\_\_\_ (feel) nervous before the race, but then I run really fast! I <sup>3</sup> \_\_\_\_\_ (like) trying different things, too. At the moment, I <sup>4</sup> \_\_\_\_\_ (practise) high jump. I <sup>5</sup> \_\_\_\_\_ (try) to jump higher than my friends!



Hi! I'm Lisa. I'm in cookery club. Today <sup>1</sup> \_\_\_\_\_ (make) a cake for my mum. I <sup>2</sup> \_\_\_\_\_ (learn) how to make fancy decorations. It's fun, but it's quite difficult! I <sup>3</sup> \_\_\_\_\_ (want) to use lots of sugar flowers, because Mum <sup>4</sup> \_\_\_\_\_ (love) them.

## 3 Read Jake's perfect day and find three verb mistakes.

My perfect day by Jake

It's a sunny day, and from my bedroom window I can see the beach. Today, I'm eating chocolate cake for breakfast. I'm liking chocolate cake! I feel happy, because later this afternoon I'll play football. I'm loving to playing football with the friends at my football club. We are practise every day. After football they want to get ice cream dinners. Finally we'll go to the cinema to watch three films!

## 4 Now use the questions to write about your own perfect day.

1 What are you eating for breakfast today? (eat)

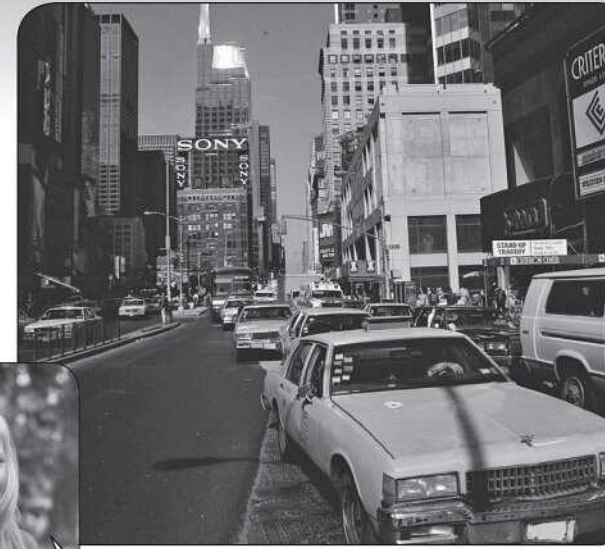
2 What do you really enjoy doing? (love)

3 What do you really not like doing? (hate)

4 What are you doing today? (do / play / go / etc.)



# The USA



## 1 Read the guidebook. Then complete the text.

took stayed visited watched went

### THINGS TO SEE AND DO IN NEW YORK CITY

**Transport:** Explore the city! Take the subway or a famous yellow taxi.

Take a helicopter tour - see the Statue of Liberty from the air!

**Food:** Eat a famous New York hot dog or try a delicious deli sandwich. Drink lemonade or fresh juice!

**Museums:** Visit the Metropolitan Museum to see the famous paintings, or The Museum of Natural History to see the dinosaurs!

**Theatres:** See a show on Broadway - choose a musical, a play or a concert.

**Sports and leisure:** Visit Central Park and go rollerblading or ice skating. Watch a baseball game - support the Mets or the Yankees.

**Shopping:** Visit Fifth Avenue for New York's famous department stores, or shop in the markets in Greenwich Village.

Everyone is so excited about our trip to the USA! If we <sup>1</sup> stayed in New York, we would take taxis to see all the amazing sights. Dad loves sports. If we <sup>2</sup> \_\_\_\_\_ a baseball game, he would support the Yankees. Mum wants to go shopping, of course! If we <sup>3</sup> \_\_\_\_\_ to Fifth Avenue, she would visit the department stores. If we <sup>4</sup> \_\_\_\_\_ a helicopter tour, we would see the Statue of Liberty from the air! If we <sup>5</sup> \_\_\_\_\_ the Metropolitan Museum, we would see famous paintings. There's so much to do!

## 2 Look at the things Stephanie has underlined in the guidebook. Complete the sentences.

shop choose eat go take

1 If she was hungry, she would eat a deli sandwich.

2 If they saw a show, \_\_\_\_\_

3 If they visited Central Park, \_\_\_\_\_

4 If she explored the city, \_\_\_\_\_

5 If she went shopping, \_\_\_\_\_

## 3 Look and choose. Write sentences for you.

1 Explore the city:  taxi  subway  helicopter  
(take) If I explored the city, I would take a helicopter tour.

2 See a show:  play  musical  concert  
(choose) \_\_\_\_\_

3 Visit museums:  art  science  history  
(see) \_\_\_\_\_

4 Visit Central Park:  to a baseball game  ice skating  rollerblading  
(go) \_\_\_\_\_



# School trips

## 1 Read and circle the correct word.

Hello. I'm Toby. On our school trip to the London Science Museum we found out some interesting stuff about <sup>1</sup> ourselves / themselves! I saw <sup>2</sup> yourself / myself as an old man and my friend John listened to <sup>3</sup> himself / myself sounding like a girl. Everyone enjoyed <sup>4</sup> herself / themselves and we all learnt a lot!



Hi! I'm Mark. Our school trip was to London Zoo. Did you know that tigers like to feed <sup>5</sup> themselves / ourselves? We watched a tiger find <sup>6</sup> itself / yourself some meat. I think the gorillas are my favourite though! I laughed when Jookie made <sup>7</sup> herself / ourselves a hat! I really enjoyed <sup>8</sup> myself / himself at the zoo.



## 2 Make sentences for John with the prompts and the reflexive pronouns.

myself   ourselves   ~~themselves~~   himself   yourself

1 All my classmates / learn about / at the Science Museum

All my classmates learnt about themselves at the Science Museum.

2 Toby / see / as an old man!

3 Have you / see / as an old person?

4 I / hear / with a girl's voice!

5 Toby and I / enjoy / on the school trip!

## 3 Think and write. Use reflexive pronouns.

1 Where can you see yourself?

I can see myself in a mirror.

3 Where do you enjoy yourself?

I enjoy

2 Where can you hear yourself speaking?

I can hear

4 Have you ever made yourself a costume?





# Class play: The Treasure Map

## 1 Read the play again. Are these sentences *True* or *False*?

- 1 Tom finds a map in the garden.
- 2 The children think the map might be a treasure map.
- 3 They start at the football stadium.
- 4 Jenny has never been to the wildlife park.
- 5 The museum is on Silver Street.
- 6 The children can't read the map.
- 7 Ben is happy because he's already found the treasure.

True

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 2 Think of a new Scene 4 with a real treasure map. Answer these questions.

- 1 Where is the X on the map? e.g. the park, the library. \_\_\_\_\_
- 2 Who do the children meet at the X? \_\_\_\_\_
- 3 Where is the treasure hidden? \_\_\_\_\_
- 4 What is the treasure? \_\_\_\_\_

## 3 Read the text and tick the things that are in Ellie's town.

### My Town by Ellie

My town is small. There isn't a big shopping mall or a modern cinema, but I like it. It's old and it's pretty. There is a park and there's a playground. You can ride bikes in the park and have picnics. There used to be a petrol station, but it's a café now. You can get great milkshakes there! There's also a theatre. You can't see any famous actors, but you can watch a play. What else is there? There's a small school, there are some shops and there's my house! I like my town!



## 4 Match the places in town to the activities.

- |                    |                          |                               |
|--------------------|--------------------------|-------------------------------|
| 1 post office      | <input type="checkbox"/> | a play all kinds of sports    |
| 2 art gallery      | <input type="checkbox"/> | b recycle your rubbish        |
| 3 wildlife park    | <input type="checkbox"/> | c see beautiful pictures      |
| 4 recycling centre | <input type="checkbox"/> | d buy all kinds of food       |
| 5 sports centre    | <input type="checkbox"/> | e buy stamps and send letters |
| 6 supermarket      | <input type="checkbox"/> | f see all kinds of animals    |

## 5 Make notes about your town. Write about your town using Ellie's text as a guide.

Places there are: \_\_\_\_\_

Places there aren't: \_\_\_\_\_

A place there used to be: \_\_\_\_\_



## Unit 1 Present perfect: *ever / never*

<i>ever</i>	<i>never</i>
Have you <b>ever</b> made a cake?	I've <b>never</b> made a cake.
Has she <b>ever</b> written a play?	She's <b>never</b> written a play.
Have we <b>ever</b> painted a picture?	We've <b>never</b> painted a picture.

### 1 Complete. Use the present perfect and *ever* or *never*.

ride   ~~make~~   eat   visit

- Jeremy and Mike *have never made* dinner.
- \_\_\_\_\_ Penny \_\_\_\_\_ the Pyramids?
- I \_\_\_\_\_ Chinese food.
- \_\_\_\_\_ James and Camilla \_\_\_\_\_ a bike?

### Present perfect: *since / for*

*since* I've known Jack **since** June.

*for* I've known Jack **for** two months.

### 2 Write sentences. Use the present perfect and *for* or *since*.

- I / have / this schoolbag / a week *I've had this schoolbag for a week.*
- she / be / at this school / last year \_\_\_\_\_
- they / live / in the same town / ten years \_\_\_\_\_
- James / have / piano lessons / January \_\_\_\_\_

## Unit 2 Past simple and present perfect

past simple affirmative	negative
I <b>lived</b> in the UK when I was a baby.	I <b>didn't live</b> in the UK when I was a baby.
Simon <b>swam</b> in the lake this morning.	He <b>didn't swim</b> in the lake this morning.

present perfect affirmative	negative
I've <b>lived</b> in the UK for two years.	I <b>haven't lived</b> in the UK for two years.
He's <b>swum</b> in the lake three times.	He <b>hasn't swum</b> in the lake.

### 1 Read and circle.

- Yesterday Bill and Emma (went) / *have been* to the beach.
- Mum and Dad *went* / *have been* to the cinema last night.
- The school bell *hasn't rung* / *didn't ring* at 9 o'clock. It's broken.
- Thank you for my birthday present. I *didn't read* / *haven't read* this book.

**already / yet / before / just**

affirmative	negative
I've <b>already</b> seen this film.	X
X	I haven't seen this film <b>yet</b> .
I've seen this film <b>before</b> .	I haven't seen this film <b>before</b> .
I've <b>just</b> seen this film.	X

**2 Read and complete the sentences.**

just before already yet

- Jenny wants to have lunch. Ada had her lunch 10 minutes ago. Ada has just had lunch.
- James is waiting for the bus. He will be at home at 4 o'clock. James hasn't got home \_\_\_\_\_.
- Mum wants me to tidy my room. I tidied it this morning. I have \_\_\_\_\_ tidied my room.
- Mandy and Jane are going to Paris. They went there last year. They've been to Paris \_\_\_\_\_.

**Unit 3 Comparatives and superlatives**

adjective	comparative	superlative	the same	less
funny	funnier	the funniest	as funny as	not as funny as
thin	thinner	the thinnest	as thin as	not as thin as
beautiful	more beautiful	the most beautiful	as beautiful as	not as beautiful as
good	better	the best	as good as	not as good as
bad	worse	the worst	as bad as	not as bad as

**1 Complete the sentences with the comparative or the superlative form of the adjectives.**

- Polly is taller than Jade. Jade is not as tall as Polly. (tall)
- James is clever, but Fred is the \_\_\_\_\_ boy. James is \_\_\_\_\_ as Toby. (clever)
- Today the weather is \_\_\_\_\_ as yesterday. Tomorrow it will be even \_\_\_\_\_. (bad)
- I like art and maths, but English is \_\_\_\_\_. Art is \_\_\_\_\_ as maths. (interesting)

**too / enough**

I'm <b>too excited</b> to go to sleep.
You're <b>tall enough</b> to climb the tree.
We've got <b>enough eggs</b> to make a cake.

**2 Read and complete the sentences with too or enough and the words in brackets.**

- Mark can't put the jacket on. It's too small for him. (small)
- There are six children and five chairs. There aren't \_\_\_\_\_. (chairs)
- We played tennis all afternoon. I don't want to play football now. I'm \_\_\_\_\_. (tired)
- You have to be 12 to watch this film. Is your brother \_\_\_\_\_? (old)



## Grammar Time

### Unit 4 Past simple and past continuous: interrupted actions

When I **was eating** my lunch, the doorbell **rang**.

When you **were singing** a song, the microphone **broke**.

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

- I was reading a book when Fatima arrived. (read / arrive)
- Neil \_\_\_\_\_ a plate when he \_\_\_\_\_ it. (break / wash)
- Dad \_\_\_\_\_ when the ambulance \_\_\_\_\_ past. (drive / go)
- We \_\_\_\_\_ the game when our team \_\_\_\_\_ the match. (watch / win)

#### used to

There's a train station in our town now. There **used to** be a bus station.

I like nature programmes now. I **used to** like cartoons.

#### 2 Complete the sentences with *used to* and the correct form of the verbs in bold.

- I **have** long hair now. I used to have short hair.
- You **go** to my school. You \_\_\_\_\_ to another school.
- Michael **is** taller than Sue. Michael \_\_\_\_\_ shorter than Sue.
- We **live** in Paris. We \_\_\_\_\_ in Madrid.

### Unit 5 will / won't

affirmative	negative
I <b>will</b> be a teacher when I'm older.	I <b>won't</b> be a teacher when I'm older.
It <b>will</b> rain a lot next week.	It <b>won't</b> rain a lot next week.

#### 1 Write predictions with *will* and *won't*.

- Karen / go to university / when she's older ✓ Karen will go to university when she's older.
- My team / win the game / this afternoon ✗ \_\_\_\_\_
- it / be sunny / tomorrow ✓ \_\_\_\_\_
- people / have flying cars / in 100 years ✗ \_\_\_\_\_

#### Present continuous with future meaning

We're **going** on holiday next week.

I'm **seeing** my grandma on Wednesday.

#### 2 It's the holidays next week. Write sentences about Jade.

- Jade / meet her aunt / on Monday Jade is meeting her aunt on Monday.
- They / visit / a wildlife park / tomorrow \_\_\_\_\_
- Jade / not sleeping / at home that night \_\_\_\_\_

## Unit 6 going to: future plans and intentions

affirmative	negative
I'm <b>going to</b> watch a film tonight.	I'm not <b>going to</b> watch a film tonight.
He's <b>going to</b> go to the park later.	He isn't <b>going to</b> go to the park later.
We're <b>going to</b> have dinner at 8 o'clock.	We aren't <b>going to</b> have dinner at 8 o'clock.

### 1 Complete the sentences.

- Peter is going to visit (visit) Prague this summer.
- Angelo and Frank \_\_\_\_\_ (not play) tennis on Sunday.
- You \_\_\_\_\_ (come) to my house after school.
- We \_\_\_\_\_ (make) a chocolate cake with Mum.

### going to: predictions

### 2 Write predictions with *going to* and a verb.

not come arrive rain buy

- Look at those big black clouds! It 's going to rain this afternoon.
- I can hear Dad's motorbike. He \_\_\_\_\_ in a minute.
- The children are going to the shop. They \_\_\_\_\_ some ice cream.
- It's snowing. The bus \_\_\_\_\_ this morning.

## Unit 7 Reported speech

direct speech	reported speech
<b>Present simple</b> →	<b>Past simple</b>
<b>Dinah</b> "I'm thirsty."	Dinah said she <b>was</b> thirsty.
<b>Fred</b> "We <b>want</b> to go home."	Fred said they <b>wanted</b> to go home.
<b>Present continuous</b> →	<b>Past continuous</b>
<b>Jack</b> "I'm <b>going</b> to the park."	Jack said he <b>was going</b> to the park.
<b>Pam</b> "We're <b>eating</b> our lunch."	Pam said they <b>were eating</b> their lunch.

### 1 Complete the sentences. Change the tense and the pronouns.

- Neil** "I like my picnic lunch." Neil said he liked his picnic lunch.
- Harry** "I'm playing my computer game." Harry said \_\_\_\_\_
- Alice** "I am tired!" Alice said \_\_\_\_\_
- Emma** "We're going to the beach." Emma said \_\_\_\_\_



## Grammar Time

### said / told

Jane **said** she was leaving.      Jane **told** us she was leaving.

### 2 Complete the sentences with *said* or *told*.

- Mum \_\_\_\_\_ she needed some help in the kitchen.
- Ben \_\_\_\_\_ us he was moving house.
- Amy and Joy \_\_\_\_\_ they were going to the swimming pool.
- Katy \_\_\_\_\_ her mum she was ill.

### Reported speech: time markers

direct speech	reported speech
tonight, today	that night, that day
this week / month / year	that week / month / year
now	then
tomorrow	the next day
next week / month / year	the next week / month / year

### 3 Report what the people said.

- "I'm going to the cinema tonight." Fran said she was going to the cinema that night.
- "It's my birthday today." Joe said \_\_\_\_\_
- "We're having our lunch now." The girls said \_\_\_\_\_
- "My dad's buying a new car next week." Pete said \_\_\_\_\_

## Unit 8 First conditional

If (present simple)	result (will / won't)
<b>If</b> I go to sleep now,	I won't be tired tomorrow.
<b>If</b> you look out of the window now,	you'll see a rainbow.
<b>If</b> it rains tomorrow,	we'll stay at home and play games.
<b>If</b> they eat lots of junk food,	they'll feel ill.

### 1 Read and match the sentence halves.

- |   |                                   |
|---|-----------------------------------|
| 1 Dad will take us to the wildlife park <input checked="" type="checkbox"/> | a if his mum says he can.         |
| 2 If my team doesn't score a goal <input type="checkbox"/>                  | b they will lose the match.       |
| 3 Jake will come to my house tonight <input type="checkbox"/>               | c there won't be a school picnic. |
| 4 If it rains on Saturday, <input type="checkbox"/>                         | d if we are good all day.         |

## First conditional questions

questions	short answers
<b>Will</b> I be cold <b>if</b> I don't wear a jacket?	<b>Yes, you will.</b> / <b>No, you won't.</b>
<b>Will</b> you be late for school <b>if</b> you miss the bus?	<b>Yes, I will.</b> / <b>No, I won't.</b>
<b>Will</b> she learn English <b>if</b> she moves to the USA?	<b>Yes, she will.</b> / <b>No, she won't.</b>

### 2 Write first conditional questions and short answers.

- they / be ill / they eat / all the sweets? ✓ Will they be ill if they eat all the sweets? Yes, they will.
- I / be healthy / I eat / lots of junk food? ✗ \_\_\_\_\_
- we / be hungry / not have / breakfast? ✓ \_\_\_\_\_
- you / be scared / all the lights / go out? ✗ \_\_\_\_\_

## Unit 9 Modal verbs: *may, might, could* and *will / won't*

**will** ✓    **may / might / could** ??    **won't** ✗

### 1 Read and cross out the word that can't complete the sentence.

- Mum has decided we *might / will / won't* go to Spain on holiday this year.
- Jane *may / might / won't* come to the party. She's going to ask her mum tonight.
- I don't know where my homework is. It *could / won't / might* be on the school bus.
- I'm sure Mum and Dad *will / won't / could* let us go to the beach.

### *have to / had to* statements and questions

questions (present)	short answers
<b>Do</b> I <b>have to</b> wash the dishes?	Yes, you do. / No, you don't.
<b>Do</b> you <b>have to</b> do your homework?	Yes, I do. / No, I don't.
<b>Does</b> he <b>have to</b> walk to school?	Yes, he does. / No, he doesn't.
questions (past)	short answers
<b>Did</b> we <b>have to</b> get up early?	Yes, we did. / No, we didn't.
<b>Did</b> they <b>have to</b> cook dinner?	Yes, they did. / No, they didn't.

### 2 Complete the questions and answers.

- Grandpa** <sup>1</sup> Do you have to help your mum and dad in the house, Grace? (you / have to / help)
- Grace** Yes, <sup>2</sup> \_\_\_\_\_. I have to tidy my room.
- Grandpa** OK, and what about your brother? <sup>3</sup> \_\_\_\_\_ jobs in the house?  
(he / have to / do)
- Grace** Yes, <sup>4</sup> \_\_\_\_\_. He has to wash the dishes.
- Grandpa** <sup>5</sup> \_\_\_\_\_ any animals? (he / have to / look after)
- Grace** No, <sup>6</sup> \_\_\_\_\_.



## Unit 10 Indefinite pronouns

people	things	places
someone	something	somewhere
everyone	everything	everywhere
anyone	anything	anywhere
no one	nothing	nowhere

### 1 Complete the sentences.

- Has any one seen my school bag? I've lost it.
- I thought I saw \_\_\_\_\_ one in the garden. He was tall and thin.
- There aren't any biscuits. In fact, there's \_\_\_\_\_ thing to eat at all.
- Where did you find my glasses? I looked \_\_\_\_\_ where for them!

### Question tags

	statement	question tag
affirmative	You're Jane's sister,	<b>aren't</b> you?
	They <b>were</b> your classmates,	<b>weren't</b> they?
	We <b>could</b> see the parade,	<b>couldn't</b> we?
negative	This <b>isn't</b> your bike,	<b>is</b> it?
	He <b>can't</b> ride a bike,	<b>can</b> he?

### 2 Add question tags and write short answers.

- James isn't in the pool. He can't swim, can he ? ✓ Yes, he can.
- You go to my school. You're in my sister's class, \_\_\_\_\_? ✓ \_\_\_\_\_
- What happened in the film? You were watching it, \_\_\_\_\_? ✗ \_\_\_\_\_
- Bella was ill last week. She couldn't talk, \_\_\_\_\_? ✗ \_\_\_\_\_

## Unit 11 Passive and active (present simple)

active	passive (is / are + past participle)
Mrs Lee <b>cooks</b> lunch in the school.	Lunch <b>is cooked</b> in the school.
Farmers <b>grow</b> oranges in Spain.	Oranges <b>are grown</b> in Spain.

### 1 Complete the sentences with the active or the passive form of the verbs in brackets.

- Twelve subjects are taught \_\_\_\_\_ at my school. (teach)
- My sister \_\_\_\_\_ on Tuesdays after school. (swim)
- Ice hockey \_\_\_\_\_ on TV in Canada. (watch)
- The train \_\_\_\_\_ at quarter to eight. (arrive)

### by / with

Football is played **by** footballers.

Football is played **with** a ball.

### 2 Complete the sentences with *by* or *with*.

- Jam is made with fruit and sugar.
- Pictures are painted \_\_\_\_\_ artists.
- All the food in the café is made \_\_\_\_\_ fresh ingredients.
- Medals are won \_\_\_\_\_ athletes.

## Unit 12 The passive (past simple)

affirmative	negative
This photo <b>was taken</b> in May.	This photo <b>wasn't taken</b> in May.
The diamonds <b>were stolen</b> from the Queen.	The diamonds <b>weren't stolen</b> from the Queen.

### 1 Write sentences with the past simple passive.

- these houses / not build / in 1836 These houses weren't built in 1836.
- paper / invent / in Egypt \_\_\_\_\_
- our car / not made / in France \_\_\_\_\_
- the stories / write / by the students \_\_\_\_\_

### Passive questions

questions	short answers
<b>Were</b> the ruins found in 1992?	Yes, they <b>were</b> . / No, they <b>weren't</b> .
<b>Was</b> this photo taken in May?	Yes, it <b>was</b> . / No it <b>wasn't</b> .

Wh- questions
<b>Who</b> was America discovered by? America was discovered by <b>Christopher Columbus</b> .
<b>When</b> was television invented? Television was invented <b>in 1925</b> .
<b>Where</b> were the first planes flown? The first planes were flown <b>in America</b> .
<b>What</b> was sent into space in 1959? <b>A monkey</b> was sent into space in 1959.

### 2 Read and circle.

- Who / Where / What was the Internet invented by?
- What / Who / When were the diamonds stolen?
- What / Were / Where the children given prizes?
- Where / Who / Were was the first car built?
- When / Was / What was found in the Pyramids?



## Fluency Time! 1

What time does it start?

The evening performance is **sold out**.

Can we see the evening performance, **not** the matinee?

*(Can we see the evening show, **not** the afternoon show?)*

Are there any seats left for that? *(Are there any tickets available for that?)*

### Complete the sentences.

- 1 We couldn't get any tickets for the concert. It was sold out.
- 2 Can we go to the theatre, \_\_\_\_\_ the cinema?
- 3 The stadium is full. There are no seats \_\_\_\_\_.
- 4 The matinee \_\_\_\_\_ starts at two o'clock.
- 5 What \_\_\_\_\_ does the play start?
- 6 There's a matinee at three o'clock and an \_\_\_\_\_ performance at half past seven.

## Fluency Time! 2

### Expressing your opinion

I (don't) think ...

### Agreeing

I agree ...

That's true.

You're right.

### Disagreeing

I'm sorry, but I don't agree ...

I see your point, but ...

I don't think so.

### Complete the dialogue.

A: Do you like spiders?

B: No, I don't! I<sup>1</sup> think they're horrible!

A: I<sup>2</sup> \_\_\_\_\_ think so. I think they're nice.

B: I'm<sup>3</sup> \_\_\_\_\_, but I don't agree. Spiders look really scary.

A: I see your<sup>4</sup> \_\_\_\_\_, but spiders are really useful animals. They catch flies.

B: That's<sup>5</sup> \_\_\_\_\_. But some spiders are dangerous.

A: There are some dangerous spiders in Australia, but there aren't any dangerous spiders in this country.

B: You're<sup>6</sup> \_\_\_\_\_. But I still don't like them!

## Fluency Time! 3

I've got a message from Layla.

Did she text you?

She left me a voicemail.

What did Layla's voicemail / text say?

I've just had a text!

Max has messaged me!

### Circle the mistakes. Then correct them.

- 1 Did Tom texted you this morning? Did Tom text you this morning?
- 2 My friend leave me a voicemail yesterday. \_\_\_\_\_
- 3 What did Emma's text says? \_\_\_\_\_
- 4 I've got a message of Robbie. \_\_\_\_\_
- 5 Sam have messaged me! \_\_\_\_\_
- 6 I've yet had a text! \_\_\_\_\_

## Fluency Time! 4

What's it made of?

It's made of cotton.

It feels like silk.

It looks like metal.

It smells like chocolate.

### Read and circle.

- 1 CDs are made / look of plastic.
- 2 What's this jacket made of / like?
- 3 This soap *smells* / *feels* like flowers.
- 4 Dolphins *look* / *feel* like fish, but they are mammals.
- 5 This shirt is very soft. It *feels* / *smells* like silk.
- 6 This clock looks *of* / *like* a football.



## A

**accident** *noun* a dangerous thing that suddenly happens, for example a fall or a car crash

**act** *verb* to be a character in a play or a film

**action** *noun* something that you do

**actor** *noun* a person who acts in a play or film, etc.

**additives** *noun* things we add to a food to make it taste or look better, or to help it stay fresh

**adopt** *verb* If we **adopt** an animal, we give some money to help look after it and pay for its food.

**alternative energy** *noun* a way of making electricity from, for example, wind, sun or water power

**amaze** *verb* If something **amazes** you, you are surprised and think it is great.

**amazing** *adj* If something is **amazing**, you are surprised and think it is great.

**amuse** *verb* If something **amuses** you, it is funny and makes you laugh.

**amusing** *adj* If something is **amusing**, it is funny and makes you laugh.

**ancient** *adj* very old; from a long time ago

**aquarium** *noun* a building in a zoo where you can see fish and other water animals

**aqueduct** *noun* a bridge that carries water

**archaeologist** *noun* a person who learns about the past from old things they dig up from the ground

**arrest** *verb* When the police **arrest** someone, they take him/her to the police station, for example because he/she has stolen something.

**article** *noun* a piece of writing that you read in a newspaper or magazine

**athlete** *noun* a person who is good at a sport such as running, jumping, etc.

**audience** *noun* a group of people who watch a play

**aviary** *noun* (*pl* aviaries) a part of a zoo where you can see birds

## B

**bandage** *noun* a long piece of thin material you wrap around part of your body that is hurt

**banknote** *noun* a piece of paper money

**battery** *noun* (*pl* batteries) something that you put inside a camera, phone, torch, etc. to make it work

**beach house** *noun* a simple building on the beach next to the sea

**beam** *noun* a long, thick piece of wood you use to hold up a roof

**beat** *noun* a repeated movement or sound

**beautiful** *adj* If a thing or person is **beautiful**, it/he/she is very nice to look at.

**beauty** *noun* If a thing or person has **beauty**, it/he/she is very nice to look at.

**best** *adj* If something is the **best**, it is very good and better than all the others.

**block** *noun* a large piece of stone used for building

**blood** *noun* the red liquid that goes around your body and keeps you alive

**board** *noun* a large, flat piece of wood

**boarding school** *noun* a school where students live. They sleep at school and go home in the holidays.

**border** *noun* the line between two countries

**bore** *verb* If something **bores** you, you don't like it and you don't think it is interesting.

**boring** *adj* If something is **boring**, you don't like it and you don't think it is interesting.

**bottle bank** *noun* a container where you throw away old glass so that people can use it again

**bracelet** *noun* a ring that you wear around your arm, next to your hand

**brain** *noun* the part of your body inside your head that thinks and learns

**branch** *noun* one of the main parts of a tree, that grows out from the middle part

**breathe** *verb* to take air in and out of your body through your nose and mouth

**breathing apparatus** *noun* a special mask that helps you breathe when there is a lot of smoke and fire

**broom** *noun* a brush with a long handle that you use to clean the floor

**bruise** *noun* a place where your skin is purple, blue or green, where you have hurt yourself



**burn** *noun* a place where fire or heat has hurt your skin

**bus ticket** *noun* a printed piece of paper that you get when you pay to ride on a bus

## C

**calculate** *verb* to do a sum to find out what number you have when you put other numbers together

**calculator** *noun* a small machine that does sums and works with numbers

**calorie** *noun* an amount of energy

**captain** *noun* the most important player on a sports team, who tells the other players what to do

**carbon dioxide** *noun* the gas that we breathe out after we breathe in air

**care** *noun* the attention that you give to a thing or person

**careful** *adj* If you are **careful**, you pay attention when doing something so that you don't make a mistake.

**carrier bag** *noun* a thin plastic bag you use to carry shopping

**car tyre** *noun* a black rubber cover on the wheels on a car

**carving** *noun* a shape, picture or pattern made in stone or wood with a knife

**celebrate** *verb* to have a party because you have done something good

**celebration** *noun* a party that you have on a special day or when something good has happened

**celebrity** *noun* (*pl* celebrities) a person who is very famous, who you see a lot on TV and in magazines

**central heating** *noun* a system of hot water pipes that makes a house warm

**challenge** *noun* a new and difficult thing you have to do

**character** *noun* a person in a play or story

**charity** *noun* (*pl* charities) an organization that helps people

**check** *verb* to look at something carefully to make sure it is safe

**cheer** *noun* a loud shout that a group of people make when they are happy

**cheer** *verb* When a group of people **cheer**, they shout loudly because they are happy.

**cheerful** *adj* If a person is **cheerful**, he/she is usually happy and smiling.

**cheer up** *verb* If you **cheer up**, you stop feeling sad and start feeling happy.

**chemicals** *noun* liquids, gases, etc. Some **chemicals** are dangerous for people and animals.

**circus** *noun* a show that a group of people does in a big tent, sometimes with animals

**clap** *verb* to make a noise by hitting your hands together, because someone has done something well

**clean** *adj* If something is **clean**, there is no dirt on it.

**clean up** *verb* to make a place clean and without litter and pollution

**clever** *adj* If someone is **clever**, they are good at learning and understanding things.

**cloth** *noun* a piece of material that you use for cleaning

**clue** *noun* a thing or a piece of information that helps the police catch a criminal

**coach** *noun* 1 a person whose job is to train athletes 2 a bus that travels long distances

**coastguard** *noun* the emergency service which watches the sea and rescues boats

**collect** *verb* to put and keep a lot of things together

**collection** *noun* a lot of things that you keep together

**colour** *noun* Red, green, yellow, blue, etc. are examples of **colours**.

**colourful** *adj* If something is **colourful**, it has lots of colours in it.

**column** *noun* a tall, round thing made of stone, that holds up a roof

**comedy** *noun* (*pl* comedies) a funny play, TV programme or film that makes people laugh

**computer room** *noun* a room in a school where there are lots of computers for people to use

**confident** *adj* If you are **confident**, you believe that you will be able to do something and do not feel scared.

**confuse** *verb* If information **confuses** you, it is not clear and is difficult to understand.

**confusing** *adj* If information is **confusing**, it is not clear and is difficult to understand.

**congratulate** *verb* to say 'well done!' to someone

**congratulations** *noun* something that you say to a person when they have had good news, won something, etc.

**costume** *noun* the special clothes the actors wear in a play



**creature** *noun* a living thing, like an animal, that can move around

**crew** *noun* a team of people who work together

**criminal** *noun* a person who does something against the law, for example steals something

**crooked** *adj* If something is **crooked**, it is not straight.

**crowd** *noun* a big group of people

**curtains** *noun* the big pieces of cloth that hide the stage before the play starts

**cut** *noun* a hole in your skin, where you have hurt yourself

**cut up** *verb (pt, pp cut)* to cut something into small pieces

## D

**dairy products** *noun* foods made from milk, for example cheese and yogurt

**damage** *verb* to hurt something or do something bad to it

**dancer** *noun* a person who dances

**decorate** *verb* to add things to make a room, a card, a present, etc. look nice

**decoration** *noun* something you add to to make a room, a card, a present, etc. look good

**deep** *adj* If water is **deep**, there is a long distance between the top and the bottom.

**deserve** *verb* If a person **deserves** something, it is good that they have it because they have worked hard for it.

**detective** *noun* a type of police officer who tries to find the person who, for example, stole something

**diamond** *noun* a valuable stone that looks like shiny glass

**diary** *noun (pl diaries)* a book in which you write things about each day

**diet** *noun* the types of food that you eat most often

**direct** *verb* If you **direct** a film, you tell the actors what to do.

**direction** *noun* a way that you go, for example left or right, up or down, north or south

**director** *noun* the person who tells actors what to do in a play or film

**dirty** *adj* If something is **dirty**, it needs to be cleaned because it has mud or dirt on it.

**discuss** *verb* to talk about something

**discussion** *noun* a talk that people have about something

**donation** *noun* money that you give to an organisation to help them do their work

**doorbell** *noun* When you visit someone, you ring the **doorbell** so they know you are there.

**drop off** *verb* If you **drop** someone **off**, you take them somewhere they need to go in a car and leave them there.

**duck** *noun* a bird that lives in water and makes a 'quack quack' sound

**duck** *verb* to lower your head so that it doesn't hit something

**duck pond** *noun* an area of water where ducks swim

## E

**earn** *verb* to get money for doing work

**earthquake** *noun* when the ground shakes. Sometimes it can be dangerous and buildings fall down.

**education** *noun* learning and training to get knowledge and skills, usually in schools and colleges

**electricity** *noun* the energy we use to make machines work

**enclosure** *noun* a place in a zoo with a wall around it, where you can stand and watch the animals inside

**endangered** *adj* If a type of animal, bird or plant is **endangered**, it is disappearing and in danger of becoming extinct.

**energy** *noun* the power that your body gets from food. You need energy to do exercise.

**enter** *verb* to come into a room or building

**(the) environment** *noun* the world around us

**excite** *verb* If something **excites** you, you like it very much and think it is very interesting.

**exciting** *adj* If something is **exciting**, you like it very much and think it is very interesting.

**exercise** *noun* activity that you do with your body to stay healthy, for example running or swimming

**explorer** *noun* a person who travels to parts of the world that people don't know about

**extinct** *adj* If a type of animal becomes **extinct**, all the animals die so there are no more.



## F

**factory** *noun* (*pl* factories) a big building where people use machines to make things

**fan** *noun* a person who likes watching a special team play sport and always wants the team to win

**fear** *noun* the feeling that you have when you are scared

**fearful** *adj* If someone is **fearful** of something, they are scared it could happen.

**feather duster** *noun* a group of feathers tied to a handle that you use for cleaning

**first aid kit** *noun* a box with plasters and bandages in it, to help you when you hurt yourself

**flash** *noun* the sudden strong light that a camera makes when you take a photo

**flight** *noun* a journey that you make on a plane

**float** *noun* a lorry with people in costumes and musicians on it, that goes through streets during a parade

**float** *verb* to stay on top of the water and not go under

**flood** *noun* when a lot of water suddenly covers a place

**fortress** *noun* a building which has very strong walls so that it is difficult to attack

**fossil fuels** *noun* materials we can burn to make electricity, for example coal and oil

**fright** *noun* If something gives you a **fright**, it makes you feel scared for a moment.

**frighten** *verb* to make someone scared

**frightening** *adj* If something is **frightening**, it makes you scared.

## G

**get around to** *verb* (*pt, pp got*) When you **get around to** something, you find the time to do it after waiting a long time.

**get back** *verb* (*pt, pp got*) When you **get back** home or to a place, you return to your house or the place where you started.

**get off** *verb* (*pt, pp got*) When you **get off** a bus or train, you stop riding it.

**get on** *verb* (*pt, pp got*) When you **get on** a bus or train, you start to ride it.

**get on with** *verb* (*pt, pp got*) When you **get on with** someone, you are friends.

**get out** *verb* (*pt, pp got*) When you **get something out**, you take it from its usual place, for example to use it or look at it.

**get rid of** *verb* (*pt, pp got*) If you **get rid of** something, you throw it away, give it away or sell it so you don't have it anymore.

**get stuck** *verb* (*pt, pp got*) If you **get stuck** in a place or in a situation, you are trapped and can't get out.

**get up** *verb* (*pt, pp got*) When you **get up**, you stop sitting or lying down and you stand up.

**gift shop** *noun* a place where you can buy small presents, postcards, etc.

**give** *verb* (*pt gave pp given*) If you **give** something to someone, you pass it to them.

**glue** *verb* to stick or fix something by using glue

**goalkeeper** *noun* the person in a football team who uses his/her hands to stop the other team scoring a goal

**greenhouse** *noun* a glass building where you can grow things

**greetings card** *noun* a card with a picture and a message that you send someone on a special day

## H

**habitat** *noun* the place where an animal lives in the wild

**hammer** *noun* a tool with a handle and a heavy metal end that you use to hit nails into wood

**hand out** *verb* If you **hand something out**, you give something to everyone in the group.

**health food** *noun* food that you eat because it is good for you

**heart** *noun* the part inside your chest that makes blood go around your body

**help** *verb* If you **help** people, you do something to make things easier for them.

**help** *noun* something that you do for people to make things easier for them

**helper** *noun* a person who helps someone

**helpful** *adj* If someone is **helpful**, they are happy to help you.

**hero** *noun* (*pl* heroes) a person who does great things for other people

**home-made** *adj* If food is **home-made**, it is made at home, not bought in a shop.

**hose** *noun* a long tube that you use to put water on a fire



**I**

**improve** *verb* If you **improve** something, you make it better.

**ingredients** *noun* the different foods you cook together to make a dish

**insect house** *noun* a building in a zoo where you can see small animals with six legs and wings

**interest** *noun* a feeling of wanting to know more about something

**interesting** *adj* If something is **interesting**, it gets your attention and you want to know more about it.

**interview** *noun* questions that a reporter asks someone for a TV show or a magazine, etc.

**interview** *verb* to ask someone questions, often for a TV show or a magazine article

**invade** *verb* If one country **invades** another country, it goes into it with an army and tries to take control of it.

**invent** *verb* to think of and make a new type of thing

**invention** *noun* a new type of thing that someone thinks of and makes for the first time

**inventor** *noun* a person who is the first to think of and make a new type of thing

**investigate** *verb* to look carefully at a situation or a crime to find out the truth

**J**

**jewellery** *noun* pretty things made of shiny metal and stones that people wear on their hands, neck or ears

**juice carton** *noun* a box that has fruit juice in it

**junk food** *noun* food that you buy that is not good for you

**K**

**keep** *verb (pt, pp kept)* to have something and not let it go

**keeper** *noun* a person who looks after the animals in a zoo or wildlife park

**knee** *noun* the part in the middle of your leg where it bends

**knife** *noun (pl knives)* a metal object with a sharp edge that you use for cutting things

**knight** *noun* a person in the past whose job was to ride a horse and fight for the king

**knit** *verb* to make a jumper, scarf, etc. from wool using two thin sticks

**knot** *noun* a place where two pieces of string or rope are tied together

**know** *(pt knew pp known) verb* to have a piece of information

**L**

**ladder** *noun* a thing with steps that you can carry, which you use to get to high places

**lampshade** *noun* a plastic or paper cover for a light

**laugh** *verb* to make a 'ha ha ha' noise when something is funny

**lens** *noun* the glass part at the front of a camera

**lifeguard** *noun* a person who works at a beach or a swimming pool to rescue people who are in danger in the water

**light** *adj* If something is **light**, it does not weigh much and so is not heavy.

**lights** *noun* electric lamps that show the actors in a theatre

**litter** *noun* paper and other rubbish on the ground

**litter bin** *noun* a container in the street where you throw away paper and other rubbish

**look after** *verb* If you **look after** someone, you make sure they are safe and comfortable, have enough to eat, etc.

**lose** *verb (pt, pp kept)* If you **lose** a game, you don't win it because the other team or person scores more goals or points.

**lungs** *noun* two parts inside the top half of your body that you use to breathe

**M**

**make-up** *noun* the powder, cream, etc. that actors put on their faces before a play

**manual** *noun* a book that tells you how to use something, for example a computer or a camera

**map** *noun* a drawing of a country or city that shows where the important places are

**mask** *noun* something that you wear to hide your face

**match** *noun* a small, thin piece of wood with a coloured end, that you use for making fire

**match** *verb* If two colours or patterns **match**, they look good together.

**maze** *noun* a lot of paths that you have to walk around and find the way out

**memory stick** *noun* a small thing that you use for saving information from a computer, and that you carry with you



**metal** *noun* a hard, shiny material that we use for making things. There are many types of metal.

**microphone** *noun* something you hold in front of your mouth to make your voice louder

**mud** *noun* soft, wet earth

**mysterious** *adj* If something is **mysterious**, it is interesting but difficult to understand or explain.

## N

**nail** *noun* a small, thin piece of metal, sharp at one end and flat at the other, that you use to hold wood together

**news** *noun* a story about something important that has just happened, that you read in the newspaper or hear on the TV or radio

**night** *noun* the time when it is dark outside

**noisy** *adj* If a thing or person is **noisy**, it makes a lot of noise.

**note** *noun* 1 a message that you write for someone 2 a piece of paper that is a kind of money

**novel** *noun* a long story, with imaginary characters, that people read in a book

## O

**oil** *noun* a liquid that we burn to make heat or power

**oxygen** *noun* the gas that we need to live

## P

**palace** *noun* a big building where a king or a president lives

**paper** *noun* a flat, thin material that we make from trees and we can use for writing on

**parade** *noun* a line of musicians and people in costumes who walk through the streets on a special day

**patient** *noun* a person who sees a doctor because he/she is ill or hurt

**performance** *noun* how well an actor plays his or her part in a film or play

**photo album** *noun* a book that you put your photos in

**photographer** *noun* a person whose job is taking photos

**pick up** *verb* When you **pick** something **up**, you start to hold it in your hand.

**picnic area** *noun* a place where you can sit and eat your sandwiches

**planet** *noun* a very large, round rock in space that goes around the Sun, for example Earth or Mars

**plans** *noun* drawings that show how to build a machine, a building, etc.

**plaster** *noun* a small, sticky piece of material you put on a cut to cover it

**play** *noun* games and fun activities

**playful** *adj* If someone is **playful**, they enjoy having fun and laughing.

**plenty** *pronoun* as much as you need of something

**plug in** *verb* When you **plug** something **in**, you attach it to the electricity to get power for it.

**police station** *noun* the office of the police in a town or city

**pollute** *verb* to make a place dirty and dangerous

**pollution** *noun* something that makes water, air or land dirty

**pool** *noun* an area of water where you can swim, like a very big bath

**population** *noun* how many of a type of animal there are in the world

**post office** *noun* a place where you go to buy stamps and send letters

**pot** *noun* something that holds water or food

**present** *verb* to talk about things on a radio or TV show

**presenter** *noun* a person who works on a radio or TV show, saying what is happening

**prevent** *verb* to stop something from happening

**process** *noun* something natural that happens in the body

**props** *noun* things actors use when they are doing a play

**protect** *verb* to keep something or someone safe from danger

**protection** *noun* action to keep something safe from danger

**pulse rate** *noun* the number of times your heart beats in one minute

**pump** *verb* to make a liquid move to another place by pushing it

**put away** *verb* (*pt, pp put*) When you **put** something **away**, you put it back in its normal place.

**put down** *verb* (*pt, pp put*) When you **put** something **down**, you stop holding it.

**put on** *verb* (*pt, pp put*) When you **put** clothes **on**, you start to wear them.

## Q

**quiet** *adj* If a thing or person is **quiet**, he/she/it doesn't make a lot of noise.



**R**

**raw** *adj* If food is **raw**, it is not cooked.

**ready-made** *adj* If food is **ready-made**, it is cooked or ready to cook when you buy it.

**rebuild** *verb* (*pt, pp rebuilt*) to put something together again

**receipt** *noun* a printed piece of paper that you get when you buy something in a shop

**recharge** *verb* to put power back into something like a battery or small machine

**recycle** *verb* to use old paper, glass, metal, etc. again

**recycling centre** *noun* a place where you take old paper, glass, metal, etc. so that it can be used again

**redecorate** *verb* to change the style of a house, room, etc. with new paint and furniture

**refill** *verb* to fill a container again

**relax** *verb* to rest your mind and body

**relaxing** *adj* If something is **relaxing**, it helps you rest your mind and body.

**remove** *verb* to take something away

**reporter** *noun* a person who investigates news for a newspaper, TV or radio

**reptile house** *noun* part of a zoo where you can see snakes, crocodiles, etc.

**rescue** *verb* to take someone away from a dangerous place to a safe place

**research** *noun* study that you do to find out about something

**retell** *verb* (*pt, pp retold*) to tell a story, etc. again

**return** *verb* to take something back to the place it came from

**reuse** *verb* to use something again

**rewrite** *verb* (*pt rewrote pp rewritten*) to write something again

**ribbon** *noun* a long, thin piece of shiny material that you can tie around a present

**rich** *adj* If someone is **rich**, he/she has a lot of money.

**robbery** *noun* (*pl robberies*) the crime of stealing money or something expensive

**roll** *verb* to make a flat thing into the shape of a tube or circle

**roller** *noun* a tube with a handle that turns like a wheel. You use it to roll paint onto a wall.

**rope** *noun* very thick, strong string you use for lifting heavy things or for tying things together

**rubber gloves** *noun* special gloves that you use to keep your hands dry when you are cleaning

**rubbish dump** *noun* a place for people to leave rubbish

**ruins** *noun* the parts of an old building that are still there but are broken

**S**

**sack** *noun* a large, strong bag

**sailing boat** *noun* a boat that uses the wind to move

**salary** *noun* (*pl salaries*) money that someone is paid every month for doing their job

**salty** *adj* If food is **salty**, it tastes of salt.

**saw** *noun* a long, thin tool with metal teeth for cutting wood

**scientist** *noun* a person who studies science as their job

**script** *noun* the words of a play that the characters say

**seaweed** *noun* a plant that grows in the sea or on rocks next to the sea

**servant** *noun* a person who cooks, cleans, etc. in a rich person's house

**shade** *noun* a dark, cool area where there is no light from the sun

**shallow** *adj* If water is **shallow**, there is only a small distance between the top and the bottom.

**sing** *verb* (*pt sang pp sung*) to make a beautiful sound with your voice

**singer** *noun* a person who sings

**sink** *noun* (*pt sank pp sunk*) a large bowl with hot and cold water taps in the kitchen, where you wash dishes or wash your hands

**sink** *verb* If a boat **sinks**, it goes down under the water.

**site** *noun* a place where something happened or is happening

**skylight** *noun* a window in the roof to let light in

**slanted** *adj* If something is **slanted**, it is not straight up or across.

**sling** *noun* a piece of material you tie around your neck to hold your arm when you hurt it

**snack** *noun* food that you eat between meals

**solar panel** *noun* a flat piece of glass that catches the sun's energy

**source** *noun* the place where you get something from

**speakers** *noun* special boxes that loud music comes out of



**special effects** *noun* exciting action in a film that is made on a computer, not done in real life

**species** *noun* (*pl species*) a type of animal, bird or plant

**sponge** *noun* a soft, light material that is full of holes and holds water easily. You use a sponge for cleaning.

**spring** *noun* 1 a thin piece of metal that goes round and round. There are springs in many machines. 2 a place where fresh water comes out of the ground

**stage** *noun* the place at the front of the theatre where actors perform a play

**stamp** *noun* a small square of paper with a picture that you buy and stick on the envelope when you send a letter

**stamp** *verb* to make a noise with your foot on the ground

**statue** *noun* the shape of a person or animal made from stone or wood

**steady** *adj* If something is **steady**, it always stays the same and doesn't change.

**steps** *noun* blocks of stone that get higher and higher, that you walk up or down

**stick** *verb* (*pt, pp stuck*) to fix something onto another thing

**stilts** *noun* two long sticks that you stand on to make yourself very tall

**straight** *adj* If something is **straight**, it is not curved or crooked.

**sugar** *noun* a very sweet food that is in cakes, chocolate and sweets

**surgeon** *noun* a special type of doctor who cuts open people's bodies to help make them better

**surprise** *noun* something that you didn't expect

**surprising** *adj* Something is **surprising** if you didn't expect it to happen.

**swap places** *verb* If you **swap places** with someone, they go where you were and you go where they were.

**sweet** *adj* If food is **sweet**, it tastes of sugar.

**swimming pool** *noun* a place where people swim, like a big bath

## T

**take** *verb* (*pt took pp taken*) If you **take** a thing, you carry it to another place.

**take off** *verb* You **take off** your clothes before you go to bed.

**tape measure** *noun* a long, thin band marked with centimetres, that you use to see how long something is

**teach** *verb* (*pt, pp taught*) to tell people about something new, or tell them how to do something

**teacher** *noun* a person whose job is to teach in a school

**technology** *noun* machines, computers and other equipment that we invent to do work for us

**teenager** *noun* a person who is between 13 and 19

**thought** *noun* something that you think

**thoughtful** *adj* If someone is **thoughtful**, they always think of what other people need and try to help them.

**threat** *noun* a danger to something, for example to a type of animal

**time capsule** *noun* a container with pictures, information and things in it that show how life is now. You bury a **time capsule** in the ground for people in the future to find.

**tire** *verb* If something **tires** you, it makes you feel tired.

**tiring** *adj* If an activity is **tiring**, it makes you feel tired.

**tool** *noun* something that you hold in your hand and use to do a particular job

**tool box** *noun* a box you carry tools in

**train** *verb* to teach people how to do something

**training** *noun* practice that you do to get better at sport

**tray** *noun* a flat container with low edges

**tree house** *noun* a very simple building in a tree, that children play in

**trophy** *noun* (*pl trophies*) a gold or silver cup that you get when you win a competition

**TV crew** *noun* a team of people who work together to make a TV show

## V

**visit** *verb* to go and see a person or place

**visitor** *noun* a person who goes to see a person or place

**vitamins** *noun* things in food that we need to grow and be healthy

**volunteer** *noun* a person who does a job but doesn't get any money for it



## W

**washing line** *noun* a rope you hang wet clothes on for them to get dry

**water mill** *noun* a building on a river where water makes a large wheel go round to make a machine work

**wave** *verb* When you **wave** to someone, you lift up your hand and move it to say hello.

**wheelchair** *noun* a special chair with wheels for people who can't walk

**wild** *adj* If an animal is **wild**, it lives in nature, not in a zoo or a wildlife park.

**wildlife** *noun* the animals and birds living in a place

**wildlife park** *noun* a zoo where you can see animals outside, not just in cages

**win** *verb* (*pt, pp won*) If you **win** a game, you are better than the other team or person because you score more goals or points.

**wonder** *noun* the feeling that you have when something is amazing

**wonderful** *adj* If something is **wonderful**, it is very very good.

**worst** *adj* If something is the **worst**, it is bad and not as good as all the others.

**wrapping paper** *noun* coloured paper that you put around a present

**wrist** *noun* the thinnest part of your arm, next to your hand

Base form	Past simple	Past participle	Base form	Past simple	Past participle
be	was/were	been	leave	left	left
become	became	become	lose	lost	lost
bite	bit	bitten	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
bury	buried	buried	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cut	cut	cut	say	said	said
dig	dug	dug	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	show	showed	shown
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	slide	slid	slid
find	found	found	speak	spoke	spoken
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	study	studied	studied
go	went	gone/been	swim	swam	swum
grow	grew	grown	take	took	taken
hang	hung	hung	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	tidy	tidied	tidied
hold	held	held	try	tried	tried
hurry	hurried	hurried	understand	understood	understood
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
learn	learnt	learnt	write	wrote	written



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