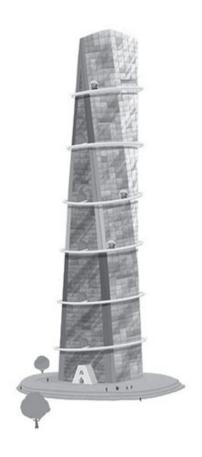
Acceemy Acceemy Acceemy 5 **SECOND EDITION** Workbook macmillan education Susan Clarke



Susan Clarke





Macmillan Education Limited 4 Crinan Street London N1 9XW

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Academy Stars Second Edition Level 5 Workbook ISBN 978-1-035-10068-2

Academy Stars Second Edition Level 5 Workbook with Digital Workbook ISBN 978-1-035-10069-9

Text, design and illustration © Macmillan Education Limited 2024 Written by Susan Clarke with Emma Szlachta

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This edition published 2024

First edition entitled "Academy Stars Level 5 Workbook" published 2017

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Original design by Splinter

Design and page makeup by Composure

Illustrated by Pablo Gallego (in the style of Amit Tayal) pp7, 10, 12, 30, 31, 42, 60(b), 61, 74, 76, 77, 78, 86, 95, 96, 103(b), 109; Tom Heard (The Bright Agency) pp21, 28, 41, 65, 75; Javier Joaquin (Beehive Illustration) pp102, 116; Eva Morales (Advocate Art) pp5, 6, 52, 80, 84, 85, 90, 106; André Muller (Lemonade Illustration Agency) pp13, 14, 16, 17, 32, 46, 54, 55, 110, 117; Geraldine Sy (Good Illustration) p63; Amit Tayal (Beehive Illustration) pp7, 41, 63, 64(t, c), 64(t, c), 113; Amerigo Pinelli (Advocate Art) pp79, 87.

Animation stills by Blublu animations Ltd pp40, 104, 117, 118.

Cover concept by Macmillan Education Ltd, with contributions by Darío Pérez Catalán

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Printed and bound in [TBC] 2028 2027 2026 2025 2024 10987654321

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Velcome

Lesson 1 Meet the Academy Stars

1 What do you remember? Read and complete.



- 1 I'm 1 _____Sophia ____. I like doing 2 ______ in my free time. I play ³ _____ at weekends. My favourite subject is ⁴_____.
- **2** Hi, I'm ¹ ______. I live with my mum, my dad and my ² ______ things like models. My favourite subjects are 4 _____ and 5 _____

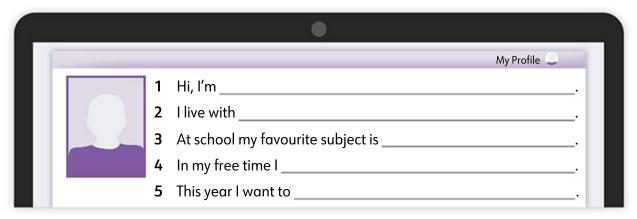




- 3 $I'm^{-1}$. I live with my parents and my two ²_____. In my free time, I like ³_____. My favourite subject is ⁴_____.
- 4 Hello, I'm ¹______. I live with my parents and my ² _____. My favourite subject is ³ _____. I play the 4 _____ and the 5 ____.



Complete the sentences for you.



	1	stayed	(stay) at	nome. i	-				Γ	Ì	
			nd	(visit) mı	useums	•	LEVILS		. IIIII	Discourse
		Alice	-							STA DISTRIBUTE	
			(go) to J		Ve						
			nt city calle						10	The second second	
			_ (take) lot	ts ot pho	tos.'						ST.
			5		, .	.			7		1
			each. I			m) in th	e sea		2		
			(eat)						/11		1 / 3
	<u></u>		_ (have) a	great tin	ie.					// //	V // 378
٠	I		rm in the co _ (see) cov	vs, sheep	and ho				11.00	/ #	L/I
	I			vs, sheep	and ho		,				<u>(</u>
Vı	I Then ——— rite al	oout wh	_ (see) cov (mo - at you did	vs, sheep ake) a m	o and ho odel of o	a castle. /s. Use	some (in the b	ox.
Vr	I Then ——— rite al	I	_ (see) cov (mo - at you did	vs, sheep ake) a m	o and ho odel of o	a castle. /s. Use	some (o f the v take	verbs i	in the b	ox.
Vr e	Then rite ak at g	lbout wh go hav	_ (see) cov (ma at you did e make	vs, sheep ake) a m in the play	o and ho odel of d holiday see	r castle. /s. Use stay	some o	take		in the b	ox.
Vr e	Then rite ak at g	lbout wh go hav	_ (see) cov (ma at you did e make	vs, sheep ake) a m in the play	o and ho odel of d holiday see	r castle. /s. Use stay	some o	take		in the b	ox.
Vr e	Then rite ak at g	lbout wh go hav	_ (see) cov (ma at you did e make	vs, sheep ake) a m in the play	o and ho odel of d holiday see	r castle. /s. Use stay	some o	take		in the b	ox.
Vr e	Then rite ak at g	lbout wh go hav	_ (see) cov (ma at you did e make	vs, sheep ake) a m in the play	o and ho odel of d holiday see	r castle. /s. Use stay	some o	take		in the b	ox.

3 What did they do in the holidays? Complete with the past simple.

1 Write the words in the correct columns.

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

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

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

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

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

1 55	
2	
3	
,	

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

buy do find get go have ride say speak take

SEND TO
Hi, Mum! I'm having a great holiday. Yesterday we 1 went to the beach. We 2 lots of activities like swimming and sailing. Then we went mountain biking. We 3 our bikes to the top of a hill - the view was fantastic! But I 4 a photo because I forgot my camera!
We ⁵ a lovely place to have a picnic. It started to rain, but we sat under a tree so we ⁶ wet. In the afternoon, we went into the village. We ⁷ some fruit at the greengrocer's and a nice cake at the bakery. It was a great day, we ⁸ lots of fun.
9 you to Grandma at the weekend? What ¹⁰ she about the present I sent her? See you on Friday! Jack

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

Keep safe in the countryside

9

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

1∩			
IU			



1 It's an emergency!

Lesson 1 Vocabulary

1 Read and match the words to the correct definitions.

- 1 Another word for electricity. -
- 2 A large machine that you use to cook food.
- **3** To practise something before you perform it in front of people.
- 4 The word for 1,000,000 one thousand times one thousand.
- 5 A form of transport that takes people to hospital.
- 6 You use this to make a building warm.
- 7 A source of energy that we use for lights and many machines.
- 8 Something bad that happens that often hurts you.
- **9** To make something happen.
- 10 Different and strange.

- **a** ambulance
- **b** million
- **c** cause
- **d** accident
- **e** power
- **f** rehearse
- **g** weird
- **h** cooker
- i heating
- **j** electricity

2 🐧 1.1 Listen and circle the correct words.

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



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

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

Lesson 2 Reading comprehension

1		ead the newspaper article on Pupil's E errect ending, a or b.	300	ok page 9 again. Then tick (✓) the	
	1 Ema had biscuits for lunch because			a her cooker wasn't working.	/
			b	she didn't like soup.	
	2	An ambulance came because	а	people were walking across the road.	
			b	there was a car accident.	
	3	The power cut in Japan happened	а	pigeons made a nest.	
		because	b	a squirrel cut the electricity.	
	4	Joseph was singing when the power cut	а	the lights went out.	
		happened because	b	he was rehearsing for a concert.	
	5	A woman shouted because	а	the train went dark and stopped.	
			b	she saw an ambulance.	
2	W	ho thought this during the power cut	?		
	4	Aimie Ema Joseph Miki			
	1	It was really scary.		Miki	
	2	We're having something different for lunch.			n.
	3	It was so weird.			u,
				1	100
	4	The people who had the accident are OK no	w.		
Le	ar	ning to learn			
3		$lacksquare$ Tick (\checkmark) the words that have the so	ıme	e verb and noun form.	
	1	escape 3 answer 5 r	noti	ce 7 drink 9 sing	
	2	rehearse 4 feed 6 6	colo	our 8 heat 10 break	
4	6	Write the correct nouns for the wor		1	
				-	
_	1			3 4	
5	1	Choose a noun / verb pair trom Act	tivit	ty 3. Write a sentence with each word.	
	1				_
	7				

1	Un	derline the verbs. Tick (\checkmark) if the verb form is correct and cross (\times) if it isn't.
	1 2 3 4 5	I was sitting in my classroom when the electricity was going off . My class was doing a test when it happened . I was working on the computer when I was losing my work. We did our English project when Paul shouted, 'Help!' Our teacher went to the library when the lights were coming back on. We had lunch when there was another power cut.
2	Co	implete the text with the correct form of the verbs.
	Las	st night there was a problem at the zoo. The new zookeeper ¹ was feeding (feed)
	the	tiger when it escaped. He wasn't watching when the tiger ² (run)
	aw	ay. Some tourists ³ (walk) in the park when they
		ard a strange noise. They ⁴ (buy) ice cream when
	the	ey saw the tiger. They were phoning the emergency services when a
	pol	lice car ⁵ (arrive). The tiger
	tre	(sleep) under a se when the police finally caught it. It now safely back in the zoo.
3	W	hat happened after school? Write sentences with when.
	1	go home / see an accident
		I was going home when I saw an accident.
	2	phone police / ambulance arrive
	3	open door / lights come back on
	4	watch TV / power go off again
	5	wash the dishes / water go cold

1	Match	to	make	sentences.

2

- There was a fire drill while we 1 a realised it was an emergency. **b** the fire started. 2 We were singing We were walking outside when we 3 **c** we were waiting in the playground. I saw smoke outside -d were rehearsing for a concert. 4 **e** while I was doing a science experiment. I was measuring liquids when 5 The fire engine arrived while **f** when we heard the alarm. 6 1.2 Listen and complete the sentences. Eliza was doing gymnastics when the fire alarm went off . Nina _____ for a concert when there _____. 2 Sally in the library when the ambulance . 3 They _____ on the sports field when the accident _____ They _____ in the car park when the _____. 5 The girl ______ Mrs Rogers while she ______. 6 Complete the questions. Then write answers using your own ideas. What were you doing (you / do) when the fire alarm rang (ring)? _____ (your friends / play) when you _____ What 2 (arrive) at the park?
 - What music _____ (you / listen) to when your mum _____ (come) home?
- What (your friend / do) when you (phone)?
- What (you / write) when the computer 5 (stop) working?

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



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

On Saturday night there was a café. A neighbour phoned the f			
After ten minutes a ² the firefighters went into the zo The firefighters were carrying to	o. It was very dark be		
They tried to stop the fire and t small lake in front of the café. S lake with its trunk and helped t elephant started to help us whi	ouddenly an elephant he firefighters. Doug	t appeared. It started to tak Miller, a firefighter, said, 'It	e water from the
At 12.30, Fire Officer Mackenzi animals are ⁵		s out now. The kitchen is a r ttle help from an animal frie	· ·

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

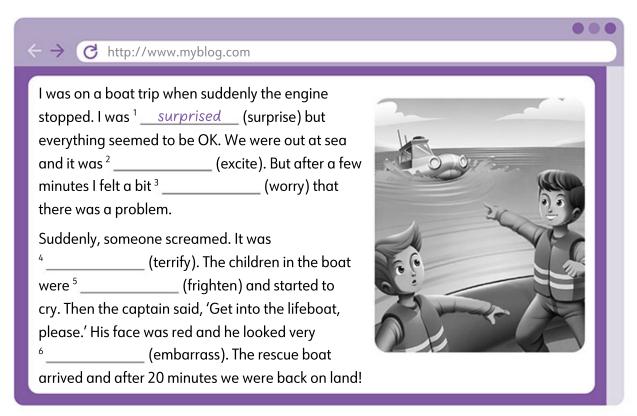
An accident at the zoo	
Animal to the rescue	
Fire in the city	

Lesson 6 Working with words

1 Complete the table.

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

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



Prepare to write

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













- Which part of a newspaper article about the story are these sentences from? Write I (introduction), M (main body) or C (conclusion).
 - The weather changed suddenly while they were sailing towards an island.

- A family is safe after a sailing accident yesterday. 2
- Suddenly the boat hit a large rock and started to sink. 3
- 4 An emergency helicopter rescued them from the island.
- 'They were lucky the accident happened near the island,' said the helicopter pilot. 5
- Jack Robson and his parents were on a boat trip when an accident happened. 6
- Complete with the sentences in Activity 2. Add one more sentence to each section. 3

Introduction: Who? Where? What were they doing?

Main body: What happened? How did they feel?

	to write			
		_		mber to include a headlir
	New \	ork M	etro	
Ī-				
_				
_				
-				
_				
-				
>-				
- - -				

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

improve your work.

Unit 1

Lesson 7 Functional language



1.3 Listen and write. There is one example.

Ben's	Boat 1	Trips:	Accid	ent	report
-------	--------	--------	-------	-----	--------

Name: William Gold

- **1** Time of trip: _____
- Where did it happen?: _____ the beach
- **3** Weather: sunny but _____
- Information about how William felt: he was a bit_____
- Length of wait for lifeboat: about _____ minutes

1.3 Complete the sentences. Then listen again and check.

	amazing	excited	frightened	shouted	terrified	worried
1	We were _	excited	to see lots o	of birds and a	ınimals.	
2	l was surp	rised when t	he boat stopp:	ed. I	<u>!</u>	
3	Were you		?			
4	I was a bit		, but I was	n't	<u>.</u>	
5	The capta	in was	anc	l he explaine	d everything.	

Check-up challenge

Complete the puzzle.

Across

- **3** A small boat for emergencies.
- You see this when there is a fire.
- **6** To talk very, very quietly.
- **7** Feeling really scared.
- Televisions need this to work.

Down

- You hear this in a fire drill.
- This takes people to hospital.
- You can do this in a science lesson.

	1								2	
	3 (i	f	⁴ e	Ь	0	а	t		
5										ć
	, A .									d.
		6								
			7							
8										

2	Complete with the correct form of the verbs.
ı	I saw a bad traffic accident yesterday while I ¹ <u>was going</u> (go) to school. I ² (walk) along the High Street when I ³ (hear) a loud noise. Then someone said, 'That car crashed into a bus while it ⁴ (turn) the corner!'
, ,	It was a real emergency. People ⁵ (get) off the bus quickly when a fire engine ⁶ (arrive). The firefighters stopped the fire in a few minutes and everyone was safe. An ambulance ⁷ (come) while they ⁸ (fight) the fire. It took two people to hospital.
	A reporter came to write about it. 'What ⁹ you (do) when the accident happened?' she asked me. 'I ¹⁰ (wait) to cross the road,' I answered.
3	What a terrible day! Write sentences with when or while.
	 I / have / English lesson // fire alarm / ring I was having an English lesson when the fire alarm rang. electricity / go off // I / work / in / library
3	3 I / make dinner // fire / start
4	4 I / fall over // I / play / outside
	my mum / broke / leg // she / go / downstairs
V	Vhat I can do!
P	Put a tick (✓) or a cross (×).
	understand facts in a newspaper article use adjectives with -ing and -ed
	talk about interrupted past activities write a newspaper article from notes talk about emergency situations identify and express feelings
	In this unit, my favourite activity is:
	Something I did well:
	Something I could improve:

2 Life in the past

Lesson 1	Vocabulary
	<u></u>

	The second second						
1	CEOVI	Look and read.	~L L				I:
	GEILE	Look and read. (unoose the d	orrect words	ana write i	rnem on tr	ie iines.
	1						

	an atlas freezing	borrow a hot water bottle	a cassette player an office	a diary a phone box	an encyclopaedia remember
-	I A book o	of maps and informati	on about countries.		an atlas
2	Very, ver	y cold.			
:	3 To think	about something that	t happened in the pa	st.	
Z	4 A machir	ne that plays music.			
	5 A buildin	g or a room where pe	eople work.		
6	6 A book w	vith information abou	t people, places, thir	gs and ideas.	
7	7 To use so	mething that belong	s to someone else.		
8	3 A small b	ouilding where you ca	n phone someone.		
9	A book y	ou use to write your t	houghts in.		
1() Somethi	ng you use to help you	u stay warm.		
(2.1 Liste	n and write <i>T</i> (True	e) or F (False).		
•	l George o	can use an encyclopa	edia to do his project	. <u>T</u>	
2	2 She's goi	ing to get a new casse	ette player for her da	ughter.	
3	B He can o	only borrow two books	s from the library.	_	
	4 He saw h	ner diary in the bedro	om.	_	
	G eorge's	s grandma got a phor	ne when she was ten.		
6	6 Mum's co	assette player doesn't	t work.		
(Complete	the sentences with	n words from Activ	vity 1.	
•	l lt was	freezing last nig	ht – there was a pow	er cut, so we had	l no heat!
2				work, but she wil	l be home this afternoon.
3	-	to swi	_		
Z	4 My phon	e isn't working – I'll us	se the	on the next stre	eet.

2

3

Lesson 2 Reading comprehension

- Read the diary on Pupil's Book pages 22-23 again. Match to make sentences.
 - Daniel wrote his diary 1
 - 2 There was no heating
 - His homework wasn't
 - Daniel walked
 - Daniel's homework was
 - He did his homework with
 - Daniel listened to music 7

- **a** to the phone box.
- **b** an old atlas.
- **c** about Antarctica.
- **d** in his bedroom.
- e on his cassette player.
- **f** or electricity.
- **g** in his school bag.



Complete the sentences with your own words.

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

Working with words

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

act	build	direct	invent	paint	sail	sing	teach
-er							
-or		actor,]

- Complete the sentences with the correct form of the words from Activity 3.
 - Anna wants to be an <u>actor</u>. She's going to <u>act</u> in our school play.
 - My uncle is a _____. He _____ around the Caribbean last summer. 2
 - Thomas Edison _____ the light bulb. He's my favourite _____.
 - Jane's grandfather _____ their family home. He used to be a _____. 4
 - Steven Spielberg is a famous ______. He _____ the *Indiana Jones* films.

1 Read and circle the correct forms.

This is my great grandfather. Life was very different when he was young.

He ¹ used to / didn't use to work in an office in the city. Travelling to the city was difficult. People ² used to / didn't use to have cars so they

³ used to / didn't use to walk a long way. My great grandmother

⁴ used to / didn't use to work in the city, she stayed at home every day.

She ⁵ used to / didn't use to cook and clean, and she ⁶ used to / didn't use to make a fire every morning because it was so cold. There wasn't any electricity so people

⁷ used to / didn't use to watch TV. In the evenings, my great grandfather

⁸ used to / didn't use to light candles to read.

2	Write about you when you we	e four years old	d. Use <i>used</i>	to or	didn't u	se to.
---	-----------------------------	------------------	--------------------	-------	----------	--------

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

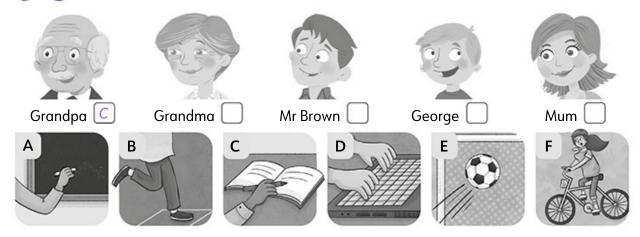


3 Imagine your country 200 years ago. Write about what people used to / didn't use to do. Use the topics below or your own ideas.

in my countr	y 200 years ag	o was very dif	ferent.	
ple didn't us	se to travel by	bus or car.		
	_		in my country 200 years ago was very dif ple didn't use to travel by bus or car.	in my country 200 years ago was very different. ple didn't use to travel by bus or car.

Lesson 4 Language in use

- Order the words to make questions about when you were five. Then answer for you.
 - English / Did / you / speak / use / to ? <u>Did you use to speak English?</u>
 - play / What / use / games / to / you / did ? _____ 2
 - pet / use / have / Did / to / you / a ?_____ 3
 - bed / What / did / to / go / time / use / to / you ? _____
- 2.2 What did each person use to do? Listen and write a letter in each box.



- Write questions to go with the answers.
 - Did you use to have hot water?
 - No, I didn't. There wasn't any hot water in my house.
 - 2 I used to read or sew in the evenings.
 - 3 I used to walk to school.
 - Yes, I did. I used to play outside every day.
 - 5 I used to play tennis.



Lesson 5 Exam practice

Kim is visiting an old school today. She is asking the guide questions about the classroom. What does the guide say?

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

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

Example

Kim: How many pupils were there?

Guide: B

Questions

Guide: Welcome to our old-time classroom. I'm your guide for today.

You can see there was only one classroom for all the pupils.

1 Kim: Where did the pupils use to live?

Guide:

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

Guide: ____

3 Kim: Did they use to have electricity?

Guide: ____

4 Kim: Did they use to have heating?

Guide:

5 Kim: What sports did they use to do?

Guide: ____

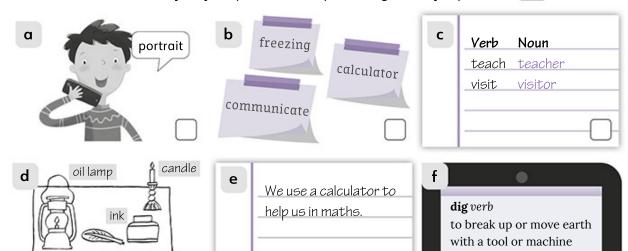
Kim: Wow! School was very different in those days.



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

Lesson 6 Learning to learn

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



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

He dug a hole to bury the

treasure.

Prepare to write

Sunday, 8th May

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

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



			with my family. There were lots of amazing - it was really scary!
Afte	r that, we explored the Adventure	Castle – it was ³	. Then we took a train round its mouth open – 5
			ice cream! I had strawberry flavour.
	lt was the ⁸		
	low could you write sentence ones in Activity 1.	s 1-5 in a diary en	try? Use your own ideas or the
1	It was delicious.	Yum!!!	
2	It was really scary.		
3	I really like chocolate.		
4	It was really horrible.		
5	I had a fantastic day.		
3 P	Plan a diary entry about a day	out with your fam	nily. Write notes.
П	Where did you go?		
	Who with?		
	When did you go?		
	What did you do?		
	What did you see?	-	
	What did you enjoy most?		
	How did you feel?	-	
	What did you think about your day	y?	

Ready to write

4 Write your diary entry.

-	- Tr		
<u>~</u>			
			
<u>"</u>			
1 11			
-			
-			
<u>(C)</u>			
-			
-			

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

Did I use informal words and expressions?
Did I use punctuation in the style of a diary?

- Is the information interesting and fun to read?
- Did I use past tenses correctly?
- Is the spelling correct?

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

Functional language

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

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

Check-up challenge

1 Write the words in the correct columns.

atlas borrow carpet encyclopaedia guide remember servant teacher vacuum

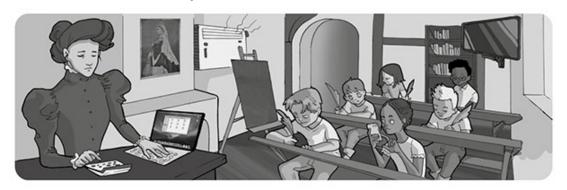
Verbs	People	Things
		atlas

2 Unscramble the words to complete the sentences.

1	My dad works in an fiecof <u>office</u> .	
2	To learn about the past, we study yorstih	
3	My mobile phone is my favourite nissosspeo	
4	It snowed last night so this morning it's zegrifen	

- 5 A small house in the country is called a **togcate** ______.
- / Manual and the tour manual to a constant of the country is called a together.
- 6 We use email and text messages to **camutciemon**_____.
- 7 If you can't do maths in your head, use a **talucoclar**_____
- 8 Life is very different in the 21st **ryncuet**_____.

3 Find six mistakes in the picture and write sentences.



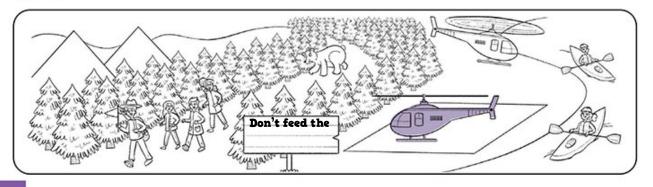
1	Pupils didn't use to have mobile phones.
2	They
3	Teachers
4	They
5	Classrooms
6	They
i N	umber the dialogue in order. Then complete with the correct form of use to.
а	We play in the woods and ride our bikes.
b	That's nice. What you do there?
c	About two kilometres. We went to a farm to buy eggs.
d	I visit my grandma. She lived in the countryside.
е	How far you cycle?
f	Whatdidyouuse todo at the weekend?
Pu in a: de In	hat I can do! It a tick (✓) or a cross (×). Infer meaning from a text Isk and answer about past situations Is escribe past habits and situations In this unit, my favourite activity is: Independent of the company of the compa

Adventure time

Lesson 1 Vocabulary

1	Read	and	unscran	nble	the	words
	ILCUG	alla	anscian	101		** OI G3

1	Our holiday trip to Brazil will be an trdaevnue <u>adventure</u> .
2	There's an amazing wiev from the top of this building.
3	I hope you're not afraid of shgehti the helicopter ride will be brilliant!
4	I took lots of photos of the amazing delsapnac
5	The rainforest in Costa Rica is lutbafeiu
6	The Skywalk was scary at first, but it was ntilbrlai
7	Our visit to the Galápagos Islands was bicdeIrnle
8	Germany has all kinds of esrceyn mountains, lakes and forests.
9	You can see different types of lilwedif , including bears.
10	We went to three different countries, and it was a tgare holiday.
2 Co	omplete the sentences with words from Activity 1.
1	I loved travelling to the top of the Eiffel Tower - I'm not scared of <u>heights</u> !
2	My next holiday will be a safari tour – I'm ready for an!
3	It was to see so many different kinds of birds and sea animals in the Galápagos last year. The island is brilliant!
4	I want to visit the Grand Canyon in the USA. They say the is incredible.
5	The from the helicopter ride was amazing. We could see all of New York City
3 👜	5 (3.1 Listen, colour, draw and write. There is one example.



2

Lesson 2

Reading comprehension

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

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

2 Underline the best answer to complete each sentence.

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

Working with words

3 Complete the table with the past participle forms.

go	gone	have	fly	write	
see		swim	sleep	mee	t
hear		do	take	be	

4 Complete the text with verbs from Activity 3.

This holiday I've 'aone	_ a lot of exciting things! I've	
² some amazing	experiences. I've 3 in	美国国
a helicopter and I've ⁴	in a tent at Adventure Camp.	THE SALE
I've ⁵ a brown be	ear in the wild, I've ⁶	
the birds sing, and I've ⁷	in a big lake. I've ⁸	lots of interesting
people, too! That's why I've ⁹	this blog!	

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

Write sentences about Kelly with the prompts.

KELLY'S BLOG

Kelly Martin is 12 years old.



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

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

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

l've never______.

Lesson 4

Language in use

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

1 Have you ever been camping?
2 Have you ever put up a tent?
3 Have you ever slept in a sleeping bag?
4 Have you ever made a campfire?
5 Have you ever made a campfire?
6 Have you ever seen the stars?

2 \bigcirc 3.2 Listen and tick (\checkmark) or cross (\times).

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

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

be	e put up sleep see use walk	
	¹ Have you ever been No, I haven't.	_camping?
A:		_a map?
	Yes, I have. I learnt about maps at school.	
A:	And ³ mountains using a compass?	in the
B:	No, I haven't. Is it difficult?	
A:	No, it isn't, I'll show you. ⁴	
B:	No, I haven't. Is it scary?	
A:	No, but you must be careful of the wildlife. ⁵ _	
B:	Yes, I have – but only in the zoo!	
A:	OK, time for the tent. ⁶	
B:	No, I haven't.	
A:	Oh, dear! I can see that!	

1 Read the email and write the missing words. Write one word on each line.



	Hi Bill,
Example	Being an explorer is the best job! So far I've <u>had</u> a good experience
	in the Amazon. I've seen amazing scenery and wildlife. Yesterday I saw a snake,
1	but it bite me - thank goodness! I've spent four days in the jungle
2	and I haven't got lost! I've a compass to find my way because
	this river isn't on the map! It's time to stop for the night now. I've put up my
3	and I'm making dinner. It <i>doesn't</i> smell delicious
4	I'm enjoying travelling along the river boat. It's amazing to
5	explore places where people have been before. See you soon.
	I can show you all my amazing photos!

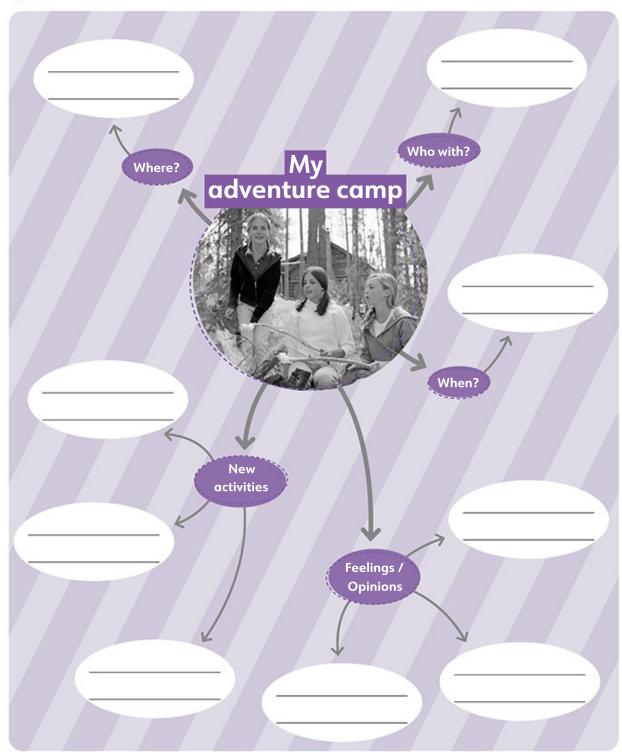
2 Evaluate 2 Look at the three pictures. Write about this story. Write 20 or more words.







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



Prepare to write

- 1 Complete the blog post with the correct letters, α-f.
 - **a** Stay with me

d I'm at Adventure Camp

b See you later

- e I've never slept in the forest before
- **c** What a fantastic day
- f We've done lots of exciting things





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

Date:
Opening:
Where: I'm at Adventure Camp in
Who with:
Activity 1:
What happened:
Feelings / Opinions:
Activity 2:
What happened:
Feelings / Opinions:
Finish:

Ready to write

3 Write a blog post about Adventure Camp.

< → G	http://www.myblog.com		<u> </u>	•
2 <u> </u>				
			. 4	
_				

- 4 Read and check what you wrote in Activity 3. Tick (\checkmark).
 - Is the information clear and in date order?
 - Did I include interesting and exciting information?
 - Did I start and finish with a friendly comment?
 - Did I include my feelings and opinions?
 - Did I use verb tenses correctly?
- 5 Rewrite the blog post in your notebook. Use the points in Activity 4 to improve your work.

Lesson 7 Functional language

- 1 (1) 3.3 Listen to the questions and number the answers. Then listen and check.
 - A Yes, I think so. I play for the school team.
 - Yes, I have. I did one at school last year.
 - **C** Of course. I've done a bit of horse-riding and I also play basketball.
 - Tomorrow?!
 - No, I haven't, but I've been to lots of camps. I've done lots of different activities - sports, acting and painting.
 - I can also do first aid.



Check-up challenge

Read and circle the correct words.

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



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

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

1	try / camping	I've tried camping. / I've never tried camping.
2	climb / a tree	
3	visit / another country	
4	write / a blog	
5	travel / by boat	
6	sleep / under the stars	
7		
8		
04		

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

You:	¹ Have you ever seen a snake?	(see / a snake)
Explorer:	Yes,	
You:	2	(be / on TV)
Explorer:	No,	
You:	3	(travel / across Africa)
Explorer:	Yes,	
You:	4	(swim / with sharks)
Explorer:	No,	
You:	5	(write / a book)
Explorer:	Yes,	,



What I can do!		
Put a tick () or a cross (). differentiate between fact and opinion describe life experiences ask and answer about experiences	use irregular past participles write a blog post act out an interview	
In this unit, my favourite activity is: Something I did well: Something I could improve:		

4 Cool jobs

Lesson 1 Vocabulary

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

	challenging litter	a coder rewarding	environmental safe	a factory special effects		erested in niversity				
1	This means yo	ou're out of dar	nger.			safe				
2	This is a build	This is a building where things are made.								
3	A place where	e some people	study after they fini	sh school.						
4	This describes	s something the	at makes you feel in	nportant or useful.						
5	This describes an activity which is difficult, but interesting and enjoyable.									
6	These are used in science fiction films.									
7	Someone who	Someone who writes instructions for computers as a job.								
8	This is anothe	er word for rubb	oish.							
9	This describes	s things that pe	ople do to the natu	ral world.						
10	Liking someth	ning and wantir	ng to learn more ab	out it.						
() 4.1 Listen a	ınd complete	the sentences w	vith words from v	Activ	ity 1.				
1		coder								
2	When Lisa wo	When Lisa was at school, she wanted to be an scientist.								
3	Lisa wanted t	Lisa wanted to tidy up litter, but she's computers too.								
4	After school,	she went to		•						
5	Lisa helps kee	ep the factory a	ınd the workers		•					
6	Lisa's job is so	metimes	·							
7	She says it's a	ılso a very	j	ob.						
8	When she is r	not at work, Lisc	a likes to learn abou	t						

Lesson 2

Reading comprehension

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

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

2 Read the descriptions. Who do they describe?

M	arie	Martha	Pat	Raymond	
1	is a me	ember of the	Critics C	Company	
2	says he	er work is ve	ry rewar	ding	
3	wants	to be a code	er in the f	future	
4	likes w	orking with	special e	effects	
5	says co	omputers ar	e like bal	oies	
6	wants	to study env	vironmen	ital science a	university

Learning to learn

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

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

1 Write the phrases in the correct columns.

since

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

Complete the dialogue with the words in the box.

be	en	for	for	has	How long	since	've	visited
B: A: B:	I've k	peen a c	dentist ² ha	ve you v vorked h	een a der 50 yea vorked here? ere for 40 year How long	ars.		
B:	5		sh	e worke	3		for	years.
			•	eeth are en't don	fine! e this ⁸		a very lor	ng time, b
		t to do . u estio r		the pro	ompts. Then	answer	for you	with for

- 3
 - How long / have / your mobile phone? How long have you had your mobile phone? How long / have / your favourite hobby? How long / live / in your home?
 - How long / know / your best friend?





4.2 Listen and tick (✓) the box. There is one example.

When did Mr Lewis arrive?







What has Frank eaten this morning?







3 How many metres has Frank swum?







750

500

When is the competition?







4 Where is Frank's swimming cap?





В



Write sentences about your day at a sports club.

gym instructor ✓ / swimming coach × / meet

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

yet.

gym ✓ / canteen × / find

a drink ✓ / lunch × / have

basketball ✓ / football × / play

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

do my homework

have lunch / dinner

play basketball / football / tennis

Lesson 5 Exam practice

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

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

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

Example

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

Laura: _D

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

Laura:

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

Laura:

3 Jane: What's your favourite flavour?

Laura:

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

Laura:

5 Jane: OK! Mmm, it's delicious. ... Oh no, there's the bell.

Laura: Oh, dear. ____

Jane: Hurry up! I've already been late three time this week!



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

Lesson 6

Working with words

1 Write the phrases in the correct columns.

make	do
a noise	the cleaning

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

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

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



Prepare to write

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

- a for five years
- **b** best moments are getting close to wildlife
- c David Taylor, helicopter pilot

Paragraph 1 (introduction)

- **d** in an unusual place Antarctica
- e loves flying and visiting interesting places
- f flies a helicopter to bring food and medicine
- g made a hole in the ice to see animals underwater



	adgraph i (ma baacabii)		
1	Name and job	David Taylor, helicopter pilo	pt
2	Where he works		
3	How long he has done it		
4	What he does in his job	1	
Po 5	ragraph 2 (main body) Why he chose it		
6	Recent interesting experience		
Po	ragraph 3 (ending) What he likes most		
W	hich paragraph (1, 2 or 3) do t	hese sentences come fro	m?
_			
1	'We saw seals and penguins under	the ice!'	_2_
1 2	'We saw seals and penguins under He sometimes rescues sick people		
	, ,	or animals.	

3	Αſ	Answer the questions to add more information to the article.								
	1	What is the climate like in Antarctica?								
	2	How does David feel about working there?								
	3	How is his job challenging / rewarding?								
Re	ead	ly to write								
4	W	rite a magazine article about David Taylor. Give your article a heading.								
	ľ									
5	Re	ead and check what you wrote in Activity 4. Tick (✓).								
		Did I organise the information Did I use punctuation correctly?								
		into paragraphs? Did I use linking words like because, but and so? Is the grammar correct?								
6		ewrite the magazine article in your notebook. Use the points in Activity 5 to aprove your work.								

Lesson 7 Functional language

- \bigcirc 4.3 Listen and tick (\checkmark) or cross (\times).
 - 1 The robot hasn't done all the chores yet.
 - 2 The robot has made the beds.
 - The robot hasn't done the washing. 3
 - The robot hasn't had time to make the dinner yet.
- 4.3 Listen again and write the words.

1 I'm sorry	, I haven't finished yet.
-------------	---------------------------

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



Check-up challenge

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

	\Box	0	а	k	r	0	0	m
у	р	b	d	f		у		р
v	О	а	h	r	t	g	О	е
r	1	t	r	е	n	b	С	С
n	i	t	f	е	С	w	k	s
q	t	е	х	z	f	h	е	а
t	е	r	k	е	w	n	r	f
С	n	у	m	S	р	i	t	е
f	а	С	t	0	r	у	С	r

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

2		Nrite questions with the verbs and your own ideas. Answer for you with for or since.							
	1	(want) How long have you wanted to	_?						
		I've wanted to							
	2	(live) How long have you							
	3	(play)	-						
	4	(have)							
	5	(like)	-						
3	Jef frie stu in f alr	Read and write the missing words. Write one word on each line. If is a new student at our school. He 1 only been here a week, but he has 3 made a lot of ends. He hasn't met all the teachers 4 and he done his maths homework, so I don't know if he's a good adent. But I know he's good at sport. He's 6 basketball the gym, but he hasn't joined the team yet. He loves food too! He's ready 7 to the canteen and tried all the pizzas! How have I know Jeff? I've only known him 9 become really good friends.							
	Put sc ta as In Sc	nat I can do! a tick (✓) or a cross (×). an a text for specific information lk about how long I have done something k and answer about experiences this unit, my favourite activity is: mething I did well: make and accept offers mething I could improve:							

5 Getting around

Lesson 1 Vocabulary

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

	backwo pedal	irds forwards polluted	a hug a sky:) scraper	lift virtual	old-fash a works		
1	To mo	ove something to a hig	her po	osition.				lift
2	You d	o this to make a bicyc	le mov	/e.				
3	Towa	rds the direction that i	s in fro	ont of you				
4	Towa	rds the direction that i	s behi	nd you.				
5	A ver	, tall, modern building	J.					
6	A pla	ce where you make thi	ings o	r repair bı	oken things.			
7	You o	ften do this to someor	ne to s	show love	or friendship	o.		
8	Not n	nodern - typical of a ti	me in	the past.				
9	The a	ir in a city is like this if	there	is a lot of	traffic.			
10	This d	escribes something o	n a co	mputer so	reen that lo	oks real.		
	5.1 Li :	sten and circle the	corre	ect answ	ers.			
1	Harry	needs to pedal						
	a fo	orwards.	b	backwa	rds.		0	harder.
2	! It tak	es one minute to get to	o the .	floor of	the Burj Kha	lifa.		
	a 12	24th.	b	452nd.			c	52nd
3	Holly	is						
	a in	Grandma's workshop	o. b	going to	give Grand	ma a hug.	c	repairing her bike.
4	Micho	ael's virtual game						
	a g	oes backwards in time	. b	looks ne	w.		C	is old-fashioned.
5	The c	nildren are going to	the riv	ver.				
	а р	ck up rubbish next to	b	lift a fric	lge out of		c	find who is polluting

Lesson 2

Reading comprehension

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

a	Abi went into Grandma's workshop.	
o	She rode the bike back in time to the present.	
2	Abi didn't like what she saw in the future.	
d	They went outside to play tennis.	
9	Grandma gave Abi a game for a birthday present.	
F	Abi was playing a virtual tennis game.	1
9	She found an old-fashioned bike and rode it into the future.	
า	Grandma suggested playing tennis outside.	

)`	

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

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

Working with words

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

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

4 Complete the sentences with words from Activity 3.

1 This pizza doesn't have any flavour - it'stas	asteless
---	----------

_			
,	Hair tha tactact runnar	in the country - his leas	aro vorv
_	THE STITLE TUSTEST FULLIFIED	in the country - his least	ule velv

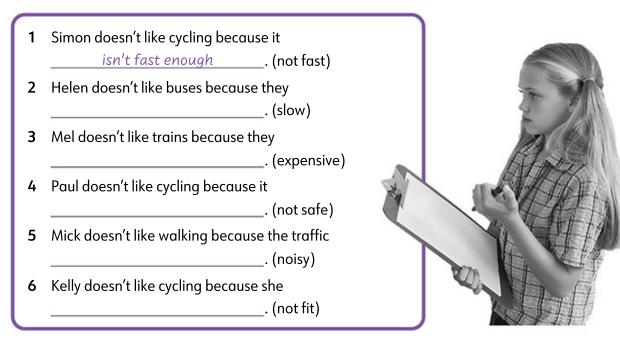
3	That poor man c	doesn't have a	nywhere to liv	e - he's	

5	What a nice picture!	The red and orange flowers are very	1	
_				

-		
6	I made a lot of mistakes becau	ise I was verv
_	i iliaac a lot of filistakes becat	15c 1 11 d5 1 c1 ,

1		mplete the sentences about Cuban taxis with <i>not as as</i> or <i>just as as</i> d the adjectives.
	1 2 3	Both taxis are cheap. Coco taxis areiust as cheap as regular taxis. Coco taxis are faster. Regular taxis aren't Coco taxis. Regular taxis are more comfortable.
	4	Coco taxis aren't regular taxis. Both taxis are fun. A regular taxi is a Coco taxi. Both taxis are noisy.
	6	A Coco taxi is a regular taxi. regular taxi A regular taxi is safer. A Coco taxi isn't a regular taxi.
2	W	ite sentences to compare the types of transport.
	1 2 3 4 5 6	planes / helicopters (dangerous) × Planes aren't as dangerous as helicopters. skateboards / motorbikes (exciting) = Skateboards are just as exciting as motorbikes. buses / trains (expensive) ×
3		
	1 2 3 4	(expensive) In my town, buses aren't as expensive as trains. (safe)

- 1 🚺 5.2 Listen and circle the correct words.
 - The bus is too **fast / slow / crowded**.
 - Helen isn't **fast / tall / hot** enough. 2
 - It's too **far / dangerous / busy** to cycle to school.
 - The trainers aren't **big / comfortable / wide** enough.
 - The jeans are too **cheap / expensive / long** for the girl.
 - The box is **not strong enough / too heavy / too small**. 6
- Complete the sentences with too or not enough and the adjectives. Use the correct form of to be.



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

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

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



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

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

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

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

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

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

'Elena, are you OK?' he asked.

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

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

Elena got a skateboard as a	birthday	_ present.	
Elena's mum chose expensive equi	pment because it was	safer	

Questions

- There were a lot of people at the skate park because it is _____
- 2 Liam is Elena's ______.
- 3 Elena wants to skateboard to stay ______.
- To protect her, Elena wore a ______. 4
- Elena screamed because she was ______. 5
- She wasn't hurt when she ______. 6
- 7 Liam offered to ______ how to skateboard.

Lesson 6 Learning to learn

Look at the bus timetable and find the information.

Monday to Saturday

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

12.50

3.05

5.05

10.25

Which day of the week can you not travel?

Sunday

7.05

Where does the bus start from? 2

High Street

- 3 What time is the first bus in the morning?
- How often does it run in the afternoon? 4
- How long does it take from Town Square to Brook Way? 5
- How long does it take from Green Lane to the High Street? 6
- How long is the whole journey from Town Square to the High Street? 7

11.35

Which service does not run if it is a holiday?

^{*}This service does not run on holidays.

Prepare to write

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











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

At the beginning

- 1 Where is the boy?_____
- 2 What's he doing?_____
- What's his problem?_____

In the middle

- What was the weather like at the start?
- How was the boy doing in the race?_____
- What was the weather like later?_____
- What happened to the other cyclists?

In the end

- 8 Who won the race? Why?_____
- How did the boy and his friends feel?

Ready to write

Wri	te your story about the bike race. Give your story a title.
_	
_	
Rea	ıd and check what you wrote in Activity 3. Tick (✓).
	Is it organised into paragraphs? Does it have a beginning, a middle and an end? Did I use different vocabulary? Did I use verb tenses correctly? Is the spelling correct?

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

Lesson 7 Functional language





1 🥶 套 5.3 Listen and write. There is one example.

	Island	Ferry	service
--	--------	--------------	---------

Length of trip: 20 minutes

Departs: every _____

2 Where it goes to: Swan _____

Cost: £5 3

Discounts: for under

Passengers can take: _____ and their cat



Check-up challenge

- Circle the word in each group that is different and explain why.
 - polluted / old-fashioned / discount / popular / crowded <u>It isn't an adjective.</u>
 - workshop / ticket office / virtual / skyscraper / factory 2
 - pedal / hug / protect / accident / lift 3
 - elbow pad / safety / helmet / knee pad / gloves
- Complete the text with the words in the box.

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

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

	Order the words to complete the sentences. Then tick (✔) if you ag ross (×) if you don't agree.	jree or	
1	exciting / as / aren't / ferries / as		
	Ferries aren't as exciting as	_ planes.	
2	noisy / motorbikes / just / as / are / as		
		_ helicopters.	
3	skateboards / as / aren't / as / dangerous	L:1	
4	trains / as / aren't / expensive / as	_ bikes.	
		taxis.	
	obby is at the playground with his grandpa. Look and complete voo or enough and the correct adjective. dangerous fast fit old young The girl is cycling to ride in a podal car.	vith	
3 4 5	in a pedal car. The pedal cars are		
	hat I can do!		\bigcap
i t	at a tick (✓) or a cross (×). Infer meaning from a short story Infer me		

Mid-year review

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

1	smoke / fire engine / experiment / alarm / lifeboat It isn't part of an emergency situation.
2	
3	cottage / office / canteen / ferry / workshop
4	compass / tent / rucksack / sleeping bag / discount
5	shout / whisper / scream / explain / terrified
6	factory / canteen / cloakroom / locker / gym

2 Complete the text with the words in the box.

accident	coach	communicate	crowded	equipment
polluted	protect	rescue boat	safety	



3	1 5	5.4 Listen	and circle	the corr	ect words
3	D 5	5.4 Listen	and circle	the corr	ect word

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

Complete with the past simple or past continuous.

	<u> </u>		
Last month I 1 was tro	avelling (travel) to holiday camp w	vhen we ²	(have)
an accident. A cyclist ³	(ride) out in fro	ont of our bus while the driv	ver
4	(turn) the corner. The bus hit a tree. \	When I 5	(get) off
the bus, I ⁶	(see) a lot of smoke coming	g from the engine. Our teo	icher phoned
the emergency services	s. The cyclist's leg was hurt and he lo	oked terrified. 'I'm sorry,' h	ne said.
1 ⁷	$_{-}$ (not look) when the bus 8	(turn) the corr	ner. I didn't
see it.' The ambulance	⁹ (arrive) to tal	ke him to hospital while the	e firefighters
10	(put) out the fire on the bus. Luckily	no one was badly hurt.	

tried skiing. I don't think I'd like to - it's too cold!

Complete the dialogue with the words in the box.

Have you ⁹ _____ been skiing?

B: No, I've ¹⁰

	ready ever	always since	ever use	tor used	How long yet	
A:		nis photo. Tl ed to I				
B:	Did you ²		to liv	e in this to	wn?	
A:	No, I've ³		lived	in a villag	e in the countr	yside.
B:	4	hav	e you live	d in your n	ew house?	
A:	I've lived l	here ⁵		_last sumr	ner.	
B:	Have you	made new	friends at	school ⁶		?
A:	Yes, I hav I've ⁸	e. I've been			otball club ⁷ _	six months. tried new sports like skiing!



W	rite sentences with just / not as as or too / not enough.
1	Buses / not / fast / trains
	Buses aren't as fast as trains.
2	Skateboarding / just / exciting / skiing
3	Buses / crowded / in the morning
4	Cycling / not / exciting / for me
5	Helicopters / just / noisy / motorbikes
6	Travelling by plane / expensive / for my family
E	Read the story. Choose a word from the box. Write the correct word next to imbers 1–5. There is one example. Example while when that since too or frightened enough frightening as
Th An	st summer Marie went to an adventure camp in the mountains. e scenery was beautiful and she wanted to see some wildlife. other girl arrivedwhile she was putting up her tent. , I'm Lucy,' the girl said.
	ello,' said Marie. 'How long have you been at the camp?'
	re been here ¹ Saturday. I'll help you with your tent.'
The	e two girls became friends. They spent the first day climbing, which Marie found difficult, but wasn't as hard ² putting up a tent. After dinner, they went back to their tents. arie was opening her sleeping bag ³ she heard a scream. She ran to Lucy's tent.
'Lo	ook!' said Lucy, pointing inside her tent. 'It's a snake!'
	cy was ⁴ , but Marie stayed calm. She ran to find the camp leader, Mrs Gibbs. To Gibbs called the mountain rescue service and they took the snake into the forest.
' W	'ell, we wanted to see some wildlife,' said Lucy, 'but finding a snake in your tent is

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

Write a letter (A-H) for each answer.

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

Example

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

Carol: _C_

1 Pete: Have you ever done a different job?

Carol: ____

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

Carol:

3 Pete: Is it an interesting job?

Carol:

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

Carol: ____

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

Carol: ____

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



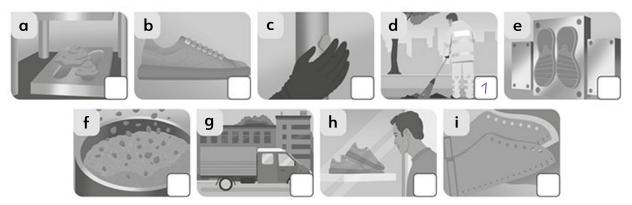
6 How is it made?

Lesson 1	Vocabulary
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1	Re	ead and unscramble the words.	
	1	A popular type of trousers are called sejan .	jeans
	2	They are usually made of blue medin .	
	3	The material comes from the totnoc plant.	
	4	You shouldn't wohrt yawa your old jeans - recycle them!	
	5	in Amsterdam, hwgcein ugm is a big problem.	
	6	Clothes are made of different types of rfabci .	
	7	Paper, ctpalsi and glass can be recycled.	
	8	Sometimes brubre can be mixed with other materials to make shoes.	
	9	Some shoes and boots are made of raehlte .	
1	0	There isn't space on our planet for all our estwa .	-
2 (1	6.1 Listen and write one or two words. Use some of the words	rom Activity 1
	1	Mum likes the darkmore than the light ones.	
	2	Betty is going to wear a skirt to the party.	
	3	Michael has got on his T-shirt.	00
	4	The woman wants to try the shoes.	
	5	Helen decides to her old jeans.	
	6	Sarah's T-shirt is made from recycled	
3	Co	omplete the text with words from Activity 1.	
	(v	Vhat can you do with your old ¹	
	0	old clothes. Just recycle them! Jeans are made of ³ , a mo	aterial which is
		nade from a plant called 4 The cotton is made into 5	
	1	his is then coloured blue. Denim is a strong material – so you can use it to	
	(b	ag for school. Give your old jeans a new life and help the environment too	<u>)!</u>

Lesson 2 Reading comprehension

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



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

Working with words

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

1	create _	creation	3	direct		5	invent	
2	decide _	100	4	educate	4	6	explode	

Complete the text with the words from Activity 3.

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

1	W	hich sentences are in the passive voice?	Tick (✓).
	1	Some jeans are made of denim.	✓
	2	People throw away millions of pairs of jeans ex	very year.
	3	Many expensive dresses are designed in Franc	ce.
	4	Many people give their old clothes to a charity	y shop.
	5	I prefer to buy recycled clothes.	
	6	Two and a half billion T-shirts are produced even	very year.
2	1	6.2 Listen and number the stages in ord	ler.
	а	The fabric is used to make new clothes.	
	b	Small plastic pieces are melted.	
	c	The bottles are cleaned.	
	d	Plastic bottles were used to make this dress.	1
	е	The pieces are made into fabric.	
	f	Bottles are recycled.	

3 Write sentences in the passive voice with the prompts.

The plastic is dried.

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

 a lot of cotton / grow / in China and India
- 3 summer clothes / make / of cotton because it's cool
- 4 some paper money / make / with cotton
- **5** over 2 billion cotton T-shirts / sell / every year

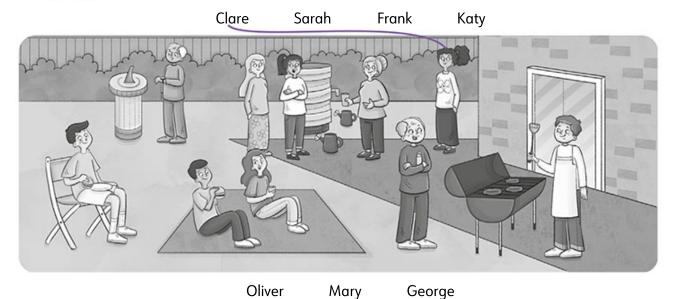








1 (4) 6.3 Listen and draw lines. There is one example.



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



It's made of metal.

It's used _____



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



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





And here are this evening's programmes ... The news starts at 6 pm. It is read as usual _____ by Geeta Barnes. Example This is followed by a _____ at 6.30 pm about recycled materials and how they _____ used again to make new creations like clothes or bags. You can also find out about a new ______. It's a coffee 3 machine – a machine that is used for _____ coffee. It's unusual because it's made _____ wood. Stay with us for more great programmes after this. At 8 pm, it's the _____ football match of the year! Join us at the stadium for the _____ you're all waiting for. 7 And now it's time for the _____ ...

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

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

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

Lesson 6 Learning to learn

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





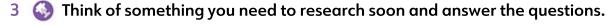


You want to know ...

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

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

2 6		Write two more ways	of researching	information.
-----	--	---------------------	----------------	--------------



What do you want to find out about?

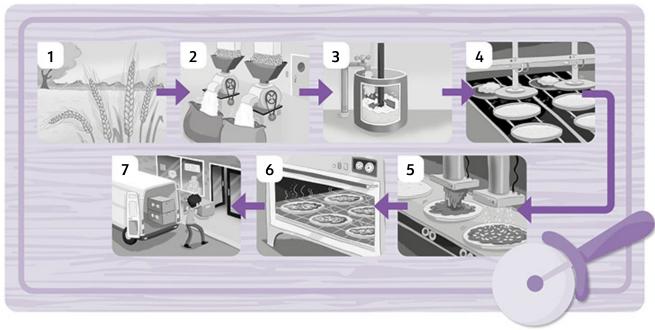
What is the best way to find this information?



Why?

Prepare to write

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



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

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

1	Wheat <u>is grown</u>	÷	5	Toppings	
2	lt	into flour.	6	The pizzas	_ in an oven.
3	Water		7	The pizzas	_ to the shops
4	The dough	into circles.			

Add information to make your article more interesting.

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

Ready to write

4 Write an article about how pizza is made.

← → C www.amazingpizza.co.uk	000
	_
	- 1
	- 1
	_
	- 1
	- 1

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

Did I include all the stages in the process?
Are the stages in the correct order?

- Did I use the passive voice correctly?
- Did I include extra information?
- Did I use sequencing words like *first*, *next*, then *correctly*?

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

Complete the advert with the words in the box.

decoratina comes in plastic throw away special used for invention cheap

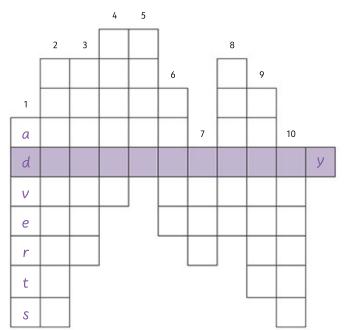
Is it a pen? Is it a paint pot? No! It's the new Squirty ketchup pen. It's used for putting ketchup on your food and 2 ____ it with funny faces! It's made of ³ and it red or dark blue. It's useful AND fun - that's why it's so 5 _____ ! So try out our new 6 ____ and see for yourself how fantastic it is!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



Check-up challenge

Complete the puzzle. Find the secret word.

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



2	Number the stages in order. Then write sentences using the passive voice.		
	Beautiful toy trains are made in sr a many / sell / as birthday preser b the wood / take / to a workshop c the trees / cut down d trees / plant e the wood / make / into beautiful	p 1	
	1 Trees are planted.		
	2		
	3 ₁		
	5		
3	Describe the objects using made		se the words in the hox
			feed / birds keep / money in plastic denim
	1 It's made	2	
	lt	·	
1	What I can do!		
l	Put a tick (\checkmark) or a cross (\times).		
ı	interpret an infographic talk about processes		es -tion and -sion ut a process
	describe objects		perform a radio advert
	In this unit, my favourite activity is:		
	Something I did well:		
	Something I could improve:		

7 Music and song

Lesson 1 Vocabulary

1 R	Read and	match	the	definitions	to the	correct	words.
-----	----------	-------	-----	-------------	--------	---------	--------

- 1 A musical instrument in the shape of a box.
- 2 Music with a strong rhythm and spoken words.
- 3 Traditional music that often tells a story.
- 4 A more serious style of music, often played on a piano.
- **5** A type of modern music which young people often like.

- a classical music
- **b** pop music
- **c** accordion
- **d** rap
- e folk music

2 Circle the correct words.

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

rhythm/tune

promote / perform

tour / tune

tour / promote

rap / tune

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

1 George is playing a piece of _____folk ____ music and Vicky loves the _____.

Vicky thinks the folk song has an interesting _____

3 George has just started learning the _____.

4 He listens to _____ music.

5 He wants to be a musician so that he can _____ his own music.

6 He's using social media to his new pop song.



Reading comprehension

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

- 1 Martin likes some
- 2 He believes that we can
- 3 Martin has read a lot of books
- 4 He thinks about the story first
- 5 Martin says the accordion is
- 6 He's always been interested in

- a about Robin Hood.
- **b** when writing a song.
- **c** similar to the piano.
- **d** classical music.
- e folk stories from Europe.
- f learn a lot from folk music.



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

- 1 In the song, a girl is walking with ...
- 2 Robin Hood lived ...
- **3** He was famous because he ...
- 4 He was called Robin Hood because of ...
- **5** Robin Hood was ...
- 6 He helped ...

- a her father.
- **a** in another country.
- **a** lived in Sherwood Forest.
- **a** his clothes.
- **a** strong and dangerous.
- a only people he knew.

- **b** Robin Hood.
- **b** near the girl.
- **b** helped poor people.
- **b** where he lived.
- **b** honest and kind.
- **b** everyone.

Working with words

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

1	<u>_dis_</u> honest	3	agree	5	respect	7	polite
2	possible	4	perfect	6	appear	8	mature

4 Complete the text with words from Activity 3.

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

Read and circle the best form of the verbs.

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

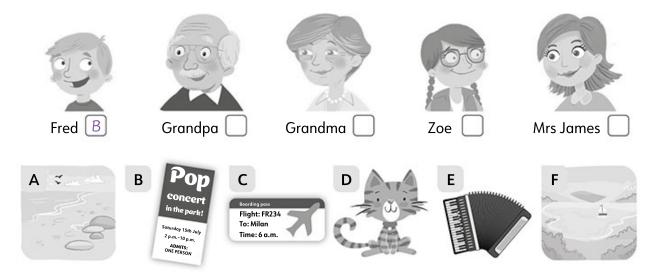
My friends think that I^{5} 'II / 'm going to be famous one day and perform in front of millions of people. But in the future, I think people 6 will / are going to perform virtually – they 7 won't / aren't going to be there in person.

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

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

- 1 Next year I 'm going to learn to play the accordion. In the future, all music be digital. **3** On Friday night, we _____ watch a concert. 4 There be any instruments in the future, only computers. I _____study music at school next year. Be careful! You_____ drop your quitar! I have a piano lesson on Saturday. Look! The musicians are here. The concert start.
- Write sentences with your own ideas.

This week, I'm going to	
Next summer,	
In the future,	
In 20 years time,	•
Look!	•



- 2 Look and write. Do the sentences refer to present routine (P) or the future (F)?
 - 1 I always have cereal for breakfast.
 - 2 What time does the concert start tonight? ____
 - **3** What do you usually do after school?
 - 4 The bus leaves at 11.30 tomorrow morning.
 - **5** What time does your train arrive this afternoon?
 - **6** Orchestra practice sometimes finishes quite late.
- 3 Look and complete the sentences about a school trip.

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

- 1 The bus leaves at 9 o'clock .
- **2** We _____ at the zoo at ____.
- 3 The dolphin show _____ at ____.
- **4** We _____ lunch at _____.
- 5 The penguin tea party _____ at _____.
- **6** The park _____ at ____.

Lesson 5 Exam practice

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

You do not need to use all the letters.

There is one example.



Example

Emily: What's your favourite type of music?

Jim: <u>B</u>

1 Emily: Can you play a musical instrument?

Jim: ____

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

Jim: ____

B Emily: What time does it start?

Jim: ____

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

Jim: ____

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

Jim: ____

A At 3 o'clock.

B I like classical music most. (Example)

C Yes, it's going to rain.

D I'm going to play the flute and the guitar.

E Yes, I can. I play the violin in the school orchestra.

F No, I won't. I'm going to relax and listen to music.

G We'll be famous musicians one day.

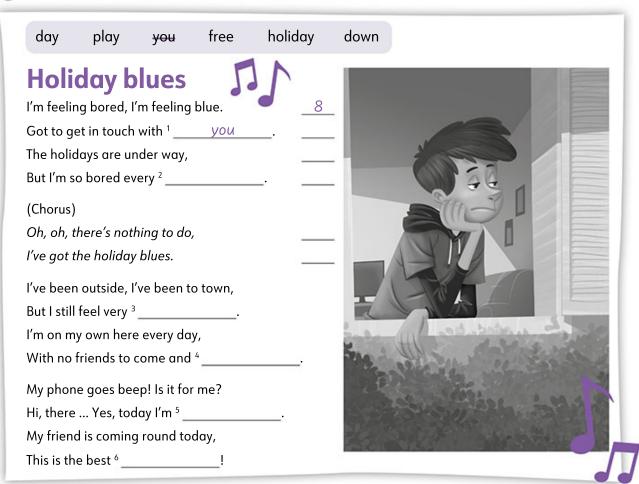
H Yes, I am. We have our final rehearsal tomorrow afternoon.

Read the song review and write the missing words. Write one word on each line.

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

Lesson 6 Learning to learn

Complete the song lyrics with the words in the box.



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

Prepare to write

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

day	fun	stream
		dream
	·	

fine	great	friend
ø		
		l — — .

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

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

My phone goes beep! Is it for me?

Hi there ... Yes, today I'm free.

My friend is coming round today,

This is the best holiday!

We're going to _____

And _____

Today

I'm feeling



What time is it?

How do you feel?

What are you going to do now?

What are you going to do tomorrow?



Ready to write

4 Write verses 4 and 5 of the Holiday blues song. Then write a second line for the chorus. (Chorus) Now I've got so much to do, Read and check what you wrote in Activity 4. Tick (\checkmark). Do the pairs of lines rhyme? Did I use different rhyming words? Is the number of syllables in each line correct? Do the verses have a good rhythm? Is the spelling correct? Rewrite the verses in your notebook. Use the points in Activity 5 to improve your work.

Lesson 7

Functional language

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

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

Check-up challenge

1 Read and complete the words.

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

2 Complete the text with the words in the box.

accordion	catchy	cheerful	folk music	lively	romantic
-----------	--------	----------	------------	--------	----------



I love all types of music. I sing a lot so I lik	e ' <u>catchy</u> tunes that are
easy to remember. I'm energetic, so I like	² music that makes
me want to dance. I also like ³	, which is traditional, but the
tunes make me feel happy because they'	re really ⁴ I don't
like ⁵ songs, though	- they're too slow.
I'm learning to play two instruments at th	ne moment - the trumpet and the
⁶ I'm not very good	l, but I practise a lot.

3	Cii 1 2 3 4 5	Cole the best verb forms to complete the sentences. What time do / is /does the film start? Musicians aren't going to / don't / won't play instruments in the future. Be careful! You 're going to / aren't going to / will fall off the stage. When does / do / will the buses leave for the concert hall? The concert starts at 8 o'clock, but the doors open / will open / are going to open at 7.						
	6	Listen! The orchestra does / will / is going to start playing.						
4	An	swer the questions. Write sentences with will or going to.						
	1	What music are you going to listen to tonight?						
	2	How will music be different in the future?						
	3	When do your school holidays start?						
	4	What are you going to do this weekend?						
	5	Where do you think you will live in the future?						
	6	What job do you think you will do in the future?						
	Wŀ	nat I can do!						
	red tal tal	a tick (✓) or a cross (×). cognise the features of different text types						

Something I could improve:

8 Tell me a story

a bad temper

own

Lesson 1	Vocabulary

astonished

furious

an emperor

powerful

forgive

a swan

collect

a palace

		• • • • • • • • • • • • • • • • • • • •	a pa.a.cc	p = 1.1 = 1.1	G 5 T G T	
1	A man sir	milar to a king	in ancient China.		1	an emperor
2	2 A large w	hite bird with	a long neck.			
3	3 Very, very	angry.			25	
4	A large b	uilding where	a king, queen or e	mperor lives.	6	
5	Very, very	surprised.				
6	5 This mea	ns you are stro	ong and have a lot	of control.		
7	7 To go and	d get somethir	ng that you have o	rdered.		
8	3 You have	this if you are	often angry or an	noyed with peo	ople.	
9	7 To have s	omething as o	a possession.			
C	To stop fe	eling angry w	ith someone for d	oing something	g wrong.	

2	0	8.1	Listen	and	write	T (True	or <i>F</i> ('False'	١.
_		0.1	LIJCCII	alla	*****	٠ ١	, ii uc	, 0, ,	, aise	,.

1	Blenheim Palace isn't far from Oxford.	<u> </u>	
2	An emperor lived at the palace.		
3	A powerful king lived there 300 years ago.		
4	Sarah Jennings was angry that the house was big.		
5	The people who owned the palace collected paintings.		12
6	There are swans on the lake.		- Company - F - 10
7	Dad was astonished by a duck.		A Section
8	Mum decided to forgive the duck.		

Lesson 2 Reading comprehension

1		omplete the sentences about the story on pages 96-97 of your Pupil's Book. en number the sentences in order.							
	а	Then Cheng Li painted a swan intwo minutes.							
	b	One day Zhang Wei invited an artist, Cheng Li, to his							
	С	The emperor's servants found of paintings of swans.							
	d	The emperor's servants found of paintings of swans. Zhang Wei was a powerful emperor, but he had a bad The emperor was and sent Cheng Li away from China. He asked Cheng Li to paint him a swan. After three the painting still wasn't ready							
	e	The emperor was and sent Cheng Li away from China.							
	f	He asked Cheng Li to paint him a swan.							
	g	After three, the painting still wasn't ready.							
	h	The emperor realised his mistake and Cheng Li him.							
2	Re	ead and circle. Then match to the facts that support your answer.							
	1	Zhang Wei was a good) bad man. a He didn't stop until the swan was perfect.							
	2	Cheng Li was lazy / energetic. b He said sorry to Cheng Li.							
	3	Cheng Li was patient / impatient .							
	4	Zhang Wei was right / wrong in the end. d He painted thousands of pictures.							
Le	or	ning to learn							
2	au i								
3	-	Read texts A and B. Then match sentences 1–6 to the correct texts.							
		A I am a powerful Chinese emperor. I live in a palace in the biggest city in China. I have thousands of beautiful paintings in my palace, but I do not own a picture of a swan. Today I am going to ask a famous artist to paint one for me.							
		B Zhang Wei was a strong and powerful Chinese emperor. He collected many beautiful objects in his palace, but he always wanted more. One day, he invited a famous artist to the palace. 'I'd like you to paint me a beautiful picture of a swan,' he said.							
		14 · 111 · 1 · · · · · · · · · · · · · ·							
	1	It's told by a character. A It uses the first person.							
	2	It's told by a narrator 5 It only uses '1' in direct speech							
	3	It uses the third person 6. It uses 'I' to tell the story							

1 Match the parts of the sentences.



- 1 If it's hot,
- 2 If we don't work hard,
- 3 We'll go to the beach
- 4 You'll get better at painting
- 5 If you don't eat healthily,
- 6 I'll go shopping
- 7 If we don't catch the bus,
- 8 You'll go for a swim

- **a** if it doesn't rain.
- **b** you'll get ill.
- **c** we'll buy ice cream.
- **d** if you practise.
- **e** if mum gives me some money.
- **f** we won't finish the project.
- **g** if the sports centre is open.
- h we'll walk home from the cinema.

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

don't know what to do this weekend. If my friends are free on Saturday,					
1 <u>'ll go</u> (go)) to the park. If they 2	(be)			
busy, I won't go out. If I ³ ₂	(stay) at hor	ne, I'll do my			
homework. My teacher w	vill be angry if I ⁴	$_{}$ (not finish) it.			
If I go to bed early, I 5	(not feel) tired o	on Sunday.			
If the weather ⁶	(be) nice, I'll play tenr	nis with my sister.			
If she ⁷	(win), I won't be happy! If we				
8(have	e) time, we'll go shopping after	wards.			



3 Complete the sentences about your weekend.

1	If my friends are free,	
2	·	if it rains.
3		if I feel energetic.
4	If I have time,	

5 If I have lots of homework, ______.

1	8.2	Listen	and	tick	J)or	cross	×	١.
	0.2	LISCCII	and	CICIL		, \sim .	C. 033	~	,.

1	Robert might be angry.	
---	------------------------	--

✓

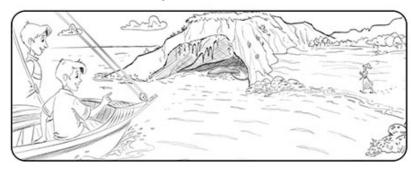
4 The palace may be open in the summer.

- 2 Mum could be at work.
- **5** Sarah may not come to the party.
- **3** Grandma might not like pizza.
- 6 Oliver might not finish his homework.

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

ϵ	escape	cut	come	think	hurt	call		
1	•	may /	' might / c	ould hurt	Tyle	r		
'					- 10			
	•						x arrives.	
3	He's tied	up so h	e				the rope	·•
4	Maribel				and rescue Tyler.			
5	She				the	police.		
6	But the p			ii	t's an emer	gency.		

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



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

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



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

There was once a monkey who lived on a ship. One day there was a <u>terrible</u> storm and the monkey fell into the sea. He saw a small island, but it was very far away. 'Oh, dear!' thought the monkey. 'I can't swim very well. I 1 not get to the island!'							
Suddenly, a dolphin appeared. He 2 the monkey and carried him on his back to the island. But the monkey didn't thank the dolphin. He decided to play a 3							
'The king of this island is my best friend – and I am a prince!' he told the dolphin.							
'Hmm,' said the dolphin. 'So you are a prince. Would you like to be king of the island?'							
'How can I be king?' asked the monkey excitedly.							
'That's easy!' said the dolphin. ' ⁴ you stay on the island, you will be king – because no one else lives here!'							
The dolphin swam away, leaving the monkey all alone. He was very sad, but it was too late. The moral of the story is: If you tell 5 , you'll get into trouble.							
Now choose the best name for the story. Tick one box.							
The monkey who was king							
Escape to a small island							
The monkey who told lies							

Lesson 6 Working with words

1 Match the synonyms to the words.

	delicious furious	enormous powerful	exhausted terrible	freezing terrified		
1	big	enormous		5	tired	
2	nice			6	bad	
3	angry			7	scared	
4	cold	r		8	strong	v

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

Once there was a 1 powerful king who lived in a cold, snowy country. Everyone was 2 of him because they thought he had a 3 temper. In winter it was always 4 and it was difficult to find food. One day a boy was looking after his father's hungry goats. The boy was 5 and soon fell asleep. When he woke up, the goats weren't there. His father was 6 with him. The boy looked everywhere, but he couldn't find the goats. Finally, he arrived at the king's palace. He looked into an 7 garden full of beautiful plants. He saw all of his goats in the garden! They were eating the plants, which they thought were 8 The boy realised that the king was a kind person and	
wanted to help the goats. After that, no one was scared of him.	

Prepare to write

1 2 3		() the sentences which do not contain important informati	on.						
	This is a story a	bout Abi and her grandma, who is an inventor.							
3	-	Abi didn't think that playing outside was important.							
	One of the inventions in her grandma's workshop was a flying trumpet.								
4		an old bike in Grandma's workshop, which took her into the future.							
5		noises like Whoosh! and Clunk! when Abi started to pedal.							
6		bi saw a purple car flying past a skyscraper.							
7		w important fresh air is and wanted to get back to the present.							
8		Abi a new computer game, but Abi wanted to play outside first.							
	Someone Who are the main characters? What do we need to know about them? Abi and her grandma. Abi likes playing games on her tablet more than								
	_playing out.	side. Her grandma is an inventor.							
	Wanted								
-		What did the characters want?							
	So	What did the characters want? What did the characters do?	<u> </u>						

Then	What happened in the end?
ly to write rite a summe	ary of A trip to remember using no more than 100 words.
ead and chec	:k what you wrote in Activity 3. Tick (✓).
Did I only in Did I descri	oclude important information? see the main events in the correct order? age of the story clear?
)	nonyms to make my text more interesting? king words like <i>because, but</i> and <i>so</i> ?

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

1 🚺 8.3 Listen and answer the questions.



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

Check-up challenge

1 Unscramble the words to complete the sentences.

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

2 Cc	omple	ete the	text w	ith the	correct	torm ot t	he verbs.			
t	e	buy	do	get	give	have	not take	rain	sleep	stay
ou	ıtside ı	under th	ne stars.	But we ³			<u>'S</u> sunn _ in our tent re ⁶	s if it ⁴		
							we all love sp			
pa	ıck lot	s of food	d. If we ⁹	-		a lot c	f sport, we ¹⁰			_ hungry!
	What might happen to the characters from <i>In the shadows</i> ? Think and write sentences with <i>may (not)</i> , <i>might (not)</i> or <i>could</i> .									
1										
2	Tyler is lost inside an enormous castle.									
3 Tyler is in a cave and the sea is coming in.					HHHHHM WAL	ACCOUNT OF THE PARTY OF THE PAR				
4	4 She's near an island, but the waves are very strong.									
5	It's d	ark and	difficult	for the p	oolice to s	see Maribe	l.	No.	- W, 3 5 5	
6	Mari	bel's bo	at is in a	storm, b	out she he	ears a polic	e helicopter.			
WI	hat I	can d	o!							
Put	t a tic	:k (🗸) c	or a cro	ss (x).						
re	recognise points of view in a story use synonyms to vary vocabulary							oulary \bigcup		
ta	lk abo	ut a pos	sible futu	ıre situat	ion and it	s result	write	a summar	y of a story	
ta	lk abo	ut possik	ole future	e events			J give o	ı talk abou	t a story	
ln	this u	nit, my f	avourite	e activity	is:					
Sc	meth	ing I did	well:							<u> </u>
Sc	meth	ing l cou	ıld impro	ove:						

9 What's your opinion?

Lesson 1 Vocabulary

1 Read and unscramble the word	1 Read	ıd and	unscram	ble	the	word
--------------------------------	--------	--------	---------	-----	-----	------

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

2 Complete the texts with words from Activity 1.

← → O	www.theforum.com/opinion		
penny64			
fresh, but	classmates were talk 1processedfood ried about the 2 I think it's OK to have s	tched the documentary about h ing about in the group chat this d and how it's made. Some peop that are added to pro- ome processed food in your ³ foods if you eat a lot of fruits and most of the time	week. I learnt a lot about ole in my class were cessed food to keep it It's not d vegetables too. The

← → ○	www.theforum.com/opinion		000
Minnie13			
should eat	because I don't eat r n't eat meat, cheese, c	sure I get enough vitami neat - I'm ⁸	eful too. But I think that everyone

Reading comprehension

- 1 Read the group chat on Pupil's Book pages 108–109 again. Read and underline the correct phrases.
 - 1 PatPotPit77 tells us ...
 - a that sometimes chemicals are added to processed food.
 - **b** only fresh food is good for us.
 - **2** Mark301 says ...
 - **a** it's right to eat all processed foods.
 - **b** some chemicals keep food fresh.
 - **3** Butterfly21 thinks that ...
 - **a** everyone should be vegetarian.
 - **b** processed foods make us ill.

- 4 Stefan98 is worried that ...
 - a vegans eat processed food.
 - **b** it's dangerous to not eat meat.
- **5** Alison8 thinks that ...
 - **a** we should make good food choices.
 - **b** snack foods are good for us.
- 6 PatPotPit says ...
 - **a** we should all be vegetarians or vegans.
 - **b** we should eat less processed food.

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

- **a** Stefan98
- **b** PatPotPit
- c Butterfly21
- d Penny62
- **e** KevinNevin
- f Alison8
- q Mark301

Working with words

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

2

- active
- ____

3 appear

happy

- 4 Choose one of the word groups from Activity 3. Write a sentence with each word.
 - 1
 - 2
 - 3

- 1 What did Anna's mum say? Cross out the mistake in each reported sentence. Write the correct word or words.
 - 'Leat too much meat.' She said she eat too much meat. ate
 - 2 'It isn't a healthy diet.' She said it not be a healthy diet.
 - 'I like the idea of eating less processed food.' She said she like the idea of eating less processed food.
 - 'I'm shopping at the moment.' She said she shopped at the moment.
 - 'We're looking for healthy products.' She said they look for healthy products.
 - 'I have some in my basket.' She said she have some in her basket.



9.1 Listen and complete the sentences.





He said he was feeling ill He said 3 He said _____ a doctor. She said _____ at the moment. She said _____ at home.

Circle the correct words to complete the sentences.

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



9.2 Listen and choose the correct answers. 2

- Tom can't find ...
 - (a) his football shirt anywhere.
- **b** anything in his locker.

- 2 No one ...
 - a knows he's lost the shirt.
- **b** has seen the shirt.
- David saw something red ...
 - **a** in a bag.

b in the gym.

- There's nothing ...
 - **a** in Mrs Neil's classroom.
- **b** in the gym.

- Someone ... 5
 - **a** has found the shirt.
- **b** has seen Josh wearing the shirt.

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

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

Lesson 5 Exam practice

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

	V					
	How to be a good student					
Example	We asked a teacher, Mr Dean, <u>for</u> some advice on doing homework					
1	and studying for exams. He said that many students					
2	problems with this. He said that students it more difficult to					
3	study at home these days there are so many other things to do					
4	there. He said it important to concentrate hard when studying,					
5	especially if you are preparing for exams. He believes that can study if they are getting lots of text messages or there is noise from a TV. It is					
6	important to find quiet with nothing to disturb you.					
7	On the other hand, a lot of students might with Mr Jackson.					
8	They like to listen to music on their phones or computers they are studying. Some students said that they can only work with music on.					
9	Multi-tasking is becoming more common and is as an important skill for the 21st century.					
10	The debate continues. Perhaps students should try ways of working and decide which one works best for them.					

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

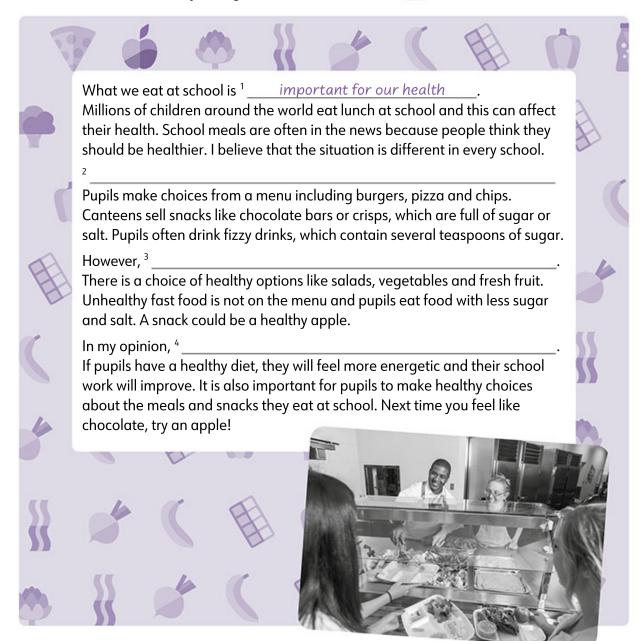
Lesson 6 Learning to learn

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

a Should school canteens provide more choice?

b Should children eat snacks at school?

c Are school meals healthy enough?



2 Write a topic sentence for each paragraph.

Prepare to write

1	Re	ead the sentences. Write A if you agree or D if you disagree.	
	1	Children can learn a lot from TV programmes.	
	2	Children spend too much time watching cartoons.	
	3	Watching TV can make you more creative.	
	4	Watching TV is not a good use of children's time.	
	5	Children should do more exercise instead of watching TV.	
	6	Watching TV for an hour helps you relax after working hard at school.	
	7	TV can stop children from concentrating on their homework.	
	8	It is fun to discuss different TV programmes with friends.	
2		o children watch too much TV? Look at your answers in Activity 1 and decide hat your opinion is. Add three more ideas to support your opinion.	
	1	I think / believe	
	2	I don't think / believe	
	_	T GOTT CHINIK / Delicite	
	3	In my opinion,	
	3 Ple	In my opinion,an an opinion essay on the topic 'Do children watch too much TV?'. se the ideas in Activities 1 and 2 to complete the plan.	
	3 Ple	In my opinion,an an opinion essay on the topic 'Do children watch too much TV?'. se the ideas in Activities 1 and 2 to complete the plan. Introduction	
	3 Ple	In my opinion, an an opinion essay on the topic 'Do children watch too much TV?'. se the ideas in Activities 1 and 2 to complete the plan. Introduction Introduce the topic:	
	3 Ple	In my opinion, an an opinion essay on the topic 'Do children watch too much TV?'. se the ideas in Activities 1 and 2 to complete the plan. Introduction Introduce the topic: Give your opinion:	
	3 Ple	In my opinion,	
	3 Ple	In my opinion, an an opinion essay on the topic 'Do children watch too much TV?'. se the ideas in Activities 1 and 2 to complete the plan. Introduction Introduce the topic: Give your opinion:	
	3 Ple	In my opinion, an an opinion essay on the topic 'Do children watch too much TV?'. se the ideas in Activities 1 and 2 to complete the plan. Introduction Introduce the topic: Give your opinion: Main body: argument 1 Supporting sentences: Firstly,	
	3 Ple	In my opinion,	
	3 Ple	In my opinion, an an opinion essay on the topic 'Do children watch too much TV?'. se the ideas in Activities 1 and 2 to complete the plan. Introduction Introduce the topic: Give your opinion: Main body: argument 1 Supporting sentences: Firstly,	
	3 Ple	In my opinion, an an opinion essay on the topic 'Do children watch too much TV?'. se the ideas in Activities 1 and 2 to complete the plan. Introduction Introduce the topic:	

Ready to write

5

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

	Do children watch too much TV?
Rea	d and check what you wrote in Activity 4. Tick (✓).
	Did I use a clear topic sentence for each paragraph?
	Did I add supporting sentences to my arguments?
	Is my argument clear and logical?
	Did I use different phrases to give my opinion?
\bigcup	Did I use expressions like Firstly / In addition to order my arguments?
Rew	rite the essay in your notebook. Use the points in Activity 5 to improve

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

Functional language

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

1	I <u>don't believe that</u> using computers is unhealthy.
	It's important to know how to use them.
2	the internet can be really
	helpful! I've learnt a lot online.
3	, we spend too much time on
	social media. We should spend more time outside.
4	I see, but I think learning new
	languages is important too.
5	it's great to have computers
	in our classrooms, but we don't need them for every lesson.



Check-up challenge

1 Complete the crossword.

Across

- 1 The information that you find for a project.
- **3** A discussion in which people or groups give different opinions.
- **6** To give all your attention to something.
- 8 The opposite of for.

Down

- **2** A diet that is good for you is ...
- 4 Not right or equal.
- **5** To think that something is true.
- 7 An important test in a school subject.

$\begin{bmatrix} 1 & e \end{bmatrix}$	S	е	а	r	С	² h			
			3					1	
		4							5
6									
7									Н
8		_							Н
						J			

2 Co	omplete the reported sentences with what Jamie said.
	1 I love sport! 3 I'm playing in a match at the moment. 4 My team practises every day.
1	He said he <u>loved sport</u> .
2	He
3	
4	
3 Co	omplete with the correct indefinite pronouns.
г —	
	Yesterday was a very bad day. At school I couldn't find my English book 1 anywhere so my teacher was angry with me. At break, I looked in my bag for my snack, but there was 2 there. I went to the school canteen to buy 3 to eat, but I didn't have any money. In the afternoon, we had PE. I couldn't find my trainers — I think 4 moved them. Then I hurt my foot so I couldn't do 5 . When I got home I needed 6 quiet to do my homework, but my brother was playing loud music. There was 7 quiet in the house. Then I couldn't do my maths homework and there was 8 to help me. What a day!
Put fir re us In	hat I can do! It a tick (✓) or a cross (×). Ind supporting information in a text identify related words write an opinion essay take part in a class debate indefinite pronouns it is unit, my favourite activity is:
Sc	omething I could improve:

O It's a mystery

Lesson 1 Vocabulary

1	Match	the	words to	o the	correct	definitions
---	-------	-----	----------	-------	---------	-------------

- A police officer or detective tries to solve this. 1
- 2 This means that something is worth a lot of money.
- The act of stealing something from a place. 3
- A piece of paper that shows you have paid for something. 4
- When you say what really happened. 5
- 6 A person who you think is guilty of a crime.
- Something said about a crime that a police offer writes down. 7
- To find out the answer to a mystery or crime. 8
- To show that something is true.
- 10 To stop something from happening.

- tell the truth
- prove b
- statement C
- d solve
- crime е
- f cancel
- receipt g
- valuable h
- suspect
- robbery i

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

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



Lesson 2 Reading comprehension

1 Read the play script on Pupil's Book pages 122–123 again. Number the even The robbery in order.											
	а	Timothy Taylor showed the inspector a receipt from the café.									
	b	Lucy Manders said she was playing football at the time of the robbery.									
	c										
	d	Inspector Williams solved the crime. Someone stole a valuable painting from the university.									
	e	Peter Cross asked if they were suspects.									
	f	Inspector Williams arrived at the university to ask people questions.									
2	W	rite the correct names.									
	4	nspector Williams Lucy Manders Peter Cross Sergeant Stone Timothy Taylor									
	1	Who took the statements from the suspects?									
	2	Who talks about the painting in class?									
	3	Who told the inspector about the robbery?									
	4	Who is not telling the truth?									
	5	Who was not at the university at five o'clock pm?									
W	orl	king with words									
3	Ac	dd -ment to the verbs to make nouns.									
	1	equip equipment 4 announce									
	2	move 5 excite									
	3	arrange 6 pay									
4	Co	omplete the sentences with words from Activity 3.									
	1	He gave me a <u>payment</u> of £10,000 for the painting.									
	2	I used a lot of in my science experiment.									
	3	We made an to meet at 5 o'clock.									
	4	I've broken my leg so every little hurts!									
	5	There was an to say the trains were delayed.									
	Z	There were glot of when their terms were									

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



a	, doesn't it?	d	, isn't it?	
b	, can you? 1	е	, can't you?	

, don't you?		f.	, aren't we?
--------------	--	----	--------------

Complete the dialogue with the correct question tags.

Inspector Williams:

You look after all the paintings, 1 _____don't you

Museum guard:

Yes, I do.

Inspector Williams:

You don't stay in the room all the time, ²

Museum guard:

No, I don't. I walk around and check all the rooms.

Inspector Williams:

You can see if anything is missing, ³ ?

Museum guard:

Yes, I can. The painting of the sea isn't here.

Inspector Williams:

It's usually next to this painting, 4

Museum guard:

Yes, it is.

Inspector Williams:

There's a photo of it in the museum guide book, ⁵_____

Museum guard:

Yes, there is ... Look, here it is. The painting is worth half a million pounds!

Write guestions with tags to ask a friend.

play / football 1

You play football, don't you?

- good at / drawing
- not / good at / science 3
- can't / speak Spanish
- don't like / classical music

Lesson 4 Language in use

1	1 2 3 4 5 6 7	You mustn't be late. You have to wear your uniforr You should look smart. It may be warm. It might rain. You mustn't forget your packe	n. ed lunch.		
2		omplete the notes with sui e possible.	table modal	verbs. M	lore than one answer may
	1	YouYou			us – it leaves the castle at 2 o'clock. ıs.
	3	There's a shop at the castle so	you		need some money.
	4	You	-		<u> </u>
	5	But you			
	6				ie worksheet – it isn't necessary.
	7				ve're there – please stay inside.
	8	You	_tell your parer	nts that th	ne bus arrives back at school at 5 o'clock.
3		agine you're going on a seacher tells you. Use some You should bring a camera	of the verbs i	-	park. Make notes about what your ies 1 and 2.

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



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

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

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

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

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

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

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

Examples		
Do	niel really likesplaying tennis	
Mı	Hedge is Daniel'sPE teacher	
Questions		
1	Last weekend Daniel played in a	·
2	The journey there took	because it was far away.
3	The competition was at a	in the north of the country.
4	'There's a cafeteria so you	a packed lunch,' said Mr Hedge.
5	Daniel broughtto	eat at lunchtime.
6	Paul and Daniel went	because the sandwiches weren't on the bus.
7	Atook Daniel's sa	ndwiches and ate them.
esson 6 Learning to learn		
On the quiz. Tick (✓) the best advice. Then check your results at the bottom of the page. How do you prepare for tests and exams?		
1	What should you do if you worry about tests and exams? a Study every day and night.	2 How can a practice test help you? a It will give you the answers to your test.
	b Think about how the test or exam works. c Try not to think about it.	 b It will help you see how many students finished the test well. c It will show you what kinds of questions will be on the test.
3	What other things can you do to practise for a test? a Work with friends and family members. b Only work on one thing: listening, reading and writing or speaking. c Ask your teacher to give you the test before everyone else in the class.	 4 How can you feel more confident about tests and exams? a Ask for more tests in class and for homework. b Be positive and remember when you have done well on a test before. c Stop worrying about them because they're too difficult.
		ια 5 c 3 α φ p

Prepare to write

1 Read and complete the play script.

But there's an empty space here Mystery at the museu (m opens the door quietly I heard a noise Scene 1 Early afternoon 1 at the entrance to a museum . Joe and Lauren are on a school trip. Miss Binks: Now don't forget you must behave while you're in the museum. Here you are ... Can we take photos? Lauren: Miss Binks: No, you can't. You mustn't take photos in the museum. OK, everyone, let's go inside now. ______. Joe and Lauren are looking at Egyptian objects. (pointing to something) Look at this amazing gold jewellery. Lauren: _____. There's something missing, isn't there? Yes ... Look! There's a door over there. Joe: _____) Come on! Let's find out where these stairs go. We might find a secret passage! Lauren: Sshh! ⁶ ! There's someone down here! Joe: Lauren: (sounding frightened) Oh, no! Plan Scene 2 (the ending) of the play. Write notes to answer the questions. Who do Joe and Lauren see? What is he / she doing at the museum? What happens when he / she sees the children?

What happens in the end?

gives the children their tickets

at the entrance to a museum

In the Egyptian Room

What happens next?

Ready to write

3 Write Scene 2 of the play.

\sqcup	Did I include stage directions?

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

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

Lesson 7 Functional language

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

A strange thing happened

Suddenly

Then guess what

You won't believe this, but







Α	strange	thing	hap	pened
---	---------	-------	-----	-------

Check-up challenge

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

w	h	6	m	а	r	\supset	f	j
С	а	f	е	t	е	r	i	а
r	w	f	С	Τ	u	е	n	f
S	I	С	t	n	٧	1	r	
О	t	j	k	r	k	L	х	О
u	r	q	h	n	w	х	r	w
t	o	r	o	b	b	е	r	у
h	р	S	u	r	f	а	С	e
Π	S	u	S	р	е	С	t	m

1	Pupils often h	ave to wear a uniform to look	
	smart	for school.	

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

3	Rivers usually	into the sea.

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

7	The police thin	k this man broke into the house -
	he's the main	

		e prompts.
	1	Easter Island / be / in the Pacific Ocean
		Easter Island is in the Pacific Ocean, isn't it?
2	2	there / be / lots of statues there
3	3	they / look / strange
4	' +	you / can't touch / the statues
į	5	people / live / on the island
ć	5	you / can visit / Easter Island
		1 You should take lots of warm clothes. 2 Should shouldn't have to might may 4 Should shouldn't have to might may
P	ut fin us us In	nat I can do! It a tick (✓) or a cross (×). Ind key information in a text I e question tags to confirm information I e modal verbs to talk about an event I tell a mystery story I tell a mystery story
		omething I did well:
	So	omething I could improve:

End-of-year review

1 Write the words in the correct columns.

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

<u></u>	
,	

2 Complete the adverts with the words in the box.

cafeteria cheap cotton denim herbs metal useful vegetarian



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

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



If you feel like a break from shopping, you'll find our new

on the second floor. Lunch is served from 12 until 3,

or you can have our delicious ⁸ food at any time.

3 🕦 10.3 Listen and complete the sentences with 3 words.

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

4 Complete the email with the words in the box.

Hi Simon,	
Have you got your ticket for the music festival? You go every year, 1 you? Mum says I^2 to stay with my friends all the time $I'm$ there and I^3 be careful not to lose anything.	
If it rains, we 4 need waterproof jackets and an umb But we 5 need our jackets if it's sunny. Will there be 6 to get food at the festival? If there's 7 eat, it'll be awful! Maybe we should take a picnic?	rella. to
We're meeting at 1 pm, ⁸ we? I just need to find my	ticket
Jake	

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

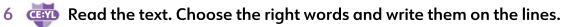
5 Write what the suspects said about the robbery at Hamworth Hall.



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

Lady Sarah said she had a lot of jewels.

- 2 Lord Robert: 'A valuable necklace is missing!'
- **3** The servants: 'We're looking everywhere for it.'
- 4 The cook: 'The thief works in the house.'
- 5 Mr Benn: 'The servants are behaving strangely.'
- 6 The gardener: 'The cook loves jewellery!'



Visiting the USA



Example	The USA is a huge country and there aremany different places
Lample	to visit. You can start in New York. The skyscrapers are amazing – they're
1	so tall! They're made glass and metal.
2	Take a walk in Central Park – there is quite like it! Music
3	often performed in the park so check the list of concerts
4	when you arrive. There is always interesting happening there.
5	If you go to the west coast, you travel across the Rocky
6	Mountains. You go skiing in the mountains in winter.
7	If you go in winter, you'll still find lots to do in the national parks. Make sure you look out for bears!
8	In California, you miss San Francisco with its amazing bridge.
9	Or you can take a trip to Hollywood where movies made.
10	Yousee someone famous at the film studios!

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

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





Examp	le

ľm <u>havi</u>	<u>ng</u> a c	reat time on th	ie school or	chestra trip!
----------------	---------------	-----------------	--------------	---------------

- Yesterday we went _____ a museum and saw a sculpture 1
- made of recycled materials. I've never seen _____ like it! 2
- 3 The concert is on Saturday evening. It _____ at 7 pm.
- If we _____ play well, our teacher won't be very happy. She 4
- said we _____ spending too much time playing computer games! 5

Circle the correct words to complete the sentences.

- Cotton **is grown** / **are grown** in warm countries. 1
- Jeans are made of / by denim. 2
- It's used for open / opening bottles. 3
- He's a great singer I'm sure he will / won't be famous one day. 4
- Look at that big, black cloud! It will / 's going to rain. 5
- If it's sunny tomorrow, I'll go / I go to the beach. 6
- Don't take that path! You **might not** / **could not** find your way back. 7
- 8 Is **anyone / no one** at home?

Game

11

'Mysteries are great!
I'm writing a mystery
story for homework.'

Report what the person said.

Go back three spaces!

What will you do this weekend if it's sunny?

Make two sentences.

10

Make two predictions about the future.



9

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



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





START

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

2

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



Go forward two spaces!



Miss a turn!



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



Name three things you should take on a camping trip.

Say two things that you have never done.





Game rules

Players: two - six people

You will need:

Spinner with six sides Counters of different colours

- 1 Put all your counters on the Start square.
- 2 The youngest person playing can go first. Spin the spinner, read the number it lands on and move your counter the number of spaces.
- 3 Read the question in the square to your friends.
 Answer the question (with no help!). Then, ask your friends to check in the Pupil's Book / Workbook whether your answer is correct.
- 4 If you answered correctly, keep your counter on the square.
- 5 If you answered incorrectly, go back to the last square you were on.
- 6 Watch out! There are some squares that will help you move forward, and some which will take you back!
- 7 The winner is the first person to reach the end of the board.

Good luck!

Vocabulary and grammar reference

1	Franslat	e the	words	into	vour	lana	uaa	e.
ı	i alisiat	C 0110	**************************************	11160	y Oui	14119	444	~

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

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

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

He was feeding the elephant when it escaped.

He wasn't watching when it ran away.

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

What were you doing when the alarm rang?

I was painting when it rang.

It rang while I was painting.

history

Vocabulary and grammar reference

Translate the words into your language.

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

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

Use *used to* to talk about ...

1 things we often did in the past, but we don't do now.

vacuum

2 past situations or habits that are finished or are not true now.

He **used to** be an actor.

He didn't use to teach maths.

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

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

Where **did** you **use to** live?

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

Vocabulary and grammar reference

Translate the words into your language.

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

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

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

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

She's seen a lion at the zoo.

She's never seen a lion in the wild.

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

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

Have you **ever been** camping?

Yes, I have.

Have you ever made a fire?

No, I haven't.

Vocabulary and grammar reference

Translate the words into your language.

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

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

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

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

How long have you been a dentist?

I've been a dentist for 50 years.

No one has complained since 1975.

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

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

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

I've **already** had lunch.

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

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

Vocabulary and grammar reference

Translate the words into your language.

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

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

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

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

I'm just as fast as Dan!

You aren't as skilful as me.

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

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

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

Buses are **too crowded** in the morning. I'm **not fit enough** to cycle.

Vocabulary and grammar reference

Translate the words into your language.

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

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

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

Lulu's dress is made from plastic bags.

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

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

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

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

What's it used for? It's used for checking the weather.

Vocabulary and grammar reference

Translate the words into your language.

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

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

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

Use **going to** to ...

- 1 talk about future plans and intentions.
- 2 make a prediction based on something we can see or hear right now.

One day my son will be famous.

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

Look! She's going to fall!

Present simple for future events (Pupil's Book page 86)

Use the **present simple** to talk about future events that are scheduled or have a timetable.

What time **does** the bus **leave** tomorrow? It **leaves** at 10 o'clock.

The concert **starts** at 3 pm.

Vocabulary and grammar reference

Translate the words into your language.

astonished	palace	
bad temper	play a trick	
collect	powerful	
emperor	rescue	
escape	rope	
forgive	swan	
furious	take place	
hurt	tell lies	
in trouble	tell the truth	
moral	tied up	
own		

First conditional (Pupil's Book page 99)

Use the **first conditional** to talk about a possible future situation and its result.

If you **rest**, you'll feel better.

If I stop, I won't finish my house.

If you don't rest, you'll get ill.

may (not) / might (not) / could for future possibility (Pupil's Book page 100)

In the affirmative, use *may*, *might* or *could* to talk about a possible future situation.

Only use *may not* and *might not* in the negative.

He **might** hurt him. He **might not** escape.

He **may** escape. They **may not** think it's an emergency.

She **could** rescue him.

Vocabulary and grammar reference

Translate the words into your language.

against	multi-tasking	
believe	processed	
chemical	research	
choice	right	
concentrate	snack	
debate	unfair	9
diet	vegan	
exam	vo a chavian	
for	What's wrong?	
lose	wrong	
modia		

Reported speech: present tenses (Pupil's Book page 111)

When we use **reported speech**, we usually change the tense:

 $am / is \longrightarrow was$ $are \longrightarrow were$

present simple \longrightarrow past simple present continuous \longrightarrow past continuous

'Sugar **is** bad for your teeth.' I said sugar **was** bad for your teeth.

'But I **love** sugar.' He said he **loved** sugar.

'I'm eating all the cakes!' He said he was eating all the cakes.

Indefinite pronouns and adverbs (Pupil's Book page 112)

	person	place	thing
Affirmative statements	someone	somewhere	something
Affirmative statements, negative meaning	no one	nowhere	nothing
Questions / Negative statements	anyone	anywhere	anything

Someone will find it.

Can I do **anything** to help?

There's **nowhere** I haven't looked.

Vocabulary and grammar reference

Translate the words into your language.

behave remove break into robbery cafeteria smart cancel solve clue south crime statement culture surface flow suspect north tell the truth valuable prove receipt

Question tags: to be, present simple, can (Pupil's Book page 125)

Use **question tags** to check that something you believe is true. It's like saying 'Am I right?' or 'Do you agree?'

You don't know where it is, do you?

We're rich, aren't we?

We can buy a new boat, can't we?

Review of modal verbs (Pupil's Book page 126)

Advice	Obligation	No obligation	Permission	Possibility
should	must	don't have to	can	may
shouldn't	mustn't		can't	might
	have to			could

You **don't have to** wear uniform.

You can't wear jeans.

You **must** look smart.

You **should** bring a jacket.

You **mustn't** use your phone.

It **might** be cold.

Irregular verb list

Infinitive	Past simple	Past participle	
be	was / were	been	
begin	began	begun	
bite	bit	bitten	
break	broke	broken	
bring	brought	brought	
buy	bought	bought	
catch	caught	caught	
choose	chose	chosen	
come	came	come	
dig	dug	dug	
do	did	done	
draw	drew	drawn	
drink	drank	drunk	
drive	drove	driven	
eat	ate	eaten	
fall	fell	fallen	
feel	felt	felt	
fight	fought	fought	
find	found	found	
fly	flew	flown	
forget	forgot	forgotten	
forgive	forgave	forgiven	
get	got	got	
give	gave	given	
go	went	gone	
grow	grew	grown	
have	had	had	
hear	heard	heard	
hide	hid	hidden	
hurt	hurt	hurt	
know	knew	known	

Infinitive	Past simple	Past participle	
learn	learnt	learnt	
leave	left	left	
lose	lost	lost	
make	made	made	
meet	met	met	
pay	paid	paid	
put	put	put	
read	read	read	
ride	rode	ridden	
run	ran	run	
say	said	said	
see	saw	seen	
sell	sold	sold	
sing	sang	sung	
sit	sat	sat	
show	showed	shown	
sleep	slept	slept	
steal	stole	stolen	
speak	spoke	spoken	
spit	spat	spat	
stand	stood	stood	
swim	swam	swum	
take	took	taken	
teach	taught	taught	
tell	told	told	
think	thought	thought	
throw	threw	thrown	
wake	woke	woken	
wear	wore	worn	
win	won	won	
write	wrote	written	

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For Teachers

- ★ Teacher's Book
- ★ Classroom Presentation Kit with interactive activities, audio, video and animations
- * Progress Tracker
- * Test Generator
- ★ Teacher's Resource Centre
 - Printable flashcards
 - Printable worksheets
 - Methodology handbook
 - Assessment pack

CEFR and Cambridge English Qualifications mapping

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





