

OXFORD

# BRIGHT IDEAS

Activity Book

6



Katherine Bilsborough Steve Bilsborough

Helen Casey



# BRIGHT IDEAS

Activity Book

6

Starter Unit	<b>How do we remember our holidays?</b>	2
Unit 1	<b>How do we learn things?</b>	6
Unit 2	<b>What do we find entertaining?</b>	17
Unit 3	<b>Why do we have hobbies?</b>	28
The Big Project 1	Design a Visitor Website	39
Unit 4	<b>How does nature affect us?</b>	41
Unit 5	<b>How are things made?</b>	52
Unit 6	<b>What can we predict about the future?</b>	63
The Big Project 2	A Time Capsule	74
Unit 7	<b>What do you want to do when you grow up?</b>	76
Unit 8	<b>What makes us succeed?</b>	87
The Big Project 3	A Radio Advert	98
Exam Preparation and Practice		100
Grammar Reference		110
Dictionary		118



Katherine Bilsborough Steve Bilsborough  
Helen Casey

OXFORD  
UNIVERSITY PRESS



## Lesson 1 The Big Question

**1** Listen to Bella and Oli talking about their holidays.  001 Answer the questions.

1 What hobby did Bella do in the holidays?



a growing sunflowers

b windsurfing

c making cupcakes

d horse riding

2 What is Oli going to post a photo of?



a his trip to New Zealand

b a family of deer

c Wembley Stadium

d Stonehenge

**2** Listen again and circle the names.  001

1 Bella / Oli / Bella and Oli

went to the same place as last year.

2 Bella / Oli / Bella and Oli

spent time with family in the holidays.

3 Bella / Oli / Bella and Oli

learned a lot about an animal.

4 Bella / Oli / Bella and Oli

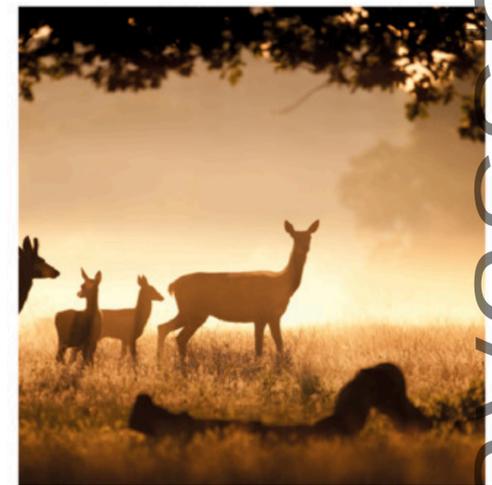
would like to have a horse.

5 Bella / Oli / Bella and Oli

stayed in England.

6 Bella / Oli / Bella and Oli

saw something special on a day trip.



**3** Read Tomas and Fatima's posts. Then answer the questions.



I went to Poland for two weeks. We visited the Białowieża National Park – it's amazing! It's an ancient forest with lots of wildlife! I went hiking with my dad and we took lots of photos.

1 Which country did Tomas visit?

He visited Poland.

2 What is special about Białowieża Park?

\_\_\_\_\_



I went to Egypt to visit my family. I spent time with my grandparents in Cairo, and then we all went to a town on the coast. We stayed in a holiday apartment. I went swimming and saw lots of beautiful fish on the coral reefs.

3 Which two places did Fatima visit?

\_\_\_\_\_

4 What wildlife did Fatima see?

\_\_\_\_\_

- 4** **Think, pair, share!** What do you already know about Tomas's holiday?
- 5** Read Tomas's personal account. Match the parts of his text to the descriptions below.

heading

sub-heading

introduction – general information

the main paragraph

your opinion and recommendation

**6** **Think** **Plan a personal account of your summer holidays. Make notes.**

1 Heading

---

2 The thing that you want to talk more about – your favourite thing

---



---

3 Your opinion of your holiday

---

**7** **Create** **Write your text on a piece of paper.**

**8** **Stick your text on the wall. Read other students' accounts. Which holiday would you like to go on?**

- 1 Read and circle the words to complete Celia's holiday diary entry. Then listen and check.  003



## 2<sup>nd</sup> August

Today I went on the London Eye, next to the River Thames!

We took a special tourist bus, so we got there <sup>1</sup> **easy** / **easily**. When we arrived, there was a long queue, but it moved <sup>2</sup> **more** / **most** quickly than I expected, and we didn't have to wait long. The wheel isn't fast. It moves

<sup>3</sup> **more slowly** / **slowly** than a big wheel at a fun fair. It doesn't stop at the bottom - but you have time to jump on <sup>4</sup> **carefully** / **more carefully**! You can see the city <sup>5</sup> **clear** / **clearly** on the way up, but you can see it the <sup>6</sup> **best** / **well** from the top.

- 2 Read and complete Celia's tips about her day out in London. Make sentences with comparatives (+) and superlatives (++).

- 1 You can go to the London Eye by car, but you can get there (easy ++) most easily by bus.
- 2 Take a bus tour round London. You can see (well ++) \_\_\_\_\_ from upstairs!
- 3 If you buy a *fast pass* ticket, you can get onto the Eye (quick +) \_\_\_\_\_ than usual.
- 4 If you walk around the city, you travel (slow +) \_\_\_\_\_ but you see more.
- 5 You'll enjoy your trip to London (well +) \_\_\_\_\_ if you plan your day!

- 3 Complete the sentences with adverbs.



(quick) Jack ran \_\_\_\_\_ because he was late for school. He ran \_\_\_\_\_ when he saw the bus. He ran \_\_\_\_\_ when he saw the tiger behind him!

- 4 **Communicate**  Compare the abilities of your friends and family to do these activities.

- dance
- paint/draw
- sing

My dad sings more loudly than my mum.

My sister sings the most loudly.

**1 Think, pair, share! REMEMBER THE STORY** Read and circle *T* (true) or *F* (false). ▶

- 1 The characters are really happy that they've completed level 5.
- 2 Rami wants to give up, because Dr Zeevil is playing level 6.
- 3 Nancy is upset because Dr Zeevil doesn't play fair.
- 4 Dr Zeevil and a z-bot are doing the 60 second mission, too.
- 5 Dr Zeevil chooses the correct answer to the question.
- 6 Rami realizes just in time that it's a trick question.

- T F  
T F  
T F  
T F  
T F  
T F



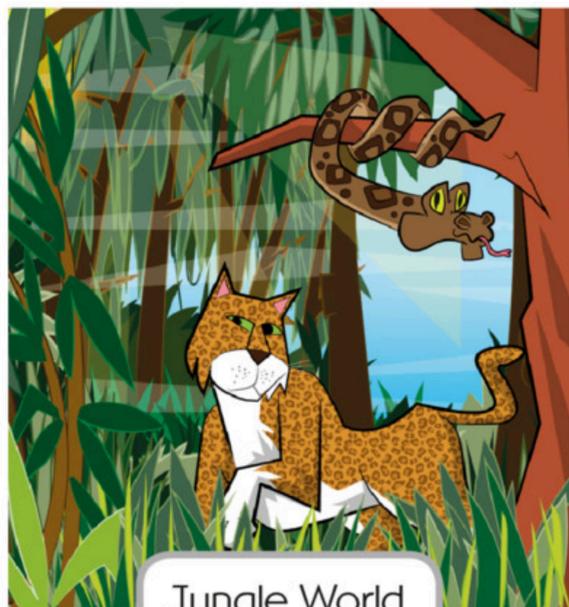
**2 Read and circle the correct words.**

- 1 The characters completed / gave up level 5.
- 2 Dr Zeevil doesn't play fair - he chooses / cheats!
- 3 The characters decide that they aren't going to win / give up.
- 4 Dr Zeevil and his z-bot win / lose the first mission.

**3 Think** Read the story again. Then answer the questions.

- 1 Have the characters completed Level 5?  
Yes, they have.
- 2 Which world do they visit in this story?  
\_\_\_\_\_
- 3 How long is the mission in this story?  
\_\_\_\_\_
- 4 Which is heavier, a kilo of feathers or a kilo of stones?  
\_\_\_\_\_

**4 Collaborate** Look at the new worlds in *Power Up: Level 6*. What do you think the missions will be? What adventures do you think the characters will have?



I think that in Jungle World they will see some amazing animals!

# 1 How do we learn things?

## Lesson 1 The Big Question and pronunciation

**1 REMEMBER THE VIDEO**  
Tick ✓ *True* or *False*. ▶



- |   | True                     | False                               |
|---|--------------------------|-------------------------------------|
| 1 Martin is at primary school.  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 There are more than 1,000 students at Martin's school.                                | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3 The students are allowed to give their opinions in class.                             | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4 In the drama lesson, the students are learning to use their voices in different ways. | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5 In the mechanics lesson, the students always work alone.                              | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6 In the music lesson, the students play different instruments.                         | <input type="checkbox"/> | <input type="checkbox"/>            |

**2** Listen to Kylie talking about her favourite subject. 007 **Where does she go to school?**

**3** Listen again and complete the sentences. 007

1 Kylie's favourite subject is \_\_\_\_\_

\_\_\_\_\_

2 She learns to play the guitar with \_\_\_\_\_

\_\_\_\_\_

3 After school, she goes to \_\_\_\_\_

\_\_\_\_\_

4 Kylie plays three instruments; the guitar, the piano and the \_\_\_\_\_

\_\_\_\_\_

### Pronunciation

**4** Listen to the rule. Then listen to the words and complete the table. 008

~~coat~~ city carton centre difficult place dance actor

/k/ sound		/s/ sound	
1 <u>coat</u>	3 _____	5 _____	7 _____
2 _____	4 _____	6 _____	8 _____

**5** Listen to the letter 'c' in the words. 009 **Then circle the words with a different sound.**

1 circle certain castle century

2 canoe cut country cycle

3 biscuit documentary secretary rice

4 clothes ceiling cymbals circus

1 **Think**  Circle the words. Then use the extra letters and write the mystery word.

course project head teacher dex am u certificate cess ay a test t experiment i time table o dictionary n textbook




e \_\_\_\_\_

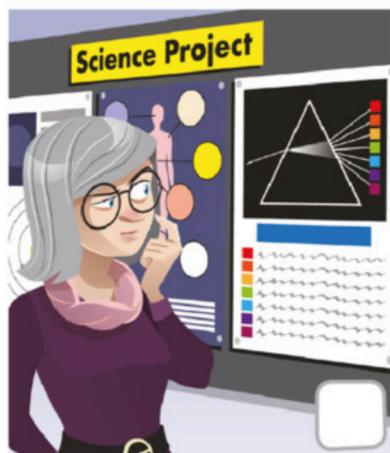
2 Choose the best words to complete the sentences.

- 1 Today, we did an **essay** / **experiment** in PE to show how our hearts beat faster after doing physical exercise.
- 2 The student who paints the best picture will get a **textbook** / **certificate**.
- 3 We have to write an **essay** / **exam** about our favourite person in history.
- 4 There's been a **test** / **timetable** change. Geography is now on Thursdays at ten o'clock and English is on Tuesdays at two o'clock.
- 5 I don't know this word. Please can I borrow your **head teacher** / **dictionary**?



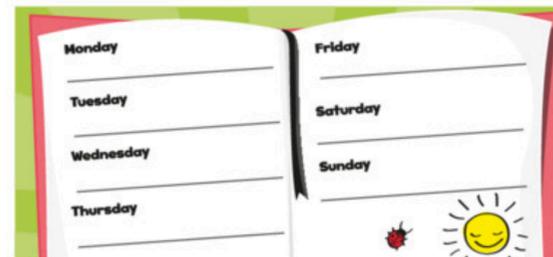
3 Read and complete the mini dialogues. Then number the pictures.

- 1 **A:** What time have we got maths?  
**B:** I don't know. I'll look at the t\_\_\_\_\_.
- 2 **A:** Look. There's the new  
h\_\_\_\_\_ t\_\_\_\_\_.
- 3 **A:** Where's Jerry? He's not very happy today.  
**B:** I know. I think Class 6B have got a science  
e\_\_\_\_\_.
- 4 **A:** I don't understand my homework!  
**B:** Why don't you read your t\_\_\_\_\_?



4 **Think**  Write sentences.

- 1 Write what you like about your English textbook.  
\_\_\_\_\_
- 2 Write what you think about tests and exams.  
\_\_\_\_\_



1 Listen to Dean and match the days to the activities.  015

- |                       |   |
|-----------------------|---|
| Monday evening •      | • Going to Izzie's birthday barbecue.     |
| Tuesday afternoon •   | • Going shopping with Mum and Molly.      |
| Wednesday afternoon • | • Going to the cinema with Tim.           |
| Thursday evening •    | • Grandma coming to have dinner.          |
| Friday afternoon •    | • Playing tennis with John.               |
| Saturday morning •    | • Studying for geography exam.            |
| Sunday morning •      | • Meeting Paul to work on course project. |



2 Answer the questions about Dean's plans for his busy week.

- |  |   |
|--|---|
| 1 Where is Dean going on Saturday?                 | <u>On Saturday, Dean is going shopping.</u> |
| 2 Is he studying for an exam on Monday?            | _____                                       |
| 3 When is he playing tennis with John?             | _____                                       |
| 4 What is Dean doing on Tuesday?                   | _____                                       |
| 5 When is Grandma coming for dinner?               | _____                                       |
| 6 Is Izzie celebrating her birthday this Saturday? | _____                                       |

3 **Think**  Jorge, Paul and Avril want to meet for two hours on Saturday or Sunday (before 8.00 pm) to talk about their course project. When can they meet?

<p><b>Jorge</b></p> <p>Tomorrow </p> <ul style="list-style-type: none"> <li>go to Reading Club 9.00–11.00 am</li> <li>meet friends to see film 3.00–6.00 pm</li> </ul> <p>Sun </p> <ul style="list-style-type: none"> <li>play football with school team 5.30–7.30 pm</li> </ul>	<p><b>Paul</b></p> <p>Tomorrow </p> <ul style="list-style-type: none"> <li>go shopping with sister 11.00 am – 1.00 pm</li> <li>play tennis with Sue 6.00–8.00 pm </li> </ul> <p>Sun</p> <ul style="list-style-type: none"> <li>visit Grandma for lunch 12.00–2.00 pm</li> </ul>	<p><b>Avril</b></p> <p>Tomorrow</p> <ul style="list-style-type: none"> <li>have lunch with friends 1.00–3.00 pm</li> <li>play tennis with Paul 6.00–8.00 pm </li> </ul> <p>Sun </p> <ul style="list-style-type: none"> <li>meet friends for nature walk 2.00–5.30 pm</li> </ul>
--	---	---

They can't meet tomorrow morning because Jorge is going to Reading Club and Paul is going shopping.

They can't meet \_\_\_\_\_

They can meet on \_\_\_\_\_ from \_\_\_\_\_ until \_\_\_\_\_.

- 1 Think, pair, share! REMEMBER THE STORY** Ask and answer questions about the beginning, the middle and the end of the story. ▶

What happens in the beginning of the story?

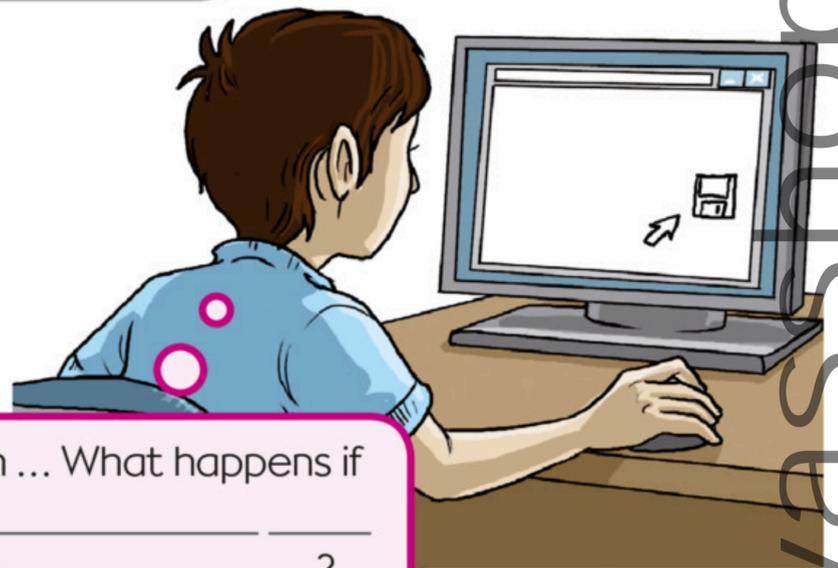
In the beginning of the story, Jack and Fatima read a message from Dr Zeevil.

- 2 Complete the text. Use the correct form of the verb.**

download visit type search click on go

websites document online password internet icon

Jack<sup>1</sup> goes online every day after school.  
He<sup>2</sup> \_\_\_\_\_ the \_\_\_\_\_  
to find interesting information. He usually  
<sup>3</sup> \_\_\_\_\_ four or five different  
\_\_\_\_\_. He's always careful when he  
<sup>4</sup> \_\_\_\_\_ in his \_\_\_\_\_.  
It's a secret! Sometimes, he<sup>5</sup> \_\_\_\_\_  
a \_\_\_\_\_ to read later.



Hmm ... What happens if  
I<sup>6</sup> \_\_\_\_\_  
this \_\_\_\_\_?

- 3 Read the story again and match the parts of the sentences.**

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1 Jack and Fatima get a message    | a by jetpack.                      |
| 2 There aren't many of those birds | b through a window.                |
| 3 They get to the island           | c off the wall and onto the floor. |
| 4 They get into the tower          | d on a big screen.                 |
| 5 The painting falls               | e escapes at the end of the story. |
| 6 Dr Zeevil                        | f in the world.                    |

- 4 Collaborate**  What's good and what's bad about a secret agent's life? Discuss your opinions and tell the class.

I think that a secret agent's life is exciting!

Maybe. But it's also dangerous.



1 Complete the dialogues. Then listen and check.  019

anybody anything  
somebody anything

nowhere anywhere somewhere  
somewhere anywhere



1 **Amy:** Can you see <sup>1</sup> anybody ?

**Joe:** Yes. I can see <sup>2</sup> \_\_\_\_\_  
through the window.

2 **Eva:** Can you hear <sup>3</sup> \_\_\_\_\_  
outside?

**Sam:** No. I can't hear <sup>4</sup> \_\_\_\_\_  
at all.



3 **Uma:** Is there <sup>5</sup> \_\_\_\_\_ to sit  
on the beach?

**Adam:** No. There's <sup>6</sup> \_\_\_\_\_ to  
sit. Let's go <sup>7</sup> \_\_\_\_\_ else.

4 **Belen:** Is there <sup>8</sup> \_\_\_\_\_ to sit  
in the park?

**Joel:** Yes, there is. There's  
<sup>9</sup> \_\_\_\_\_ over there.

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

1 I've found some \_\_\_\_\_ really interesting in this book! Come and read this!

2 Does any \_\_\_\_\_ know the password to log in to this website?

3 I don't want to go any where this weekend.

4 There is some \_\_\_\_\_ I want to say to you, so please listen carefully.

5 Has any \_\_\_\_\_ got a pen I can borrow?

6 There's no \_\_\_\_\_ in the world like this amazing island.

3 **Think**  Rewrite the sentences. Replace the words in bold with the words in the box.

nowhere somewhere somebody anywhere

1 Is there **a shop** around here where I can buy a newspaper?

Is there anywhere around here where I  
can buy a newspaper?

2 My dad knows **a place** where we can camp.

\_\_\_\_\_

3 There's **a person** whose job is to patrol the island.

\_\_\_\_\_

4 There isn't **a place** in town where you can buy a computer.

\_\_\_\_\_

1 Listen and number the pictures in order (1-6).  021



2 **Communicate**  Look at the pictures in activity 1. Talk about how to play rounders with your partner. Use the words and phrases below.

bowler batter fielder

throw hit run catch touch

First, the bowler ...

First, ➔ Then ➔ After that, ➔ Next, ➔ Finally,

Yes. Then the batter ...

3 **Think**  Think of something you enjoy doing. Write how to do it. Use the sequencing words in activity 2.

---



---



---



---

4 **Communicate**  Explain to your partner how to do the activity you wrote about in activity 3.

I like playing table tennis. You need two or four players.  
First, one player hits the ball over the net ...

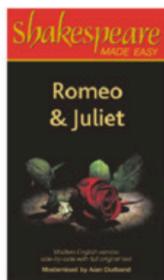
5 **Create**  Invent a new sport or game. Make notes. Then write how to play it and draw a picture. 

1 Read the travel blog on page 16 of your Class Book again and circle the correct words.

- 1 The trip to Stratford was **yesterday** / a week ago / a month ago.
- 2 Molly thought that the trip was **boring** / excellent / OK.
- 3 The coach journey was **short** / fun / tiring.
- 4 Miss Jones is really **funny** / unkind / generous.
- 5 Molly **doesn't like** / is scared of / is interested in spiders.



2 Look and write two sentences about what the photos show. Use the words in brackets.



- 1 (play / famous)  
 This is a play by \_\_\_\_\_  
 William Shakespeare.  
 He's the most famous  
 writer in the world.



- 3 (kitchen / guide)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



- 2 (house / museum)  
 This is Shakespeare's  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



- 4 (River Avon / boat trip)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3 Answer the questions.

- 1 Who went on the trip to Stratford-upon-Avon?  
 29 pupils from Class 5B and two teachers  
 went on the trip.
- 2 Which was the most interesting historical site?  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3 Where did they have their lunch?  
 \_\_\_\_\_  
 \_\_\_\_\_
- 4 What was Molly's favourite part of the trip?  
 \_\_\_\_\_  
 \_\_\_\_\_

4 **Think, pair, share!** Think about a trip you went on. Ask and answer.

Where / go?

When / trip?

Who / go?

What / do?

What / best thing?

Where did you go  
on the trip?

We went to an adventure  
park in the forest.





1 Listen to Molly. Then choose the best answer.  023

1 Day Trips in the UK

- a are all about education      b can be fun and educational  
c are always in the summer

2 Molly likes day trips

- a to the beach      b to places she hasn't been before      c with her after-school club

2 Listen again and complete the notes.  023

Day trips in the UK

<sup>1</sup> Schoolchildren and <sup>2</sup> \_\_\_\_\_ go on day trips in the UK. Families go on trips at <sup>3</sup> \_\_\_\_\_ or on public holidays. Most people go on trips in the summer.

When they go on trips, people enjoy visiting historical buildings, <sup>4</sup> \_\_\_\_\_ and zoos. In summer, lots of people go to the <sup>5</sup> \_\_\_\_\_ or to the countryside.

Different people travel using different forms of transport. For example, schoolchildren usually go by <sup>6</sup> \_\_\_\_\_. Families may travel by car, or by <sup>7</sup> \_\_\_\_\_ or bus.

The Science Museum in <sup>8</sup> \_\_\_\_\_, Cardiff Castle and Chester Zoo are very popular places for day trips in the UK.

3 Think about day trips in your country. Answer the questions.

1 Day trips in: \_\_\_\_\_

2 Who goes on day trips? \_\_\_\_\_

3 When do people go on trips? \_\_\_\_\_

4 What do people enjoy doing on day trips? \_\_\_\_\_

5 How do people travel when they go on a trip? \_\_\_\_\_

6 Which places are popular for day trips in your country? \_\_\_\_\_

4 **Think**  Make a list of similarities and differences between day trips in the UK and day trips in your country. 

5 **Communicate**  Talk about the similarities and differences you found in activity 4. Use *and* and *but*.

People in the UK like going to the beach in summer but, in my country, they prefer going to the mountains.

1 Read and complete the Big Write tip. Use the words in the box.

### The Big Write tip

concluding ~~heading~~ introductory subheadings

A blog <sup>1</sup> heading gives the reader a general idea of what the blog post is about.

<sup>2</sup> \_\_\_\_\_ can also show the different topics covered in the blog post.

The <sup>3</sup> \_\_\_\_\_ paragraph tells the reader what the main topic of the blog post is.

Blog posts normally end with a <sup>4</sup> \_\_\_\_\_ paragraph.



You don't have to write long paragraphs in a blog post. Bloggers often use bullet points to organize information into lists. For example:

- *How to use a fishing rod - it looks easy but it isn't.*

2 Read the paragraph and write it again using bullet points.

There are three reasons why I like to stay at this campsite. Firstly, there is a great swimming pool. Secondly, there are useful shops. And, last but not least, the people who work here are really helpful.

*Why I like this campsite:*

- *Great swimming pool*



3 **Think** ☁️ Plan a blog post about an activity you did during your last school holidays. Use the information below. 📅

**Heading** → Choose something to show what your blog post is about.

**Introductory paragraph** → For example, *I spent my last summer holidays ...*

**Next paragraph** → Some background information about your holiday.

**Subheading** → Choose something related to an activity you did on holiday.

**Details about your activity** → Remember to use bullet points!

**Concluding paragraph** → Write what you thought about your holiday.

4 **Create** 💡 Write your blog post. Remember to decorate it with photos or drawings. 📅

**Collaborate** 👥

### Community Task

Plan an English class blog for other pupils and school staff to read. Agree what the blog post will be about, who will write different sections and how often it will be updated.



- 1 Listen and complete the song with the words in the box.  024

a password    essay    download documents  
 course projects    online    a website    experiments    on an icon

### THE WORLD WIDE WEB

It can help you  
 with your homework,  
 1 Course projects and  
 2 \_\_\_\_\_.  
 And to help you  
 With an 3 \_\_\_\_\_,  
 You can 4 \_\_\_\_\_.

Chorus:  
 For work and play, it helps a lot.  
 It's the best thing that we've got.  
 Www dot,  
 The World Wide Web.  
 Www dot.  
 Www what?  
 Www dot,  
 The World Wide Web!

Click 5 \_\_\_\_\_  
 \_\_\_\_\_  
 Type in 6 \_\_\_\_\_  
 \_\_\_\_\_,  
 And find some information.  
 Just go 7 \_\_\_\_\_ now,  
 Visit 8 \_\_\_\_\_,  
 It's an internet celebration!  
 Chorus

- 2 **Think**  Answer the questions.

- What is Peter doing after school on Thursday?  
Peter is doing an experiment after school on Thursday.
- What is Peter doing on Friday evening?  
 \_\_\_\_\_
- Where is Peter going on Saturday morning?  
 \_\_\_\_\_
- Where is Peter going on Sunday afternoon?  
 \_\_\_\_\_
- What is Peter doing on Thursday morning?  
 \_\_\_\_\_
- What is Peter doing on Sunday morning?  
 \_\_\_\_\_

<b>Peter</b>
<b>Thursday</b> 8.00 am: go swimming 5.00 pm: science club - do experiment!
<b>Friday</b> 6.00 pm - 8.00 pm: work on course project (Dave's house)
<b>Saturday</b> morning: town with mum 6.00 pm: cinema with Grandpa
<b>Sunday</b> 9.00 am: do homework afternoon: football match!

- 3 Rewrite these sentences with the word in brackets so that they mean the same thing.

- There isn't anywhere to sit. (nowhere)  
There's nowhere to sit.
- There's nobody in the library. (anybody)  
 \_\_\_\_\_
- I haven't got anything for lunch! (nothing)  
 \_\_\_\_\_
- There's a person knocking on the front door. (somebody)  
 \_\_\_\_\_

4 Play the game.  = roll again.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>START</b>	1 What are you doing this evening?	8 What's this? 	9 Make a sentence using <i>anywhere</i> .	16 Make a sentence using <i>nothing</i> .	17 Complete the phrase: _____ in a password
	2 You got 100% on your test! Roll again! 	7 Say two things you can do online.	10 Complete the phrase: _____ a document	15 The head teacher likes your essay. Roll again! 	18 What's this? 
	<b>LUNCH</b> 		<b>LUNCH</b> 		
	3 Complete the phrase: _____ on an icon	6 Ask another player about their plans for the weekend.	11 What's this? 	14 What do you do in science lessons?	19 Correct this sentence: <i>Can you see nothing?</i>
	4 Make a sentence using <i>somebody</i> .	5 You won a prize for your course project! Roll again! 	12 What do you call a book that explains lots of words?	13 You forgot your password! GO back three spaces!	20  It's the weekend! What are you doing after school today?

www.avasshop.ir

5 Read and tick ✓ or cross X. **Self-evaluation**

- I can use the present continuous to talk about future plans.
- I can use indefinite pronouns.
- I can use words and phrases to talk about education.
- I can use phrases to talk about online activities.
- I can write a blog post.

6 Complete the sentences.

- My answer to the Big Question is:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- I'd like to know more about:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 2

# What do we find entertaining?

## Lesson 1 The Big Question and pronunciation

### 1 REMEMBER THE VIDEO Tick ✓ True or False. ▶



- 1 Alicia lives in St Ives.
- 2 There is a famous art gallery in St Ives.
- 3 Alicia had to take a painting exam.
- 4 Alicia painted a picture of some fruit and flowers.
- 5 She's coming back for another painting course next week.

True False

### 2 Listen to Mariam. What was different about the pottery class today? 🔊 025

### 3 Listen again and circle the correct word. 🔊 025

- 1 Mrs Jones is quite **curious** / **famous**.
- 2 The café didn't have **meat** / **sweetcorn** in any of its sandwiches.
- 3 Mariam read some funny **stories** / **poems** in the bookshop.
- 4 Mariam watched a **boring** / **scary** film with her parents.
- 5 Tomorrow is **Monday** / **Sunday**.

### Pronunciation

#### 4 Listen to the rule. Say the sentences. 🔊 026

We must turn off our mobile phones.

Can I have an ice cream, please?

#### 5 Look at the linking lines and say the sentences. Listen and check. 🔊 027

I'm on holiday in Oxford.

I went out and watched a film.

I like trying on clothes.

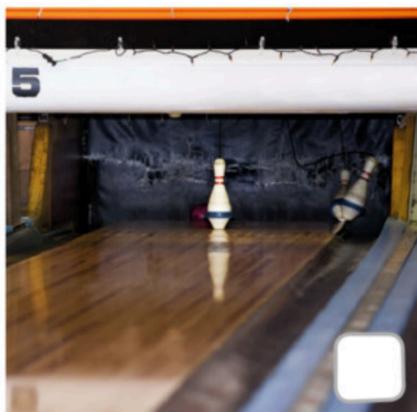
My friends and I like art.

When I'm in town, I look at shop windows.

**1 Think** Read the descriptions and write the places.

- 1 You go here to learn how to ride a horse. r\_\_\_\_\_
- 2 You can watch a show and learn about space. p\_\_\_\_\_
- 3 You go here to ride a special kind of bike. B\_\_\_\_\_
- 4 You can get food and drinks here. s\_\_\_\_\_
- 5 You can use this machine to take pictures. p\_\_\_\_\_

**2 Write the places. Then read the dialogues and match to the photos.**



- 1 Come on! Oh. One left! Bad luck! Whose turn is it next?
- 2 Ooh - it's really high up! Hold on tight and don't look down!
- 3 We need one more point to win! I think it's going to go in ...
- 4 Here - hold on or you'll fall over! It's so slippery! I can't stand up.

**3 Communicate** Recommend a place for each situation. Tell a friend and explain why.

bowling alley   planetarium   adventure park   BMX track   skating rink  
 basketball court   riding school   indoor skydiving centre   photo booth   snack bar

- 1 Somewhere to go with your family: \_\_\_\_\_ I recommend going to the planetarium with your family.
- 2 Somewhere to go with a group of friends: \_\_\_\_\_
- 3 Somewhere to go on a rainy day: \_\_\_\_\_ Why?
- 4 Somewhere to go on a sunny day: \_\_\_\_\_
- 5 Somewhere to go every weekend: \_\_\_\_\_ There's lots to see, and everybody can learn something.

**Finished?** Where would you like to go for your birthday? Why?



1 Complete the sentences with *for* or *since*. Listen and check.  033

- 1 I've practised at the BMX track every weekend \_\_\_\_\_ it opened in July. I love it!
- 2 We've been at the skating rink \_\_\_\_\_ five minutes. We're putting our skates on.
- 3 I've been at the bowling alley \_\_\_\_\_ two hours. We've played two games.
- 4 My cousins have ridden horses \_\_\_\_\_ they were five years old. They're really good!
- 5 My brother has worked at the snack bar \_\_\_\_\_ last summer. He's got a Saturday job.
- 6 We've studied at the same school \_\_\_\_\_ six years. We're in the same class.

2 Look and write the answers.



How long has the indoor skydiving centre been open?

\_\_\_\_\_



How long have they been at the snack bar?

\_\_\_\_\_



How long have they been at the basketball court?

\_\_\_\_\_



How long have you had your BMX bike?

\_\_\_\_\_



How long has she liked horses?

\_\_\_\_\_



How long have they been in the queue?

\_\_\_\_\_

3 **Think**  Answer the questions for you. Use *for* and *since*.

- 1 How long have you known how to read? \_\_\_\_\_
- 2 How long have you had the bedroom you have now? \_\_\_\_\_
- 3 How long have you been awake today? \_\_\_\_\_
- 4 How long have you lived in your town? \_\_\_\_\_

- 1 **Think, pair, share!** **REMEMBER THE STORY** What shows did Nancy and Celia interrupt? Remember them in order. Say a detail about each one. ▶

They interrupted a nature documentary first.

Yes. A scientist was talking about an enormous flower.

- 2 **Look and write the type of TV programme.**

drama series   nature documentary   quiz show   reality TV show   chat show   talent show

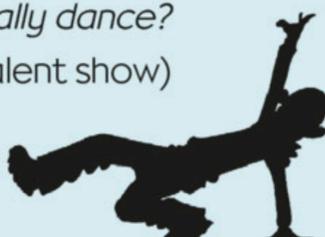


- 3 **Read the story again. Circle True or False.**

- |  |                                       |                             |
|--|---------------------------------------|-----------------------------|
| 1 The girls choose the <i>super search</i> and <i>rewind</i> power ups.    | <input checked="" type="radio"/> True | <input type="radio"/> False |
| 2 Dr Zeevil is on a talent show.   | <input type="radio"/> True            | <input type="radio"/> False |
| 3 The chat show is a repeat - it's an old interview.                       | <input type="radio"/> True            | <input type="radio"/> False |
| 4 Dr Zeevil wants them to give up, so that he can win the game.            | <input type="radio"/> True            | <input type="radio"/> False |
| 5 Celia and Nancy almost forgot about the mission.                         | <input type="radio"/> True            | <input type="radio"/> False |
| 6 They complete the mission with a fact they learned from the talent show. | <input type="radio"/> True            | <input type="radio"/> False |

- 4 **Collaborate**  **Think of three more questions to ask Dr Zeevil. Act out the interview.**

1 Listen and circle *Channel 1* or *Channel 2*.  037

<b>Channel 1</b> <b>1</b>	<b>4.00–4.30</b> <i>Life in a new city!</i> Episode 2 (reality TV show)	<b>4.30–5.15</b> <i>GENIUS!</i> (quiz show)	<b>5.15–6.30</b> News and weather	<b>6.30–8.30</b> Nature documentary: <i>Snakes alive!</i> 
<b>Channel 2</b> <b>2</b>	<b>3.30–4.30</b> <i>Can you really dance?</i> (talent show) 	<b>4.30–5.00</b> <i>Meet the celebrities!</i> (chat show)	<b>5.00–6.00</b> Drama series: <i>Jellybean Street</i>	<b>6.00–8.00</b> Football: <i>REAL Madrid vs Arsenal</i> 

1 Channel 1 Channel 2

3 Channel 1 Channel 2

5 Channel 1 Channel 2

2 Channel 1 Channel 2

4 Channel 1 Channel 2

6 Channel 1 Channel 2

## 2 Look at the TV schedule again and write sentences.

1 4.35 / Channel 1 / start The quiz show has just started.

2 4.35 / Channel 2 / finish \_\_\_\_\_

3 5.16 / Channel 1 / start \_\_\_\_\_

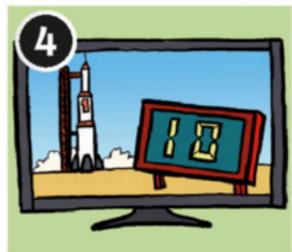
4 8.03 / Channel 2 / finish \_\_\_\_\_

3 **Communicate**  Look at the pictures and write sentences with *just*.

Use words from each box. Act it out.

the rocket    ~~Grandma's plane~~  
Susan and Richard    the film festival

got married    taken off  
~~landed~~    started



1 It's 9.20. Can you see the arrivals screen?

Yes, I can. Look! Grandma's plane has just landed.

2 I saw a poster yesterday - there's a film festival on today.

Well it's 4.01 now ... \_\_\_\_\_

3 It's 16<sup>th</sup> June. I wonder if Richard wants to play golf today.

I doubt it, Dad. \_\_\_\_\_

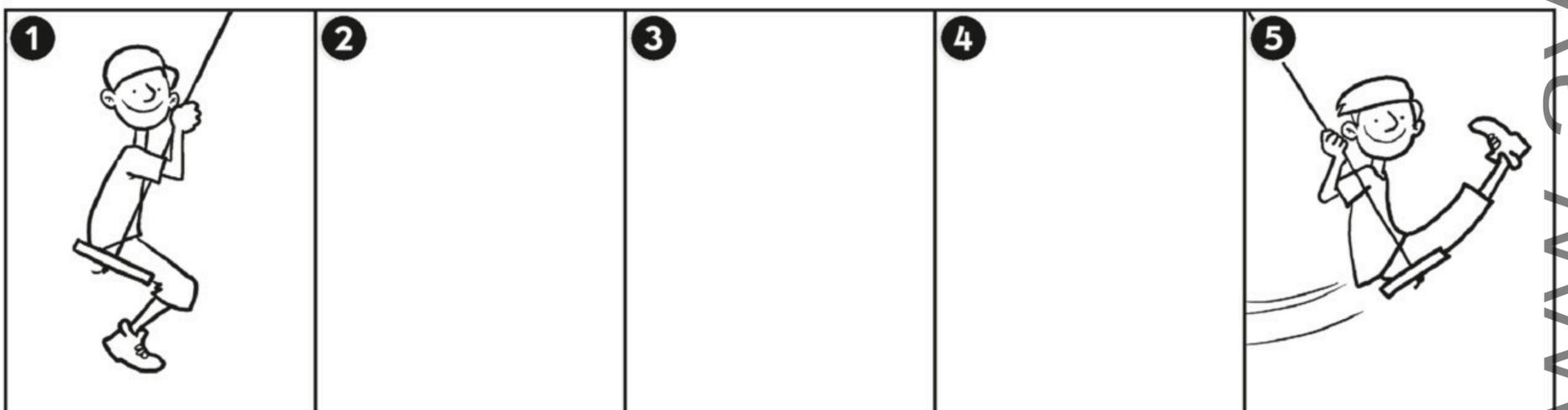
4 Ten, nine, eight, seven, six, five, four, three, two, one ...

Wow! \_\_\_\_\_

1 Listen and number the stages in order.  039



2 **Think**  Draw a storyboard sequence linking picture 1 to picture 5.



3 **Communicate**  Plan a stop-motion animation. Think about these things.

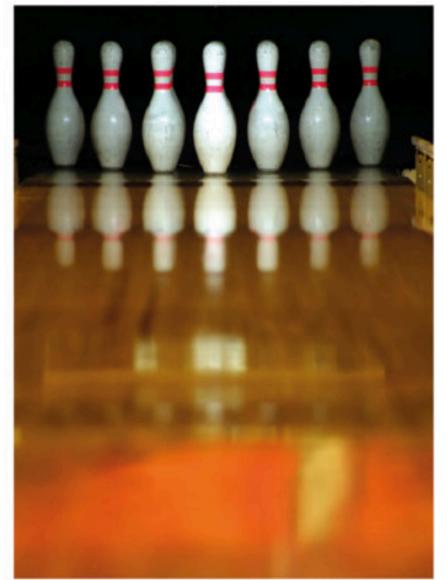
- Choose a simple action to animate. Keep it simple! (e.g. someone climbing a tree)
- Suggest or design models. (What toys or materials do you have? How could you change their position?)
- Plan your sequence. Decide on five or six small changes. (Think about facial expressions and gestures.)

4 **Create**  Draw a five- or six-frame storyboard for your animation. 

**1** Read the review on page 26 of your Class Book again.

Tick the things that are mentioned.

- |  |   |
|--|---|
| <input type="checkbox"/> the name of the place         | <input type="checkbox"/> a personal recommendation      |
| <input checked="" type="checkbox"/> the price          | <input type="checkbox"/> what to wear                   |
| <input type="checkbox"/> the rules of bowling          | <input type="checkbox"/> extras: food and entertainment |
| <input type="checkbox"/> where it is and opening times | <input type="checkbox"/> tips and advice                |



**2** Read the review again. Answer the questions in your own words.

- How long has the bowling alley been open? \_\_\_\_\_
- What does Ric suggest for people who visit on Saturday? \_\_\_\_\_
- What is Ric's tip for getting a cheaper price? \_\_\_\_\_
- What makes the bowling alley more fun on Saturdays? \_\_\_\_\_

**3** **Think** Read the text again and find these words. Use the text to work out the meaning.

In paragraph 2

r\_\_\_\_\_ *verb* To give advice and suggest something is a good idea.

b\_\_\_\_\_ *verb* To reserve something before you want to use it.

In paragraph 3

l\_\_\_\_\_ *noun* The long wooden track that the ball rolls down in bowling.

s\_\_\_\_\_ *noun* The people who work in a place.

**4** **Communicate** What does Ric say about these things?





**1 Listen to Ric and answer the questions.** 041

- 1 What places does Ric like to visit best? \_\_\_\_\_
- 2 What do Ric and his family do when they get together?  
\_\_\_\_\_
- 3 What does Ric think is the best thing about Italian food?  
\_\_\_\_\_

**2 Listen again and complete the notes.** 041

Food is very important in Italy and families eat big meals together, especially at the  
<sup>1</sup> \_\_\_\_\_. Italian dishes like pizza and spaghetti are popular all over the world.  
 Many Italian dishes are made with simple ingredients, like <sup>2</sup> \_\_\_\_\_, tomatoes, garlic  
 and <sup>3</sup> \_\_\_\_\_. There are over <sup>4</sup> \_\_\_\_\_ kinds of cheese in Italy and  
<sup>5</sup> \_\_\_\_\_ kinds of pasta!  
 You can try regional specialities like risotto with saffron from Milan, and bright green pesto  
 sauce from Genoa. Cannoli are a <sup>6</sup> \_\_\_\_\_ from Sicily. They're delicious!  
 My favourite dish is a <sup>7</sup> \_\_\_\_\_ called Tiramisu, that's made with <sup>8</sup> \_\_\_\_\_, coffee,  
 white cheese and cream.

**3 Make notes about food in your country.**

Food in my culture:

Common ingredients:

Famous dishes:

Regional specialities:

My favourite dish:

**4 Think** Make a list of the similarities and differences between Ric's notes and yours.

**5 Communicate** Talk about the comparisons you made in activity 4.

Food is important in my country, too. When families get together, they often have a big meal or a barbecue in the garden.

I don't think we have so many kinds of cheese, but there are lots of special dishes.

- 1 Read and complete the Big Write tip. Use the words in the box.

### The Big Write tip

opinion place information advice report

A review is a <sup>1</sup> report in a newspaper, a magazine or online in which somebody tells the reader about a <sup>2</sup> \_\_\_\_\_ or an event. A review gives factual <sup>3</sup> \_\_\_\_\_ such as what and where the place is, and how much it costs, etc. It can give <sup>4</sup> \_\_\_\_\_ to visitors about their visit. The writer of the review also gives their <sup>5</sup> \_\_\_\_\_ of the place. A review is written to help people decide whether they want to go to the place, or not.

- 2 **Think**  Are these sentences opinions or information? Write **O** or **I**.

- |   |  |
|---|--|
| 1 <input type="checkbox"/> The show at the planetarium lasts an hour. | <input type="checkbox"/> The show is long and boring.              |
| 2 <input type="checkbox"/> The tickets are very expensive.            | <input type="checkbox"/> Tickets for the planetarium are £10!      |
| 3 <input type="checkbox"/> You can buy food in the snack bar.         | <input type="checkbox"/> The food in the snack bar is terrible.    |
| 4 <input type="checkbox"/> The show about the sun is amazing.         | <input type="checkbox"/> There are shows for different age groups. |

- 3 **Communicate**  Talk in pairs. Answer the questions.

- Is it important to make clear what is your opinion and what is factual information? Why?
- What kinds of phrases can you use to show opinions?
- Do you think a review should have both facts and opinions? Why?

- 4 **Think**  Plan a review of a fun place in your town. Use the headings below. 

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Type of place   |
| <input type="checkbox"/> | Key facts about the place e.g. location, opening times, price     |
| <input type="checkbox"/> | More information about the experience e.g. extras, offers, advice |
| <input type="checkbox"/> | A summary with a personal opinion                                 |

### Remember!

- Make it clear when you're expressing your opinion.
- Check your work for mistakes.
- Make sure you've included all the points - use the checklist.

### Collaborate

## Community Task

Find out where your parents and grandparents went and what they did when they were your age. Make a chart to compare yourself and the different generations of your family.

- 5 **Create**  Write your review. 



1 Listen and complete the song with the words in the box.  042

reality TV photo booth quiz show skating rink chat show  
documentaries bowling alley talent shows skydiving

**♪ I DON'T WANT TO WATCH TV!**

That <sup>1</sup> \_\_\_\_\_'s on tonight. It starts at eight.  
Mum likes the <sup>2</sup> \_\_\_\_\_ that starts really late.  
There are nature <sup>3</sup> \_\_\_\_\_ and <sup>4</sup> \_\_\_\_\_.  
And <sup>5</sup> \_\_\_\_\_ with stars that nobody knows!  
I don't want to watch TV.  
There's so much else that I want to see!

*Chorus:*

*Ooh! Let's read a review!*

*Oh yeah! Let's go to a show!*

*Hey! Let's turn off the TV!*

*There's so much else that I want to see!*

We've been to the <sup>6</sup> \_\_\_\_\_ -  
it was great.  
I love the <sup>7</sup> \_\_\_\_\_ -  
It's open until late!  
Let's go <sup>8</sup> \_\_\_\_\_,  
or to the snack bar.  
I've just been in the <sup>9</sup> \_\_\_\_\_,  
I feel like a star!  
Come into town with me!  
There's so much else that I want to see!

*Chorus*

2 Write sentences. Use the present perfect and *for* or *since*.

1 I / live in the countryside / eight years. \_\_\_\_\_

2 We / be in class / half an hour. \_\_\_\_\_

3 She / have / this computer game / yesterday. \_\_\_\_\_

4 He / play / football / for 90 minutes. \_\_\_\_\_

5 It / snow / 6 o'clock this morning. \_\_\_\_\_

3 Write sentences. Use the present perfect and *just*.

1 We / arrive / the concert.

*We've just arrived at the concert.* \_\_\_\_\_

2 I / see / all the band members.  
\_\_\_\_\_  
\_\_\_\_\_

3 They / finish / setting up the stage.  
\_\_\_\_\_  
\_\_\_\_\_

4 Jim / buy / a T-shirt. \_\_\_\_\_

5 I / take a selfie / with the guitarist. \_\_\_\_\_



4 Play the game.  = roll again.

# START

1 What's on TV? People have to answer lots of questions on this programme.

2 You've just seen a celebrity in the café! Roll again.

3 Say the place



4 How long have you known your best friend? Answer with *for*.

8 How long have you been in school today? Answer with *since*.

7 Say the place



6 What's on TV? You can learn about plants and animals from this programme.

5 You've just missed your favourite show! Miss a turn.

MISS A TURN

9 Say the place



10 What's on TV? You can see famous people in 'real' scenarios in this programme.

11 You've been at a bus stop for an hour. Miss a turn!

MISS A TURN

12 Say the place



MISS A TURN

16 It's rained since this morning. Miss a turn!

15 Say the place



14 What's on TV? You can see interviews with stars on this programme.

13 The bus has just arrived. Roll again.

MISS A TURN

17 How long have you had your English textbook? Answer with *since*.

18 Say the place



19 How long have you played this game? Answer with *for*.

20 Say the place



# FINISH

5 Read and tick ✓ or cross X. **Self-evaluation**

- 1 I can answer *How long ... ?* questions with *for* and *since*.
- 2 I can use the present perfect with *just* to talk about recent actions.
- 3 I can talk about fun places to go.
- 4 I can talk about different kinds of TV programmes.
- 5 I can write a review of a place.

6 Complete the sentences.

- 1 My answer to the Big Question is:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 I'd like to know more about:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# 3 Why do we have hobbies?

## Lesson 1 The Big Question and pronunciation

- 1 REMEMBER THE VIDEO**  
Answer the questions. ▶



- Why does Tim love Saturdays?  
He can lie in until 8 o'clock.
- How long has he played on the school football team for?  
\_\_\_\_\_
- Who does he train with on Saturdays?  
\_\_\_\_\_
- Who are his favourite team?  
\_\_\_\_\_
- What kind of TV does Tim like?  
\_\_\_\_\_

- 2 Listen to Joanna speaking about sports. Which sports does she do?** 🔊 043
- football    cycling    tennis    swimming    basketball    running

- 3 Listen again and write True or False.** 🔊 043

- |  |              |   |       |
|--|--------------|---|-------|
| 1 Joanna doesn't watch football on TV. | <u>False</u> | 4 She runs a lot when she plays football.   | _____ |
| 2 Joanna is good at ball games.        | _____        | 5 Joanna goes to running club on Saturdays. | _____ |
| 3 She can swim well.                   | _____        | 6 She has run 15km.                         | _____ |

### Pronunciation

- 4 Listen to the rules. Then listen to the questions and tick ✓ Rising ↑ or Falling ↓.** 🔊 044

- |                                   |                                     |                          |
|-----------------------------------|-------------------------------------|--------------------------|
|                                   | ↑                                   | ↓                        |
| 1 Is your name Joe?               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 Where did they catch the thief? | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3 What's your name?               | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4 Have they caught the thief yet? | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5 Are you very hungry?            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6 Who is our new English teacher? | <input type="checkbox"/>            | <input type="checkbox"/> |

- 5 Communicate** 🗨️ Practise saying the questions with your partner. Then listen and check. 🔊 045

- Do you like decorating cakes?
- Are you OK?
- What are you going to do?
- Have you ever eaten frogs' legs?
- When did you go to the party?
- Who has eaten snails?

**Finished?** Write three Yes / No questions and three Wh questions. Draw arrows to show the rising or falling intonation.

1 Complete the sentences. Use one word from each box.

~~make~~ grows decorates  
studies makes

cakes astronomy jewellery  
~~collages~~ bonsais



- I love to make collages with different things.
- My sister \_\_\_\_\_ . She makes them look delicious!
- My dad \_\_\_\_\_ . He's got about ten little trees.
- My brother \_\_\_\_\_ . He's got a really powerful telescope.
- My mum \_\_\_\_\_ her own \_\_\_\_\_. She makes beautiful necklaces and bracelets.

2 Think Read the definitions and write the activities.

- You need protective clothes and a lamp. You move along tunnels under the ground.
- You dance alone or with a group, sometimes outside where anybody can watch.
- You wear a protective helmet. You drive a special vehicle as fast as you can around a track.
- You do this activity in a swimming pool. You do exercises in the water.
- You wear protective arm and knee pads. You jump, climb and run in an urban area.

c \_\_\_\_\_

s \_\_\_\_\_ d \_\_\_\_\_

\_\_\_\_\_ - k \_\_\_\_\_

a \_\_\_\_\_

p \_\_\_\_\_

3 Look at the table. Write the names.

Juan	✓	✗	✗	✓	✗
Sally	✗	✓	✗	✗	✓
Carolina	✓	✗	✓	✓	✗

- I don't like making jewellery or studying astronomy. I like growing bonsais. \_\_\_\_\_
- I don't like making collages or growing bonsais. I like studying astronomy and making jewellery. \_\_\_\_\_
- I like decorating cakes but I don't like growing bonsais or making jewellery. I like studying astronomy. \_\_\_\_\_

4 Look again and write sentences.

Juan has got two hobbies.

He <sup>1</sup> decorates cakes and he

<sup>2</sup> \_\_\_\_\_

Sally has got <sup>3</sup> \_\_\_\_\_

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

Carolina <sup>5</sup> \_\_\_\_\_

1 Listen to the dialogue and complete the text.  051

YASH

Yash is a member of a  
 1 caving club. He's been  
 a member of the club  
 2 \_\_\_\_\_.  
 He's got a new helmet. He  
 bought it 3 \_\_\_\_\_.  
 He loves his hobby.



TAINA

Taina's hobby is 4 \_\_\_\_\_.  
 She's been a member of the  
 club 5 \_\_\_\_\_.  
 She's got a new belt.  
 She got it 6 \_\_\_\_\_.  
 Now she's got a yellow belt.

2 Write questions and answers in  
past simple or present perfect.

1 How long / you / be / a parkour instructor?

How long have you been a  
parkour instructor?

I / be / a parkour instructor / for three years.

\_\_\_\_\_

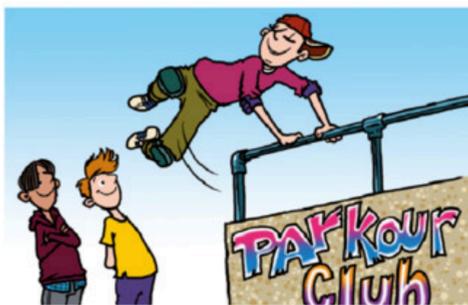
\_\_\_\_\_

2 When / Helen / join / the parkour club?

She / join / the parkour club / two weeks ago.

\_\_\_\_\_

\_\_\_\_\_



3 How long / Tim / lived in Green Street?

He / live / in Green Street / since 2016.

\_\_\_\_\_

4 When / he / build / the telescope in the garden?

He / build / the telescope / last month.

\_\_\_\_\_

3 Collaborate  Find people in your class. Write their names.1 Find somebody who has had  
a hobby for more than a year. \_\_\_\_\_2 Find somebody who ate some  
fruit more recently than you. \_\_\_\_\_3 Find somebody who has lived in  
their house for longer than you. \_\_\_\_\_4 Find somebody who read a  
book last week. \_\_\_\_\_5 Find somebody who has lived in  
your town for less than five years. \_\_\_\_\_6 Find somebody who watched a  
film last month. \_\_\_\_\_

How long have you had your hobby?

I've done aquarobics for two years.

1 **Think, pair, share!** REMEMBER THE STORY

Do you think that Oli and Tomas chose the best power up? Why (not)? ▶

What do you think?

I think they chose the right power up. They needed the night vision to ...

## 2 Use the letters to make words. Then write the numbers.

1 grefid tesnmag

f r i d g e m a g n e t s

2 lissfos

\_\_\_\_\_

3 mocsci

\_\_\_\_\_

4 latofobl dsarc

\_\_\_\_\_

5 truapshoga

\_\_\_\_\_

6 yek grin

\_\_\_\_\_



## 3 Read the story again and circle the correct option (a, b or c).

1 Tomas and Oli can choose from \_\_\_ power ups.

a two

**b** three

c four

2 The stolen comic is called \_\_\_.

a Elektroman

b 1st edition

c Star comic

3 Oli notices a secret \_\_\_.

a tunnel

b table

c path

4 Tomas and Oli follow some \_\_\_.

a noises

b shoes

c footprints

5 At the end, Tomas and Oli take the comic to \_\_\_.

a the museum

b the police station

c the restaurant

4 **Collaborate** Think about different types of museums and what you can see in them. Make a list of five museums. Then discuss which type is your favourite and why.

There's a natural history museum in London with some amazing dinosaur bones!

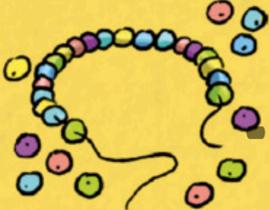
In my village, there's a farm museum with old tractors and ...

1 Listen to the dialogue and tick ✓ the things on the list that Nick has already done.  055




### Things to do today

1 Clean kitchen <input type="checkbox"/>	5 Take books back to library <input type="checkbox"/>
2 Call Yousef <input type="checkbox"/>	6 Organize fridge magnet collection <input type="checkbox"/>
3 Go shopping <input checked="" type="checkbox"/>	7 Decorate birthday cake <input type="checkbox"/>
4 Check emails <input type="checkbox"/>	8 Finish necklace <input type="checkbox"/>

2 Write the opposite of the sentences.

- 1 Francesca hasn't eaten the cake yet. Francesca has already eaten the cake.
- 2 We have already called the police. \_\_\_\_\_
- 3 You've already got this key ring. \_\_\_\_\_
- 4 I haven't finished my collection yet. \_\_\_\_\_

3 **Think**  Write sentences that are true for you. Use *yet* or *already*.

- 1 learn / ride a bike \_\_\_\_\_
- 2 tidy / my bedroom \_\_\_\_\_
- 3 do / my homework \_\_\_\_\_

4 **Communicate**  Ask and answer about Nick's room. Use the prompts below.

Has Nick organized the shelf yet?

Yes. He's already organized the shelf.



**Finished?** Write three sentences about interesting things that you've already done and three sentences about interesting things that you haven't done yet.

**1** Listen. Then write the words next to the definitions.  057

blood oxygen heart muscles lungs

- 1 These are inside your body. They help you to move as they stretch and contract. muscles
- 2 These are a pair of organs which collect air inside your body. \_\_\_\_\_
- 3 This is a part of the air that you breathe into your body. \_\_\_\_\_
- 4 This is one of the most important organs in your body. \_\_\_\_\_
- 5 This is a red liquid that moves around your body. \_\_\_\_\_

**2** **Think**  Complete the poster with the words in activity 1.



**When you do warm-up exercises, ...**

- 1 more oxygen gets to your \_\_\_\_\_.
- 2 your \_\_\_\_\_ rate increases.
- 3 your \_\_\_\_\_ stretch.
- 4 more \_\_\_\_\_ gets to your muscles.






**3** Write sentences.

1 ride a bike / exercise legs  
When you ride a bike, you exercise your legs.

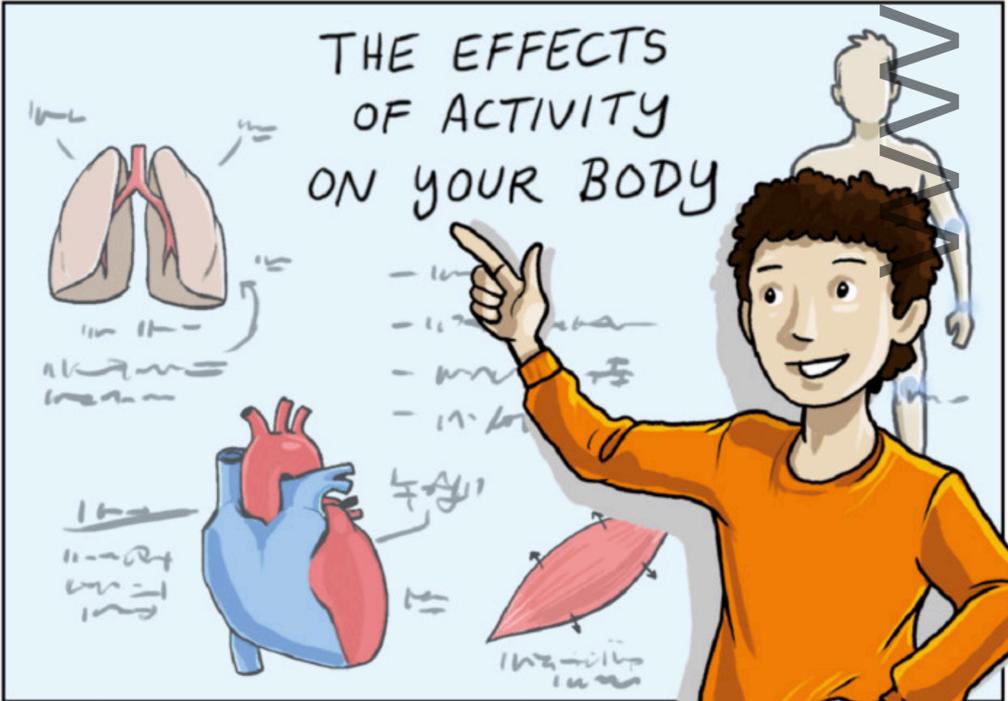
2 play tennis / stretch arms and legs  
\_\_\_\_\_  
\_\_\_\_\_

3 go for a walk / breathe fresh air  
\_\_\_\_\_  
\_\_\_\_\_

4 eat healthy food / give body vitamins  
\_\_\_\_\_  
\_\_\_\_\_

**4** **Create**  Work in groups. Make a presentation to show the effects of different activities on your body.

**THE EFFECTS OF ACTIVITY ON YOUR BODY**



*(A hand-drawn diagram titled 'THE EFFECTS OF ACTIVITY ON YOUR BODY' shows a human silhouette with arrows pointing to internal organs: lungs, heart, and muscles. The diagram is surrounded by handwritten notes and lines, suggesting a student's presentation work.)*

**Finished?** Imagine that you have just run a race. Write six sentences to describe the effects on your body and on how you feel.

**1 Think** Read the notices on page 36 of your Class Book. Then read the sentences and write *Chess, Drama, Boat* or *Karate*.

- 1 This club is good for children who like music. Drama
- 2 This club meets twice a week. \_\_\_\_\_
- 3 This club started a long time ago. \_\_\_\_\_
- 4 These two clubs meet in the school. \_\_\_\_\_, \_\_\_\_\_
- 5 This club is preparing a show. \_\_\_\_\_
- 6 These two clubs will teach you something. \_\_\_\_\_, \_\_\_\_\_
- 7 These two clubs meet for four hours a week. \_\_\_\_\_, \_\_\_\_\_



**2 Think** Answer the questions with your own ideas.

- |   |   |
|---|---|
| <p>1 What is the best thing about the Model Boat Group?<br/>_____</p> <p>2 What is the best thing about the Chess Club?<br/>_____</p> | <p>3 What is the best thing about the Drama Society?<br/>_____</p> <p>4 What is the best thing about the Karate Club?<br/>_____</p> |
|---|---|

**3 Think, pair, share!** Label the clubs. Then write a list of four other clubs you belong to or would like to belong to. Ask and answer about all the clubs.

canoe club   art club   garden club   pottery club



- |                               |                               |
|-------------------------------|-------------------------------|
| <p>1 _____</p> <p>2 _____</p> | <p>3 _____</p> <p>4 _____</p> |
|-------------------------------|-------------------------------|

Does this club meet indoors?

Yes, it does.

Do the members make anything in the club?

No, they don't.

**1 Listen and choose the best statement.**  059

- 1 There are after-school activities in New Zealand for all ages.
- 2 Most of the after-school clubs in New Zealand are for sport.
- 3 There is a wide variety of after-school clubs in New Zealand.

**2 Listen again and complete the email.**  059



To: Charlie

Subject: Re. after-school activities

Hi Charlie

Thanks for telling me all about after-school activities in New Zealand. I was surprised that the three most popular <sup>1</sup> \_\_\_\_\_ clubs are rugby, football and gymnastics. You're lucky to be able to learn <sup>2</sup> \_\_\_\_\_ like Japanese and Maori. I'd love that!

I think you must have a lot of fun in your Scouts club when you go <sup>3</sup> \_\_\_\_\_, cycling and horse riding. As you know, I love music so I was interested when you said that you and your sister are in the school <sup>4</sup> \_\_\_\_\_.

My sister has just bought a new camera so she'd join a <sup>5</sup> \_\_\_\_\_ club, I'm sure. And if I had a dog, I'd join a <sup>6</sup> \_\_\_\_\_ walking club - definitely! You are very lucky to have so many clubs in New Zealand!

Bye!

Vera

**3 Think about after-school activities in your country. Complete the information.**

After-school clubs in \_\_\_\_\_

Music clubs: \_\_\_\_\_

Sports clubs: \_\_\_\_\_

Creative clubs: \_\_\_\_\_

Language clubs: \_\_\_\_\_

Other clubs: \_\_\_\_\_

Adventure clubs: \_\_\_\_\_

**4 Think**  **Make a list of similarities and differences between after-school activities in New Zealand and after-school activities in your country.** 

**5 Communicate**  **Talk about the similarities and differences you found in activity 4. Use *also* and *however*.**

In New Zealand, you can have Maori lessons. However, in my country, most people learn French.

There is Scouts club in New Zealand and there is also Scouts club in my country.

**Finished?** Choose two of the clubs that Charlie tells Vera about. Write why you would like to join them and give reasons.

1 Read and complete the Big Write tip. Use the words in the box.

## The Big Write tip

Practical ~~name~~ what Contact who

A notice gives information to people about events, clubs and different kinds of groups.

A notice should include:

- The <sup>1</sup> name of the club.
- Information about <sup>2</sup> \_\_\_\_\_ the club is for (for example, children or adults).
- Information about <sup>3</sup> \_\_\_\_\_ the club does (for example, a guitar club).
- <sup>4</sup> \_\_\_\_\_ details like times, dates, meeting places, etc.
- <sup>5</sup> \_\_\_\_\_ details (who to speak to about the club).

 The information in a notice should be clear and quick to read. Always use short sentences and only include the most important information. For example:

*Practice sessions: Every Monday at 5.00 pm.*

2 Complete the table. Use the words and phrases in the box.

~~four o'clock~~ June Monday the weekend the morning 3rd June



	at	in	on
1	<u>four o'clock</u>	3 _____	5 _____
2	_____	4 _____	6 _____

3 **Think**  Plan a notice about a club that you are interested in. 

**Club name:** Make it clear and simple!

**Who the notice is for:** For example, children or adults?

**What the club does:** What activities will people enjoy?

**Practical details:** Meeting times, dates and place.

**Contact details:** For example, name and email address.

4 **Create**  Write your notice. Remember to decorate it with photos or drawings. 

**Collaborate** 

## Community Task

Sometimes, there are lots of notices in one place. In groups, think about what a community group can do to make sure that people read their notice. Then create a notice like this and make a classroom display.



- 1 Listen and complete the song with the words in the box.  060

magnets    aquarobics    caving    jewellery    bonsais

### 🎵 BUSY BOBBY

Bobby goes go-karting at the weekends,  
And sometimes he goes <sup>1</sup> \_\_\_\_\_  
with his friends.

He does <sup>2</sup> \_\_\_\_\_.

He loves collecting comics.

The list of things he does just never ends.

*Chorus:*

*Busy Bobby,*

*So many hobbies,*

*Busy Bobby.*

*He's busy!*

*He's Bobby!*

He loves collecting fridge <sup>3</sup> \_\_\_\_\_ and key rings.

In fact, he loves collecting anything!

Autographs and postcards,

Stamps and football cards,

Teddy bears and bits of coloured string.

*Chorus*

He loves to do collages and grow <sup>4</sup> \_\_\_\_\_.

He loves to decorate the cakes he buys.

His decorated cakes,

And the <sup>5</sup> \_\_\_\_\_ that he makes,

Are loved by all his friends – it's no surprise!

*Chorus*

- 2 Write questions with past simple or present perfect. Then ask and answer in pairs.

1 How long / you / have / English textbook?

\_\_\_\_\_

2 When / you / last / eat in a restaurant?

\_\_\_\_\_

3 How long / you / do / your hobby?

\_\_\_\_\_

4 When / you / last / visit a friend's house?

\_\_\_\_\_

- 3 Tick ✓ the correct sentences.

1 a Have you joined the bonsai growing club yet?

b Have you yet joined the bonsai growing club?

2 a I haven't finished my comic collection yet.

b I haven't finished my comic collection already.

3 a We've made ten necklaces yet.

b We've already made ten necklaces.



**4** Play the game.

**START**



**1** Say the hobby:



**2** How long have you been a pupil at this school?

**3** Say this sentence with *yet*: *I haven't read my new comic.*

**4** When did you eat breakfast this morning?

**8** Replace the underlined words with one word: I collect photos with famous people's written names.

**7** What can you do with a telescope?

**6** Say this sentence with *already*: *I've joined the new parkour club.*

**5** What are these?



**9** Say the hobby:



**10** How long have you known your best friend?

**11** What did you do yesterday after school?

**12** Say this sentence with *yet*: *I haven't tried street dancing.*



**16** Have you got a collection? What do you collect?

**15** How long have you had your favourite possession?

**14** What are these?



**13** Tell me two things about your hobby.

**17** When did you last go online?

**18** Say the hobby:



**19** Say this sentence with *already*: *We've been to the hobbies museum.*

**20** What's the word for exploring in holes deep under the ground?

**FINISH**

**5** Read and tick ✓ or cross X. **Self-evaluation**

- 1 I can talk about interesting free-time activities.
- 2 I can talk about collecting things.
- 3 I can use the present perfect and past simple to talk about how long I've done something for.
- 4 I can make sentences using *yet* and *already*.
- 5 I can write a notice.

**6** Complete the sentences.

- 1 My answer to the Big Question is:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 I'd like to know more about:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

www.wassan.com

# Design a Visitor Website

## Parts of a web page

**1 Communicate** Look and match the labels to the parts of the home page. Discuss what the different features are for. Listen and check.  063

- |   |                                      |  |
|---|--------------------------------------|--|
| <input type="checkbox"/> navigation buttons | <input type="checkbox"/> web address | <input type="checkbox"/> title               |
| <input type="checkbox"/> sub-headings       | <input type="checkbox"/> text        | <input type="checkbox"/> photos and pictures |



## Plan your home page

**2 Collaborate** Write notes about your town. Share ideas. **PROJECT GROUP**

Town: \_\_\_\_\_ Location: \_\_\_\_\_  
 Famous places? \_\_\_\_\_  
 Famous people? \_\_\_\_\_  
 What's special about your town? \_\_\_\_\_

**3 Collaborate** Write a 50-word description of your town. Remember to use descriptive adjectives and make it sound appealing. **PROJECT GROUP**

Welcome to \_\_\_\_\_!

pretty busy  
 exciting quiet  
 fun friendly

---



---



---



---



---

## My research notes

**4** Research your topic and make notes.

My topic: \_\_\_\_\_

My favourites:

1 \_\_\_\_\_

Useful information: \_\_\_\_\_

2 \_\_\_\_\_

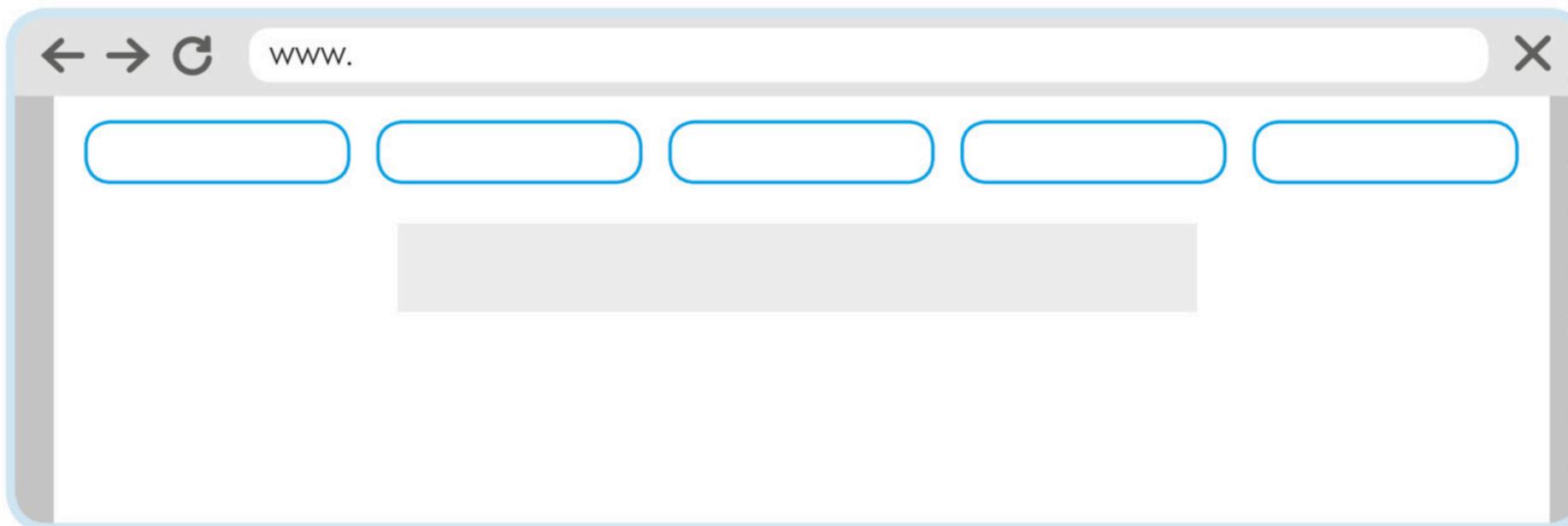
Useful information: \_\_\_\_\_

3 \_\_\_\_\_

Useful information: \_\_\_\_\_

## Design your page layout! **PROJECT GROUP**

**5** Sketch the design of your page here or in a notebook. 



**6** Answer the questions. **Self-evaluation**

1 What was the best thing about this project? Why?

\_\_\_\_\_

2 What did you learn about website design?

\_\_\_\_\_

3 Did you learn any new skills or get better at anything?

\_\_\_\_\_

4 What score would you give your group?

\_\_\_\_ / 10

# 4

## How does nature affect us?

### Lesson 1 The Big Question and pronunciation

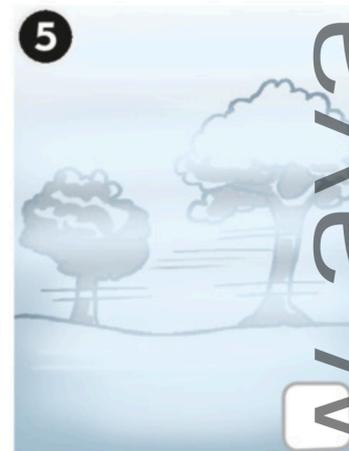
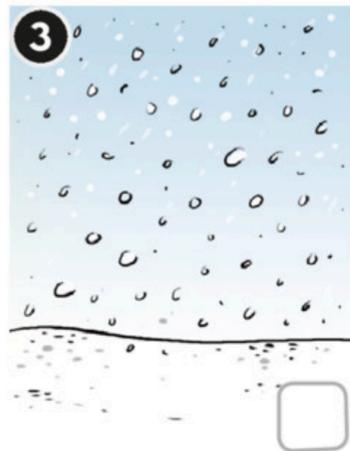
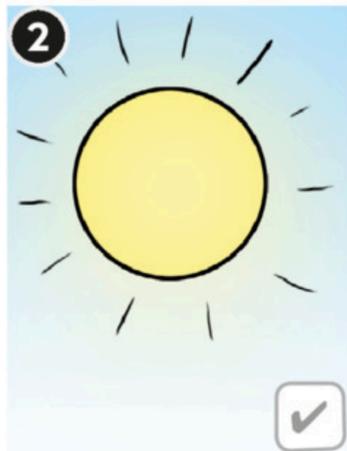
#### 1 REMEMBER THE VIDEO

Complete the sentences. ▶



- 1 Sam's home is in the countryside in the UK.
- 2 The video shows snow on houses, fields and trees, and on \_\_\_\_\_.
- 3 The snow in Sam's garden \_\_\_\_\_ melted yet.
- 4 Sam builds a snowman in the garden with his \_\_\_\_\_.
- 5 Sam has had his toboggan for \_\_\_\_\_ years.

#### 2 Listen to Olga, and tick ✓ or cross ✗ the weather she likes and doesn't like. 🔊 064



#### Pronunciation

#### 3 Listen to the rule. Then listen to the questions and answers, and repeat the answers. 🔊 065

1 Have you ever seen a volcanic eruption?

No, I haven't.

2 Did you hear the storm last night?

Yes, I did.

#### 4 Communicate 🗨️ Ask and answer. Use the correct intonation in your answers.

- 1 Have you got a toboggan?
- 2 Did you go out at the weekend?
- 3 Were you born in this country?
- 4 Are you happy?
- 5 Do you like sunny weather?
- 6 Is English your favourite subject?

**Finished?** Practise saying the answers to yourself: Yes, I am. / No, I'm not. / Yes, we can. / No, we can't. / Yes, he was. / No, they weren't. Make sure that the intonation falls at the end.

**1 Think** Complete the words. Then match the words and the speech bubbles.

1 e a r t h q u a k e

2 t s n m

3 t h n d r s t r m

4 v l n c h

5 l g h t n g

6 f l d

7 h r r c n

8 v l c n c

r p t n

a The whole of our floor was covered in a metre of water.

b The ground shook. Buildings fell down.

c The fast-moving snow knocked down all the trees.

d There were winds of up to 100 kilometres per hour.

e The wave was six metres high when it reached land.

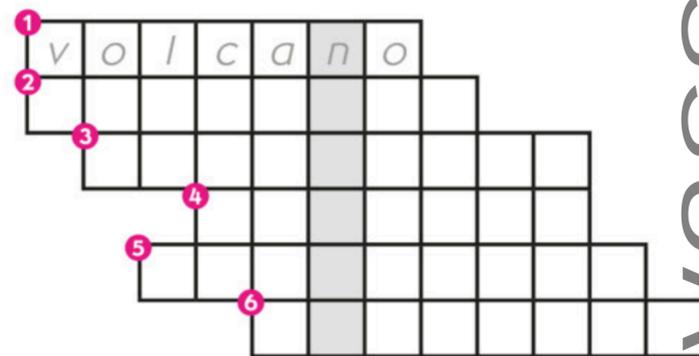
f I couldn't sleep because of the wind and rain - and the noise!

g The last time it happened was more than 200 years ago. Now, smoke, ash and lava are coming out again.

h It struck a tree and set fire to it.

**2 Complete the puzzle. Then write the mystery word.**

- An exploding mountain
- You can build a snowman after this kind of weather.
- Bright flashes in the middle of a storm
- An earthquake on the seabed causes this.
- When it is so windy and rainy you have to stay indoors.
- When it is hot and sunny for a long period.



The mystery word is:

n

**3 Look and write the news reports.**



1 start / last night / Italy

*The volcanic eruption started last night in Italy.*

2 arrive / Florida coast / this morning

3 destroy / most of the High Street / last weekend

4 happen / here in San Francisco / at 3 o'clock in the morning

1 Listen and number the pictures (1-8).  071



2 Write complete sentences.

1 what / you / do / when / the earthquake / start?

*What were you doing when the earthquake started?*

2 I / walk / home / when / it / start / snowing.

\_\_\_\_\_

3 what / they / do / when / they see / the weather forecast?

\_\_\_\_\_

4 she / not listen / when / her mum / call / her.

\_\_\_\_\_

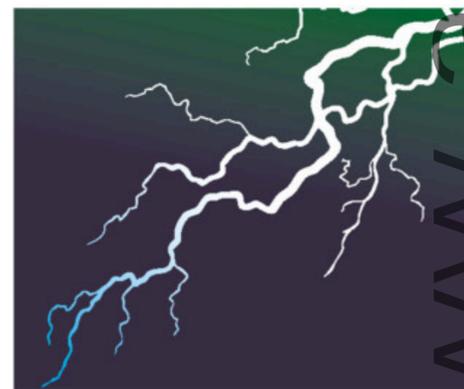
3 Look at Jane's timetable, and write three questions and answers.

9.00 am	10.00 am	11.00 am	12.00 pm	1.00 pm
	Play tennis		Have lunch	Do homework

It started raining at 10.15 am.

Lightning hit the tree at 12.30 pm.

The garage flooded at 1.45 pm.



1 *What was Jane doing when it started raining?*

*She was ...*

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 **Think**  Answer the questions.

1 What were you doing when school finished yesterday?

\_\_\_\_\_

2 What were you doing when your friend phoned you?

\_\_\_\_\_

- 1 Think, pair, share! REMEMBER THE STORY** Ask and answer questions about the beginning, the middle and the end of the story. ▶

What happens at the beginning of the story?

At the beginning, a jaguar appears and it scares Rami.

- 2 Think** Read the descriptions and write the environments. Then match the environments to the photos.



1 desert: This is a dry, hot place with very little water. Sometimes, you can see camels here.

2 \_\_\_\_\_: This place is at the side of a river. Sometimes, there is grass or small rocks. It is home to lots of small animals.



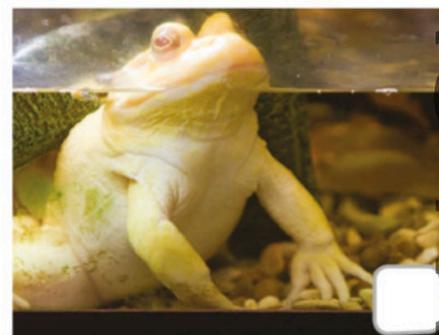
3 \_\_\_\_\_: This place is very hot and wet. There are lots of tropical plants and trees, and animals such as monkeys!

4 \_\_\_\_\_: This is next to the sea. Sometimes, there are sandy beaches or rocks.



5 \_\_\_\_\_: This place has got a lot of trees, plants and animals. In winter, the leaves fall from some of the trees.

6 \_\_\_\_\_: This place is very, very cold. Sometimes, you can see polar bears here.



- 3 Read the story again and complete the sentences. Write one word in each gap.**

- When Rami sees the river bank, he says that he wants a drink.
- Nancy explains that, before they drink the water, they have to \_\_\_\_\_ it first.
- Nancy and Rami use Rami's \_\_\_\_\_ to start a fire.
- They use the \_\_\_\_\_ power up to hide from the alligator.
- Nancy and Rami hurry from the trees after seeing a dangerous \_\_\_\_\_.
- Nancy thinks that the most dangerous animals in the world are \_\_\_\_\_.

- 4 Collaborate** Imagine that you have a camouflage power up. Where could you use it? How could it help you? Make notes. Then share your ideas with your group. 🗒️



1 Write sentences. Then listen and check. 075

**a** ~~I took my umbrella~~  
I was having a shower  
We've got an internet connection  
There's a choice: we can catch a bus

**b** or  
when  
~~because~~  
but

**c** it's very slow.   
we can go by train.  
~~it was raining.~~  
the telephone rang.

1 *I took my umbrella because it was raining.*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

2 Complete the sentences. Circle the correct option (a, b or c).

1 We took lots of pictures of the volcano \_\_\_ we got back on the bus.

**a** but    **b** before    **c** so

2 We visited the caves \_\_\_ we visited the volcano.

**a** after    **b** or    **c** but

3 We wore warm clothes \_\_\_ it can be cold in the caves.

**a** or    **b** because    **c** and

4 It was dark in the caves, too, \_\_\_ we all took torches.

**a** or    **b** after    **c** so



3 **Think** Complete the sentences so that they are true for you.

1 I like / don't like hot weather because \_\_\_\_\_

2 I never go out when \_\_\_\_\_

3 My favourite things to eat and drink are \_\_\_\_\_ and \_\_\_\_\_

4 To get from my house to my school, you can travel by \_\_\_\_\_ or \_\_\_\_\_

5 I like school but \_\_\_\_\_

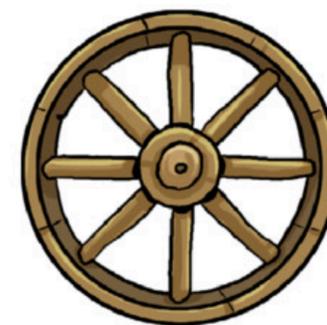
4 **Collaborate** In your group, discuss and write the events in order (from the earliest to the latest). Use some or all of the words in the box.

and    but    or    when    because    before    after

- The internet began.
- People invented the wheel.
- People travelled by train.
- Somebody built the first computer.
- Somebody flew the first aeroplane.
- The Egyptians built the pyramids.

I think people invented the wheel first.

I disagree. I think the Egyptians built the pyramids before ...



1 Listen and complete the sentences. Match the descriptions to the photos a-e.  077

copied designed inspired created invented



- Invention e: This was inspired by the skin of a shark.
- Invention   : They studied the science behind a beetle's shell when they    this new material.
- Invention   : Designers looked at the way a butterfly's wings shine when they    this.
- Invention   : Engineers    an interesting feature of lotus leaves to create this product.
- Invention   : When engineers    this, they were inspired by the shape of a kingfisher's beak.

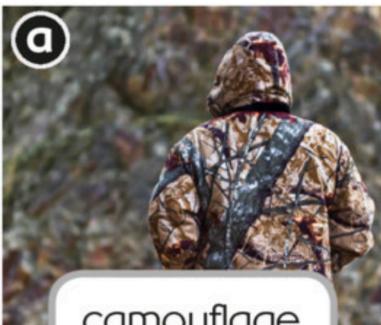
2 **Communicate**  What other features did humans copy from nature? In pairs, look at the photos and match them. Share your ideas.



زبانکده اوس  
www.avasshop.ir

An owl has a round wide face.

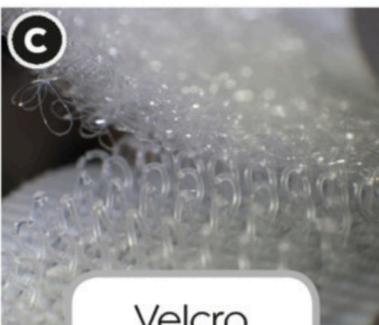
Yes, and it can move its head around in different directions to hear noises better.



camouflage clothes



satellite dish



Velcro fastenings

3 **Create**  Make an information card about your favourite idea from nature. Draw pictures and write descriptions.



- 1 Think** Look and complete the diagram. Use the words in the box.

seeds pollen flowers fruit



In the spring, many plants have <sup>1</sup> \_\_\_\_\_, with pollen inside.



Bees collect the <sup>2</sup> \_\_\_\_\_, and take it from plant to plant.



The fruit contains <sup>4</sup> \_\_\_\_\_, which can grow into new plants.



The plants produce <sup>3</sup> \_\_\_\_\_, which people and animals eat.

- 2** Read the information text on page 50 of your Class Book again. Then answer the questions.

1 How many species of bees are there around the world?

*There are 19,000 species of bee.*

2 What are the three types of bee that live in a colony?

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

3 What is the worker bees' job in the colony?

\_\_\_\_\_

4 What happens to the pollen when bees are flying about?

\_\_\_\_\_

5 Why are bees in danger? Give two reasons.

a \_\_\_\_\_

b \_\_\_\_\_

- 3** Complete the sentences.

1 Bees give us food in the form of \_\_\_\_\_ *honey* \_\_\_\_\_.

2 Bees also give us \_\_\_\_\_.

3 Bees pollinate plants so we can eat \_\_\_\_\_.

4 Without bees, \_\_\_\_\_.



- 4 Think, pair, share!** Think about and answer the questions. Then ask and answer with your partner.

1 Do you think it's important for people to know about bees? Why (not)?

\_\_\_\_\_

2 How can we help give bees a home in our towns and cities?

\_\_\_\_\_



1 Listen to Lola. Then number the things she talks about in order.  079

Places to see animals around Ottawa

1

A small zoo



A modern farm museum



A place where they treat sick birds



2 Listen again and complete the notes.  079

### Animals in Ottawa

Canada Agriculture Museum

Little Ray's Reptile Zoo

Wild Bird Care Centre

What it is: <sup>1</sup> A farm museum

What it is: <sup>4</sup> \_\_\_\_\_

What it is: <sup>7</sup> \_\_\_\_\_

Animals: <sup>2</sup> \_\_\_\_\_

Animals: <sup>5</sup> \_\_\_\_\_

Animals: <sup>8</sup> \_\_\_\_\_

Other information: <sup>3</sup> \_\_\_\_\_

Other information: <sup>6</sup> \_\_\_\_\_

Other information: <sup>9</sup> \_\_\_\_\_

3 Think about three places to see animals in your area. Complete the information.

### Animals in \_\_\_\_\_

1

Name: \_\_\_\_\_

What it is: \_\_\_\_\_

Animals: \_\_\_\_\_

Other information: \_\_\_\_\_

2

Name: \_\_\_\_\_

What it is: \_\_\_\_\_

Animals: \_\_\_\_\_

Other information: \_\_\_\_\_

3

Name: \_\_\_\_\_

What it is: \_\_\_\_\_

Animals: \_\_\_\_\_

Other information: \_\_\_\_\_

4 **Think**  Make a list of similarities and differences between places to see animals in Ottawa and places to see animals in your area. 

5 **Communicate**  Talk about the similarities and differences you found in activity 4. Use the expressions: *One similarity between ... and ... is ...* and *One difference between ... and ... is ...*

One difference between Ottawa and my area is that I live near the coast so we can go on trips to watch sea animals like whales.

- 1 Read and complete the Big Write tip. Use the words in the box.

### The Big Write tip

facts    solution    ~~introduction~~    problem

An information text gives facts and information about a topic. It often talks about a problem, too. After the title, an information text has several paragraphs:

- The first paragraph is a general <sup>1</sup> introduction to the topic.
- The next paragraph gives informative <sup>2</sup> \_\_\_\_\_ about the topic.
- The following paragraph says what the <sup>3</sup> \_\_\_\_\_ is.

 The last paragraph in an information text describes the <sup>4</sup> \_\_\_\_\_ to the problem. For example: *To save the gorillas from extinction, we have to protect their forests ...*

- 2 Read the paragraph from an information text and answer the questions.

If we don't do something about this problem, we'll never see these butterflies in our gardens again. To save them from extinction, we must reduce the use of chemicals in our gardens. Help the butterflies to survive!



- 1 Which paragraph is it?  
\_\_\_\_\_
- 2 What is the information text about?  
\_\_\_\_\_  
\_\_\_\_\_

- 3 **Think**  Plan an information text about a topic you are interested in. 

First paragraph:	Make sure it introduces the general topic clearly!
Second paragraph:	Give interesting factual information about the topic.
Third paragraph:	What is the main problem?
Last paragraph:	What solution(s) are there to the problem?

- 4 **Create**  Write your information text. Remember to give your information text a title. 

**Collaborate** 

### Community Task

Imagine that your school needs a bigger or a better playground. In groups, discuss your ideas for solutions. Then write an information text to share your ideas with the rest of the class. Which solution does the whole class want to choose?



1 Listen and complete the song with the words in the box.  080

snowfall floods earthquake ~~volcanic~~ avalanche hurricane

**♪ DON'T GO OUT TODAY!**

I heard a <sup>1</sup> volcanic eruption.  
I heard a thunderstorm outside.  
I heard a <sup>2</sup> \_\_\_\_\_ blowing.  
That's why I'm staying inside!

*Chorus:*

*Don't go out tonight;  
The weather's really bad.  
Don't go out today;  
Nature's going mad!*

There's been a <sup>3</sup> \_\_\_\_\_ in the mountains.  
An <sup>4</sup> \_\_\_\_\_ could happen there.  
It's Arctic weather in the woodland.  
The snow is falling everywhere.

*Chorus*

There's been an <sup>5</sup> \_\_\_\_\_ on the seabed.  
There's a tsunami on the way.  
There will be <sup>6</sup> \_\_\_\_\_ along the river bank,  
Along the coast and in the bay.

*Chorus*

2 Write complete questions or sentences.

1 What / you / do / the weather / change?

What were you doing when the weather changed?

2 I / walk home / the thunderstorm / start.

\_\_\_\_\_

3 What / you / do / hear the news?

\_\_\_\_\_

4 We / playing chess / the phone / ring.

\_\_\_\_\_



3 Complete the sentences with your own ideas.

because when or but so and after before

1 I don't like fish \_\_\_\_\_.

2 I was late for school \_\_\_\_\_.

3 We weren't at school \_\_\_\_\_.

4 She always does her homework on Saturdays \_\_\_\_\_.

5 I saw the tiger \_\_\_\_\_.

6 My favourite place is the beach near my house \_\_\_\_\_.

**4** Play the game.

**START**

**1** Complete this sentence: *I'm looking at the map because ...*

**2** Make a sentence: I / walk / when / see / snake.

**3** **Disaster!** Say the word or go back to the beginning!

**4** What's the word for a time when the weather is very, very hot?

**5** Say where you are and go forward 2 spaces!

**6** Make a sentence with *but*

**7** What were you doing when it started snowing?

**8** What's the word for the big snowy region in the north?

**9** Complete this sentence: *We should build a fire before ...*

**10** Make a sentence: We / cook dinner / start / to rain.

**11** **Disaster!** Say the word or go back to the beginning!

**12** What's the word for a big dry sandy place?

**13** What were you doing when you heard the monkeys?

**14** Make a sentence with *so*

**15** Say where you are and go forward 2 spaces!

**16** What's the word for a natural disaster when there is too much water everywhere?

**17** Make a sentence: They / asleep in their tent / a tree fall down.

**18** Complete this sentence: I phoned my mum and dad after ...

**19** **Disaster!** Say the word or go back to the beginning!

**20** What's the word for the land that is next to a river?

**FINISH**

www.avasshop.ir

**5** Read and tick ✓ or cross X. **Self-evaluation**

- 1 I can talk about extreme weather.
- 2 I can name different environments.
- 3 I can use the past continuous and past simple to talk about one action interrupting another action.
- 4 I can use linking words.
- 5 I can write an information text.

**6** Complete the sentences.

- 1 My answer to the Big Question is:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 I'd like to know more about:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# 5 How are things made?

## Lesson 1 The Big Question and pronunciation

- 1 REMEMBER THE VIDEO**  
Order the sentences (1-7). ▶



- We see some maps of the countries where they grow cocoa plants.
- We see a bowl of cocoa beans.
- We see a chocolate maker tasting the chocolate.
- We see a cocoa plant.
- 1 We see some boxes and some bars of chocolate.
- We see a famous chocolate factory in Switzerland.
- We see somebody making chocolate.

- 2 Listen to Hazel talking about chocolate. Why is Sunday her favourite day?** 🔊 081

- 3 Listen again and match the beginning and ends of the sentences.** 🔊 081

- |  |  |
|--|--|
| <p>1 Hazel watched Max's video _____</p> <p>2 On Sundays, Hazel and her mother make _____</p> <p>3 A chocolate mousse is _____</p> <p>4 Homemade cookies are much nicer _____</p> <p>5 During the week, Hazel eats _____</p> <p>6 One day, Hazel wants _____</p> | <p>a a recipe that contains chocolate.</p> <p>b to be a chocolate maker.</p> <p>c and now she wants to eat chocolate.</p> <p>d healthy snacks and fruit.</p> <p>e a light, soft dessert.</p> <p>f and healthier.</p> |
|--|--|

### Pronunciation

- 4 Listen to the rule. Then say the words and circle the words that are not homophones. Then listen and check.** 🔊 082

know	four	here	tally	where	their
now	for	hear	tail	wear	there
no	fur	hair	tale	were	these

- 5 Think, pair, share!** Can you think of a homophone for the words? Write. Then listen and check. 🔊 083

flour	
weight	
meat	
knew	
right	

1 Look at the pictures and write the material each item is made of.



1 leather



2 c



3 r



4 m



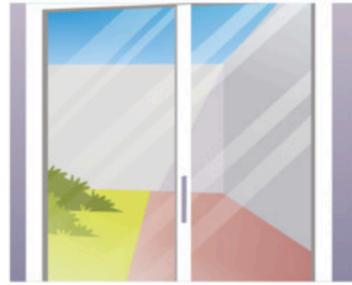
5 c



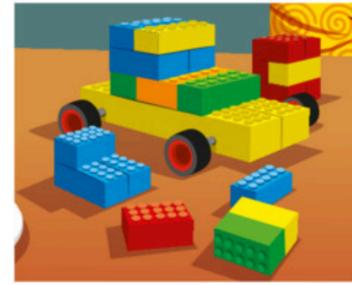
6 s



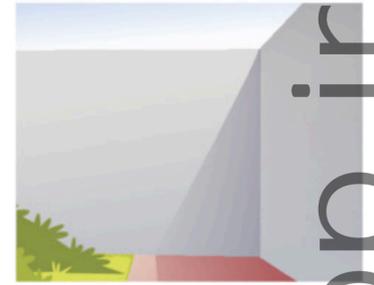
7 c



8 g



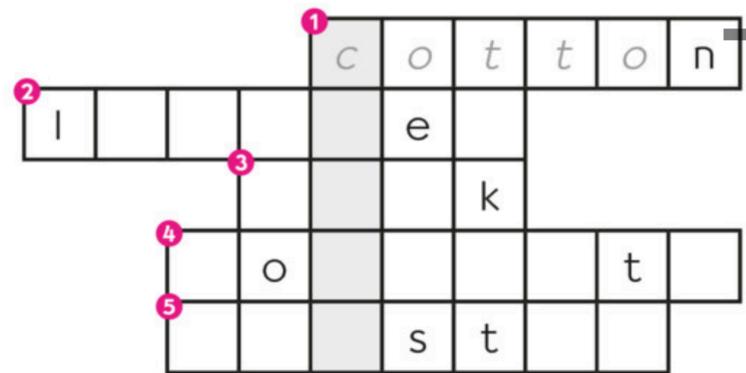
9 p



10 c

2 **Think** Complete the puzzle. Then write the mystery material.

- 1 Lots of T-shirts are made of this.
- 2 This material is made from animal skin.
- 3 This type of cloth is very smooth and light.
- 4 Builders use this material for construction.
- 5 This modern material is often made in bright colours.



The mystery material is <sup>6</sup> c

3 **Think** Read and write.

- 1 Three materials for clothes. \_\_\_\_\_
- 2 Two materials often used in packaging. \_\_\_\_\_
- 3 Three materials for objects you can eat or drink with. \_\_\_\_\_
- 4 Two materials for use in buildings. \_\_\_\_\_

4 **Collaborate** Think about materials people used in the past. In pairs, write a list and then order them on a timeline.



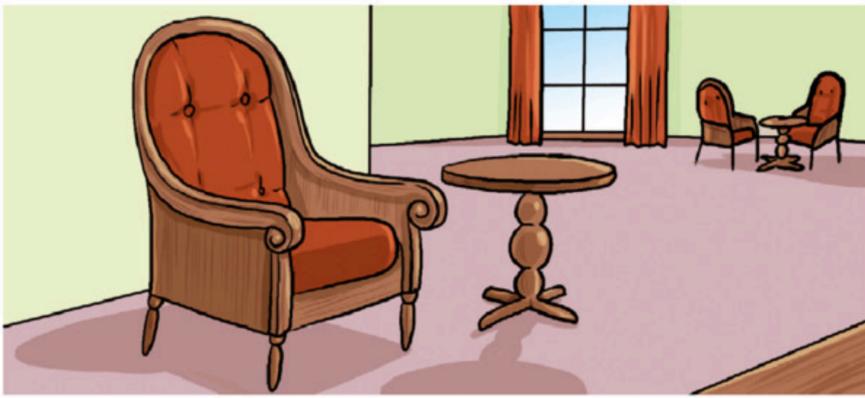
Wood comes from trees. People used wood to make canoes hundreds of years ago.

Yes - I think people used wood thousands of years ago.

The Ancient Egyptians used cotton! I read about it at the museum.

**Finished?** Look around your classroom and write as many objects and their materials as possible.

1 Listen to the dialogues and complete the sentences.  089



1 The chair is made of leather and

\_\_\_\_\_.



3 The scarf \_\_\_\_\_

\_\_\_\_\_.



2 The bike \_\_\_\_\_

\_\_\_\_\_.



4 The birthday invitations \_\_\_\_\_

\_\_\_\_\_.

2 Use the words to write questions and answers.



1 What are boats made of?

Boats / wood or metal.

\_\_\_\_\_

\_\_\_\_\_

2 What / this boat / made of?

\_\_\_\_\_

\_\_\_\_\_

This boat is made of  
concrete!



3 What / windows / made of?

\_\_\_\_\_

\_\_\_\_\_

Windows are made of glass.

4 What are these windows  
made of?

The windows in this film /  
of sugar!

\_\_\_\_\_

\_\_\_\_\_



5 What are bridges made of?

Bridges / wood or concrete

\_\_\_\_\_

\_\_\_\_\_

6 What / this bridge /  
made of?

\_\_\_\_\_

\_\_\_\_\_

This bridge is made of  
paper.

**1 Think, pair, share! REMEMBER THE STORY**

Ask and answer questions about the power ups. ▶

How many power ups were there to choose from??

There were three. Which would you choose for Little Land?

**2 Look at the picture and complete the text. Use the words in the box.**

~~kitchen~~ water egg bottle jam yoghurt



When I do arts and crafts, I use all kinds of recycled objects. I keep my paint brushes in old <sup>1</sup> kitchen rolls and my pencils in old <sup>2</sup> \_\_\_\_\_ bottles. I put paint in old <sup>3</sup> \_\_\_\_\_ tubs. And old <sup>4</sup> \_\_\_\_\_ jars are perfect for water! I keep small useful things in old <sup>5</sup> \_\_\_\_\_ cartons. And I use lots of old <sup>6</sup> \_\_\_\_\_ tops to make my own board games!

**3 Read the story again and match the parts of the sentences.**

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1 The Little Land experience lasts    | a from an old shoe and a ruler!   |
| 2 Oli and Bella begin their adventure | b an amazing new playground.      |
| 3 Ned is trapped                      | c for twelve little hours.        |
| 4 Bella finds plans for               | d on the other side of the river. |
| 5 The new slide is made               | e inside a water bottle.          |

**4 Collaborate** Look at the pictures. How can you use the old objects?

List three ideas for each object. Then write the best idea for each one. 📝



You can use old yoghurt tubs to mix paint in.

That's a good idea!

1 Look at the irregular past participles and write the present tense verbs.

<i>find</i>						
found	spoken	made	built	grown	bought	eaten

2 Complete the sentences. Use the passive form of the verbs in the box. Then listen and check your answers.  093

flood   make   **build**   speak   grow   paint

- Hundreds of new buildings are built in this city every year.
- Olives \_\_\_\_\_ all over this region.
- This area \_\_\_\_\_ by the river every winter.
- This bridge \_\_\_\_\_ once every two years.
- Spanish \_\_\_\_\_ in most South American countries.
- Some of the most expensive cars in the world \_\_\_\_\_ in this factory.



3 **Collaborate**  Work in groups. Suggest answers to the general knowledge quiz. Try to be as imaginative as possible!

- Write three countries where English is spoken.  
a the UK   b \_\_\_\_\_   c \_\_\_\_\_
- Write three things that are made of paper.  
a \_\_\_\_\_   b \_\_\_\_\_   c \_\_\_\_\_
- Write three things that are collected by children your age.  
a \_\_\_\_\_   b \_\_\_\_\_   c \_\_\_\_\_
- Write three things that are made in your country.  
a \_\_\_\_\_   b \_\_\_\_\_   c \_\_\_\_\_

English is spoken in the USA.

Yes, that's true - but can you think of somewhere more unusual?

Hmm! What about India? English is spoken in India.

4 **Communicate**  Play the game. Compare your answers with another group.

- You get 1 point for every correct answer.
- You get 2 points for an answer that no one else chose.

Who got the most unusual answers?

**1** Match the parts of the sentences. Then listen and check.  095

- 1 In an art gallery, a curator
- 2 Recycled art
- 3 The exhibition in Spain
- 4 There's a giant fish sculpture which
- 5 Jane Perkins uses
- 6 There's a copy of Van Gogh's 'Sunflowers'

- a is made of old shoes.
- b was called 'Keep the Oceans Clean'.
- c chooses the art and organizes the displays.
- d which is made of plastic buttons and toys.
- e recycled materials to make reproductions of famous paintings.
- f is in fashion.

**2** **Communicate**  Ask and answer about the recycled art below.



What is the ... made of?

It's made of ...

Who made the ... ?

It was made by ...

**3** **Think**  Plan a piece of recycled art. Draw a plan of your piece of art and label it with materials you can use to make it. Use some of the ideas below. 



**4** **Write about your design.**

My picture is \_\_\_\_\_

\_\_\_\_\_

I'm going \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5** **Create**  Make your piece of recycled art. Use your plan, and your notes from activities 3 and 4, to help you.

- 1** Read the story on page 60 of your Class Book again and tick ✓ the characters who appear in the story.

1 A naughty imp

2 A poor man

3 A poor girl

4 A princess

5 A king

6 A baby

7 A witch

- 2** **Think**  Which of the characters is thinking the thoughts below? Write *K* (King), *G* (Girl) or *R* (Rumpelstiltskin).

- 'I'm scared. I don't know how to spin straw into gold.' G
- 'I like all this gold but now I want more.' \_\_\_\_\_
- 'It's impossible to guess my name.' \_\_\_\_\_
- 'Nobody is going to take my child away!' \_\_\_\_\_



- 3** **Think**  Circle the best option (a, b or c).

- A poor man told the king \_\_\_\_\_.
  - something true about his daughter
  - b** something false about his daughter
  - something false about himself
- At first, the king treated the girl \_\_\_\_\_.
  - like a wife
  - b** like a daughter
  - like a prisoner
- In payment for helping her, the imp asked the girl to give him some \_\_\_\_\_.
  - money
  - b** jewellery
  - straw
- When the king saw the first gold, \_\_\_\_\_.
  - a** he wanted more
  - he was satisfied
  - he said that he didn't want it
- The king married the girl because \_\_\_\_\_.
  - a** he was so happy with her
  - he didn't need any more gold
  - he wanted to keep a promise to her father
- The queen discovered Rumpelstiltskin's name when \_\_\_\_\_.
  - a** she heard him singing it
  - one of her men heard him singing it
  - the king heard him singing it

- 4** **Think, pair, share!** Talk about a story that you know. Ask and answer about the things below.

title    characters    story  
happy or sad ending

Who are the main characters in the story?

The main characters are a young girl and her two sisters.

1 Listen and answer the questions.  097

1 What does Laura love doing?

\_\_\_\_\_

2 Does Laura prefer the film, TV series or book of *Anne of Green Gables*?

\_\_\_\_\_

2 Listen again and complete the notes.  097

One of my favourite books is <sup>1</sup> *Anne of Green Gables*. The author is from

<sup>2</sup> \_\_\_\_\_. Her name is <sup>3</sup> \_\_\_\_\_ Maud Montgomery.

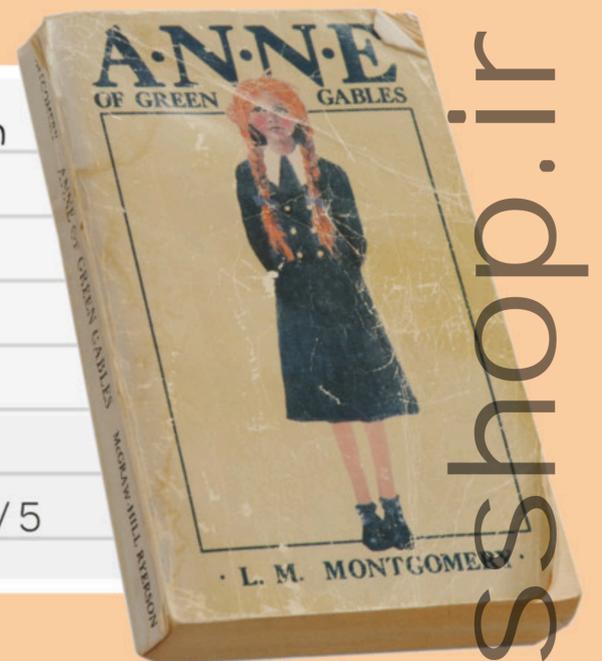
The main character in the book is <sup>4</sup> \_\_\_\_\_. The theme of the

book is Anne's adventures on a <sup>5</sup> \_\_\_\_\_ in the countryside.

The book is set in a real place called Prince Edward <sup>6</sup> \_\_\_\_\_.

There is a TV series and also a <sup>7</sup> \_\_\_\_\_ based on the book.

They are both good - but not as good as the book! Score: <sup>8</sup> \_\_\_\_\_ / 5



3 Think of a book which is popular in your country. Complete the information.

○ Title: \_\_\_\_\_

○ Author / nationality: \_\_\_\_\_

○ Main character(s): \_\_\_\_\_

○ Theme: \_\_\_\_\_

○ Setting: \_\_\_\_\_

○ Other information: \_\_\_\_\_

4 **Think**  Make a list of similarities and differences between Laura's book and your book. 

5 **Communicate**  Talk about the similarities and differences you found in activity 4. Use **both** and **however**.

Laura's book and my book are both stories. However, they are about different topics.

The main character in both my book and Laura's book is a girl.

- 1 Read and complete the Big Write tip. Use the words in the box.

## The Big Write tip

ending ~~setting~~ theme main character

A short story has a beginning, a middle and an ending. At the beginning, we are given the <sup>1</sup> setting - where the action happens. We also learn who the <sup>2</sup> \_\_\_\_\_ is. Sometimes, there is more than one. The middle develops the <sup>3</sup> \_\_\_\_\_ - the main events that happen in the story. This normally includes a problem which needs a solution. The story <sup>4</sup> \_\_\_\_\_ tells the reader how the story finishes - either happily or not.

 The beginning of a short story describes who and what to expect in the rest of the story. For example: *It was the day before the summer holidays. Paul was in the sports shop with his mum. They wanted a pair of trainers for Paul.*

- 2 Read the text and answer the question.

Fabian and Nahir didn't know what to do. Should they take the money they had found to the head teacher? Or should they keep it and spend it? They thought about it for a few minutes and then they came to a decision.



Is this the beginning, the middle or the ending of the story?

- 3 **Think**  What short story would you like to write? Plan your short story. 

**Setting:** Write where the story takes place.

**Main character(s):** Describe the main person or people in the story.

**Theme:** What are the main events of the story? Remember to include a problem and its solution.

**Ending:** What happens at the end? Is it happy or unhappy?

- 4 **Create**  Write your short story. Make sure that it has a beginning, a middle and an ending. Remember to give your story a title! 

**Collaborate** 

### Community Task

Find out what your family and friends' favourite children's stories are. Then, in groups, make a list of the groups' 'Top 20 Favourite Children's Stories.' Finally, make a whole class list.

1 Listen and complete the song.  098 RECYCLE BILL

All his friends know him as Recycle Bill.  
 He lives in a recycled house on the hill.  
 He doesn't like throwing useful things in the bin.  
 He's got a room he keeps everything in.

<sup>1</sup>Y o g h u r t tubs, kitchen <sup>2</sup>r \_\_\_\_\_,  
 old cotton socks,  
 Cracked <sup>3</sup>c \_\_\_\_\_ cups, which he keeps in a box.  
 Water bottles, paper clips, <sup>4</sup>e \_\_\_\_\_ cartons, too.  
 With all of these things he can make something new.

Chorus:

*With all these things, Recycle Bill  
 Can make something new for me and for you! (x 2)*

Bits of old <sup>5</sup>p \_\_\_\_\_ and old magazines,  
<sup>6</sup>J \_\_\_\_\_ jars and postcards of places he's been,  
 Old <sup>7</sup>r \_\_\_\_\_ tyres and <sup>8</sup>b \_\_\_\_\_ tops, too.  
 With all of these things he can make something new.

Chorus (x 2)

2 Complete the sentences. Use *is* or *are* and *made* or *made of*.

- 1 My bag is made of recycled rubber car tyres!
- 2 What \_\_\_\_\_ this interesting sculpture \_\_\_\_\_?
- 3 Do you know how these plastic water bottles \_\_\_\_\_?
- 4 This house \_\_\_\_\_ 100% recycled materials.
- 5 Where \_\_\_\_\_ these trousers \_\_\_\_\_?
- 6 Most of my clothes \_\_\_\_\_ cotton.



## 3 Complete the sentences. Use the simple present passive form of the verbs in brackets.

- 1 These oranges \_\_\_\_\_ on my grandpa's farm. (grow)
- 2 They \_\_\_\_\_ to a factory in a nearby town. (take)
- 3 All the fruit \_\_\_\_\_ into delicious jam. (make)
- 4 Glass jars \_\_\_\_\_ with the jam. (fill)
- 5 Finally, the jam \_\_\_\_\_ in the supermarkets. (sell)



**4** Play the game.

**START**

**1** What are windows made of?

**2** What are these?

**3** Say something that is made of cardboard.

**4** Make a sentence: Football / play / all over the world.

**5** Say something that is made of plastic.

**6** Thank you for recycling! Roll again!

**7** What are these?

**8** Make a sentence: English / speak / in Jamaica.

**9** What are T-shirts made of?

**10** Say something that is made of metal.

**11** Thank you for recycling! Roll again!

**12** Make a sentence: Cars / make / in factories.

**13** What are these?

**14** Make a sentence: Oranges / grow / in Spain.

**15** Say something that is made of wood.

**16** Thank you for recycling! Roll again!

**17** Make a sentence: Tigers / find / in India.

**18** What is your English textbook made of?

**19** What are these?

**20** Say something that is made of leather.

**FINISH**

**5** Read and tick ✓ or cross X. **Self-evaluation**

- 1 I can talk about different materials.
- 2 I can name common objects that are recycled.
- 3 I can talk about what things are made of.
- 4 I can use the present passive tense.
- 5 I can write a short story.

**6** Complete the sentences.

- 1 My answer to the Big Question is:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2 I'd like to know more about:  
\_\_\_\_\_  
\_\_\_\_\_

# 6

## What can we predict about the future?

### Lesson 1 The Big Question and pronunciation

#### 1 REMEMBER THE VIDEO

Write *T* (True) or *F* (False). ▶



- 1  *T* Tania is excited about a recycling project.
- 2  The fishing nets are made of rubber.
- 3  Birds and animals are killed by plastic in the ocean.
- 4  The fishing nets are broken into small pieces of plastic.
- 5  The plastic is used to make the wheels of the skateboards.

#### 2 Listen to Ender talking about climate change. 099 Underline a mistake in each sentence. Then rewrite the sentences so that they are correct.

- |  |   |
|--|---|
| <p>1 Scientist <u>aren't</u> sure that the climate is changing.<br/><i>Scientists are sure that the climate is changing.</i></p> <p>2 Ender thinks there's nothing we can do to help.<br/>_____</p> <p>3 The average person uses 150 litres of water a week.<br/>_____<br/>_____</p> | <p>4 Turning off the tap when you're brushing your teeth can save 80 litres of water.<br/>_____<br/>_____</p> <p>5 Ender never forgets to switch the lights off.<br/>_____<br/>_____</p> <p>6 We can't change the future.<br/>_____</p> |
|--|---|

#### Pronunciation

#### 3 Listen to the rules. Listen and say the years. 100

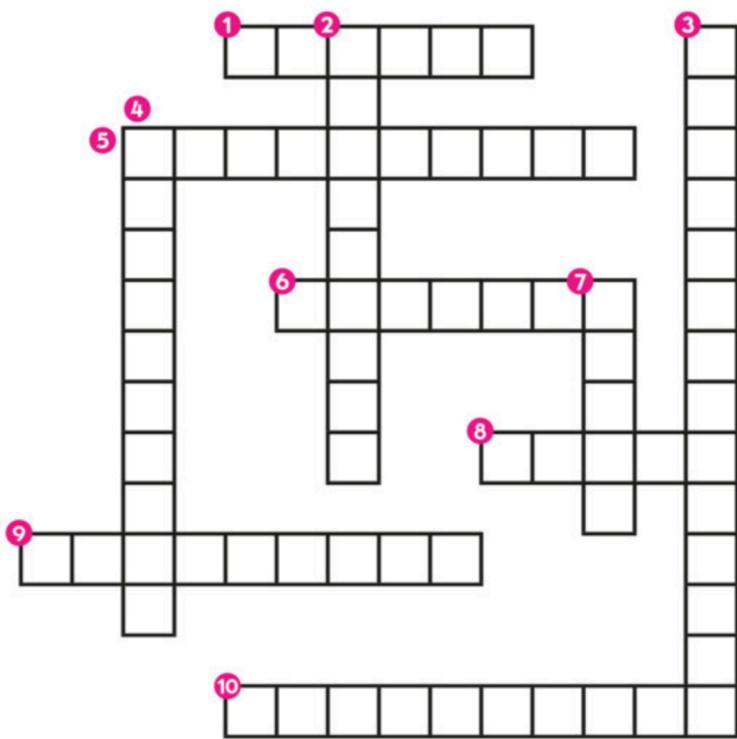
- |        |        |        |        |
|--------|--------|--------|--------|
| 1 1999 | 3 1984 | 5 2023 | 7 2002 |
| 2 2050 | 4 2008 | 6 2017 | 8 1763 |

#### 4 Think, pair, share! Say the sentences. Then listen and check. 101

- |  |   |
|--|---|
| 1 Elvis Presley was born in 1935.                                      | 4 I moved house in 2008.                          |
| 2 Suzy is going to get married in 2020.                                | 5 My cousin is going to go to university in 2022. |
| 3 Queen Elizabeth II celebrated her 90 <sup>th</sup> birthday in 2016. | 6 My son was born in 2007.                        |

**Finished?** Write sentences about your life and your parents' lives. E.g. My dad was born in 1978. I was born in ... I'm going to secondary school in ...

## 1 Complete the crossword.



- 1 A gadget that is smaller than a laptop but bigger than a smartphone.
- 2 These are used to power electronic equipment.
- 3 A \_\_\_\_\_ headset can be used to play computer games.
- 4 This is an intelligent machine you can wear on your arm.
- 5 This is an advanced kind of mobile phone.
- 6 A 3D \_\_\_\_\_ is a machine that can make a physical object from a digital model.
- 7 A machine that can be programmed to do things.
- 8 A remote-controlled flying machine.
- 9 A tiny piece of technology which we find in computers.
- 10 Wearable \_\_\_\_\_ is often used to measure health and fitness.

2 Collaborate  How do we use technology? Look and write.

- 1 Write three things that need batteries: \_\_\_\_\_
- 2 Write three things you can do with a smartphone: \_\_\_\_\_
- 3 Write three examples of wearable technology: \_\_\_\_\_
- 4 Write the three gadgets that you use most often: \_\_\_\_\_

3 Communicate  Imagine somebody has never seen these things. How would you explain them to a time traveller from the past?

What is that?



It's a smartphone. It's a telephone and a small computer.

What's a computer?

It's a machine you can use to go online, and look things up on the internet.

Oh. What's the internet?



**1** Listen and write who talks about the things below. 107 Write **B** (Boy) or **G** (Girl).

- 1 Robots and drones delivering your shopping
- 2 Playing computer games on a headset
- 3 Wearable technology
- 4 Watching TV on your watch
- 5 Searching the internet using glasses
- 6 Internet shopping

G



**2** Complete the answers. Use the words in brackets. Then match to the pictures.

- 1 What time do you think she'll arrive?  
(at three o'clock)  
I think she'll arrive at three o'clock.
- 2 What time do you think it will start?  
(after lunch)  
I think \_\_\_\_\_.

- 3 Where do you think they'll go on holiday?  
(to Ireland)  
I think \_\_\_\_\_.
- 4 When do you think it will stop raining?  
(in about ten minutes)  
I think \_\_\_\_\_.



**3** Match the questions and the answers.

- |   |                   |
|---|-------------------|
| 1 Will I have enough money?                               | a No, he won't.   |
| 2 Will smartphones get smaller?                           | b Yes, you will.  |
| 3 Will this virtual reality headset be in the shops soon? | c No, it won't.   |
| 4 Will Ava be a famous singer one day?                    | d Yes, they will. |
| 5 Will John be home in time for lunch?                    | e Yes, she will.  |
| 6 Will we have any problems with this computer?           | f No, we won't.   |

**4** **Communicate** Ask and answer. Use the prompts below.

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1 think / be / famous?            | 3 think / have / good job?     |
| 2 think / live / another country? | 4 think / technology / change? |

Do you think you'll be famous?

Yes, I do! I think ...

www.dvaasshop.it



1 Listen and tick ✓ the best answer (a or b). 

- |   |                                      |
|---|--------------------------------------|
| 1 a It could be a dinosaur. <input checked="" type="checkbox"/> | 4 a There can't be a photo of you.   |
| b It must be a dinosaur. <input type="checkbox"/>               | b There might not be a photo of you. |
| 2 a He must be in the park. <input type="checkbox"/>            | 5 a We must be in the future.        |
| b He might be in the park. <input type="checkbox"/>             | b We can't be in the future.         |
| 3 a She can't be at home. <input type="checkbox"/>              | 6 a We may be lost.                  |
| b She could be at home. <input type="checkbox"/>                | b We can't be lost.                  |

2 Complete the sentences. Use *might* or *might not*.

- Just a minute. I think David might be in his bedroom.
- I \_\_\_\_\_ go to the party. I don't feel very well.
- I think I'll take an umbrella because it \_\_\_\_\_ rain.
- I \_\_\_\_\_ pass the vocabulary test because I haven't studied much.



3 Collaborate  Discuss and decide where the people are. Put ticks ✓ and crosses ✗ in the table to help you.

- Samuel isn't in Europe. In his country, people don't speak Portuguese.
- Alice isn't in an English-speaking country. She's in Europe.
- Takao isn't in the continent of America. He lives on a large island.
- Julia isn't in the northern hemisphere.

Samuel can't be in Italy or the UK because he isn't in Europe.

Alice must be in Italy or Brazil because she isn't in an English-speaking country ...



	Italy	UK	Canada	Brazil
 Samuel	X	X		
 Alice				
 Takao				
 Julia				

**1 Listen and circle the correct words.**  113

- Most UK energy comes from **renewable** / **non-renewable** sources.
- But last year, more energy came from **renewable** / **geothermal** sources than from **gas** / **coal**.
- More than **25%** / **55%** of power came from wind power, solar power and **human** / **tidal** energy.
- The government wants us to use less non-renewable energy, such as **oil** / **tidal energy**.
- Last year, 30% of our energy came from **the sun** / **gas**.
- Another 20% came from **geothermal** / **nuclear** power.



**2 Match the parts of the sentences. Then write R (renewable) or NR (non-renewable).**

- |                               |                             |   |
|-------------------------------|-----------------------------|---|
| 1 <input type="checkbox"/> NR | Oil and gas are formed from | a special turbines like modern windmills.   |
| 2 <input type="checkbox"/>    | Wind power is collected by  | b the sun.                                  |
| 3 <input type="checkbox"/>    | Tidal energy is collected   | c from uranium.                             |
| 4 <input type="checkbox"/>    | Nuclear power is made       | d dead trees and plants.                    |
| 5 <input type="checkbox"/>    | Solar energy comes from     | e carbon in the bodies of tiny sea animals. |
| 6 <input type="checkbox"/>    | Coal is formed from         | f twice a day in the oceans.                |

**3 Look at the pictures and complete the ideas.**

## How to save **energy** at home





<sup>1</sup> Turn off the lights in empty rooms.

<sup>2</sup> \_\_\_\_\_ when you finish using it.





Use rainwater to <sup>3</sup> \_\_\_\_\_ plants.

Use recycled <sup>4</sup> \_\_\_\_\_.





Have a <sup>5</sup> \_\_\_\_\_ instead of a <sup>6</sup> \_\_\_\_\_.

turn off the computer  
water  
bath  
paper  
~~turn off lights~~  
shower

**4 Create**  **Make a poster about saving energy at home or at school. Use ideas from activity 3. Illustrate your poster.**

1 Read the play script on page 70 of your Class Book again. Then tick ✓ the best summary.

1 The play is about a girl who finds out something amazing about her future.

2 The play is about some friends who talk about a dream and its meaning.

3 The play is about a girl who knows her dream is really going to come true.

4 The play is about some friends who share their dreams for the future.

2 Answer the questions.

1 How does Alicia feel after her dream?

She feels excited after her dream.

2 Why do Lisa and Malcolm sit up and look at Alicia?

\_\_\_\_\_

3 What does Lisa believe about dreams?

\_\_\_\_\_

4 What does Malcolm think about Alicia's dream?

\_\_\_\_\_

5 Why is Alicia annoyed at the end of scene 1?

\_\_\_\_\_



3 **Think, pair, share!** Discuss the questions with your partner. Ask and answer.

1 How is a play different from a short story?

2 Do you have to write a lot of description in a play script? Why (not)?

3 What information does an actor / director need, as well as the words to say?

A play is different, because it is performed for an audience.

Yes, you watch the actors on stage. In a story, you have to imagine them.

4 Read the play script again. What happens next? Write the beginning of the next scene. Remember to write who is talking.

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_



- 1 Listen and tick ✓ the words which describe Ellen's experience at the theatre.  115

1 sad 2 excited 3 happy 4 bored 5 surprised 6 angry 

- 2 Listen again and complete Ellen's notes.  115

### My favourite performance

Name of performance: <sup>1</sup> The Lion KingType of performance: <sup>2</sup> comedy / musical / dramaWhere: Minskoff <sup>3</sup> \_\_\_\_\_, Manhattan, USAWhen: <sup>4</sup> \_\_\_\_\_ birthdayStory: a young <sup>5</sup> \_\_\_\_\_ called Simba, and his adventuresThings I liked: <sup>6</sup> the \_\_\_\_\_, the dancing and the costumesFavourite character: <sup>7</sup> \_\_\_\_\_

- 3 Think of a play or other performance that you have seen in your country. Complete the notes.

Name of performance: \_\_\_\_\_

Type of performance: \_\_\_\_\_

Where: \_\_\_\_\_

When: \_\_\_\_\_

Story: \_\_\_\_\_

Things I liked: \_\_\_\_\_

Favourite character or performer: \_\_\_\_\_

Other information: \_\_\_\_\_

- 4 **Think**  Make a list of similarities and differences between Ellen's favourite performance and your favourite performance. 

- 5 **Communicate**  Talk about the similarities and differences you found in activity 4. Use *and* and *but*.

Ellen's favourite performance was a musical and mine was, too!

- 1 Read and complete the Big Write tip. Use the words in the box.

### The Big Write tip

stage directions   list of characters   ~~title~~   descriptions

The first things you read in a play script are the <sup>1</sup> \_\_\_\_\_ *title* \_\_\_\_\_ and the <sup>2</sup> \_\_\_\_\_.

Plays often have three acts: Act 1 (beginning), Act 2 (middle) and Act 3 (end). Each act has several scenes. The play script includes <sup>3</sup> \_\_\_\_\_ of where the scenes take place.

Actors in a play follow instructions called <sup>4</sup> \_\_\_\_\_. These tell the actors what their characters have to do when they are on the stage.

 In a play script, instructions for actors are short and are placed in brackets. For example:  
(*Claire enters the scene. She walks over to Mr Lyons and Greg, smiling.*)

- 2 Complete the stage directions. Use the words in the box.

~~opens~~   sits   takes   enters   puts   walks   writes   picks up

- (She \_\_\_\_\_ *opens* \_\_\_\_\_ the door and \_\_\_\_\_ into the garden.)
- (He \_\_\_\_\_ the room and \_\_\_\_\_ on the sofa.)
- (She \_\_\_\_\_ the handbag and \_\_\_\_\_ it on the table.)
- (He \_\_\_\_\_ a pen from his pocket and \_\_\_\_\_ his name on the card.)

- 3 **Think**  Think of an idea for a play.  
Plan the first scene of your play script. 

- 4 **Create**  Write the first scene of your play script. 

**Title:** Give your play an interesting title so people will want to see it!

**Characters:** Write the name and a brief description of each of the characters who will appear in the first scene.

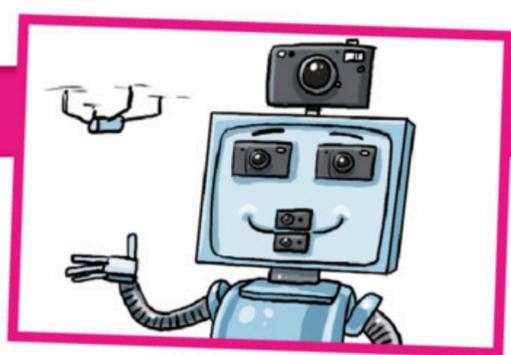
**Scenes:** Describe the first scene. Where is it – for example, inside or outdoors? What is there – for example, furniture and pictures, or trees or a bench?

**Stage directions:** What do you want each character to do when they are on the stage? Write short directions for each person. Remember to put them in brackets.

**Collaborate** 

### Community Task

Plan an English play or other performance that you can perform for people in the community, for example, in a community centre or in a meeting place for elderly people.



1 Listen and complete the song.  116

**LOST ROBOT**

Chorus:

Has anybody seen my <sup>1</sup> robot?

He ran away just after tea.

I'm <sup>2</sup> my robot.

<sup>3</sup> where he is for me!

He was born in a <sup>4</sup>                     .

His brain's made of <sup>5</sup>                     .

He's got digital cameras for eyes,

And two little speakers for lips.

Chorus

He's got one big camera on his head,

A <sup>6</sup>                      that he keeps in the air,

Sixteen hours of <sup>7</sup>                      life.

He could <sup>8</sup>                      anywhere!

Chorus

Has anybody seen my <sup>9</sup>                     ?

He ran away just after tea.

I'm <sup>10</sup>                      my robot.

Please <sup>11</sup>                      where he is for me!

2 Write sentences and questions with *will*. Use the prompts.

1 In five years / I / have / a smartwatch.

In five years, I'll have a smartwatch.

2 In fifty years / we / not use / fossil fuels.

\_\_\_\_\_

3 It / stop raining / in 5 minutes.

\_\_\_\_\_

4 What kind of technology / they / use / in 20 years?

\_\_\_\_\_

5 Soon / robots / be everywhere.

\_\_\_\_\_

6 We / not need / batteries in the future.

\_\_\_\_\_

3 Circle the correct answer (a, b or c).

1 Look! It's the Eiffel Tower - we \_\_\_ be in Paris.

a can                      b might                      **c** must

2 James \_\_\_ be at home. I saw him in class just a few minutes ago.

a can't                      b could                      c might

3 It \_\_\_ be a picture of a dinosaur - I'm not sure though.

a can                      b could                      c must

4 \_\_\_ it be a drone?

a Could                      b May                      c Must

5 I've made some sandwiches. I thought you \_\_\_ be hungry after the match.

a can't                      b can                      c might



**4** Play the game.  = roll again.

**START**

**1** Make a prediction:  
Humans / live on Mars.

**2** What's this?



**3** Where are you?  
Complete the sentence:  
*Look! There's the Statue of Liberty ... (must).*

**4** Complete: If you come \_\_\_\_\_ a red watch, it might be mine. I've lost one.

**8** Make a prediction: I think that in ten years, ...

**7** Complete:  
\_\_\_\_\_ out! There's a spaceship coming!

**6** What's this?



**5** Wow! Your prediction is right!



**9** Fantastic! There are solar panels on the roof of your house.



**10** Oh no! We're running out of fossil fuels! Move back two spaces.

**11** Make a prediction:  
In ten years time, I / have an electric car.

**12** What's this?



**16** What's this?



**15** Complete the sentence:  
Which planet is the closest to the sun?  
I don't know ... I think it \_\_\_\_\_ be Mercury.

**14** Cool! You've invented something amazing!



**13** Complete: I don't know this word. I'll look it \_\_\_\_\_ in the dictionary.

**17** Make a prediction: I think that everybody will have ...

**18** Complete: I looked for my cat everywhere, and then it turned \_\_\_\_\_ at dinner time.

**19** Oh no! Your batteries have run out! Move back one space.

**20** What's this?



**5** Read and tick ✓ or cross X. **Self-evaluation**

- 1 I can name words for new technologies.
- 2 I can use some phrasal verbs.
- 3 I can use *will* / *won't* to talk about the future.
- 4 I can use *might* / *must* / *may* / *can't* for speculation.
- 5 I can write a play script.

**6** Complete the sentences.

- 1 My answer to the Big Question is:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2 I'd like to know more about:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# A Time Capsule

## Your research!

- 1** Find out about the theme you chose. Make notes.

My theme: \_\_\_\_\_

---

---

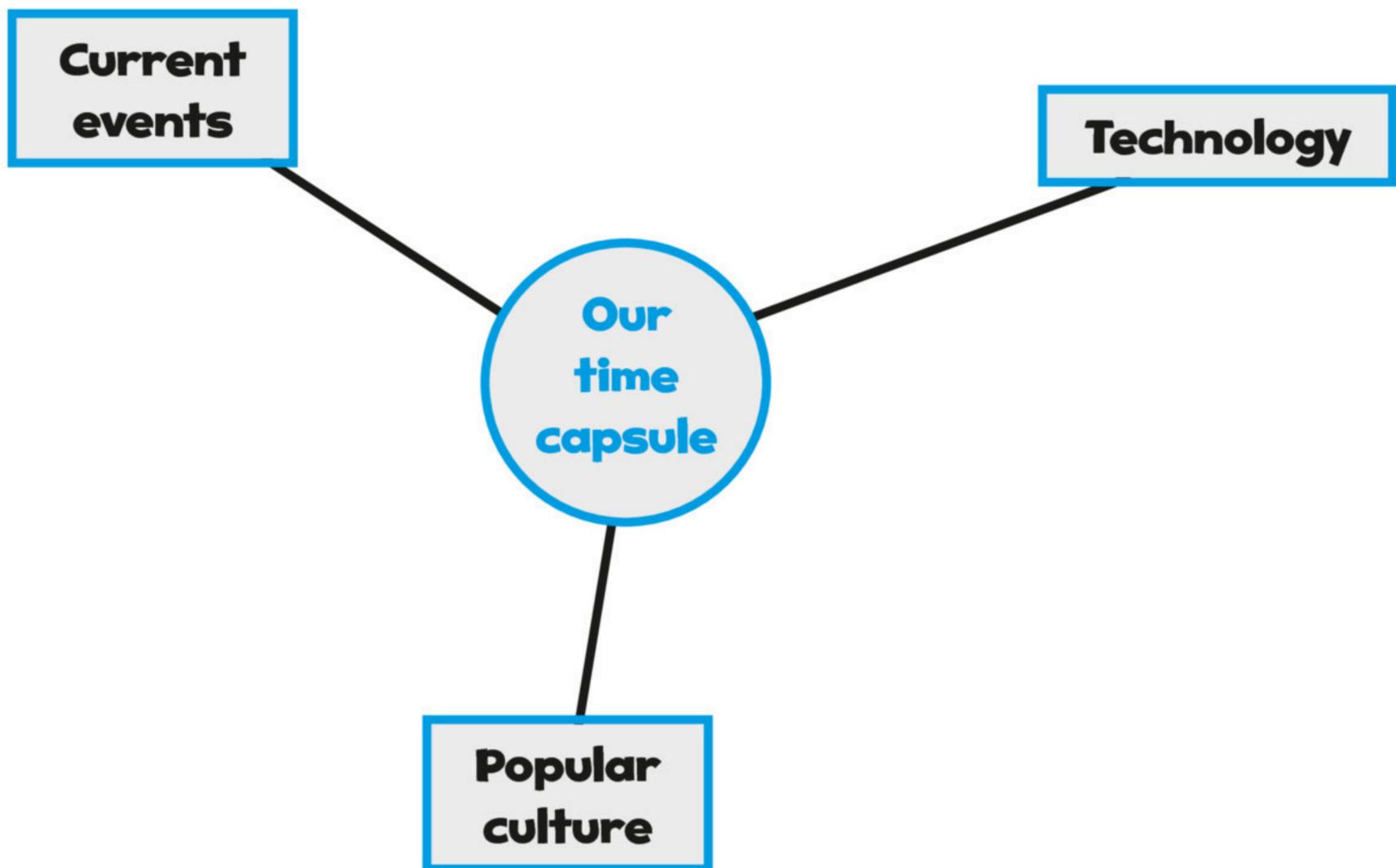
---

My predictions

Prediction 1: \_\_\_\_\_

Prediction 2: \_\_\_\_\_

- 2** Work together to put your information into a mind map. **PROJECT GROUP**



www.avassshop.ir

## Plan your capsule PROJECT GROUP

**3** Write your ideas and the things that you can include to represent them. 

Idea	Item	Explanation
<i>smartphone</i>	<i>a magazine advert for a smartphone</i>	<i>to show what smartphones can do now (because a smartphone is too expensive to include)</i>

## Plan your presentation

**4** **Collaborate**  Write your introduction. Decide who's going to say it.  PROJECT GROUP

**5** Choose your favourite item. Decide how you're going to tell the class about it.

My favourite item: \_\_\_\_\_

What it shows: \_\_\_\_\_

Why it's important: \_\_\_\_\_

My prediction for the future: \_\_\_\_\_

### Design Tip

Think about your presentation. How can you make it interesting for your audience?

- Can you show the real item, but explain why it can't go into the time capsule?
- Can you make it multi-sensory? For example:

hearing – music, sound effects      sight – something interesting to look at

taste – something to eat or drink      touch – something to pass around

**6** Answer the questions. Self-evaluation

**1** What was the best thing about this project? Why?

\_\_\_\_\_

**2** What did you learn about time capsules?

\_\_\_\_\_

**3** Did you learn any new skills or get better at anything?

\_\_\_\_\_

**4** What score would you give your group?

\_\_\_\_ / 10

# 7

## What do you want to do when you grow up?

### Lesson 1 The Big Question and pronunciation

- 1 REMEMBER THE VIDEO** Read and circle a mistake in each sentence. Then correct the sentences. ▶



- There are about 13,000 firefighters in the UK.  
*There are about 30,000 firefighters in the UK.*
- Firefighters have to do a lot of cooking.  
\_\_\_\_\_
- Markus is a police officer in London.  
\_\_\_\_\_
- Markus always comes across people who are lost.  
\_\_\_\_\_
- Today Dr Fazl finishes at 6.00 pm.  
\_\_\_\_\_

- 2** Listen to Pam. What place of work is she talking about? 🎧 120

- 3** Listen again and complete the sentences. 🎧 120

- Pam doesn't want to work as a police officer.
- Pam's neighbour is a \_\_\_\_\_.
- In the children's hospital, there is a room with lots of \_\_\_\_\_.
- Pam's brother broke his leg in a \_\_\_\_\_.
- Pam wants to work in a \_\_\_\_\_.

### Pronunciation

- 4** Listen to the rule. Then listen to the words and complete the table. 🎧 121

~~cinema~~ elephant dungarees  
banana museum understand

Stress on first syllable	1 <u>cinema</u>
	2 _____
Stress on second syllable	3 _____
	4 _____
Stress on third syllable	5 _____
	6 _____

- 5 Communicate** 🗨️ Practise saying the words with your partner. Then listen and check. 🎧 122

- kangaroo
- popular
- twenty-one
- interest
- decided
- similar
- tomorrow
- dangerous
- adventure
- remember
- syllable
- yesterday



**Finished?** Write a list of six more three-syllable words. Underline where the stress lies in each word.



**1 Match the words and the definitions.**

- |                  |  |
|------------------|--|
| 1 surgeon        | a A person who writes for a newspaper.                             |
| 2 factory worker | b A person who does operations in a hospital.                      |
| 3 engineer       | c A person who fixes cars and other vehicles.                      |
| 4 mechanic       | d A person who makes things using machines in a very big building. |
| 5 journalist     | e A person who designs technical things like machines and bridges. |

**2 Think** Who says the things below? Write the jobs. Then write the picture letters.

1 This is your captain speaking. We are flying at 6,000 metres.

\_\_\_\_\_ pilot \_\_\_\_\_ e

2 I've found a clue which will help me to find out who stole the diamond.

\_\_\_\_\_

3 We've made more profit this year because our sales have increased by 20%.

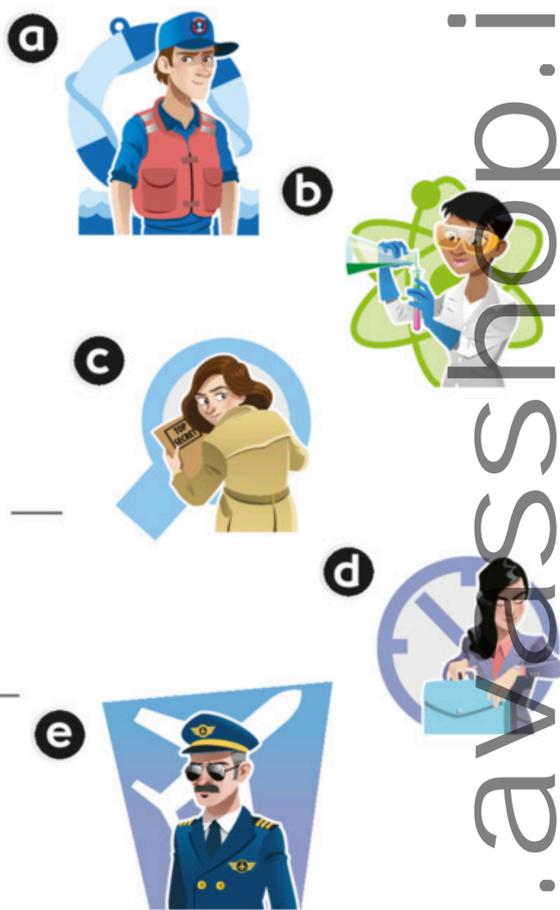
\_\_\_\_\_

4 Quick! There's is a small boat that's having trouble 500 metres from the beach.

\_\_\_\_\_

5 I'm sure that her experiment will help me with my research.

\_\_\_\_\_



**3 Think** What key words belong with these jobs? Write words for these categories. Then make diagrams for the other jobs in activity 4.



**4 What do they do? Write your own descriptions of these jobs.**

- coastguard \_\_\_\_\_ *A coastguard makes sure everyone is safe when they're at sea.*
- detective \_\_\_\_\_
- businessman/woman \_\_\_\_\_
- pilot \_\_\_\_\_
- scientist \_\_\_\_\_

www.avaesshop.ir

**1 Listen and complete the dialogues.**  128

**1** I can't wait until the picnic tomorrow.  
I <sup>a</sup> hope it doesn't rain.

Don't worry. I <sup>b</sup> \_\_\_\_\_  
it will rain tomorrow.

**3** Do you <sup>a</sup> \_\_\_\_\_ that you'll  
have a good job when you grow up?

I <sup>b</sup> \_\_\_\_\_ that I'll  
have a job which I enjoy.

**2** I <sup>a</sup> \_\_\_\_\_ that maths is the  
most important subject.

That's interesting! I <sup>b</sup> \_\_\_\_\_  
that art is the most important subject.

**4** How do you <sup>a</sup> \_\_\_\_\_ that  
you'll pass the vocabulary test?

I've learned all the words.  
I <sup>b</sup> \_\_\_\_\_ that  
I'll do well in the test.

**2 Complete the sentences. Use *think, hope* or *know*.**

- I know that fruit is good for your health.
- Do you \_\_\_\_\_ that Joe will pass his driving test?
- Do you \_\_\_\_\_ what time the number 18 bus leaves?
- I \_\_\_\_\_ it doesn't rain when we go to the beach.
- I \_\_\_\_\_ that children should be allowed to drive at the age of 16.



**3 Rewrite the sentences. Use the best word in the brackets.**

- Bees are important for the planet. (know / hope)  
I know that bees are important for the planet.
- Science is an important subject. (think / hope)  
I \_\_\_\_\_
- He's going to pass the exam because he studied a lot. (know / hope)  
I \_\_\_\_\_
- The school show is going to be good. They have all worked very hard. (think / don't think)  
I \_\_\_\_\_

**4 Communicate**  **Ask and answer. Use (*don't*) *think* or *hope*.**

- Prawns taste nice.
- English is difficult.
- It's going to snow tomorrow.
- I'm going to be famous.

Do you think that prawns taste nice?

No! I think they taste horrible!

- 1 **Think, pair, share!** **REMEMBER THE STORY** Ask and answer questions about the power ups. ▶

Can you remember the three power ups at the beginning of the story?

Yes. One was an anti-gravity power up.

- 2 **Complete the dialogue using the words in the box.**  
There are two extra words.

spacesuit rocket ~~astronaut~~ Mars solar system star space planet

**Anna:** I'd love to be an <sup>1</sup> astronaut when I grow up!

**Kat:** Really? I think going into <sup>2</sup> \_\_\_\_\_ sounds scary!

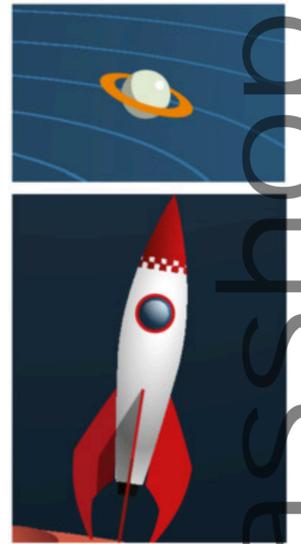
**Anna:** Well, it's risky, of course. But you wear a special  
<sup>3</sup> \_\_\_\_\_ for protection and you train for years.

**Kat:** I prefer life on Earth!

**Anna:** But imagine the possibility of living on another <sup>4</sup> \_\_\_\_\_ in  
the <sup>5</sup> \_\_\_\_\_ - Mars, for example!

**Kat:** One day, you'll go on a <sup>6</sup> \_\_\_\_\_ to Mars, I'm sure.

**Anna:** I hope so!



- 3 **Read the story again and order the events (1-8).**

- a Tomas and Bella watch the Z-bots on the slide.
- b Bella and Tomas get an audio message.
- c Bella and Tomas leave Mars.
- d Tomas tells Bella about the *Red Planet*.
- e Tomas and Bella get the nose cone back.
- f Bella suggests following the robopop sticks.
- g Bella chooses a power up.
- h The astronaut explains why he can't leave.



- 4 **Collaborate**  **What are the advantages and disadvantages of being an astronaut?**  
**Discuss the issues below and any others that you can think of.**

training

space travel

danger

family and friends

food

health

**Finished?** Imagine that you are an astronaut in space. Write four sentences about how you feel and what you can see.

1 Complete the sentences. Then listen and check.  132

arrive in about an hour  
~~invite her to the party~~  
 get a taxi  
 get wet  
 go to bed late

- 1 If I see Erica, I'll invite her to the party.
- 2 If \_\_\_\_\_, you'll be tired in the morning.
- 3 If she doesn't take an umbrella, \_\_\_\_\_.
- 4 If \_\_\_\_\_, we'll arrive at the airport on time.
- 5 If he catches the train, \_\_\_\_\_.

2 Do you want to be a space tourist? Look and make sentences about your trip.

**Space Journeys!** They're out of this world!  
 Become a space tourist and be a real explorer!  
 Delicious food! Three flavours to choose from.  
 Space walk! Remember your camera!  
 Phone your family from space and tell them your news!  
 Be one of the first, and become a legend!



- 1 If / become a space tourist / be a real explorer.  
If I become a space tourist, I'll be a real explorer.
- 2 If / not like the food / try another flavour.  
 \_\_\_\_\_
- 3 If / go on a space walk / take lots of pictures.  
 \_\_\_\_\_
- 4 If / miss my family / phone them.  
 \_\_\_\_\_
- 5 If / become one of the first tourists / be famous.  
 \_\_\_\_\_

3 **Communicate**  Where do you want to go on holiday? Choose a destination and tell your partner.

**Beautiful Botswana!**

Go on an amazing safari!  
 Camp in the desert and sleep under the stars!  
 Meet the elephants and take a really special selfie!



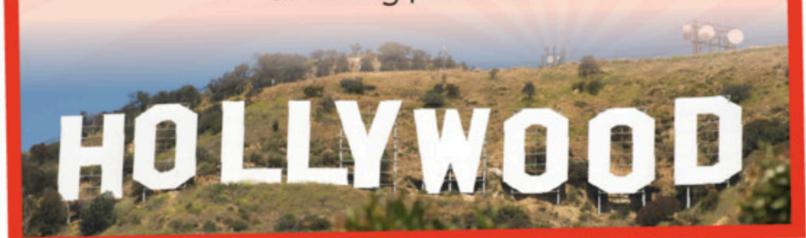
**It's time for an adventure!  
 Come to New Zealand!**

Do a bungee jump and take home a video to show your friends! Come white water rafting and get a free T-shirt!  
 Ride the jet boat and have the time of your life!



**Los Angeles! See where the movies come from!**

Go shopping and see famous people in town!  
 Take a bus tour and see the homes of your heroes!  
 See the HOLLYWOOD sign, and take amazing photos.



Where do you want to go?

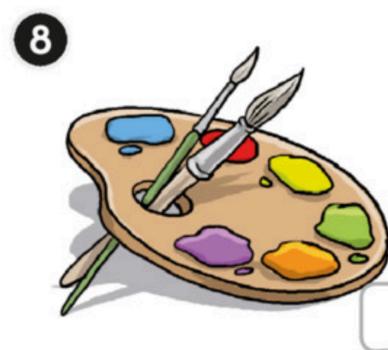
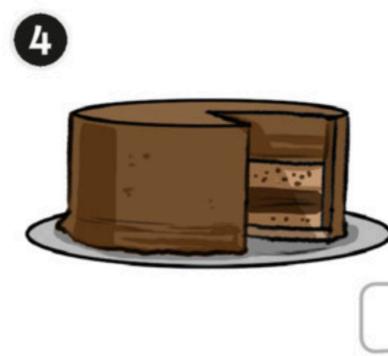
I want to go to New Zealand!

Why?

If I go to New Zealand, I'll have an adventure! And if I ...



1 Read the article on page 84 of your Class Book again and tick ✓ the topics which are mentioned.



2 Read the sentences and write *Will* or *Kate*.

1 Will had a sporting accident.

2 \_\_\_\_\_ joined lots of different sports clubs at university.

3 \_\_\_\_\_ lived in two different continents for a while.

4 \_\_\_\_\_ likes chocolate cake very much.

5 \_\_\_\_\_ works for Team GB and Paralympic GB.

6 \_\_\_\_\_ cycles around the city.

3 Find these words and names in the article. Then write what they refer to.

- |                     |  |
|---------------------|--|
| 1 brave             | <u>Will is very brave because he takes part in helicopter search operations.</u> |
| 2 2011              | _____  |
| 3 scar              | _____  |
| 4 Aston Villa       | _____  |
| 5 Italy             | _____  |
| 6 George Washington | _____  |



4 **Think, pair, share!** Ask and answer.

- What are the advantages and disadvantages of being famous?
- Which famous people can you name?
- Would you like to be famous? Why (not)?

If you're famous, you've usually got a lot of money.

Yes, that's true. But you can't go shopping like normal people.

**1 Listen to Laila. Then answer the questions.**  136

1 What is the most important thing for Malala?

\_\_\_\_\_

2 How did Laila find out about Malala's life?

\_\_\_\_\_



**2 Listen again. Then complete the notes.**  136

### A celebrity from my country

Malala comes from <sup>1</sup> Pakistan.

She's one of the most famous people in the <sup>2</sup> \_\_\_\_\_. She won the Nobel Peace Prize when she was <sup>3</sup> \_\_\_\_\_.

When she was 11, she wrote about how much she wanted to carry on going to <sup>4</sup> \_\_\_\_\_.

She made speeches and wrote a <sup>5</sup> \_\_\_\_\_. She was very brave.

These days, she lives in <sup>6</sup> \_\_\_\_\_. Malala is famous. You see her name in the

<sup>7</sup> \_\_\_\_\_ all the time. But she's also a normal young person - just like <sup>8</sup> \_\_\_\_\_!

**3 Think**  **Think of a celebrity who is popular in your country. Complete the information.**

Name: \_\_\_\_\_

Why is he / she famous? Achievements: \_\_\_\_\_

What is his / her personality like? \_\_\_\_\_

Other information: \_\_\_\_\_

**4 Think**  **Make a list of similarities and differences between Laila's celebrity and your celebrity.** 

**5 Communicate**  **Talk about the similarities and differences you found in activity 4. Use *On the one hand* and *On the other hand*.**

On the one hand, Malala and my celebrity both became famous when they were children. On the other hand, Malala is famous all over the world but my celebrity is only famous in my country.

- 1 Read and complete the Big Write tip. Use the words in the box.

### The Big Write tip

paragraphs ~~title~~ concluding introduction

An article begins with a <sup>1</sup> \_\_\_\_\_ *title* \_\_\_\_\_ which tells us what the article is about.  
 The <sup>2</sup> \_\_\_\_\_ explains what the topic is and makes us want to read more.  
 An article has got one or more <sup>3</sup> \_\_\_\_\_. Each one gives some new information about the topic. The <sup>4</sup> \_\_\_\_\_ paragraph tells us what the writer thinks about the topic.

 The first sentence of a paragraph is called a topic sentence. It introduces what the paragraph is about. For example: *Everybody has got a hero - somebody they want to be like.*

- 2 Match the topic sentences and the paragraphs.

- |  |   |
|--|---|
| <p>1 Everybody has got somebody they admire - somebody they call a hero.</p> | <p>a There were more than 400 other applicants for the job but they chose her. She flew into space on 16th June 1963.</p>   |
| <p>2 Valentina's early life was quite ordinary.</p>                          | <p>b Who is yours? Mine is Valentina Tereshkova. I admire her because she was the first woman to fly in space.</p>  |
| <p>3 Then, in 1963, she applied to be a cosmonaut.</p>                       | <p>c She was born in Russia in 1937. She left school at the age of 16 and she worked as a textile worker. But it was soon after this that she became interested in parachuting!</p> |



- 3 **Think**  Who is your hero? Plan an article about him / her. 

**Title:** Something that tells the reader what the article is about.

**Introduction:** Introduce the topic. Who is your hero and why do you admire him / her?

**Paragraphs:** Each paragraph should say something new about the topic, for example, your hero's life before now, his / her life now and his / her plans for the future.

**Concluding paragraph:** Write what you think about your hero.

- 4 **Create**  Write your article. Remember to use topic sentences at the beginning of your paragraphs. 

**Collaborate** 

### Community Task

Find interesting English-language articles about people's heroes. Make a classroom display with them. Then discuss and decide which hero is the class favourite.



**1 Listen and complete the song.**  137

**♪ I'LL BE AN ASTRONAUT**

I don't want to work in a factory.  
That just doesn't interest me.  
I don't want to be a <sup>1</sup> journalist,  
A <sup>2</sup> \_\_\_\_\_ or a scientist.

*Chorus:*

*So, if I get my way,  
I'll be an <sup>3</sup> \_\_\_\_\_ one day,  
With a shiny rocket and a <sup>4</sup> \_\_\_\_\_, too.  
I'll fly into space with you.  
And if I get my way, I'll fly into space one day,  
To the solar system and the <sup>5</sup> \_\_\_\_\_, too.  
I'll fly into space with you!*

I don't want to be an <sup>6</sup> \_\_\_\_\_.  
I want to make that very clear!  
I don't want to fly an aeroplane,  
Sail a boat or drive a train.

*Chorus*

**2 Write sentences. Use the words in brackets.**

1 Write what you think about space travel. (think)

*I think that* \_\_\_\_\_

2 Write what you think about aliens. (think / don't think)

\_\_\_\_\_

3 Write something that you want to happen next week. (hope)

\_\_\_\_\_

4 Write something that you are sure about. (know)

\_\_\_\_\_

**3 Complete the sentences. Use the correct form of the words in the box.**

go   snow   arrive   get   fix   travel

1 If the car breaks down, the mechanic will fix it.

2 She'll go to the party if she \_\_\_\_\_ an invitation.

3 If it \_\_\_\_\_ tomorrow, we won't go to school.

4 If we \_\_\_\_\_ to Mars, we'll find a very different environment.

5 If I \_\_\_\_\_ to university, I'll be an engineer.

6 If we catch the 3.00 pm bus, we \_\_\_\_\_ on time.



**4 Play the game.**

- 1 My car is broken! I need a \_\_\_\_\_.
- 3 Complete this sentence: I've got an exam tomorrow. I hope ...
- 4 Make a sentence: If / she / discover a new planet / be famous.
- 6 Somebody who writes news stories for a newspaper is a \_\_\_\_\_.
- 7 Complete this sentence: Scientists don't \_\_\_\_\_ why we need to sleep.
- 8 Make a sentence: If / we / visit / the science museum / meet / an astronaut.
- 9 Complete the sentence: Earth is one of eight \_\_\_\_\_ in our solar system.
- 10 Complete the sentence: The bus is an hour late. I don't think ...
- 12 Make a sentence: If / you / visit New York / see / the Empire State Building.
- 13 A person who makes things with machines in a big building is a \_\_\_\_\_.
- 14 The clothes that an astronaut wears are called a \_\_\_\_\_.
- 15 Do you think you will win this game?
- 17 What do you want to do when you grow up?
- 18 Make a sentence: If / we / study hard / pass / our exams.
- 19 Complete the sentence: I think ... in space.
- 20 Tell me something that you know.



**Say the job.**



**5 Read and tick ✓ or cross X. Self-evaluation**

- 1 I can talk about different professions.
- 2 I can name words about space.
- 3 I can use subordinate clauses with *think / hope / know*.
- 4 I can use the first conditional.
- 5 I can write an article.

**6 Complete the sentences.**

- 1 My answer to the Big Question is:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 I'd like to know more about:  
 \_\_\_\_\_  
 \_\_\_\_\_

www.avasshop.ir

# 8

# What makes us succeed?

## Lesson 1 The Big Question and pronunciation

### 1 REMEMBER THE VIDEO Answer the questions. ▶



- 1 What hobby do all of Amelia's friends have?  
\_\_\_\_\_
- 2 Where do the tall ships sail to from Falmouth?  
\_\_\_\_\_
- 3 Do the tall ships have engines?  
\_\_\_\_\_
- 4 How old will Amelia be next year?  
\_\_\_\_\_
- 5 What's good about working together?  
\_\_\_\_\_

### 2 Listen to Paran. Which water sport does he enjoy? 🔊 138

### 3 Listen again and complete the sentences. 🔊 138

- 1 Paran often goes canoeing with \_\_\_\_\_
- 2 His mum always has \_\_\_\_\_
- 3 Otters are brown and furry, and they swim \_\_\_\_\_
- 4 Paran hasn't seen \_\_\_\_\_
- 5 Next month they're going to try \_\_\_\_\_
- 6 Canoeing on the sea is more dangerous than \_\_\_\_\_

### Pronunciation

### 4 Listen to the rule. Listen and repeat. Tap the stresses. 🔊 139

teamwork    sailing ship    toothpaste    football

### 5 Think, pair, share! Say these words out loud and underline the stressed syllables.

Listen and check. 🔊 140

timetable    heatwave    photo booth    coastguard    smartphone    key ring

**Finished?** Write a list of two-part nouns. Practise saying them.



1 Listen to the mini-dialogues and number the descriptions.  146

- They agree to meet on Saturday afternoon.
- He suggests auditioning for a part.
- He doesn't want to do the washing-up.
- She promises to enter the competition.
- 1 She can't imagine learning to scuba-dive.



2 **Think**  Look at the verbs and write them in the table.

promise    can't imagine  
 want    enjoy  
 suggest    decide  
 don't mind    offer

verb + <i>-ing</i>	verb + infinitive with <i>to</i>

3 Read and circle the correct form.

My best friend, Jenny, is moving to Japan! I can't  
 1 imagine **moving** / **to move** to another country!  
 I 2 don't mind **to visit** / **visiting** new countries, but don't think  
 I 3 want **to live** / **living** abroad. Jenny is excited, though!  
 She 4 enjoys **to speak** / **speaking** foreign languages. In fact,  
 she's 5 offered **teaching** / **to teach** me a few words of  
 Japanese! I 6 suggested **going** / **to go** to a Japanese  
 restaurant, so that we can try some Japanese food.  
 We both loved sushi! Jenny made me 7 promise **to visit** /  
**visiting** her in her new home. I hope I can go!



4 Write questions using the prompts.

- 1 What chores don't you mind / do? \_\_\_\_\_
- 2 Have you ever promise / do something? \_\_\_\_\_
- 3 What do you want / do / when you grow up? \_\_\_\_\_
- 4 Which food can't you imagine / eat? \_\_\_\_\_

5 **Communicate**  Ask and answer the questions in activity 4.

What do you have in common?

I don't mind filling  
 the dishwasher.

Nor do I! But I don't enjoy tidying my  
 bedroom, my mum makes me do it.

- 1 Think, pair, share!** **REMEMBER THE STORY** In pairs, take turns to tell the story in your own words. ▶

Jack and Fatima are going to play a game.

But they realise it's the last mission, so they ask the others to join in.

- 2 Think** Read the definitions and write the adjectives. Match them to the pictures.



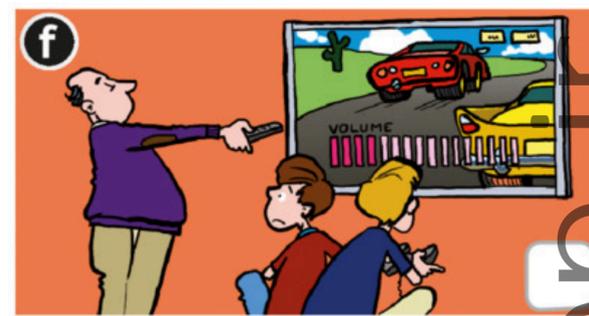
- 1 \_\_\_\_\_ (adj.) busy, with lots and lots of people
- 2 \_\_\_\_\_ (adj.) a thing or situation that can hurt someone, or damage something
- 3 \_\_\_\_\_ (adj.) when describing e.g. a lake, river or canyon, it's a long way to the bottom
- 4 \_\_\_\_\_ (adj.) making a lot of noise, noisy
- 5 \_\_\_\_\_ (adj.) when there is no noise
- 6 \_\_\_\_\_ (adj.) protected from danger or harm

- 3 Read the story again. Answer the questions.**

- 1 What was the final challenge?  
\_\_\_\_\_
- 2 Who was in the other raft?  
\_\_\_\_\_
- 3 How were the Z-bots going to cheat?  
\_\_\_\_\_
- 4 What did the mystery power up do?  
\_\_\_\_\_
- 5 How did they manage to finish the mission?  
\_\_\_\_\_  
\_\_\_\_\_

- 4 Collaborate** What happened next? Work together and write three more frames of the story. 📅

1 Listen and number the pictures.  150



2 Write sentences with *too* and (*not*) *enough* about the pictures in activity 1.

1 the computer game / quiet

*The computer game isn't quiet enough.*

2 music / loud

3 swing / dangerous

4 water / deep

5 shop / crowded

6 website / safe

3 **Communicate**  Look and make sentences with *too* and (*not*) *enough*. Match the people to the rides.

Name	Kerry	Ian	Lana	Ben
				
Age	10	13	12	14
Height	1 m 64	1 m 60	1 m 54	1 m 72

Lana is too short to go on the ...

**Come to the funfair!**



Roller coaster  
Minimum height: 1 m 65



Bumper cars  
Age: 14+



Merry-go-round  
Minimum height: 1 m 60



Water slide  
Age: 12+

4 **Collaborate**  Talk in groups. Which of the funfair rides can you go on?

I'm not old enough to go on the bumper cars.

- 1 Think, pair, share!** Look inside this house at Skara Brae and discuss the questions.

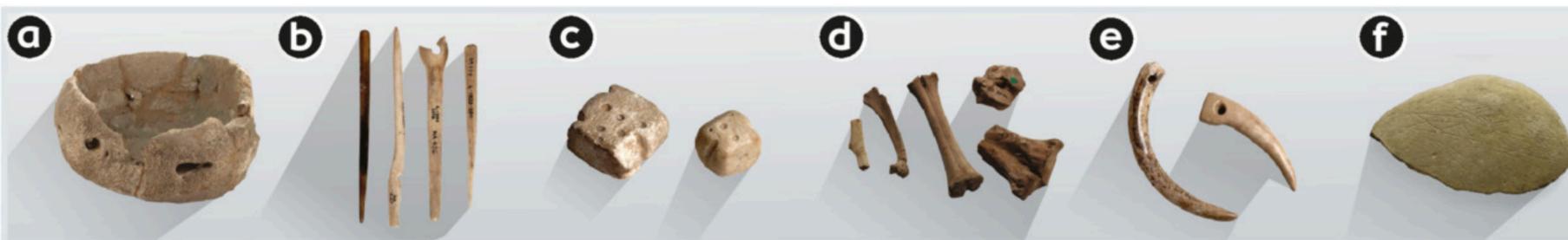


زیانگده اوس  
www.avasshop.ir

- 1 What's the furniture made of?
- 2 What do you think items 1-5 are?
- 3 What other things do you think they had in their houses?

- 2 Listen and check.** 152

- 3 Think** Look at the artefacts from Skara Brae. What do you think they are?  
Read and match.



- |   |   |
|---|---|
| 1 It's part of a necklace made of bone. _____ | 4 They're bones from sheep and goats. _____ |
| 2 It's a cup made of whale bone. _____        | 5 They're dice for playing games. _____     |
| 3 They're tools made of bone. _____           | 6 It's a knife made from a stone. _____     |

- 4 Communicate** Look at the objects again and answer the questions.  
Discuss with a friend.

- 1 What do the objects tell us about what the people ate?
- 2 What do the objects tell us about the animals that they kept?
- 3 What can we say about how they made their clothes?
- 4 What can we guess about fashion in the Stone Age?
- 5 What can we say about the materials that they used?

- 5 Create** Imagine and draw what the interiors of the houses at Skara Brae looked like when people were living there. Write a description to explain the things you have included.

- 1 Communicate**  Read the brochure on page 94 of your Class Book again. Look and say which school could be Yellow Hill School. Why?



- 2 Read again and choose the best answer.**

- 1 What's the purpose of the brochure?
  - a To give facts and figures about the school.
  - b To persuade parents to choose the school for their children.
  - c To introduce the school to new students in a friendly, informative style.
- 2 What is the main message of paragraph 2?
  - a The school is big and you'll probably get lost.
  - b The school has got classrooms and places for lots of different subjects.
  - c The school and staff are there to help all students to succeed.
- 3 What is the best summary of paragraph 5?
  - a Older students know more about the school.
  - b The buddy system helps everyone to feel less nervous.
  - c It's difficult to make friends in a new place.
- 4 Who do you think the writer is?
  - a The headmaster.
  - b A group of parents.
  - c A group of students at the school.

- 3 Think**  Find these words in the text. What do you think they mean?

**Write definitions.**

laboratory: \_\_\_\_\_  
 rounders: \_\_\_\_\_  
 assembly: \_\_\_\_\_  
 buddy: \_\_\_\_\_

- 4 Collaborate**  Compare Yellow Hill Secondary School to your school. Would you like to go there?



**1 Listen to Jake.**  154 **Answer the question.**

What's special about the school Jake speaks about?

---



---



---

**2 Listen again and complete Jake's notes.**  154

Name of school: <sup>1</sup> \_\_\_\_\_ Location: <sup>2</sup> \_\_\_\_\_

Subjects studied: performing arts, e.g. acting and technology, plus normal subjects, like <sup>3</sup> \_\_\_\_\_ and <sup>4</sup> \_\_\_\_\_

Special buildings or facilities: <sup>5</sup> \_\_\_\_\_, TV and radio studios, as well as two <sup>6</sup> \_\_\_\_\_

Clubs: e.g. theatre club, or singing in a <sup>7</sup> \_\_\_\_\_

Students' start / finish age: <sup>8</sup> \_\_\_\_\_

Famous students: <sup>9</sup> \_\_\_\_\_

**3 What will your Secondary school be like? Make notes.**

**My Secondary school**

Name of school: \_\_\_\_\_ Location: \_\_\_\_\_

Subjects studied: \_\_\_\_\_

Special buildings or facilities: \_\_\_\_\_

Clubs: \_\_\_\_\_

Students' start / finish age: \_\_\_\_\_

Famous for anything? \_\_\_\_\_

**4 Think**  **Make a list of similarities and differences between Jake's notes and yours.** 

**5 Communicate**  **Talk about the comparisons you made in activity 4.**

My Secondary school has got a swimming pool, but it hasn't got a dance studio.

I think a famous scientist went to my school, but I can't remember his name!

1 Read and complete the Big Write tip. Use the words in the box.

### The Big Write tip

information personal reader ~~booklet~~ questions imagine

A brochure is a thin <sup>1</sup> booklet with photos and text, giving <sup>2</sup> \_\_\_\_\_ about a product or a place. It uses positive language and adjectives to make the place sound attractive. A brochure can give practical information as well as <sup>3</sup> \_\_\_\_\_ opinions and recommendations. You should think about who the brochure is for, and write in a style that your <sup>4</sup> \_\_\_\_\_ will like. Think about what they want to know, and answer their possible <sup>5</sup> \_\_\_\_\_. Photos and captions also help readers to <sup>6</sup> \_\_\_\_\_ what the place is like.

2 **Think**  Read the descriptions. Which ones are better for a brochure?

- 1 a There's a school canteen opposite the head teacher's office.  
b There's a school canteen that serves delicious food, and it isn't expensive!
- 2 a There's a playground.  
b There's a playground with lots of great climbing equipment – it's really fun!
- 3 a We have a school assembly on Friday mornings at 9.00 am.  
b We have a fun school assembly every Friday morning.



3 **Communicate**  Discuss. What would a new student want to know about your school? Write six questions. Then brainstorm some answers in groups.

---



---



---



---



---



---

4 Choose four of your questions from activity 3 and plan your school brochure. 

Title

Questions 1–4: write notes for your answers to the questions.

Short message to new students.

### Remember!

- Talk directly to your reader and use friendly language.
- Include facts and opinions.
- Make your answers positive and descriptive.

5 **Create**  Write a brochure about your Primary school for new students. 

**Collaborate** 

### Community Task

Make a map of the school for new students arriving next year. Include useful information and friendly tips.

- 1 Complete the missing words. Then listen and check.  155

**YOU CAN DO ANYTHING!**

Chorus:

It's never <sup>1</sup>t\_\_\_ high, it's never too far!

Believe that you're good <sup>2</sup>e\_\_\_\_\_, believe in who you are!

It's never <sup>3</sup>t\_\_\_ difficult, it's never too far!

Follow your dreams - you're already a star!

Do you want to sing a <sup>4</sup>s\_\_\_\_\_, or <sup>5</sup>p\_\_\_\_\_ on the stage?

Do you want to speak a <sup>6</sup>l\_\_\_\_\_ - you can start at any age!

You can do that <sup>7</sup>p\_\_\_\_\_ - or learn to <sup>8</sup>s\_\_\_\_-dive!

You can do anything - you'll succeed if you strive!

Chorus

Do you want to take <sup>9</sup>e\_\_\_\_\_, or <sup>10</sup>j\_\_\_ a club and sing?

Why not <sup>11</sup>e\_\_\_\_\_ competitions - you might win!

You can try a new <sup>12</sup>a\_\_\_\_\_, <sup>13</sup>a\_\_\_\_\_ for a part.

You can do it all - you know it in your heart!

Chorus



- 2 Find, circle and correct four more mistakes with verb patterns.

My sister and I decided trying <sup>to try</sup> Tomas's challenge! It was fun! My older sister suggested to come to her ballet class and I agreed to go with her! (I don't mind to dance but I've never done ballet before!) I was a bit scared, but it was funny. Next week my sister is going to come to my basketball club. I offered practising with her in the park yesterday. She's actually very good at throwing! I hope she enjoys to play with my team!



- 3 Write *too*, or *enough*.



- 1 These trainers aren't big \_\_\_\_\_ for me.



- 4 The music is \_\_\_\_\_ loud!



- 2 That river looks \_\_\_\_\_ dangerous to swim in.



- 5 That hoodie is \_\_\_\_\_ dirty to wear for school!



- 3 Are you brave \_\_\_\_\_ to try skydiving?



- 6 This cake is \_\_\_\_\_ tasty to share!

**4** Play the game.  = roll again.

**START**

**1** Complete the sentence for you: I can't imagine ...

**2** Say the missing word: Sing a \_\_\_\_\_

**3** Say the sentence in a different way: The music isn't loud enough.

**4** Say the missing word: \_\_\_\_\_ for a part

**5** Complete the sentence for you: I've decided ...

**6** Mum says your new hobby is too dangerous. Miss a turn.

**7** Your dad offered to drive you to band practice – Roll again!

**8** Say the missing word: \_\_\_\_\_ a club

**9** Say the sentence in a different way: The bridge isn't safe enough.

**10** Complete the sentence for you: I enjoy ...

**11** Your presentation was great! Roll again!

**12** Say the missing word: \_\_\_\_\_ on the stage

**13** Say the sentence in a different way: These shoes are too small.

**14** The bus is too crowded. Miss a turn!

**15** Complete the sentence for you: I promise ...

**16** Say the missing word: \_\_\_\_\_ a competition

**17** You got the main part in the school show! Roll again!

**18** Say the sentence in a different way using *deep*: There isn't enough water to scuba-dive.

**19** Say the missing word: Speak a \_\_\_\_\_ language

**20** Complete the sentence for you: I don't mind ...

www.hinsinvasasshop.ir

**5** Read and tick ✓ or cross X. **Self-evaluation**

- 1 I can make sentences with different verb patterns.
- 2 I can use *too* and *enough* to say whether something is suitable.
- 3 I can talk about challenges and activities that might be a little scary.
- 4 I can use adjectives to describe places and situations.
- 5 I can write a brochure.

**6** Complete the sentences.

- 1 My answer to the Big Question is:  
\_\_\_\_\_  
\_\_\_\_\_
- 2 I'd like to know more about:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# A Radio Advert

## Features of a radio advert

**1** Listen and answer the questions.  158 Then listen again and check.

**Advert 1**

What's the advert for?

\_\_\_\_\_

Can you remember the slogan? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Advert 2**

Who do you think the product is for?

\_\_\_\_\_

What's the product name?

\_\_\_\_\_

\_\_\_\_\_

**Advert 3**

What do the sound effects represent?

\_\_\_\_\_

Does it have a slogan or a jingle?

\_\_\_\_\_

\_\_\_\_\_

## Get your slogan right!

**2 Collaborate**  Look at the products and choose your favourite slogan.



- a Yum! It's full of berries!
- b It's new! It's blue! It's good for you!
- c One of your five-a-day!



- a Just go crazy!
- b You've never had so much fun!
- c You'd be crazy to miss it!

### Slogans need to:

- be short and memorable
- help shoppers identify your product
- say something positive about your product

**3** Many slogans use rhyme. Read the slogans and write the missing words. What do you think the product is for each one?

noise    treat    eat  
fun    sun    toys

- 1 Robot \_\_\_\_\_! Come on, kids, let's make some \_\_\_\_\_!
- 2 The healthy, sweet \_\_\_\_\_ that they'll want to \_\_\_\_\_!
- 3 The number one for \_\_\_\_\_ in the \_\_\_\_\_!

**4 Communicate**  Write a slogan for your product. Share your ideas. **PROJECT GROUP**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Write your script

**5** Make notes of the important information. Then write your script. **PROJECT GROUP**

Product: \_\_\_\_\_ Product name: \_\_\_\_\_

Slogan:  Jingle:  Sound effects:

Special features: \_\_\_\_\_

Most important information: \_\_\_\_\_

Script: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6** Check your script against the checklist. Make any changes. **PROJECT GROUP**

- Have you included the product name? Is it clear?
- Have you included your slogan more than once?
- Have you mentioned the special features?
- Have you included the most important information?
- Have you tried out your sound effects?

**7** Answer the questions. **Self-evaluation**

1 What was the best thing about this project? Why?

\_\_\_\_\_

2 What did you learn about advertising?

\_\_\_\_\_

3 Did you learn any new skills or get better at anything?

\_\_\_\_\_

4 What score would you give your group?

\_\_\_\_ / 10

**1** Student A: Look at the table in activity 2 on page 102 of your Class Book.

Ask your partner about Robert's class.

Student B: Look at the table below. Answer your partner's questions about Robert's class.

### Robert's class

1 Teacher's name	Mrs Davis
2 What / studying	English
3 Lesson difficult / easy	difficult
4 How long / lesson	50 minutes
5 What time / finish	three o'clock

What's his teacher's name?



Her name is Mrs Davis.



**2** Student B: Look at the table below. Ask your partner about Sarah's class.

Student A: Look at the table in activity 3 on page 102 of your Class Book.

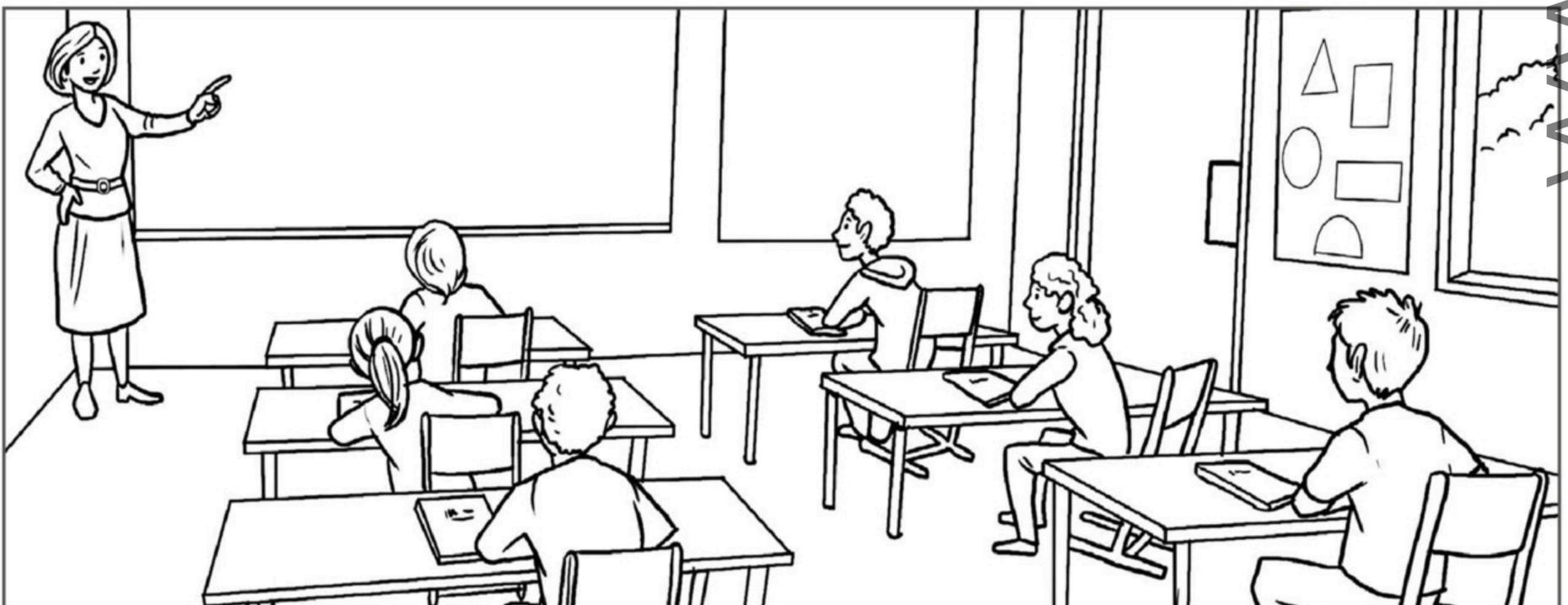
Answer your partner's questions about Sarah's class.



### Sarah's class

1 Teacher's name	<i>His name is Mr Baxter.</i>
2 What / studying	
3 Lesson difficult / easy	
4 How long / lesson	
5 What time / finish	

**3** Listen, colour and write.  161



**1** Unscramble the words.

1 kancsrab    2 cruoesrojpcet    3 ziquwohs    4 gakinstnikr

5 sett    6 ramdaisesre    7 trenaucomedunyrat    8 hopottoboh

9 fictertaice    10 muneItrapai

**2** Write the words from activity 1 in the table.

Places	TV programmes	Learning
<i>snack bar</i>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**3** Look and read. Choose the correct words and write them on the lines. There is one example.

essay    quiz show    skating rink    test    drama series  
~~bowling alley~~    nature documentary    games arcade    photo booth  
 certificate    planetarium    snack bar    dictionary    chat show

This is a place where you try to knock down skittles with a big ball.

*bowling alley*

- 1 This is a piece of paper that you get when you pass an exam.
- 2 This is a TV programme about animals or things that are real.
- 3 There is ice on the ground in this place and you skate on it.
- 4 You go to this place when you are hungry and you want to eat a small meal.
- 5 You can look in this book to find out what a word means or how to spell it.
- 6 On this TV programme, people answer questions to win a prize.
- 7 You can learn about space at this place.
- 8 This is a short exam to find out how well you know something.
- 9 You get your photo taken in this place.
- 10 This is a programme that's on TV every week and tells a story.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Exam tip!**

Before you listen, study the pictures carefully to see what the people are doing and what they are wearing.

1 Listen and write the names.  162

Irma Harry Sofia Marco  
Zara Ricardo



1  2  3  4  5 *Sofia* 6

2 Listen and answer the questions.  163 Use the names in activity 1.

1     Ricardo     3                      5                       
2                      4                      6                     

3 Listen and draw lines.  164



www.avassshop.ir

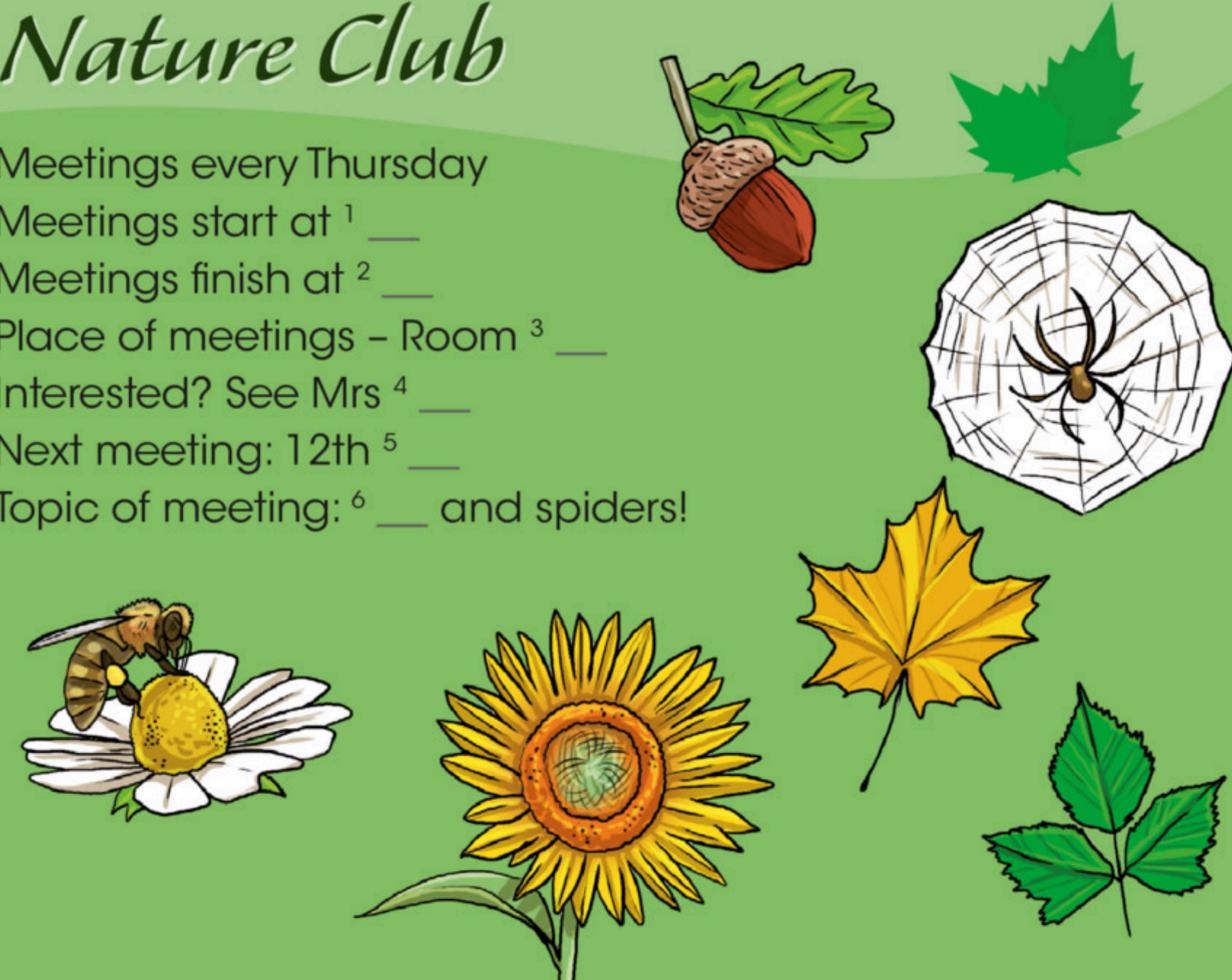
**1 Listen and complete the sentences.**  165

- 1 The train leaves at ten past five.
- 2 Her telephone number is \_\_\_\_\_.
- 3 They live at \_\_\_\_\_ Street.
- 4 She'll be home at \_\_\_\_\_.
- 5 The bus ticket costs £ \_\_\_\_\_.
- 6 The hurricane blew down \_\_\_\_\_ trees.
- 7 The new head teacher is called Mr \_\_\_\_\_.
- 8 The comic costs £ \_\_\_\_\_.

**2 Listen and complete the table.**  166

## Nature Club

Meetings every Thursday  
 Meetings start at <sup>1</sup> \_\_\_\_\_  
 Meetings finish at <sup>2</sup> \_\_\_\_\_  
 Place of meetings – Room <sup>3</sup> \_\_\_\_\_  
 Interested? See Mrs <sup>4</sup> \_\_\_\_\_  
 Next meeting: 12th <sup>5</sup> \_\_\_\_\_  
 Topic of meeting: <sup>6</sup> \_\_\_\_\_ and spiders!



1	<i>half past four</i>
2	
3	
4	
5	
6	

### Exam tip!

Read the text first to check what information is missing. Then listen to the audio carefully for that information.

**3 Listen and write the missing information.**  167

## Day trip to the countryside

**Why not come on a trip to the Lake District to see beautiful scenery?**

Day of trip: <sup>1</sup> Tuesday 3rd April  
 Bus leaves at: <sup>2</sup> \_\_\_\_\_  
 Cost of trip: <sup>3</sup> \_\_\_\_\_  
 Includes: <sup>4</sup> \_\_\_\_\_  
 and a \_\_\_\_\_ trip  
 Travel agency: <sup>5</sup> \_\_\_\_\_



**1** Student A: Look at the table in activity 2 on page 106 of your Class Book. Ask your partner about a recycling competition.

Student B: Look at the table below. Answer your partner's questions about a recycling competition.

### Recycling competition

1 Name / competition	Recycling competition
2 When / take place	14 <sup>th</sup> July
3 Where / take place	Willow's Park
4 What / prize	a mountain bike
5 Name / website	www.recycleinthepark.com



**2** Student B: Look at the table below. Ask your partner about a recycling event.

Student A: Look at the table in activity 3 on page 106 of your Class Book. Answer your partner's questions about a recycling event.

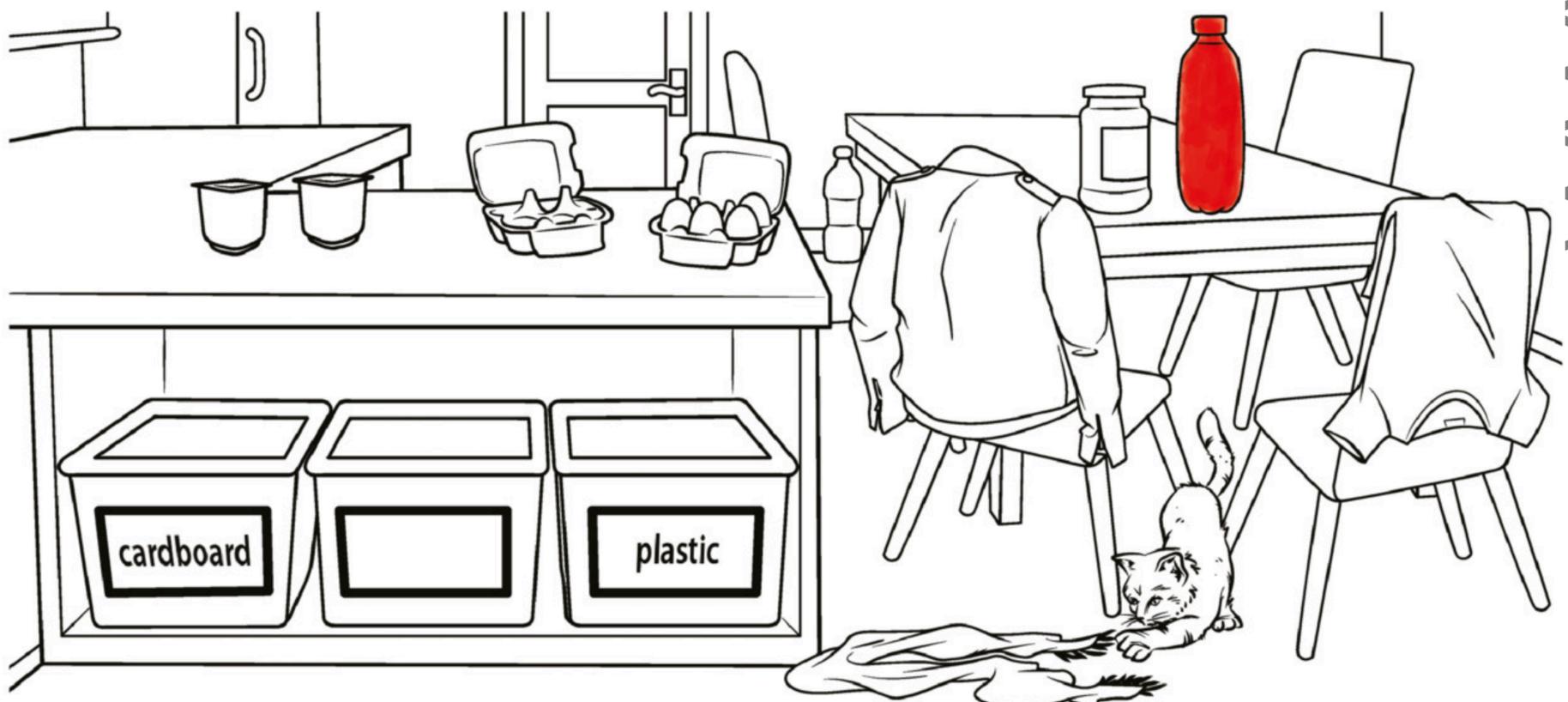
### Recycling event

1 Name / event	?
2 When / take place	?
3 What / address	?
4 What time / start	?
5 What / learn	?

What's the name of the event?

It's called ...

**3** Listen, colour and write.  168



- 1 Read the story and write the names of the people under the pictures.

Maria the official Fiona the cyclists Mum



- 2 Look at the picture and read the story. Write 1, 2, 3 or 4 words to complete the sentences.

## How to win a cycle race

Fiona Clarke loves sports – she's good at swimming, running and cycling. Last week she entered a cycling race, and this is what happened ...

Fiona's mum drove her to the start of the race, with her bike in the back of the car. When they got out of the car Fiona saw Maria Smith. She had a new pink bike.

'Hello Fiona' said Maria as she walked towards her, 'Have you seen my new bike? And I've got a new smartwatch, look! Maria held out her arm and pressed a few buttons on her shiny new watch, 'I can measure my heart rate and how many kilometres I ride'. Maria smiled and walked away.

Fiona was worried; she didn't have lots of new technology – only her old bike and a pair of old trainers! 'Maria will win and I'll come last' she thought.

All the cyclists lined up at the start of the race. 'Ready, steady ... GO' shouted the official. Maria, Fiona and 15 other cyclists pedalled as fast as they could.

Suddenly a cat ran across the path. Maria and Fiona both swerved but their wheels touched and they fell off their bikes onto the grass. 'Oof' said Fiona 'Ow!' said Maria.

Maria looked at Fiona and laughed, 'Well, I didn't win the race, even with a new bike and a new smartwatch!' 'Never mind' said Fiona 'Our bikes look a bit bent. Let's walk to the finish line together!'



- 1 Fiona went to the race with \_\_\_\_\_.
- 2 Maria's new \_\_\_\_\_ measures her heart rate.
- 3 Fiona's bike is \_\_\_\_\_.
- 4 Fiona is worried \_\_\_\_\_ she doesn't have lots of technology.
- 5 There were \_\_\_\_\_ people in the race.
- 6 Maria \_\_\_\_\_ the race.
- 7 Fiona and Maria decide to walk to \_\_\_\_\_.

**1 Match the sentence halves.**

- |                              |                             |
|------------------------------|-----------------------------|
| 1 I think that being a pilot | to be a mechanic.           |
| 2 Maybe I'll work            | have to be good scientists. |
| 3 It's my dream              | your dream comes true.      |
| 4 I believe that engineers   | is a really good job.       |
| 5 I hope that                | in the emergency services.  |

**2 Complete the sentences. Use the words in the box.**

- 1 I want to be a scientist when I grow up.

above ~~up~~ over

- 2 I think that I'll be good \_\_\_\_\_ it.

at about on

- 3 If I pass my exams, I \_\_\_\_\_ be able to study science at university.

can will was

- 4 Scientists like to \_\_\_\_\_ new things.

discover discovered discovering

- 5 I think \_\_\_\_\_ being a scientist is a good job.

than there that



**3 Read the diary and write the missing words. Write one word on each line.**



This week at school we are learning  
 1 about different jobs. When  
 I grow <sup>2</sup> \_\_\_\_\_, I want to be a  
 pilot and travel to lots of places.  
 I <sup>3</sup> \_\_\_\_\_ flying, going to new  
 countries and meeting new people. I know  
 4 \_\_\_\_\_ you have to study a lot  
 to be a pilot, but I'm <sup>5</sup> \_\_\_\_\_ at  
 exams because I work hard in school. It's my  
 dream to be a pilot and I <sup>6</sup> \_\_\_\_\_  
 that it would be an exciting job.

1 Listen to the conversation. Match the activities to the days.  169

yesterday

take an exam

today

do a presentation

tomorrow

enter a competition

2 Listen and tick ✓ the box.  170

1 What activity is Matt going to do this year?



2 How old is Matt?



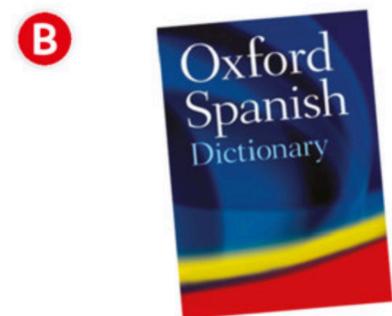
3 What foreign language is Alice going to learn?



4 What time does the class start?



5 What has Alice got?



1 What can you see? What is the connection between them?



1 \_\_\_\_\_ 2 \_\_\_\_\_

3 \_\_\_\_\_

### Exam tip!

In activity 3, use the text to check that the word you have chosen is correct.

2 Read the text and tick ✓ the best title.

1 How is recycled paper used?

2 How are egg cartons made?

3 What's an egg carton?

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

Most egg cartons in the UK and in many other countries are made from recycled paper.

This is good news because millions of cartons

<sup>1</sup> \_\_\_\_\_ sold every week around the world.

The recycling process <sup>2</sup> \_\_\_\_\_ when paper (old newspapers, magazines, paper bags, etc.) is

collected from recycling containers. The paper is taken

<sup>3</sup> \_\_\_\_\_ a factory, where it is placed on a

long, moving conveyor belt. Factory workers look at the

paper carefully <sup>4</sup> \_\_\_\_\_ other materials such as plastic or metal, which are removed at this stage.

After moving along the conveyor belt, the paper

<sup>5</sup> \_\_\_\_\_ put inside a special machine.

A small amount of water is added and <sup>6</sup> \_\_\_\_\_

everything is mixed together into a 'pulp'. The pulp looks like a fruit smoothie or a milk shake.

<sup>7</sup> \_\_\_\_\_, the paper pulp is poured into a

big tank. From here, it is put <sup>8</sup> \_\_\_\_\_ plastic

moulds in the shape of egg cartons. When the egg

carton shape is formed, <sup>9</sup> \_\_\_\_\_ are taken to

a drying machine. The cartons are packed into boxes

and <sup>10</sup> \_\_\_\_\_ to farms, ready to be packed

with eggs.

Example	much	many	any
1 is	are	aren't	
2 start	starting	starts	
3 to	at	in	
4 for	from	because	
5 is	isn't	are	
6 than	that	then	
7 After	Before	Next	
8 on	into	at	
9 them	it	they	
10 takes	taken	take	

1 Listen to the story and number the pictures. 



2 Look at the pictures in activity 1 and read and write.

Examples

Frank and Mia are going go-karting.

Outside, it is raining.

Complete the sentences about picture a.

- 1 There is a \_\_\_\_\_ in the car park.
- 2 The man is phoning the fire fighters on his \_\_\_\_\_.

Answer the questions about picture b.

- 3 How is Frank feeling? \_\_\_\_\_
- 4 What is Frank and Mia's mum doing? \_\_\_\_\_

Now write two sentences about picture c.

- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

3 Look at the three pictures. Write about this story. Write 20 or more words.




---



---



---

www.avassshop.ir

# Grammar Reference

1

## Lesson 3 Present continuous for future plans

Present continuous		Time markers	
I'm / 'm not He / She's / isn't You / We / They 're / aren't	playing football seeing Isabella going to the cinema	on Saturday. this afternoon. tomorrow.	
What	is he / she are you / we / they	doing	later? next weekend?

Answer the questions. Use the words in brackets.

- What is Peter doing on Friday?  
(play tennis)  
*Peter is playing tennis on Friday.*
- What is John doing on Saturday?  
(meet his friends)
- What are they doing tomorrow?  
(go to park)
- What are we doing tonight?  
(have dinner with Grandpa)
- What is Brigitte doing next month?  
(visit her friend in France)
- What are you doing this evening?  
(do my homework)

## Lesson 5 Indefinite pronouns

Complete the sentences.  
Use the words in the box.

something    anybody    somebody  
anywhere    anything    somewhere

- There's somebody in the kitchen talking to Manuel.
- There isn't \_\_\_\_\_ to eat - all the restaurants are closed!
- Have you got \_\_\_\_\_ to drink? I'm really thirsty.
- There is \_\_\_\_\_ that I'd like to say to you.
- Is there \_\_\_\_\_ home?
- I want to go \_\_\_\_\_ hot for my holidays.

People	Things	Places
somebody	something	somewhere
anybody	anything	anywhere
nobody	nothing	nowhere

How long <b>have</b>	I / you / we / they	<b>been</b> at this school? <b>liked</b> this kind of music?
How long <b>has</b>	he / she / it	

I / You We / They	<b>'ve</b> (have)	<b>been</b> at this school <b>liked</b> this group	<b>for</b>	five years / weeks / months / hours / minutes.
He / She	<b>'s</b> (has)		<b>since</b>	last week / month / year. September / 2017 / Monday. yesterday / this morning / last weekend.

### Read and circle the correct words.

- I've known how to ride a bike **for** / **since** I was seven.
- They've been at the planetarium since **two hours** / **ten o'clock**.
- I've been a fan of this team **for** / **since** three years.
- He's had tickets for this concert for **months** / **last Tuesday**.
- Mum and Dad have been married **for** / **since** fifteen years.
- My uncle has lived in America **for** / **since** 2001.

### Lesson 5 Present perfect with *just*

I / You / We / They	<b>'ve</b>	<b>just</b>	<b>learned</b> something interesting!
He / She	<b>'s</b>		<b>watched</b> a brilliant film!

### Write sentences with *just* and the present perfect tense.

- We / see / a deer in the garden!  
Quick! Get the camera! \_\_\_\_\_  
\_\_\_\_\_
- I / eat / a whole tub of ice cream!  
Ooh! I feel sick. \_\_\_\_\_  
\_\_\_\_\_
- She / buy / a plane ticket to New York.  
She's very excited. \_\_\_\_\_  
\_\_\_\_\_
- They / opened / a new BMX track in  
my town.  
I'm so happy! \_\_\_\_\_  
\_\_\_\_\_

**Present perfect**

How long have you had your bike?

I've had my bike

for ten years.

since I was ten.

**Past simple**

When did you buy the ticket?

I bought the ticket

last week.

four days ago.

**Complete the sentences. Use the correct form of the verbs in brackets.**

- 1 She *'s been* \_\_\_\_\_ a member of the music group for three months. (be)
- 2 We \_\_\_\_\_ the Astronomy Club three months ago. (join)
- 3 When \_\_\_\_\_ you \_\_\_\_\_ this computer? (buy)
- 4 How long \_\_\_\_\_ you \_\_\_\_\_ this computer? (have)
- 5 They \_\_\_\_\_ in the same house for 20 years. (live)
- 6 I \_\_\_\_\_ to Rome three weeks ago. (go)

**Lesson 5** The present perfect with *already* and *yet***Already**

I've

**already****seen** this film.

He's

**cleaned** the kitchen.**Yet**

I haven't

**bought** the comic**yet.**She **hasn't****talked** to Jed**Circle the correct word.**

- 1 She's **already** / **yet** finished reading the book.
- 2 Have you tidied your room **already** / **yet**?
- 3 We haven't seen this episode **already** / **yet**.
- 4 Have the police found the diamond thief **already** / **yet**?
- 5 They've **already** / **yet** been to Paris on holiday.
- 6 I haven't spoken to the teacher about it **already** / **yet**.

Past continuous			Past simple	
What	<b>was</b> I / he / she <b>were</b> you / we / they	<b>doing</b> <b>eating</b>	when	the tsunami <b>hit</b> ? I <b>came</b> in?
I / He / She <b>was</b> / <b>wasn't playing</b> cards You / We / They <b>were</b> / <b>weren't</b> eating pizza			when	the tsunami <b>hit</b> . you <b>came</b> in.

Complete the sentences. Use the correct form of the words in brackets.

- 1 What were you doing when the accident happened? (do / happen)
- 2 My mum \_\_\_\_\_ in the park when it \_\_\_\_\_ to rain. (sit / start)
- 3 I \_\_\_\_\_ for the bus when I \_\_\_\_\_ my dad in his car. (wait / see)
- 4 Sally and Jake \_\_\_\_\_ when their friends \_\_\_\_\_. (play tennis / arrive)
- 5 We \_\_\_\_\_ anything when the vase \_\_\_\_\_ off the shelf. (do / fall)

## Lesson 5 Linking words

Linking word	Function
I go cycling <b>and</b> I play football every weekend.	addition
He likes basketball <b>but</b> he doesn't like volleyball. You can pay now <b>or</b> you can pay later.	contrast
I'm not going to buy it <b>because</b> I haven't got enough money.	reason
I spent my bus money <b>so</b> I had to walk home.	consequence
<b>When</b> the bus came, we got on. I'll see you <b>before</b> I go. We can have something to eat <b>after</b> we've seen the film.	time

Complete the sentences. Use the words in the box.

- 1 Would you like tea or coffee?
- 2 My name is Cecilia \_\_\_\_\_ I'm from Brazil.
- 3 I don't like coffee \_\_\_\_\_ it's too bitter.
- 4 \_\_\_\_\_ it started to rain, we were on our way home.
- 5 I love pasta \_\_\_\_\_ I really don't like pizza.
- 6 I prefer to have a shower \_\_\_\_\_ breakfast.
- 7 We didn't have any rice, \_\_\_\_\_ we cooked couscous instead.

when  
but  
before  
or  
and  
so  
because

What	<b>is</b> this chair / it	<b>made</b>
	<b>are</b> these chairs / they	<b>of?</b>

This chair / It	<b>is</b>	<b>made</b>	wood.
These chairs / They	<b>are</b>	<b>of</b>	metal.

### Circle the correct words.

- 1 What **is** / **are** these sweaters made of?
- 2 These mobile phones **is** / **are** made of plastic and metal.
- 3 What is this cake made **of** / **in**?
- 4 My trousers are **make** / **made** of cotton.
- 5 **This material** / **These materials** are made of chemicals that come from oil.
- 6 This kind of paper **is** / **are** made of rice!
- 7 I think this garage is **made** / **make** of concrete.
- 8 What **are** / **is** your front door made of?
- 9 **When** / **What** are those colourful sweets made of?
- 10 My trainers are made **of** / **on** leather and rubber.

### Lesson 5 The present passive

This room	<b>is cleaned</b>	every week.
Batteries	<b>are sold</b>	in most supermarkets.

Where	<b>is</b>	couscous	<b>eaten?</b>
	<b>are</b>	batteries	<b>sold?</b>

#### Irregular past participles

build	buy	eat	find	grow	make	speak
built	bought	eaten	found	grown	made	spoken

### Complete the sentences. Use the words in brackets.

- 1 All this paper is recycled at the factory. (recycle)
- 2 Lots of rice \_\_\_\_\_ in Asia. (eat)
- 3 Coins and stamps \_\_\_\_\_ by people all over the world. (collect)
- 4 This book \_\_\_\_\_ in lots of countries around the world. (sell)
- 5 These computer parts \_\_\_\_\_ from China. (import)
- 6 Where \_\_\_\_\_ these pineapples \_\_\_\_\_? (grow)

I / You / He / She / We / They	'll (will) <b>have</b>	a robot at home.
	<b>won't</b> (will not) <b>have</b>	

When <b>will</b> we have a robot?	In 2050.
-----------------------------------	----------

Will she have a robot?	<b>Yes, she will.</b>
	<b>No, she won't.</b>

**Write sentences. Use will or won't.**

- we / have / virtual reality headsets / in schools.  
*We'll have virtual reality headsets in schools.*
- we / travel in driverless cars / in the future.  
\_\_\_\_\_
- it / not rain / tomorrow.  
\_\_\_\_\_
- the train / arrive / on time?  
\_\_\_\_\_
- they / go to Africa / next summer.  
\_\_\_\_\_
- there / not be many shops here / in the future.  
\_\_\_\_\_
- you / be a teacher / when you grow up?  
\_\_\_\_\_
- the space shuttle / travel / to another planet.  
\_\_\_\_\_

**Lesson 5 must, might, may, could and can't for speculation**

I / You / He / She / It / We / You / They	✓ <b>must</b> ? <b>might</b> / <b>may</b> / <b>could</b> ✗ <b>can't</b>	be sick.
--	---	----------

**Circle the correct answer.**

- Auntie Flo has got lots of classical music CDs – she **must** / **could** / **may** love classical music.
- It **could** / **must** / **can't** be a picture of a dinosaur. I'm not sure.
- It **must** / **can't** / **could** be Mr Smith at the door – he's in France.
- Henri passed all his exams without studying – he **might** / **can't** / **must** be very clever.
- I'm not sure where they are. They **can't** / **might** / **must** be at home.
- Max **can't** / **could** / **must** still be hungry – he's already eaten a whole pizza!
- I can't find my schoolbag! It **can't** / **must** / **might** be at school – or maybe on the bus.
- I **may** / **can't** / **must** call later. It depends on whether I've finished my homework.

I / You / We / They	<b>think / hope / know</b>	(that)	it's / it isn't going to be sunny tomorrow.
He / She	<b>thinks / hopes / knows</b>		it will / won't rain later.

I / You / We / They	<b>don't</b>	<b>think</b>	(that) he'll pass his exam.
He / She	<b>doesn't</b>		

<b>Do you</b>	<b>think / hope / know</b>	(that) the train is late?
<b>How do you</b>	<b>know</b>	

Complete the sentences. Use the words in the box.

hope know thinks hope think know thinks

- I know that the bus comes at ten past nine. I catch this bus every day.
- They \_\_\_\_\_ it doesn't rain next week - they're going camping.
- He \_\_\_\_\_ that the nature documentary is boring.
- Do you \_\_\_\_\_ what time it is?
- Ella \_\_\_\_\_ that her maths homework is too difficult, but Matt has finished his already.
- Do you \_\_\_\_\_ you'll be OK on the bus by yourself?
- Goodbye. I \_\_\_\_\_ I'll see you soon.

Lesson 5 First conditional

<b>If (present simple)</b>			<b>Result (will / won't)</b>		
<b>If</b>	I / you / we / they	<b>catch</b>	the 7.00 pm bus,	I / you / he / she / we / they	'll (will) arrive at 7.30 pm.
	he / she	<b>catches</b>			

Complete the sentences. Use the correct form of the verbs in brackets.

- If it rains tomorrow, we 'll stay in and watch TV. (rain / stay)
- If you \_\_\_\_\_ now, you \_\_\_\_\_ before lunch. (leave / arrive)
- If he \_\_\_\_\_ the book, he \_\_\_\_\_ his English exam. (not read / not pass)
- If we \_\_\_\_\_, we \_\_\_\_\_ late. (not hurry / be)
- If he \_\_\_\_\_ me a euro, I \_\_\_\_\_ him some sweets. (give / buy)
- If they \_\_\_\_\_ something to eat now, they \_\_\_\_\_ hungry later. (have / not be)

I	suggest / don't mind / can't imagine / enjoy	running.
---	--	----------

I	decide / want / offer / promise	to ring you.
---	---------------------------------	--------------

Complete the sentences. Use the correct form of the verbs in brackets.

- 1 She decided to take the bus. (take)
- 2 My cousin promised \_\_\_\_\_ me a postcard. (send)
- 3 He enjoyed \_\_\_\_\_ for a part in the play. (audition)
- 4 I suggested \_\_\_\_\_ a new activity! (try)
- 5 We can't imagine \_\_\_\_\_ to scuba-dive! (learn)
- 6 She doesn't mind \_\_\_\_\_ the car. (wash)
- 7 I offered \_\_\_\_\_ the leftover cake home! (take)
- 8 Mr Smith wants \_\_\_\_\_ a new car. (buy)

### Lesson 5 *Too* and *enough* with adjectives

These shoes are <b>too</b>	big dirty	to wear.
----------------------------	--------------	----------

This jacket	is / isn't	warm big	<b>enough</b>	to wear.
-------------	------------	-------------	---------------	----------

Complete with *too* or *enough*.

- 1 Let's go for a swim. The river is deep enough over there!
- 2 I'd like to do parkour, but Dad says it's \_\_\_\_\_ dangerous.
- 3 It's \_\_\_\_\_ late to enter the competition, it finished yesterday.
- 4 Here's a microphone - your voice isn't loud \_\_\_\_\_ at the back of the theatre.
- 5 It's \_\_\_\_\_ crowded on the beach today. Let's go somewhere else.
- 6 I'd love to sing a solo, but I don't think I'm good \_\_\_\_\_.

**3-D printer** *noun* a machine for making an object from a 3-D digital model

## A

**adventure park** *noun* a park with fun and challenging activities such as climbing ropes, high walkways and zip wires

**astronaut** *noun* a person who travels into space

**audition for a part** *verb* to give a short performance so that somebody can see if you're suitable for a part in a play

**autograph** *noun* a celebrity's signature, usually written for a fan

**avalanche** *noun* a large amount of snow falling quickly down the side of a mountain

## B

**basketball court** *noun* the place where you play basketball, with hoops and markings on the ground

**battery** *noun* a source of power for an electrical device

**BMX track** *noun* a track where riders can ride their BMX bikes over obstacles and different terrain

**bottle top** *noun* the top we remove to open a bottle

**bowling alley** *noun* the place you go to do bowling

**businesswoman** *noun* a woman who works in a business, usually at a high level

## C

**cardboard** *noun* material made from thick paper, often used for boxes, packaging, etc.

**certificate** *noun* an official document to show an achievement

**chat show** *noun* a TV programme in which a presenter talks to different famous people about their lives

**cheat** *verb* to dishonestly break the rules in a game to help a player to win

**china** *noun* a special kind of clay used to make plates and cups

**choose** *verb* to decide which thing you want

**click on an icon** *verb + noun* to press a button on a mouse to follow a link on a computer or mobile device

**coast** *noun* the area where the sea meets the land

**coastguard** *noun* a person who guards the coast and looks after boats, etc.

**come across** *phrasal verb* to find something by chance or by accident

**comic** *noun* a story book with pictures and captions or speech bubbles

**complete** *verb* to finish making or doing something

**concrete** *noun* material used to make roads and buildings

**cotton** *noun* a natural material used to make clothes

**course project** *noun* schoolwork usually done in a group

## D

**dangerous** *adjective* something that is dangerous could hurt you

**decorate cakes** *verb + noun* to make plain cakes look attractive using coloured sugar, chocolate, etc.

**deep** *adjective* having a large distance from the top to the bottom e.g. of a lake or a canyon

**desert** *noun* a large area of land covered with sand

**detective** *noun* a type of police officer who helps to solve mysteries and crimes

**dictionary** *noun* a book that gives a list of words and their meanings

**do aquarobics** *verb + noun* to do exercises in the water, sometimes with music

**do a presentation** *verb + noun* to tell a group of people about a piece of work or a new idea

**do parkour** *verb + noun* to move quickly through an urban area, running, jumping and climbing to avoid things that are in your way

**do street dancing** *verb + noun* to dance in a particular style, sometimes in an outdoor area, or at a party or club

**download a document** *verb + noun* to copy a document from the internet and save it on your computer

**drama series** *noun* a TV programme with actors telling a story based on real life

**drone** *noun* a light aircraft controlled with a remote control

## E

**earthquake** *noun* a natural event when the ground shakes and moves; sometimes, it can be dangerous and buildings fall down

**egg carton** *noun* a box made of cardboard used to keep eggs in

**engineer** *noun* a person who works designing technical things like bridges and ships, etc.

**enter a competition** *verb + noun* to join an event in which people compete with each other to find out who is the best at something

**essay** *noun* an informative text about any subject

**exam** *noun* an important test at the end of a term or a school year

**experiment** *noun* a scientific test that a scientist does to study what happens, or answer a question

## F

**factory worker** *noun* a person who works in a factory

**find out** *phrasal verb* to learn something you didn't know before

**flood** *noun* an event when a lot of water suddenly covers a place

**football card** *noun* card with a photo of a player from a football team, for collecting

**fossil** *noun* the shape of an ancient plant or animal on the surface of a rock

**fridge magnet** *noun* a small decorative magnet you stick on the fridge, often sold as a souvenir

## G

**give up** *phrasal verb* to stop trying to do something before it's finished

**glass** *noun* hard, transparent material used to make windows

**go caving** *verb + noun* to go down into a cave with special clothes and equipment as a hobby or sport

**go go-karting** *verb + noun* to race around a track in a go-kart

**go online** *verb + noun* to connect to the internet on a computer or other electronic device

**grow bonsais** *verb + noun* to grow and look after very small trees

## H

**head teacher** *noun* a person in charge of a school

**heatwave** *noun* when the weather is extremely and unusually hot for a period of time

**hurricane** *noun* a storm with a very strong wind

## I

**indoor skydiving centre** *noun* a place where you can simulate the sport of skydiving in a building

## J

**jam jar** *noun* a glass container for jam

**join a club** *verb + noun* to become a member of a group of people who all do a particular activity, e.g. you join a chess club because you want to play chess with other people

**journalist** *noun* a person who writes articles for a magazine or newspaper

## K

**key ring** *noun* an object you use to keep your keys together

**kitchen roll** *noun* the cardboard cylinder inside a roll of kitchen paper

## L

**learn to scuba-dive** *verb + noun* to learn to do a sport which involves swimming underwater with a tank of air on your back and a tube through which you breathe the air

**leather** *noun* material made from the skin of an animal and used to make items such as shoes and bags

**lightning** *noun* a natural electrical charge that appears in the sky during a storm; it looks like a bright flash

**look for** *phrasal verb* to try to find something

**look up** *phrasal verb* to try to find out information about something in a book or on the internet

**lose** *verb* to be defeated, to fail to win e.g. a competition, a game or a race

**loud** *adjective* making a lot of noise

## M

**make a collage** *verb + noun* to create a piece of art by sticking pieces of paper, material and other objects on a surface

**make jewellery** *verb + noun* to create bracelets, necklaces etc.

**mechanic** *noun* a person who works in a garage and fixes cars

**metal** *noun* a material used to make cans, cars, medals, etc.

**microchip** *noun* a tiny piece of material used in electronic devices

## N

**nature documentary** *noun* a TV programme which tells us about plants and animals

## P

**perform on stage** *verb* to act or sing etc. in a theatre in front of an audience

**photo booth** *noun* an automatic machine which you can go into to have your photo taken e.g. for a passport or identity card

**pilot** *noun* a person who flies a plane

**planet** *noun* a body in the sky that moves around a star, e.g. Earth

**planetarium** *noun* a building in which you can watch moving images of the planets and the stars, to learn about space and our solar system

**plastic** *noun* a synthetic material made from chemicals, used to make bottles, pens and lots of other objects

## Q

**quiet** *adjective* making very little noise

**quiz show** *noun* a TV programme in which people answer questions to win a prize

## R

**rainforest** *noun* a tropical forest with lots of trees, plants and animals, where it is very hot and it rains a lot

**reality TV** *noun* a TV programme in which you watch real people (not actors) in real situations

**riding school** *noun* a place where you can learn to ride a horse

**river bank** *noun* the area of land along the side of a river

**robot** *noun* a machine which humans can control with a computer to do some jobs

**rocket** *noun* a form of transport that flies into space

**rubber** *noun* a natural material used to make car and bicycle tyres, wellington boots, etc.

## S

**safe** *adjective* protected from any danger or harm

**scientist** *noun* a person who studies or works in the area of science

**search the internet** *verb + noun* to look for information online

**silk** *noun* a soft, shiny material used to make clothes such as shirts and scarves

**sing a solo** *verb + noun* to sing a song on your own

**skating rink** *noun* a place or a building with an area of ice where you can go ice-skating

**smartphone** *noun* a mobile phone that can do many things that a computer can do, usually with internet access

**smartwatch** *noun* a mobile device with a touch screen that is worn on the wrist like a watch

**snack bar** *noun* a place where you can buy and eat a small, quick meal

**snowfall** *noun* the amount of snow that has fallen in a place during a period of time

**solar system** *noun* a collection of planets and moons that orbit around a sun

**space** *noun* the universe outside the Earth's atmosphere

**spacesuit** *noun* special clothes that an astronaut wears to go into space

**speak a foreign language** *verb + noun* to speak the language of a country that is not your own

**study astronomy** *verb + noun* to learn about the stars and the planets

**surgeon** *noun* a special doctor who performs operations

## T

**tablet** *noun* a small computer that is very light and has its own screen

**take an exam** *verb + noun* to do an important test, e.g. at the end of a course

**talent show** *noun* a performance, for example on television or in a school, in which people compete to show how well they can sing, dance, play a musical instrument, etc.

**test** *noun* written or spoken questions to make sure that you understand something you have learned, e.g. at school

**textbook** *noun* a book you use in class to learn about a subject

**the Arctic** *noun* the areas around the North Pole

**thunderstorm** *noun* a storm with heavy rain, thunder and lightning

**timetable** *noun* a table with the times that something begins and ends, e.g. classes at school

**try a new activity** *verb + noun* to do an activity you have not done before

**tsunami** *noun* a long, high sea wave caused by an earthquake

**turn up** *phrasal verb* to arrive or appear somewhere

**type in a password** *verb + noun* to write some secret letters or words to get access to a closed space, for example, on a website

## V

**virtual reality headset** *noun* an object you wear on your head which is connected to a computer so that you experience a virtual world (a world that looks real, but isn't)

**visit a website** *verb + noun* to look at a web page on the internet

**volcanic eruption** *noun* the action that takes place when hot liquid (lava) explodes from a volcano

## W

**watch out** *phrasal verb* you say watch out when you want to warn people about something dangerous

**water bottle** *noun* a bottle for holding water

**wearable technology** *noun* clothes or accessories which have computer and electronic technology built into them

**win** *verb* to be the most successful in a competition, game or race

**woodland** *noun* land that is covered with trees and other plants

## Y

**yogurt tub** *noun* a small plastic container for yogurt

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2018

The moral rights of the author have been asserted

e-Book Edition

ISBN: 978 0 19 411712 8 Classroom Presentation Tool

ISBN: 978 0 19 411158 4 e-Book

ISBN: 978 0 19 411159 1 e-Book in-app

ISBN: 978 0 19 411160 7 e-Book Sample

First published in 2018

### No copying or file sharing

This digital publication is protected by international copyright laws. No part of this digital publication may be reproduced, modified, adapted, stored in a retrieval system, or transmitted, in any form or by any means, to any other person or company without the prior permission in writing of Oxford University Press, or as expressly permitted by law. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above. You must not modify, adapt, copy, store, transfer or circulate the contents of this publication under any other branding or as part of any other product. You may not print out material for any commercial purpose or resale. Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims all and any responsibility for the content of such websites.

### ACKNOWLEDGEMENTS

*Back cover photograph:* Oxford University Press building/David Fisher

*Main illustrations by:* Mark Draisey

*Other illustrations by:* Nigel Dobbyn/Beehive Illustration pp.39, 98, 104, 105, 106, 107, 109; Tony Forbes/Sylvie Poggio Artist's Agency (with thanks to Andrew Painter/Sylvie Poggio) p.5, 31 (Ex3), 79 (Ex3); Pablo Gallego/Beehive illustration pp.27, 53; Timo Grubing/Beehive Illustration pp.10 (Ex2), 11, 15, 30 (Ex1), 31 (Ex2), 32, 33, 41, 42, 43, 45, 46 (umbrella), 54, 55, 60, 61, 65 (Ex1), 67 (Ex2), 72, 78, 82, 85, 100, 102 (Ex1), 103; Dusan Lakicevic/Beehive Illustration pp.7 (Ex2-3), 16, 29, 38, 45, 51, 69, 77, 79 (Ex2), 86.

*Commissioned photography by:* Graham Alder/MM Studios p.57 (bird).

*The Publishers would like to thank the following for their kind permission to reproduce photographs and other copyright material:* 123rf: pp.3 (National Park/Aleksander Bořbot), 4 (London Eye/Lucian Milasan), 12 (house/Arena Photo UK), 18 (zip line/Andrii Starunskyi), 18 (bowling pin/Tyler Olson), 24 (Dylan/Cathy Yeulet), 37 (bonsai tree/Giuseppe Anello), 44 (crab/Nico Smit), (arctic fox/Michael Lane), 46 (barn owl/Oliver Tindall), (camouflage/Charles Wollertz), (satellite dish/Hans Hoekstra), 47 (fruit orchard/Filip Fuxa), (bee on blossom/sonnenklang), (beekeeper/Jens Brggemann), 50 (lightning/mishoo), 55 (yoghurt pots/Sergey Jarochkin), (water bottles/Monticello), (egg cartons/homestudio), (bottle tops/ratanakhailee), (jam jars/Witold Krasowski), 56 (olive grove/Rudmer Zwerver), 57 (buttons/akiyoko), (wool/rotographics), (screw caps/Andrzej Tokarski), 62 (jam jars/Witold Krasowski), (yoghurt pots/Sergey Jarochkin), (water bottles/Monticello), (egg cartons/homestudio), 64 (smartwatch/Aleksey Boldin), (batteries/Сергей Тряпицын), (3D printer/Kadriya Gatina), 67 (Samuel/domenicogelermo), (Julia/Cathy Yeulet), 68 (coal piles/Deyan Georgiev), 77 (dosctors/Konstantin Chagin), 80 (white water rafting/Maxim Petrichuk), (Hollywood/Juan Bernal), 108 (egg cartons/Luis Santos); Alamy: pp.12 (Stratford - Upon - Avon sign/Paul Pickard), (house interior/Ian G Dagnall), 13 (Cardiff castle/SR travel), 14 (swimming pool/Nick Hatton), 17 (pottery class/Hero Images), 18 (ice skating/ZUMA Press, Inc.), (basketball/Anthony Pleva), 23 (a/Alex Segre), (c/Denkou Images), (d/Perry van Munster), 24 (Canaloni/Danita Delimont), 29 (decorating cakes/Tetra Images), 34 (theatrical masks/Stephen Bisgrove), (children painting a big mural/Jim West), (children canoeing/Network Photographers), (children doing pottery/xPACIFICA), (children gardening/Adrian Sherratt), 35 (gymnastics club/LatinStock Collection), 44 (toad/Manor Photography), 54 (concrete boat/dpa picture alliance), (stunt person/AF archive), 56 (cityscape/Kurt Pacaud), 57 (magazines/Mark Hodson Photography), 59 (Anne of Green Gables/CBW), 63 (polar bear and cub/Paul Souders), 64 (girl with hat/Nancy G Western Photography, Nancy Greifenhagen), (smartphone/Nalinratana Phiyalanmat), 67 (Takao/Canva Pty Ltd), 70 (Lion King theatre sign/Ed Rooney), 73 (robot/Seung-il Ryu), 77 (coastguard helicopter/Peter Brauns), 83 (woman/WENN Ltd), 84 (cosmonaut/SPUTNIK), 88 (girl scuba diver/Keith Levit), (girl in music band/Blend Images), 91 (Ian/Radius Images), (bumper cars/Michael Kemp), (merry-go-round/Alex Segre), (water slide/

CR Photography), 92 (archaeological excavations/Realimage), 93 (female student in library/Fredrick Kippe), 94 (students in drama class/Roger Bamber), 96 (scuba diving girl/Keith Levit), 100 (girl/roger askew); Getty: pp.2 (Bella/PeopleImages), (deer/Gp.232), (girl 2/Barcin), 23 (b/M\_a\_y\_a), 28 (girls playing football/Hero Images), 37 (go karting/Education Images), 41 (playing in snow/Echo), 44 (parrot/Sharif Tarabay), 46 (swimsuit/Future Publishing), 48 (lady holding Tarantula/John Phillips), 51 (ice cap/KEENPRESS), (rainforest/Matteo Colombo), 68 (wind turbines/David Papazian), 72 (Eiffel tower/Elke Van de Velde), 82 (royal wedding/Sean Gallup), 85 (broken car/Thomas Jackson), 87 (children sailing/Onne van der Wal), 91 (Lana/Jetta Productions/David Atkinson), 91 (Ben/Steve Prezant), 91 (rollercoaster/VisitBritain/Adrian Houston), 94 (headshot of boy/Eric Audras), 96 (girls playing basketball/Inti St Clair); Jane Perkins: p.57 (sunflower/Jane Perkins); National Museums Scotland: pp.92 (bone bowl/National Museums Scotland), (bone knives/National Museums Scotland), (dice/National Museums Scotland), (bones/National Museums Scotland), (parts of necklace/National Museums Scotland), (tool made of bone/National Museums Scotland); Oxford University Press: pp.2 (Oli/goodluz), (Tomas/Rick Gomez), 3 (Tomas/Rick Gomez), 12 (Romeo and Juliet bookcover/Oxford University Press 2014), 35 (New Zealand flag/EyeWire), 47 (apples/Valentyn Volkov), 61 (orange tree/2j architecture); Reuters: p.57 (fish/Vincent West); REX: pp.73 (woman wearing smart glasses/Mikael Buck), 88 (schoolgirl speaking/Cultura); Shutterstock: pp.3 (bison/Adam Cegledi), 6 (students/Syda Productions), 12 (boat on river/Caron Badkin), (climbing park/kelifamily), 23 (bowling/Jamie Wilson), 26 (watching tv/dotshock), 44 (squirrel/Yuriy Kulik), (cactus/nikitsin.smugmug.com), 46 (tablet/Giakita), (train/Wayne0216), (water collector/sevenke), (paint/Andreas Kraus), (plant/Anest), (lion/Kjersti Joergensen), (velcro/Daniel Brasil), 47 (picking apples/Ekaterina Pokrovsky), 50 (running in rain/Kichigin), 51 (coastline/Sarah Fields Photography), 52 (chocolate/photowind), 55 (kitchen roll tubes/ProJoe Productions), 57 (leaves/Chayanin Udphuay), (cotton wool/komkrit Preechachanwate), 64 (drone/Maria Dryfhout), (girl with VR headset/ESB Professional), (boy/travelview), 67 (Alice/Tracy Whiteside), 73 (drone/Maria Dryfhout), (smartwatch/Alexey Boldin), (smartphone/LDprod), 76 (firefighting transport/egd), (kangaroo/alybaba), 80 (elephants/SAP IBRAHIM), 88 (boy playing chess/Lorimer Images), (girl jumping/GertjanVH), 89 (mount Fuji/Sean Pavone), 91 (kerry/Monkey Business Images), 93 (teenagers students answering questions/Monkey Business Images), 95 (children on play equipment/Monkey Business Images), 96 (girls in ballet class/Kozlik), 100 (boy/Littlekidmoment), (teacher with class/Rawpixel.com), 108 (pile of papers/Noci), 93 (teenagers in class/Monkey Business Images); Steve Messam: p.54 (Paper bridge/Steve Messam).

**The publishers advise that project work involving cutting and sticking should be carried out under the supervision of an adult.**

