1 Write the names.

Fin is the DSD Club leader and he is brother. He welcomes everyone back to the club.

is Ed’s sister. and are her cousins.

There is a new person in the group. His name is and he is from Canada.

The children show Tom some photos of the things that the DSD Club did last year.

decides to join the club. gives him a T-shirt and a cap.

2 Look and complete the sentences.

<table>
<thead>
<tr>
<th>costumes</th>
<th>first aid</th>
<th>football</th>
<th>future</th>
<th>helped</th>
<th>park</th>
<th>play</th>
<th>river</th>
<th>seats</th>
<th>time</th>
</tr>
</thead>
</table>

a The children were actors in a play last year. When Fin’s car broke down, they made new for the performance.

b The children cleaned up the in the wildlife. Later, they were on TV.

c They did a course. Then they a man who was in trouble.

d They watched a match. They had the best in the stadium.

e The children made a capsule. They buried it for people to find in the.
3 Read and circle the incorrect words. Write correct sentences.
1 Last year, the children made new costumes for a [holiday].
   Last year, the children made new costumes for a play.
2 Jim had the old costumes in his car.
3 There was a map of the country in the children's time capsule.
4 The children did a lot of work at the river because it was very clean.
5 A man fell off his horse and the children helped him.
6 The man was a really good piano player.
7 Jim invited the children to watch a film.

4 Answer the questions.
1 Where did Kate and Ed go on holiday? [They went to Spain.]
2 Who had a holiday in France?
3 What does 'DSD' mean?
4 Who is the new member of the DSD Club?
5 Where does Tom come from?
6 What sport does Tom play?

5 Complete Tom's email.
   cap  capsule  cleaned  Club  cousins  joined  learnt  year

Hi Jack,
How's life in Canada? I'm having a good time here. At first, it was difficult because I didn't know many people. But today, Fin and Libby took me to the DSD Club and I met their Ed and Kate. They're very friendly. They do lots of exciting things at the club. Last, they did a play and they also made a time. They up a river and they first aid. I think it's a great club, so today. I'm wearing the DSD and T-shirt now!
Write soon!
Tom
Lesson Two  Grammar 1

1 Read and circle.

Dale: Hi, Jake. It’s Dale. How are you?

Jake: Hi, Dale. I’m OK. I’m watching the match on TV, but I don’t enjoy it much. My team doesn’t win.

Dale: I can’t watch TV right now because my sister does her homework in the living room.

Jake: Does she always do her homework on Sunday afternoon?

Dale: No. She usually finishes her work on Saturday but, this time, she’s late.

Jake: Well, you can watch the game with me, if you like. Do you want to come over here?

Dale: Oh, no, thanks. I don’t like football on TV.

2 What was happening when the storm started? Write sentences. Use the past continuous.

1 two boys / kick / a football
2 the woman / read / a book
3 two children / ride / bikes
4 the woman / drink / coffee
5 the man / carry / a shopping bag
6 the ducks / eat / bread

Two boys were kicking a football.

3 Complete the sentences. Use the past simple or past continuous.

1 Hannah called while I was doing (do) my homework.
2 We were playing football when I hurt my knee.
3 Robbie was having lunch when Max arrived.
4 Dad had an accident while he was driving to work.
5 I was looking out of the window when I saw a beautiful bird in the garden.
6 They were having a picnic when it started to rain.
7 Jenny was studying when Annie phoned.
8 We were travelling to London when the train suddenly stopped.
1. **Complete the table.** (Irregular verb list page 135)

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past simple</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>2 make</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ate</td>
<td>broken</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 speak</td>
<td></td>
<td>swum</td>
</tr>
<tr>
<td>6 sold</td>
<td></td>
<td>ridden</td>
</tr>
</tbody>
</table>

2. **Read and circle.**

1. I’ve broke / broken the plate.
2. I spoke / spoken to my sister this morning.
3. I swam / swum to the island yesterday.
4. I’ve did / done my homework already.
5. I ate / eaten a sandwich for lunch.
6. I’ve ridden / rode a camel.

3. **Complete the sentences.** (Irregular verb list page 135)

1. I took (take) these photos last week.
2. Susan hasn’t (fly) in a plane before.
3. They (wear) costumes for the play.
4. You’ve (ride) a horse!
5. I’ve (see) this film three times.
6. Jane (go) to China last year.
1 Read the story and complete the sentences.

world  know  paint  famous  impossible  meet  walls  draw  library

1. I want each group to __________a mural on one of the __________.

2. Animals are __________ to __________.

3. What about portraits of __________ people from around the __________?

4. We don’t __________ what to do!

5. Let’s __________ at the __________ tomorrow.

2 Match the sentences in exercise 1 to the pictures.

3 Read and circle.

1. Fin wants the children to ...
   a. clean up the club.
   b. paint pictures on the walls.
   c. paint the library.

2. For this project, the children ...
   a. can decide what to paint.
   b. have to paint countries.
   c. have to paint animals.

3. Kate doesn’t want to paint animals because ...
   a. she doesn’t like them.
   b. they look boring.
   c. they are very difficult to draw.

4. Libby doesn’t like the idea of flags or maps because they aren’t ...
   a. easy.
   b. difficult.
   c. exciting.

5. The four children are going meet ...
   a. at home.
   b. at the library.
   c. at the club.

6. When they meet tomorrow, they are going to ...
   a. decide what to paint in their mural.
   b. make drawings for their mural.
   c. start painting their mural.

4. What would you paint in a mural on the theme ‘Around the world’?
1 Complete the advert.

- On the wall, there is an amazing __________. The children at Hill School painted it for their art project.
- In Room 1, you can see __________ by Carol Evans. She makes animals from stone and wood.
- Upstairs, in Room 4, you will find lots of different types of __________ by artists from around the world.
- In Room 2, you can see some interesting __________ of people from the past.
- In Room 3, we have a very famous __________ by the artist William Lake. It’s called ‘In the Country.’ The river in the __________ is the River Lee, and the mountains in the __________ are the Black Mountains.

Come and see!

2 Add un- or im- to the adjectives to make the meaning negative.

1 lucky __________  2 happy __________
3 mature __________  4 interesting __________

3 Complete the sentences. Add un- or im- to the adjectives.

- This TV programme is __________. No one in my class likes it.
- He never says ‘hello’ to anyone. He’s very __________.
- It’s __________ to talk with your mouth full.
- Please clean up your room. It’s really __________.
- James was __________ after the test, because he didn’t know many of the answers.
- This book is boring. It’s the most __________ book in the world!
- She behaves like a small child. She’s very __________.
- Tom hurt his foot, so he can’t play in the match. It’s very __________.
Lesson Three Grammar 1

1 Read and match.
1 “You look great in those shoes.”
2 “I can’t do this homework. It’s difficult.”
3 “I’m going to town.”
4 “Sorry, I can’t talk now. We’re having lunch.”
5 “I’ve got some amazing news, but it’s a secret.”
6 “It’s very hot in this room.”
7 “That film is terrible! It’s really boring.”
8 “I like this meal.”

   a “I’ll come, too.”
   b “Please tell me! I won’t tell anyone else.”
   c “OK, I’ll call you again later.”
   d “I’ll open the window.”
   e “I’ll help you with it after dinner.”
   f “Really? OK, I won’t watch it.”
   g “Good! I’ll make it again.”
   h “Thanks! I think I’ll buy them.”

2 Complete the sentences. Use going to.
1 I’m going to call (call) Sandra this evening.
2 My parents ____________ (paint) the kitchen this weekend.
3 Alan ____________ (make) a sculpture of a horse for his art class.
4 We ____________ (not play) tennis today. It’s too hot.
5 My dad ____________ (meet) me at the station.
6 I ____________ (buy) Matt a book for his birthday.
7 Lisa ____________ (not come) to the cinema with us tonight.
8 We ____________ (start) our next history project soon.

3 Complete the conversation. Use going to or will.

Tara: What are your plans for the weekend? Are you going
to do your homework tomorrow?

Annie: No, I don’t think so. My cousins 1 ____________ (are going to) go to
the art show in the park tomorrow morning. I think
2 I ____________ (go) with them.

Tara: That’s a good idea! 3 I ____________ (come, too!)
I’d like to see the art show.

Annie: Great! 4 We ____________ (meet) you at the bus stop
at ten o’clock.

Tara: Fine. I’ll be there.

Annie: Susan 5 ____________ (take) some sandwiches for a
picnic lunch. Do you want to bring some lunch, too?

Tara: Yes, OK. 6 I ____________ (bring) some lunch, too.
But I can’t stay very long at the park. Mum 7
go to play tennis, so 8 I ____________ (help) Dad with
cooking dinner.
1 Read and circle.

Hi Maggie,
'Are / Do you coming to the Art Club meeting tomorrow after school? After that, I'm  meeting Leila in town.
Do you want to come, too?
Kathy

Hi Kathy,
No, sorry, I don't / I'm not coming to Art Club. Mum is / are driving me to Newtown at 4.00. We'll have / We're having tea with my grandma. But I'd like to see Leila, too. What time are you / you are meeting her?
Maggie

2 Complete the sentences. Use the present continuous.

CLASS 6B SCHOOL TRIP
27th September
Teacher: Mr Sanders
9.00 meet at train station
9.15 catch train to art gallery
9.45 tour of gallery: starts 9.45
12.00 have lunch in garden
1.30 take boat trip on river
5.00 go back to train station
5.30 parents meet children

My class is having a school trip tomorrow. Mr Sanders us at the station at nine o'clock, and we the train 15 minutes later. The tour of the art gallery at 9.45. At 12 o'clock, we lunch in the garden and, after that, we a boat trip on the river.
That will be fun! We back to the station at five o'clock, and my dad me at 5.30. I think it will be a really good day!

3 Write questions and answers.

1 where / Tony / visit / with his class?
   Where is Tony visiting with his class?
   He's visiting an art gallery.

2 what time / they / meet?

3 how / they / travel?

4 where / they / have / lunch?

5 what / they / do / after lunch?

6 what time / Tony’s dad / meet him?
1. Look at the story. Choose the best title. Write the title at the top.

   a) A lovely day on the river  
   b) An adventure on the river  
   c) A storm at sea

It was a summer morning. The river was calm. The clouds in the sky were light, like smoke.

“I want to go out in the boat,” said Jack.

“OK, let’s go!” said Harry.

After half an hour on the river, Jack stopped rowing. The boat floated quietly on the water. The sun was warm, and Jack and Harry soon fell asleep with the sun on their faces. They slept for a long time.

When they woke up, the sky was dark. There were storm clouds above them. A flash of lightning lit the sky.

“A storm is coming!” Harry said, nervously. And, very soon, the wind started to get stronger and stronger. Waves hit the boat with a splash and heavy rain started to fall. Jack was rowing when he dropped the oars by accident and they floated away. Without the oars, the boys couldn’t row. They didn’t know what to do.

Then a big wave hit the side of the boat. The boat turned over, and Jack and Harry were thrown into the water.

“Grab the boat!” Jack shouted. They held on tightly to the boat as the water carried them along.

At last, the boat hit some rocks near the river bank. The boys felt the ground under their feet and slowly they got to the bank. When they looked back, their boat was gone.

“Where are we?” Jack asked. “Will someone rescue us?”

Then they saw some smoke from behind the trees. “Maybe it’s a house!” Harry said. They walked along the path between the trees — and stared in surprise.

2. Read again and number the pictures in the correct order.

   a  
   b  
   c  
   d  
   e  
   f
Words in context

1 Read and circle.

Give me the oars, Harry. I’ll sail.

Jack! We fell asleep – and we didn’t climb / tie the boat to a tree!

The boat is still floating / swimming. We can hold on to it.

Oh, no! The boat is going to splash / hit the rocks!

What are you shouting / staring at, Sam?

Can you see the splash / smoke in the sky?

If we find a house, we can buy / borrow some dry clothes.

More words

2 Match the words from page 10 to the definitions.

<table>
<thead>
<tr>
<th>Lightning</th>
<th>Oars</th>
<th>Grab</th>
<th>Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bank</td>
<td>noun the ground on each side of a river</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Oars</td>
<td>noun long wooden objects that you use to row a boat</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Grab</td>
<td>noun the electricity that lights up the sky in a storm</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Bank</td>
<td>verb to suddenly take hold of something</td>
<td></td>
</tr>
</tbody>
</table>

3 Complete the sentences.

Floating | Hit | Oars | Smoke | Bank | Splash | Stared | Tie |

1 They made a fire on the river bank. Soon, there was coming out of it, and they were nice and warm.

2 Helen held the oars and at the boat. It was in the middle of the river. “Oh, no!” she said. “I forgot to it to a tree!”

3 The stone the water three times. Every time, it made a little splash.
1. Read the story on page 10 again. What were the boys staring at?
   Look at the picture and tick (√) the correct answer.
   a. a house
   b. a fire
   c. a person

   [Image of a forest scene with a fire]

2. Look and write the end of the story.

   [Images with captions: We must get help! Look, there’s a house. Oh, no! It’s going to burn down the forest. Can we use your phone? There’s a fire in the forest.]

   They walked along the path between the trees and stared in surprise.
   The smoke wasn’t coming from a house. It was coming from a tree.
   “The tree’s on fire! How did it start?” said Jack.
   “I think the lightning hit it,” Harry replied.
1 Read and circle.

A
David: Will you / Are you going to play tennis later?
Paul: Yes, I am.
David: Great! I’ll / I’m going to meet you at the sports club.

B
Susan: Will you / Are you going to buy your mother a birthday card?
Lisa: No, I won’t / I’m not. I’ll / I’m going to make her a card.

C
Sarah: Will you do / Are you doing anything this afternoon? Emma and I will go / are going to the market at two o’clock.
Katy: Good idea! I’ll / I’m going to come with you.

D
Liam: Will you / Are you going to ride on a camel when you go to Egypt?
Phil: No, I won’t / I’m not going to. I don’t like camels.
Liam: Really? I like them!

2 Write sentences. Use will or won’t.

I / help / her
I’ll help her.

I / not wear / this

I / paint / the sky

I / use / some rope

3 Read and circle.

Picture 1: The woman can’t carry the bags. It’s impatient / impossible.

Picture 2: The boy is splashing / staring at his jacket.

Picture 3: The children are painting a mural / sculpture. It’s a landscape / portrait.
In the background / foreground, there are trees and flowers. The girl is going to paint flowers / a sun in the sky.

Picture 4: The man is going to hit / tie the banks / oars to his car.
1 Read the story and number the events in the correct order.

a Ed, Tom and Libby are too busy to draw the pictures tonight.
b The children are in the library.
c They haven’t got much time to look at the books.
d Kate has got time to draw the pictures but she isn’t very good at art.
e They need to decide who is going to draw their ideas.
f Tom finds a book about sports.

2 Write True or False.
1 Tom’s book is about Australian sports. False
2 Rugby is a popular sport in Australia. 
3 People don’t play football in Brazil. 
4 Ed has got a lot of homework. 
5 Tom’s parents never go ice skating. 
6 Libby is learning gymnastics. 
7 Kate hates art.

3 Complete Kate’s email.

Hi Beth,

How are you? I’m busy with the DSD Club, as usual. Our new project is to paint a 1 mural for the club wall. The theme is ‘Around the 2 ’.

Today, we went to the 3 to look for ideas. Tom found a great book about sports in different 4 . Tonight, I have to draw some 5 of sports, like rugby and football. The problem is that I’m 6 at art! Ed, Tom and Libby haven’t got any 7 , so they can’t draw the pictures. What can I do? Tell me if you have any ideas.

From Kate
1 Complete the sentences.

- rock climbing caving ice-skating skiing paragliding rugby mountain biking baseball

1 In countries with cold winters, people often go _______ outside.

2 Italy and Switzerland are popular places to go _______.

3 _______ is a game for two teams of nine players.

4 In _______, players can pick up the ball and throw it.

5 Any place with lots of hills is good for _______.

6 _______ is an exciting sport, but you have to be very careful.

7 You need strong ropes for _______.

8 You fly through the air when you go _______.

More words

2 Add dis- or in- to the words to make the meaning negative.

1 agree _______ disagree

2 complete _______

3 appear _______ visible _______

3 Read and circle.

1 These insects are so small that you can’t see them. They’re _______.

2 Alex broke the window, but he said it was his brother. Alex was _______.

3 You need to write four more words in this list. It’s _______.

4 Good work! All your answers are _______.

5 Janet and I are very different. We _______.

6 Mike is feeling sad today, so please be _______.

7 Where is your little sister? She always _______ at bedtime!

8 Charlie is a very naughty pet. He always _______.
Lesson Three Grammar 1

1 Read and circle.
1 If it’s sunny tomorrow, we / we’ll go to the beach.
2 Toby won’t go to school if he isn’t / won’t be well.
3 If Fiona invites me to the party, I / I’ll go.
4 If I don’t pass the test, I’m not / I won’t be happy.
5 You / You’ll arrive on time if you leave now.
6 Ella will call us if there’s / there will be a problem.

2 Complete the sentences. Use the first conditional.  
   not go make will not play finish see
1 If it snows, we’ll make a snowman.
2 If I ____________ Steve, I’ll ask him about the tickets.
3 We ____________ to the cinema if there’s a good film on TV.
4 If Diana works hard, she ____________ her project this evening.
5 ____________ you wear your scarf if you come to the football match?
6 If Eddie ____________ rugby, he’ll watch the game instead.

3 Write sentences with if.

if / it / rain / we / play / in the gym
If it rains, we’ll play in the gym.

if / we / repair / my bike / I / ride / it / this afternoon

if / the rain / not stop / the match / not start

if / she / not be / careful / she / fall over

if / their goalkeeper / catch / the ball / they / win

if / it / not snow / this year / we / not go / skiing
1 Read and match.
1 If I won the art competition,  a she’d cry.
2 Would you be scared  b if we moved to Brazil.
3 Dylan would be a good footballer  c if I had his number.
4 If Grace saw this film,  d if you went paragliding?
5 We’d learn Portuguese  e I’d get a big prize.
6 I’d phone Patrick  f if he trained more often.

2 Complete the sentences. Irregular verb list page 135
1 If Darren had lots of money, he’d buy (buy) a house by the sea.
2 If he (live) by the sea, he’d go swimming every day.
3 If he had his own plane, he (travel) to interesting places.
4 If he (be) a famous actor, he’d meet lots of people.

5 If Tess (play) the guitar, she’d join a band.
6 If she (join) a band, she (play) in lots of cities.
7 If she (have) a lot of money, she (buy) a spaceship.
8 If she (go) to the moon, she (take) photos of the earth.

3 Answer the questions about you.
1 If I could go anywhere in the world, I’d travel to ___________________________.
2 If I had lots of money, I’d buy these three things: ___________________________,
   and ___________________________.
3 If I learnt a new sport, I’d learn ___________________________.
4 If I could meet someone famous, I’d choose ___________________________.
5 If I could live in a different country, I’d live in ___________________________.
6 If I could fly or be invisible, I’d choose to ___________________________.

Second conditional Unit 2
1 Look at the article. What is Henry doing? Tick (✔) the correct answer.

a) He's studying at university.  ❏
   b) He's working as a diving instructor.  ❏
   c) He's working for an environmental group.  ❏
   d) He's on holiday.  ❏

Henry Watson is an 18-year-old volunteer with an environmental group called EcoTask. EcoTask is an organization that helps to protect the environment. People with different skills volunteer to work for them and EcoTask has lots of interesting ways for volunteers to help the environment. Henry Watson is a talented diver and he is using his skills to help protect wildlife under the sea.

Henry is spending three months at an EcoTask centre on the Red Sea. The centre provides all the diving equipment people need and also gives training to teach people what to do. Henry works in a team with 15 other volunteers. He dives into the sea and records what he sees. He writes down the different types of fish and other sea animals he sees, and he reports any problems, for example, plants that are dying. He also tests the water for pollution to check if the water might damage the health of the wildlife that live in the water. This is very important.

“I wanted to do something different before I go to university. I’ve always loved diving and I want to help the environment, so this project is perfect for me,” Henry says. “The underwater life in the Red Sea is amazing and it’s very important to protect it. Our research helps to do this.”

He would like to stay in Egypt when the three months finish. “The best volunteer in each group can stay and work here for another two months,” he says. “I hope it’s me! I’d really like to stay here longer!”

2 Read again and write True or False.

1 Henry is working as a volunteer for EcoTask.  ✔

2 Henry is very good at diving.  ❏

3 Divers at EcoTask have to bring their own diving equipment.  ❏

4 Henry works in a team with 14 other volunteers.  ❏

5 He studies the wildlife in the Red Sea.  ❏

6 He doesn’t want to go to university.  ❏

7 He joined the EcoTask project to get a lot of money.  ❏

8 He wants to stay in Egypt for five months altogether.  ❏
1 Complete the sentences.

<table>
<thead>
<tr>
<th>talented</th>
<th>snorkelling</th>
<th>pearl</th>
<th>diving</th>
<th>wildlife</th>
<th>equipment</th>
<th>freedom</th>
<th>environment</th>
</tr>
</thead>
</table>

Henry loves the 1 **freedom** he feels when he's 2 _____________.

Sometimes, Henry goes 3 _____________.

He is also a very 4 ____________ swimmer.

EcoTask provide all Henry's 5 _____________. They work to protect the 6 _____________.

Henry is very interested in the 7 _____________ in the Red Sea.

Today, he found a beautiful 8 ____________!

2 Match the words from page 18 to the definitions.

| provide | volunteer | skills | protect |

1 ___________ noun things you can do well
2 ___________ verb to give a person something they need
3 ___________ verb to keep someone or something safe from danger
4 ___________ noun a person who chooses to work for no money

3 Complete the sentences with words from Exercises 1 and 2.

1 Billy scored three goals in his last match. He's a very 5 **talented** footballer.
2 Amy is working here as a _____________. She isn't getting any money.
3 You don’t need to bring any food to the sports camp. They _____________ all the meals.
4 If you’re going rock climbing, you must take the right _____________.
5 Margaret is good at everything. She has lots of useful _____________.
6 Everyone should help to _____________ the environment.
7 I like _____________ more than diving because I don’t like going too deep in the water.
8 My mum has a beautiful necklace with a _____________ in it.
1 Look at the concept map. Write the headings in the correct place.

- Safety
- What is sailing?
- How to learn
- Equipment

- an exciting water sport
- good exercise
- great for summer holidays

- find a good instructor
- practise your skills

- wear a life jacket
- don’t sail in bad weather

2 Write a leaflet about sailing. Use the concept map.

---

**Sailing**

**What is sailing?**

Sailing is an exciting water sport and it

- sailing boat
- helmet
- wetsuit
- boat
1 Complete the text.

ice skating  environment  inexperienced  snorkelling
wildlife  dislike  equipment  baseball  rock-climbing

Last year, I went on an adventure holiday with my school. On the first day, we went rock climbing in the mountains. The instructor showed us all the equipment and how to use it. Then I did my first climb. It was great!
The next day, some kids stayed at the centre and played in the sports field, but the rest of us went to the ice rink to do ice skating. I fell over six times! I didn’t like ice skating, but I wasn’t very good at it!
On the last day, we went to the beach to try swimming. I really loved it, even though I’m quite an average swimmer.
I saw a lot of that lives under the sea. There were different kinds of fish and even a seahorse! Later, our instructor gave us a talk about how we can protect wildlife and look after the environment.

2 Complete the sentences.

Sadie: I’m terrible at maths. If the homework is difficult, will you help me?
Annie: Of course. Come to my house after school. We use Dad’s computer.

Thomas: If the weather is good, you (come) climbing tomorrow?
Brad: OK. But what if it rains?
Daisy: Oh, no! Max (not win) the race if he doesn’t run faster.
Lee: Don’t worry. If Max (be) second, he’ll be happy.

3 Complete the sentences.

live / in Switzerland  not / go with them  score / lots of goals
go / paragliding  ride / it in the mountains

1 If Freddy had a mountain bike, he’d ride it in the mountains.
2 He if he played in the national football team.
3 He’d learn how to ski if he could.
4 If he , he wouldn’t be scared.
5 If his friends decided to go caving, he 
Lesson One  Story

1 Read the story and complete the sentences.

likes  buildings  sports  world  late  pictures

1 Ed, Libby and Tom are worried because Kate is ______ late ______.
2 Kate arrives at the club with her ____________.
3 Kate has drawn buildings, not ____________.
4 Kate tells the club, “We’re going to paint famous ____________.”
5 Fin really ____________ the children’s ideas.
6 The DSD Club has a celebration with the theme ‘Around the ____________’.

2 Number the pictures in the correct order.

a  b  c

d  e  f

3 Read and circle the incorrect words. Write correct sentences.

1 It was difficult for Kate to draw buildings with a ruler.
   It was easy for Kate to draw buildings with a ruler.
2 Kate’s friends are surprised when they look at her murals.
3 Big Ben is a famous person in Britain.
4 Fin is unhappy with the ideas for the murals.
5 The club will have a celebration next month.
6 Everyone will bring some traditional ideas to the party.
1 Complete the sentences.

   delicious  original  traditional  disgusting

1 In England, it’s _______ traditional _______ to celebrate a birthday with a special cake.
2 Have some of these strawberries. They’re __________.
3 I don’t want to eat that! It looks __________.
4 That’s a very __________ sculpture. I’ve never seen one like that before.

   amazing  deserted  awful  bright

5 The celebration finished at midnight. Everyone went to bed and the streets were __________.
6 I like __________ colours, like red, yellow and orange.
7 The film was __________. I didn’t enjoy it at all.
8 Nina’s paintings are __________! She’s a very good artist.

2 More words

2 Change the nouns into adjectives. Use -ous.

   1 luxury something that is expensive and comfortable – the adjective is luxurious
   2 mountain a very high, rocky hill, often with snow on top – the adjective is
   3 mystery something that you can’t understand or explain – the adjective is

3 Complete the sentences. Use -ous to make the nouns into adjectives.

   hazard  poison  fury  danger  adventure  mystery  luxury  mountain

1 We can’t swim here. It’s __________.
2 He’s an __________ traveller.
3 What’s that light? It’s very __________!
4 You mustn’t eat those! They’re __________.
5 Our teacher was __________.
6 This road is __________ in bad weather.
7 Austria is very __________.
8 Their hotel was very __________.
Lesson Three  Grammar 1

1 Read and circle.

1 A Would you like some food?
   B No, thanks. I’ve yet / just had lunch.

2 A Shall we watch this DVD?
   B No, I’ve just / already seen the film. I saw it at the cinema last year.

3 A Has Jamie done his homework yet / just?
   B Yes, he has. He finished it an hour ago.

4 A Have you decided what to wear to the festival?
   B Yes, I’ve yet / already made my costume.

5 A How was your sister’s holiday in Mexico?
   B She hasn’t gone already / yet. She’s leaving next week.

6 A Have you tried the new sports centre?
   B Yes, we went there this morning. We’ve just / yet come home.

2 Complete the sentences. Use just, yet, already or before.

Donna is getting ready for her birthday party.
She’s excited because she’s never had a party

1 _______ before .

She’s _______ finished putting up the decorations –

she finished a few minutes ago. She and her mum have

3 _______ prepared the food and it’s on the table,

ready to eat. They enjoy cooking together and they’ve

made some special dishes that they’ve never tried

4 _______.

Donna has got a new dress for the party, but she hasn’t

5 _______ put it on. They have invited her family. Her

family have _______ sent her some presents but she

hasn’t opened them 7 _______.

3 Complete the sentences. Use the present perfect with since or for.

1 I’ve lived _______ (live) in this house _______ I was three.

2 We _______ (study) English _______ five years.

3 I _______ (not see) Steve _______ last summer.

4 The girls are hungry. They _______ (not eat) anything _______ eight o’clock.

5 It _______ (not rain) here _______ two months.

6 My teacher _______ (work) at the school _______ 2005.

7 Jen _______ (play) the piano _______ she was five years old.

8 You _______ (not be) to football _______ two months!
1 Read and circle.

Jasmine: ¹ Did you ever go / Have you ever been to Egypt, Oscar?
Oscar: Yes. My family ² went / has been there last year.
Jasmine: What ³ did you do / have you done there?
Oscar: Lots of amazing things! ⁴ We visited / We’ve visited the pyramids,
and ⁵ we rode / we’ve ridden on camels. ⁶ Did you ever do / Have you ever done that?
Jasmine: No! But I ⁷’ve had / had a ride on an elephant. That was in India.
Oscar: Really? When ⁸ did you go / have you been to India?
Jasmine: Two years ago. The elephant ride ⁹ was / has been a bit uncomfortable, but fun!
Oscar: Yes, my camel ride was the same!

2 Look at Oscar’s photos. Write questions.

January, Austria
April, Red Sea
July, Istanbul

1 he / ever / try / skiing?
2 when / he / go / skiing?
3 he / ever / see / the Red Sea?
4 what / he / do / there?
5 he / ever / visit / Istanbul?
6 when / he / go / to Istanbul?

Has he ever tried skiing?  Yes, he has.
When did he go skiing? In January.
Yes, he has.
He went snorkelling.
Yes, he has.
In July.

3 Write sentences about you. Use these words or your own ideas. ³Irregular verb list page 135

ride a horse swim in the sea read an English book meet a famous person
visit a different country climb a mountain

I’ve ridden a horse.
I’ve never visited a different country.
1 Look at the leaflet. Choose the best title. Write the title at the top.

a) How to cook with chillies!  
b) Celebrating the chilli!  
c) Decorations with chillies!

Choose the chillies that you want to buy from the many shops at the Hatch festival!
Pick up free recipes and make your own delicious chilli dishes at home!

Every year in late August or early September, there is a special festival in a little town called Hatch, in New Mexico, USA. The festival lasts for one weekend and it celebrates chilli peppers, the most famous food from this area. Farmers grow chillies in the local area and, in late August or early September, the chillies are ready to be picked and eaten! Then everyone gets together and celebrates the chilli!

You’ll know when you get close to Hatch because you’ll smell the chillies cooking over fires. People eat chillies with everything! They eat them with meat, with vegetables and even with chocolate! Chilli chocolate is delicious! In town, there are chillies everywhere, in different colours, shapes and sizes. People decorate the buildings with chillies. They hang big bunches outside their houses. Some people even cover their walls and roofs with chillies!

Visitors come to the festival from all over the USA, so it’s best to arrive early. There are music groups and traditional dances, and you can also watch cooking demonstrations which show you how to make dishes with chillies. On both days, there are competitions. For example, there is a prize every year for the person who can eat the most chillies, and another prize for tying chillies into the biggest bunch. Come to the festival! It’s great fun!

2 Read again and match.

1 Farmers grow lots of  
2 The festival lasts for  
3 When you arrive, you will smell  
4 People use chillies as  
5 People come to the festival from  
6 At the festival, there is  
7 You can learn how to cook  
8 There is a prize for the  

   C  

a chillies cooking.  
b all over the USA.  
c different kinds of chillies around Hatch.  
d decorations for their houses.  
e person who can eat the most chillies.  
f music, dancing and food.  
g two days.  
h dishes with chillies in them.
1 Read and circle.

I saw this menu / dish for the first time at the chilli festival last September. A woman showed us how to make it in a cooking demonstration / decoration. You make it with meat, beans, tomatoes, chillies, onions and jam / garlic. We could all try some when the woman finished. It was delicious!

Mum cooked it last weekend, when we bought / celebrated my uncle’s 50th birthday. Before the meal, we had snacks / bricks, like nuts, olives and pastries. The meal ended with a fantastic strawberry dessert / prize. There were 30 people from our family there and the celebration tasted / lasted for five hours.

2 Look at the text on page 26. Cross out the incorrect words.

1 You can hang something on the wall / on the floor / on a washing line.
2 You can use balloons / music / flowers to decorate your house.
3 You can eat / read / use a recipe to make a dish.
4 You can have a bunch of grapes / flowers / melons.

3 Complete the text.

In Cholula, Mexico, people celebrate bread-making in a famous festival. They use bricks to build a fireplace in the centre of the town. Then bakers give demonstrations to show how to make bread. They use more than 100 different recipes. Sometimes, they hang the bread with nuts or fruit. There are also sweet breads, which make great desserts. The festival is in October and it lasts for three days. People often decorate beautiful bunches of flowers in the street. The town looks amazing!
Writing

1. Think of a celebration in your country. Tick (√) the things that are special at that time.
   - sweets
   - cakes
   - clothes
   - lights
   - decorations
   - fireworks
   - music
   - dancing

2. Write an adjective for each thing you ticked in Exercise 1. Use these words or your own words.

   amazing  beautiful  big  bright  cold  colourful  delicious  exciting  hot  loud
   new  orange  original  red  small  traditional  white

My writing

3. Write a letter to a friend about a celebration you went to.
   - What was the celebration?
   - When was it?
   - Where was it?
   - What did you wear / see / do?
   - Did you enjoy it?

Remember!

Remember to use what you’ve learnt about writing a letter.
1 Complete the sentences. Use for and since.
1. Frankie has had a bike _____ for ____ a few years / _____ since _____ he was nine.
2. I’ve been on holiday _____ Tuesday / _____ a week.
3. Mrs Smith has been ill _____ three months / _____ February.
4. We’ve had a summer festival in our town _____ 1900 / _____ more than 100 years.
5. George has been in the library _____ an hour / _____ four o’clock.

2 Complete the letter. Use the present perfect or the past simple. Irregular verb list page 135

Dear Scott,
I’m on holiday in Japan. We’ve already been (already / be) here for a week. It’s great! I’ve never (never / taste) such delicious food before. Have you ever (ever / try) Japanese food?
Last night, we went (go) to an unusual festival called ‘Setsubun’ – the bean festival. You have to eat the same number of beans as your age, so I ate (eat) eleven beans! We also tried (try) the traditional festival food and enjoyed (enjoy) it a lot.
We met (meet) some nice people since we arrived. The hotel is amazing! Dad just (just / have) a swim in the pool, but I haven’t (not be) in the water yet.

See you soon,
Cameron

3 Write the words.

disgusting amazing delicious awful traditional deserted original bright

1. (amazing) 2. fireworks 3. weather a house 4. sunlight
5. an idea 6. a costume 7. food 8. a cake
1 Read. Change the conversation with the correct phrases below.

Hannah: Hi, Lily. 1 What are you doing on Tuesday evening?
Lily: 2 Nothing important. Why?
Hannah: I’m going ice skating. 3 You can come, too.
Lily: 4 I can’t go. I’ve hurt my foot. I can’t do sport.
Hannah: That’s OK. 5 We’re watching a film on Friday. Are you free?
Lily: Hmm, 6 I don’t know. I think we’re visiting my cousins on Friday night.
Hannah: That’s OK. Would you like to come to my house on Saturday instead?
Lily: Yes, 7 I would. Thanks!

2 Read and complete.

Dan: Hi, Harry. Are you doing anything special on Saturday?
Harry: I’m going to a football match. My favourite team is playing. Why 2 _______ you come, too?
Dan: I’m not so 3 _______. Mum 4 _______ me to help Grandad with his shopping on Saturday.
Harry: That’s OK. The match is in the evening. Can you come?
Dan: Yes. I’d 5 _______ to. See you on Saturday!

3 Look and write the sentences in the correct order.

1. Are / doing / special / Sunday? / anything / on / you. Are you doing anything special on Sunday?
2. come / Why / with / you / us? / don’t
3. sure. / not / I’m
4. me. / wants / shopping / to / Mum / go / with
5. the / We’re / café. / to / going
6. love / I’d / to.
1 Watch the video clip and answer the questions.
1 Where are the girls? They're at school.
2 What are they wearing?
3 Why can’t Megan join Layla on Saturday?
4 Does Megan want to go to the theme park?
5 Do you think Mr Ross likes theme parks?

2 Watch the video clip again. Complete the conversation.
Megan: Hi, Layla. Are you and Zaid doing _______ this weekend?
Layla: We’re going to the theme park. __________ you and Ben come, too?
Megan: I’m _______. Mum wants us _______ on Saturday!
Layla: That’s OK. We’re going on Sunday. _______ come?
Megan: I’d _______. I’ll ask Ben.
Layla: Great! _______ on Sunday!
Megan: Bye!

3 Work in pairs. Answer the questions.
1 What are you doing on Saturday?
2 Are you doing anything special next month?
3 Where are you going for your next holiday?
4 Who are you going with?

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

You are having a conversation with Megan and Ben. Megan is telling you about her plans for Sunday and asking you to come. Talk about your weekend plans, and whether you can join her and Ben on Sunday.

Megan: Hi! Are you doing anything special this weekend?
Ben: We’re going shopping on Saturday, remember?
You:
1 Read the story and match.

1 Mr Martin tells the children about  
2 The competition is about  
3 The children have got two weeks  
4 The first prize is  
5 The children can’t decide  
6 They are going to go to

d a what to draw.  
b transport in the future.  
c to do a drawing of a future form of transport.  
d a competition for local clubs and schools.  
e the Museum of Inventions for ideas.  
f a ride in a hot-air balloon.

2 Complete the poster.

date  futuro  transport  club  drawing  best  ideas  visitors

**Competition! Design the transport of the future!**

What will transport be like in the **future**?  
The Museum of Inventions wants to know your  
friends to do a **drawing** of a future form of transport.

**How to enter**

Send your drawing to Mr Martin at the  
Museum of Inventions. You must also write  
a paragraph to explain how your form of  
works. Send this with your drawing.

**Rules**

Each group can only send one drawing.  
The closing **date** for the competition  
is 22nd December.

**Prizes**

1st prize: A ride in a hot-air balloon
2nd prize: New equipment for your  
or school
The museum will also display some of the  
drawings for **visitors** to look at.

3 Read the poster again and write True or False.

1 Children have to write about their drawing.  
2 The groups can send in lots of drawings.  
3 Children can’t send in drawings after 22nd December.  
4 There is only one prize.  
5 Visitors to the museum will see some of the drawings.
1 Write the words. Then complete the sentences.

<table>
<thead>
<tr>
<th>A</th>
<th>travels on land</th>
<th>B</th>
<th>travels on / under the water</th>
<th>C</th>
<th>travels in the air</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>motorbike</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A 1 motorbike has got two wheels. A 2 carries lots of passengers.
A 3 carries things to shops and businesses.

B A 4 has got sails. A 5 hasn’t got sails and it travels slowly.
A 6 can travel under the sea.

C A 7 is made of metal, like a plane, but it hasn’t got wings.
A 8 uses hot gas to get up into the air.

More words

2 Match the pictures to the sentences.

1 Thank you for your information. We’ll **look into** it.  
2 Can you help me **look for** my phone?  
3 It’s important to **look ahead** and make plans.  
4 My sister is so talented! I really **look up to** her.

3 Complete the sentences.

<table>
<thead>
<tr>
<th>look after</th>
<th>look round</th>
<th>look ahead</th>
<th>look for</th>
<th>look up to</th>
<th>look into</th>
<th>look forward to</th>
<th>look up</th>
</tr>
</thead>
</table>

1 I’ve lost my pen. I’m going to **look for** it upstairs.
2 I need to **look for** the new words in a dictionary.
3 My uncle is a wonderful person. I really **look up to** him.
4 Grandma has been in hospital. Now she’s staying with us, so we can **look after** her.
5 Mum bought a book on the Internet, but it didn’t arrive. She’s going to **look for** it.
6 My diary helps me to **look forward to** and plan things.
7 I’m going to **look ahead** the Egyptian section before I leave the museum.
8 We always **look forward to** the summer. We love summertime.
Lesson Three  Grammar 1

1 Read and circle.
1 I've been working on the computer for / (since) / all six o'clock.
2 Allie has been reading his book for / since / all afternoon.
3 Jess has been learning English for / since / all five years.
4 Where's the bus? We've been waiting here for / since / all 20 minutes.
5 The weather is awful! It's been raining for / since / all day.
6 My aunt has been cooking for / since / all morning.

2 Complete the sentences. Use the present perfect continuous.
1 The yachts have been sailing (sail) in the race for nearly an hour.
2 Ellie's father is a driver. He has been driving (drive) lorries for 15 years.
3 Barges have been using (use) this canal since the 19th century.
4 Dad will be here soon. He has been traveling (travel) all day.
5 My cousin has been riding (ride) a motorbike since he was 18. He loves it!
6 What's happening? Police helicopters have been flying (fly) around here all morning.

3 Write sentences. Use the present perfect continuous and for, since or all.
1 she / study / four hours  She's been studying for four hours.
2 he / paint / day
3 you / watch / TV / lunchtime
4 Jack / wait / at the station / 50 minutes
5 they / play / chess / two o'clock
6 we / cook / morning

4 Match the pictures and the sentences from Exercise 3.
1 Read and match.
   1 Mia’s feet are sore because ____________________________  a they’ve been working hard.
   2 Robbie is wet because ________________________________  b she’s been sitting in the sun.
   3 Lucy is hot because __________________________________  c he’s been working in the garden.
   4 The boys are in the living room because ____________________  d she’s been wearing tight shoes.
   5 Dad is dirty because __________________________________  e he’s been playing football in the rain.
   6 Jill and Emma are tired because ___________________________  f they’ve been watching a film.

2 Read and circle.
   1 You’ve got a sore throat because you / you’ve been shouting.
   2 Cathy is late because she’s be / been talking to Emma on the phone.
   3 Dad has got oil on his hands because he’s been repair / repairing the car.
   4 The CD is great! I’ve just being / been listening to it.
   5 Steve has / have been running in the 2 km race, so he’s thirsty now.
   6 The boys are dirty because they’ve been camp / camping in the mountains.

3 Write questions and answers. Use the present perfect continuous.

   1 Mum / do / the shopping?
      Has Mum been doing the shopping? ____________________________   Yes, she has.
   2 Dad / wash / the car?
   3 Mick and Greg / play / tennis?
   4 Joanna / draw / pictures?
   5 the neighbours / work / in the garden?
   6 it / rain?
1 Look at the text. Choose the best title. Write the title at the top.

a) Across the desert by camel  b) A drive across the desert  c) The camel doctors

The desert is one of the most difficult environments in the world to travel through. The sand dunes are difficult to climb and, in the daytime, the sun is bright and the temperatures are very high. You can travel for many days and weeks without finding any water or food.

Long before cars, people used camels to cross the desert. Camels are ideal desert animals. They can carry heavy loads of up to 450 kilograms and they can walk for days without water. When they find water, they can drink up to 100 litres of water in ten minutes! Camels can eat almost any plant they find in the desert. Their milk is very good to drink and it is full of vitamins, so people travelling in the desert can drink the camel’s milk and stay healthy. Camels were used to bring packages of food and other supplies to faraway villages.

Sometimes, camels were used by people who wanted to sell goods in different places. In more recent times, they carried equipment for building railways.

Today, we have 4 x 4 vehicles which can travel over the sand, but cars sometimes break down in the hot temperatures. This can be very dangerous as you can be miles from a village with no transport! Camels can travel long distances to places which have no roads or railways to connect them to other towns. In Mali, in Africa, camels carry blocks of salt for 800 kilometres over high sand dunes to Timbuktu, where they are sold. In other places, camels take important medicines to desert villages. Life in the desert would be much more difficult without camels!

2 Read again and write True or False.

1. It isn’t easy to travel across the desert. True
2. Camels were a form of transport before there were any cars. True
3. It’s easy to find food and water in the desert. False
4. Camels can drink 1,000 litres of water in 10 minutes. False
5. Camels were used to travel to places to sell things. True
6. Camel’s milk is very unhealthy and bad to drink. False
7. People don’t travel by camel now because we have 4 x 4 vehicles. True
8. Camels take medicines to desert villages. True
Words in context

1. Complete the sentences.

| logs | local | connects | private | mud  | loads | ideal | balance |

1. In some villages, people use ___ mud ___ from the river to make bricks for building.
2. Today, a big road ___ connects ___ the cities of Algiers and Lagos.
3. Donkeys are strong and they can carry heavy ___ loads ___.
4. Countries with mountains are ___ ideal ___ for skiing.
5. The hill train is only for tourists. ___ ideal ___ people don’t use it.
6. In Canada, they cut the trees into ___ logs ___ and then send them down the rivers.
7. Very rich people sometimes fly alone in ___ private ___ planes.
8. It’s difficult to keep your ___ balance ___ when you stand on one foot.

More words

2. Match the words from page 36 to the pictures.

| package | 4 x 4 vehicle | railway | sand-dunes |

1. sand dunes
2. 4 x 4 vehicle
3. package
4. railway

3. Complete the text.

| connects | balance | railway | mud | 4 x 4 | ideal | packages | loads |

Did you know ...?

- Russia has the longest 1 railway line in the world. It 2 connects Russia with China, and it is nearly 10,000 kilometres long. Trains carry people and 3 loads.
- A bike with one wheel is called a unicycle. At first, it is very difficult to keep your 4 balance on this bike, but most people can learn to ride one after practising for five to ten hours.
- Camels can travel long distances across sand with heavy 5 loads, but they cannot walk in 6 sand-dunes. They are 7 ideal for deserts, but not for forests.
- In 1903, two Dutch brothers made a racing car that could climb hills. It was the world’s first 8 4 x 4 vehicle.
1 Look at the picture. Match the words.

- brake
- handlebar
- saddle
- wheels
- chain
- pedal

- You sit on the handlebar.
- You put your feet on the brake.
- You hold the saddle.
- The chain turns the wheels.
- The pedals turn the pedals.
- To stop, you press the chain.

2 Write a process diagram to explain how to ride a bike. Use the information in Exercise 1.

Step 1: To ride a bike, you

3 Answer the questions.
1 Can you ride a bike?
2 When did you learn?
3 Who taught you?
4 Have you got a bike? Describe it.
1 Read and circle.
   1 This shop is near my house. It’s … .
      a local   b private   c traditional
   2 A boat that can travel under the water is a … .
      a yacht   b barge   c submarine
   3 When we make plans for the future, we … .
      a look ahead   b look round   c look up
   4 This vehicle can carry heavy loads. It’s a … .
      a motorbike   b lorry   c hot-air balloon
   5 My brother is very young, so I help to … .
      a look forward to him   b look into him   c look after him
   6 We’re in the desert. I can see lots of … .
      a mud   b sand dunes   c logs

2 Complete the conversation. Use the present perfect continuous.
   Grace: Hi, Alex. You look tired. What 1 have you been doing (do)?
   Alex: I 2 (work) all morning.
   Grace: 3 you (study)?
   Alex: No, I 4 .
   Grace: Your hands are orange! 5 you (paint)?
   Alex: Yes! My youth club 6 (make) a mural for the wall outside the station.
   Grace: Wow! That sounds great!

3 Write sentences. Use the present perfect continuous.
   1 we / travel / 9.30
      We’ve been travelling since 9.30.
   2 I / read / my book / ten o’clock

   3 my brother / watch / a film / 20 minutes

   4 Mum / sleep / an hour

   5 Dad / do / puzzles / 10.30

   6 we / fly / over the sea / ten minutes
1 Read the story and circle.
1 The children are at the Museum of Ideas / Achievements / Inventions.
2 In the museum, there are types of transport from the present / past / future.
3 The first mobile phone was invented in the 1870s / 1880s / 1970s.
4 Some early cars had two / three / four wheels.
5 The children get an idea for a new type of phone / bike / balloon.
6 They want to make something that can fly / float / sail.

2 Read the information and match.

The first hot-air balloon was invented by two French brothers, Joseph and Etienne Montgolfier. They got the idea when they found that hot air from a fire made a paper bag rise into the air.

In September 1783, the brothers made a big balloon from cloth and paper. They made a fire under it. They thought it might be dangerous to go up in it themselves, so the first passengers were a duck, a sheep and a chicken!

In November that year, two friends of the Montgolfier brothers went up in a similar balloon. The balloon rose to 150 metres and floated for nine kilometres over the city of Paris – and it came down safely.

1 The first hot-air balloon was invented  b animals.
2 It was invented by  a in 1783.
3 They discovered that a paper bag went up  c for nine kilometres.
4 The first passengers were  d when it contained hot air.
5 The first people in a hot-air balloon floated  e the city of Paris.
6 They floated over  f two brothers.

3 What do you think happens next in the story? Tick (✓) one.

a The children go in a hot-air balloon.

b The children don’t win a prize.

c The children draw a vehicle that can fly.

d The children win first prize.
1 Complete the text.

Boomerangs are well known in Australia, where they have been made by the local people for the past 10,000 years. However, boomerangs were **invented** much earlier and were also used in other parts of the world. A 30,000-year-old boomerang was **discovered** in a cave in Poland and, in Egypt, King Tutankhamen owned some of these interesting **machines**.

We don’t know where the **inspiration** for the boomerang came from but, at first, it was **designed** for hunting animals, not for sport. Then people saw that when they threw a small boomerang in a special way, it flew through the air and came back to them. After more **experiments**, the ‘returning’ boomerang was made. Now it is mainly used for sport. Although boomerangs are often made by **machines** in factories, the best ones are made by hand.

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

1. **enjoy** → **enjoyment**
2. **pay**
3. **develop**
4. **entertain**

3 Complete the sentences.

1. I love horse riding. It gives me a lot of **enjoyment**.
2. Jess and I have made an **agreement** to meet after school today.
3. The **entertainment** at the festival was great. There was music, dancing and street theatre.
4. I need to take some money to school tomorrow. Our teacher is collecting the **payment** for our class trip.
5. Babies grow and change very quickly. After the age of two, their **development** is slower.
6. You don’t need a lot of **excitement** to go running. You only need a pair of good running shoes.
7. There was a lot of **excitement** when the holidays started!
8. There was an international **equipment** to try to stop pollution.
Lesson Three  Grammar 1

1  Read and circle.

A When \( ^1 \text{ is / was} \) glue first invented?

B In 1750. The glue \( ^2 \text{ is / was} \) made from fish!

A type of skateboard \( ^5 \text{ is / was} \) ridden in the 1930s, but the modern skateboard \( ^6 \text{ isn't / wasn't} \) developed until 1958.

Basketball \( ^3 \text{ is / was} \) played by thousands of people all around the world. The game \( ^4 \text{ is / was} \) invented by James Naismith in 1891.

Jeans \( ^7 \text{ is / are} \) sold in almost every country in the world. They \( ^8 \text{ are / were} \) first made in 1873.

2  Complete the text. Use the present or past passive.  Irregular verb list page 135

Pizza

Today, pizzas \( ^1 \text{ are enjoyed} \) all over the world, but this popular food \( ^2 \text{ was invented} \) long ago. In 1522, tomatoes \( ^3 \text{ were brought} \) from Peru to Europe.

In Italy, the tomatoes \( ^4 \text{ were put} \) on bread. That’s how the first pizza \( ^5 \text{ was made} \).

A pizza restaurant \( ^6 \text{ opened} \) in Naples in 1738.

Soon, pizzas were popular all over Italy.

From 1850 to 1900, thousands of Italians went to live in the US and they took the recipe for pizza with them. Now, in the US, more than three billion pizzas \( ^7 \text{ are sold} \) every year! Imagine how many pizzas \( ^8 \text{ are eaten} \) in the whole world!

3  Write sentences. Use the present or past passive. Use these words or your own ideas.

- glasses
- pasta
- tennis
- a boat
- the Titanic

Pasta is eaten in Italy.

...
1 Write A (active) or P (passive).
   1. The car is being washed.  P
   2. Someone is cleaning the windows.  
   3. The students are doing an experiment.  
   4. The road is being repaired.  
   5. The rooms are being painted.  
   6. My brother is studying for his exams.  

2 Complete the sentences. Use the present continuous passive.
   1. The house near the park is being built (build) for us.
   2. The boat (not sail) this morning.
   3. Dinner (cook) by Dad tonight.
   4. The car (wash) at the moment.
   5. The walls (paint). That’s what the strange smell is.
   6. The swimming pool (not use) because it’s dirty.

3 Write sentences. Use the present passive continuous. Irregular verb list page 135
   clothes  a wall  ice cream  take  make  paint
   photos  pizzas  a car  repair  wash  sell

1. Clothes are being washed.
   2. 
   3. 
   4. 
   5. 
   6. 
1. Look at the pictures and tick (✓) two things a pencil has inside it. Read and check.
   a) graphite  
   b) ink  
   c) clay  
   d) stone

The history of the pencil

A pencil is usually made of wood, with pencil lead inside. Pencil lead is a black material. It is made with graphite which is mixed with clay. This mixture is pressed into thin rods to form the centre of the pencil. The thin rod is the part of the pencil that leaves marks on the paper when we write. The wooden part outside this is the part that we hold.

16th century
People first discovered the use of graphite for writing in the 1700s. Pencils from this time were just pieces of graphite wrapped in sheepskin or string.

18th century
The design of the pencil was changed. A hollow space was made in a piece of wood, a rod of lead was put in the space, and then another piece of wood was glued on top. After that, the pencil was cut to a sharp point at one end. So, pencils don’t need to have a nib in them like pens do.

Today
Wooden pencils are made by machines in factories. Pencils are also made of plastic or metal, and they sometimes have cartridges filled with lead. There are pencils with different colours! There are even pencils that can write underwater!

Pencils are used all around the world. More than 14 billion pencils are made in the world every year. That’s enough to go all the way around the earth 62 times!

2. Read again and circle.

1. Graphite is ...
   a) a black material.  
   b) made of clay.  
   c) a type of wood.

2. Pencil lead is put ...
   a) inside the pencil.  
   b) outside the pencil.  
   c) on the pencil.

3. The wood around the pencil ...
   a) for decoration.  
   b) protects the lead.  
   c) makes it bigger.

4. Graphite was first used ...
   a) 2,000 years ago.  
   b) 500 years ago.  
   c) 50 years ago.

5. A pencil doesn’t have ...
   a) a nib.  
   b) a sharp point.  
   c) a cartridge.

6. Modern pencils are made ...
   a) of sheepskin.  
   b) of string.  
   c) in factories.

7. 14 billion pencils are ...
   a) broken every year.  
   b) made every year.  
   c) used underwater.
1 Complete the text.

- Writing first developed in Mesopotamia (modern Iraq). There wasn’t any paper, so people wrote on blocks of 1 clay with 2 sticks.
- The English word paper comes from the word papyrus, which was the plant that the Ancient Egyptians used to make paper.
- A type of fountain pen was designed for the Caliph of Egypt in 953. He wanted a pen that didn’t drop 3 on his fingers and clothes. Pens with 4 weren’t used until the 20th century.
- For centuries, a goose feather was the best pen. The centre of the feather is 5 , so it has a small 6 to hold the ink.
- People had to use knives to keep their quill pens sharp. Metal 7 made things easier. They were stronger and lasted longer.
- Pencil sharpeners were invented in the 19th century. The pencil sharpener 8 around the pencil to make it sharp.

More words

2 Match the words from page 44 to the definitions.

- underwater
- rod
- press
- string

1 string noun thin rope, used to tie things together
2 adj below the surface of the water
3 noun a straight, thin piece of metal or other hard material
4 verb to push something, often with your hand or finger

3 Complete the sentences with words from Exercises 1 and 2.

1 I’m going to take a fishing  rod so I can catch fish.
2 I’ve wrapped the package. Now I’m going to tie some  around it.
3 Some fountain pens have wide  to write with, and others have thinner ones.
4 We have night and day because the earth  once every 24 hours.
5 Sometimes, birds build nests inside  trees.
6 The people of Mesopotamia a stick into wet clay to make letters.
7 You must be careful! That knife is  .
8 Dolphins can stay  for about ten minutes.
Writing

1. Read the information and complete the sentences.

**Inventor:** Alexander Graham Bell (1847–1922)

**Invention:** the telephone

**Born:** 3rd March, in Edinburgh, Scotland

**First phones:** Made of metal and wood

1876: First telephone call. Said: "Mr Watson, come here. I want to see you."

1877: Start of Bell Telephone Company, US.

1877–1880: Telephone lines in most American cities

1891: First phone call to another country

**20th century:** Big changes in phone technology. First mobile phone 1973

1. To begin with, **phones were made of metal and wood.**

2. In 1876,

3. Soon after,

4. During the late 1870s,

5. In 1891,

My writing

2. Write a biography of Alexander Graham Bell.

**Remember!**

Write when he was born, when he died and what the main events in his life were.
1 Write sentences. Use the present or past passive. Irregular verb list page 135

1 glasses / invent / in 1248
   Glasses were invented in 1248.
   today / they / wear / by many people to help them see better

2 this building / design / by a Spanish artist called Gaudí
   today / it / visit / by many tourists

3 this machine / use / to cut bread
   it / invent / in 1928

4 X-rays / discover / in 1895
   now / they / use / by doctors to look at bones

2 Match the pictures and the sentences from Exercise 1.

3 Read and circle.
   1 Inventions / Experiments are being done to test new medicines.
   2 A key ring is a device / machine for keeping your keys together.
   3 Frogs like to hide in the grass at the side of a reservoir / cartridge.
   4 When you press / rotate the switch, the computer starts.
   5 A long time ago, people wrote on ink / clay, not paper.
   6 The development of writing 8,000 years ago was a great movement / achievement.
   7 You need a lot of equipment / excitement to go rock climbing.
   8 My dad wants to build / discover a house next to that lake.
You've won a computer!

Lesson One  Story

1 Read the story and match.
1 The children finish their picture  e a very imaginative.
2 Their new form of transport is good  b the hot-air balloon ride.
3 Mr Martin sends a letter  c for the environment.
4 Mr Martin says that all the ideas are  d for their club.
5 The children don't win  e of a bike that can fly.
6 The children win a new computer  f about the designs in the competition.

2 Complete the sentences.   lifts  avoids  lands  travels  pedals  pushes

This invention _______ travels _______ on the road like a normal bike.

It changes into a flying machine when the rider _______ backwards.

Air goes into the balloon and the bike _______ off the road.

It is very useful on a busy road, because it _______ traffic.

To come down, the rider _______ a device at the front of the bike.

The air comes out of the balloon and the bike _______.

3 Read and circle one incorrect word in each line. Write the correct words.

DSD Club wins museum prize

The DSD Club have just won ______ prize in a competition and now they have a new balloon. Clubs and schools entered a competition to design a form of traffic for the future. The DSD Club entry was a design for a car that can swim. The competition was judged by the Museum of Science and a letter was sent to the club to tell them about their prize. A group from another museum won first prize: a ride in a submarine.
Hi, Jasmine

I’ve been *surfing* / connecting to the Internet and I’ve found some information for our technology project. I’ve *downloaded* / uploaded some pictures from the Internet, too.

I went to the Science Museum at the weekend and I took some photos that we can use.

I’m *connecting* / attaching them to this email for you to look at. There’s one photo of me using a computer from the 1980s. I couldn’t *connect to* / disconnect from the Internet because home computers didn’t have the Internet in those days!

Do you want to come over this evening? We can finish our project and *download* / upload it onto the school website.

I must go now. I have to *log on* / log off, so that Dad can use the computer.

See you soon, Amy

---

2. Match the words to the definitions. (bug  chip  mouse  speaker)

1. speaker  *noun a piece of equipment that gives out sound*

2. bug  *noun someone who talks to a big group of people*

3. chip  *noun an insect*

4. mouse  *noun a problem in a computer program*

5. speaker  *noun a piece of computer equipment*

6. mouse  *noun a small animal with a long tail*

7. speaker  *noun a small piece of electronic equipment inside a computer*

8. speaker  *noun a stick of potato cooked in oil*

---

3. Read and tick (√) the correct picture.

1. The match was very exciting.  √

2. I had some chips with my fish.  √

3. We used nails to fix the chair.  √

4. There’s a bug in my printer.  √

5. These are small speakers.  √

6. This mouse is broken.  √
1 Read and circle.

“Don’t forget that tomorrow is Science Day and, in the morning, we’ll 1 [take / be taken] everyone to the Science Museum. You’ll 2 [collect / be collected] from school by coach at ten o’clock, so don’t be late. Please remember to bring a packed lunch because food won’t 3 [provide / be provided]. In the afternoon, you’ll 4 [show / be shown] a film about robots. At the end of the day, your teacher will 5 [ask / be asked] you some questions about the film but you 6 [won’t give / won’t be given] any homework.”

2 Complete the sentences. Use the future active or passive form.  

![Image 1](image1.png)  

When I’m older, I’ll work  
(work) as an inventor.

Every morning, my breakfast  
(make) for me.

My shoes  
(clean).

My car  
(wash).

I  
(win) lots of prizes.

My inventions  
(use) all over the world!

3 Write sentences. Use the future passive.

**COMPETITION! What will our free time be like in the future?**

**Write an essay and win a holiday in New York!**

1 you / take / to New York / in a private plane  
You will be taken to New York in a private plane.

2 you / drive / to your hotel / in a luxury car

3 you / give / tickets for plays and films

4 your essays / print / in the newspaper

**Rules**

5 the essays / not judge / until 1st March

6 the winners / call / by 1st April
1. **Look at the pictures and write True or False.**
   1. The television has been switched off.  **True**
   2. The window hasn't been closed.  
   3. The cups haven't been washed.  
   4. The cake has been eaten.  
   5. The pot has been broken.  
   6. The coffee hasn't been made.  

2. **Complete the sentences. Use the present perfect passive.**
   - The camera’s batteries **have been taken out** (take out).
   - The computer **was/has been switched on** (switch on).
   - The email **has been (not write)** (not write).
   - The TV **has not been switched on** (not switch on).
   - The apple **has been eaten** (eat).
   - The cups **have not been put away** (not put away).

3. **Write questions and answers. Use the present perfect passive.**
   1. **the computers / use?**
      - Have the computers been used?  **No, they haven't.**
   2. **the car / clean?**
   3. **the package / open?**
   4. **the lights in the classroom / switch off?**
The history of mobile phones

1. The first mobile phone call

On 3rd April 1973, Martin Cooper from the Motorola company talked on his mobile phone as he walked through the streets of New York. People watched with excitement and amazement. At that time, even normal phones were attached by wires and cords, and people had never seen anything like it before! It was the world’s first mobile phone call. The phone weighed 850 grams! It was very heavy! Now, mobile phones weigh about 130 grams!

2. In the 1970s, mobile phone technology was still experimental. Mobiles weren’t available to the public until 1983, when the DynaTAC 8000X was created. It was huge – 32 cm long and 9 cm wide! It took ten hours to charge the battery and you could only talk for 30 minutes. It was also expensive. The phone cost $3,995! Only very rich people could buy one!

3. Martin Cooper had a dream of people taking their phones with them and being able to communicate wherever they were. However, in the early days, nobody knew if mobile phones would be popular. One company said they expected a world market of 900,000 by the end of the year 2000. They were wrong! By that time, mobiles were cheap enough for ordinary people to buy. They were also much smaller and looked much better than the DynaTAC! Millions of people were using them.

4. Mobile phones have changed a lot since the 1980s. We can use them to take photos, watch videos, surf the Internet and do many other things. Today, there are billions of mobile phones in the world. Life would be very different without mobile phones. They have changed the world!

2. Read again and write True or False.

1. The first mobile phone call was made in 1973. True
2. The first mobile phone weighed 130 grams. True
3. Mobile phones weren’t sold in shops in the 1970s. False
4. The DynaTAC 8000X wasn’t very big. False
5. The first phone wasn’t very expensive. False
6. People always knew that mobile phones would be very popular. False
7. In the year 2000, phones were a lot cheaper than the DynaTAC 8000X. True
8. There are now over a billion mobile phones in the world. True
Words in context

1 Read and circle.

Camera phones were first **created**/connected in the late 1990s. At that time, this technology was still **successful**/experimental but, now, camera phones are sold everywhere.

When you send a photo by phone, the other person gets it **early**/immediately.

There is no **complication**/cursor — it’s easy! Every year, millions of people around the world buy a new mobile phone, so the **president**/market for camera phones is **huge**/cheap.

More words

2 Complete the sentences with the words from page 52.

| public | available | expect | ordinary |

1. We aren’t rich or famous. We’re just **ordinary** people.
2. The new computer was very popular. The ________ loved it.
3. Today, more than a billion people have mobile phones. They’re everywhere.
4. I was surprised when Ed phoned. I didn’t ________ to get a call from him.

3 Complete the sentences with words from Exercises 1 and 2.

- Mum! I’ve **created** a supercomputer.
- It’s **successful**! It fills your whole room! Put it away ________!
- The design is **successful**. I’ll find a way to make it better.
- Look! This car moves the ________ on the screen.
- I **created** that by the year 2050, everyone will use this. I will be the ________ of my own company.
- Oh dear! I think there are some **complication**.
1 Answer the questions.
   1 How often do you send a text message?
   2 Who do you send text messages to?

2 Read.

**Text messages**

**The start**
- **December 1992**: first text message sent from a computer (early mobile phones could receive, but couldn’t send, text messages)
- **1995**: text messages could be used by everyone
- **By 2002**: over a billion text messages sent every day

**Fun facts**
- A text message is also called an SMS. This is short for ‘Short Message Service’!
- Texts in English can be 160 characters long. Characters means the letters, spaces and punctuation. In other languages, there are usually fewer characters because each letter takes up more space.

**Quotes**
- Alex Brenner worked for a mobile phone company in the 1990s. He said, “No one believed text messages would become popular. We were all wrong!”

**Text abbreviations**
- Because people only have a small space to write in, they use abbreviations. Text abbreviations write words in the way they are pronounced, e.g. C = see, U = you, L8r = later.

3 Write a research report on text messages.

**Research report on text messages**

Text messages are one of the most popular forms of communication. People use text messages all over the world. But how long have people used text messages?

For my research project, I decided to find out.
1 Read and circle. Write A (active) or P (passive).
   1 I predict / say that, in the future, computers will be much faster.  
      A
   2 All computers will be created / connected to a Superweb.  
   3 We will surf / swim the Internet much more quickly than before.  
   4 Information will be downloaded / logged on from the Superweb in microseconds.  
   5 There won’t be any mice / bugs in computer programmes.  
   6 The lives of public / ordinary people will be changed forever.

2 Complete the text.

immediately market experimental created complications president

In the 1950s, the inventor George Devol created a ‘work robot’, called the Unimate, to help in factories. In 1961, the first work robot was used in an American car factory. It was designed to do jobs with very hot metal as the cars were built. At first, the manager of the company was worried about the robot. The technology was new and work robots were still experimental. But the Unimate was successful and there weren’t any complications.

It took a long time before there was a big market for work robots in the US. However, in Japan, Devol’s robots were popular. Now, Japan is the world leader in robots.

3 Write sentences. Use the present perfect passive.

1 the soup / make
   The soup has been made.
2 the bread / cut
3 the cake / not eat
4 the drinks / not pour
5 the clothes / wash
6 the post / open

Irregular verb list page 135
1 Read and circle the correct words.

(1) OK / good if I borrow your pen?

(2) Yes, OK. / No, sorry!
   I’ve got another one.

(3) Could / Do you mind if I take some scissors?
   No. (4) that’s fine / sorry. Here you are.

(5) Could / Should I give this to Dan? He left it at our house.

(6) Yes, of course. / No, sorry!

2 Read and complete.

Do fine OK Could sorry Can

1 Can you show me how to do this exercise, please?

   Yes, ________ Choose the correct word and write it in the gap.

2 I borrow your dictionary, please?

   No, ________ I’m using it.

3 you mind if I open the window?

   No, that’s ________ it’s very hot in here.

3 Complete the questions.

1 Can you show me how to do this puzzle, please?

2 a drink, please? I’m very thirsty.

3 I turn off the TV? This programme is boring.

4 if I phone my mum? She doesn’t know I’m here.
1 Watch the video clip. Are these sentences True or False?
   1. Ben wants to borrow Megan’s gloves before going to the park. False
   2. Megan is wearing a scarf, a hat and some gloves.
   3. Ben wants to close the window because it’s raining.
   4. Ben’s teacher is not happy about the request.
   5. Megan thinks that the homework is easy.
   6. In the end, Megan talks too loudly.

2 Watch the video clip again and number the lines in the correct order.

   [Checkbox options with dialogues]

   1. Is it OK if I borrow your gloves? I can’t find mine.
   2. No, sorry! I’m wearing them.
   3. Could I close the window, please? I’m freezing.
   4. Yes, of course. It has been getting cold this week.
   5. No, that’s fine, Ben. Go ahead.
   6. Do you mind if I wear my scarf? I’m so cold today.

3 Discuss in pairs. What questions would you ask in each situation?

   1. You’re at home and want to ask your parents if you can have a snack.
      I’d ask, “Can I have some crisps, Mum?”
   2. You’re at your friend’s house and feel thirsty.
   3. You are in class and want to use the toilet.

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

   Imagine that you are travelling on a train. You are sitting opposite an adult you don’t know. You would like to put your bag on the seat next to you, eat some crisps and open the window because it’s hot. Write your conversation.

   You: Excuse me. ...
   Adult:
1 Read and complete Fin’s instructions.

Instructions
You are all explorers for a day!
Your group has a compass to look at
and a map to see the directions. You have to use these things to look for
flags, which have been hidden in different places.

The dad with your group will look
you if there’s a problem, but he
help you to find the flags. The
group that finds the most flags in three
will win the competition.

Good!

2 Read the story and circle the incorrect words. Write correct sentences.

1 The children need to walk south to find the first flag.
   The children need to walk north to find the first flag.

2 Ed shows everyone the way because he’s got the map.

3 The children discover they have been walking north.

4 Ed took them in the right direction.

5 The children come to a lake which is on the map.

6 It is raining and a fire is coming.

7 The children find shelter in a house.

8 Libby is worried because it’s small inside.

3 What do you think happens next? Tick (√) one.
   a The rain stops and they leave the cave. [ ]
   b They find something interesting. [ ]
   c They stay in the cave for two days. [ ]
   d The cave is too small for them. [ ]
1 Complete the directions.

To the person who finds this map

Follow these directions to find the that is hidden on this island. You'll need to use a , Go , towards the mountain. You can't get across the river, so when you get to the river bank, go and then walk through the forest. Climb to the top of the mountain. Now you'll need some . Look to the . You'll see a cave on the side of the lake. A boat has been hidden in there. Go down the mountain and walk to the cave. Take the boat and row it across the lake to the little beach. There's a big tree on the left. You'll find the treasure in that tree. It's hanging in a bag near the top.

More words

2 Add -r, -er or -ist to the words to make nouns.

1 drive driver
2 art
3 build
4 guitar

3 Complete the definitions. Add -r, -er or -ist to the words.

art guitar paint build novel explore tour drive

1 explorer noun a person who finds out about new parts of the world
2 noun a person who writes long books which tell a story
3 noun a person who paints pictures or makes sculptures
4 noun a person who makes houses and other buildings
5 noun a person who drives a car, bus, etc.
6 noun a person who plays the guitar
7 noun a person who visits a place on holiday
8 noun a person who paints pictures or walls
Lesson Three  Grammar 1

1 Read and match.

1 An explorer is a person c who sometimes works in a laboratory.
2 Journalists are people b which lives in the desert.
3 A lifeboat is a boat d which grow under the ground.
4 A scientist is a person c who finds out about new places.
5 Carrots are vegetables e who write for a newspaper or magazine.
6 A camel is an animal f which is used to rescue people at sea.

2 Complete the text. Use who or which.

Antarctica

Deserts are places 1 which don't get much rain. They are usually hot. But there are also deserts 2 which are cold. In Antarctica, 98% of the land is covered with ice, but there is almost no rain. It is the coldest place on earth and it is also the biggest desert in the world. One part of Antarctica, called the Dry Valleys, is an area 3 which hasn't had any rain for two million years. Astronauts 4 which are learning about life on the moon go there for training.

It wasn’t always like this. Scientists 5 who work in Antarctica have found the bones of dinosaurs 6 which once enjoyed warm weather there. Now there are only a few living things 7 which can survive in this cold environment.

3 Write sentences.

| 1 I'd like to meet a bird who go to my school. |
| 2 I've got people which can swim underwater. |
| 3 A penguin is a person who were made in Hong Kong. |
| 4 My friends are some jeans which has been to Antarctica. |

1 I'd like to meet a person who has been to Antarctica.
2 
3 
4 

4 Write sentences. Use your own ideas and who or which.

1 I'd like to meet.
2 I've got.
3 A ______ is an animal.
4 ______ are people.
1 Read and circle.

Ibn Battuta was a great traveller who/which was born in 1304, in Tangier, Morocco. In 1325, he started on an adventure who / that lasted for nearly 30 years. First, he joined a group of people who / which were going to Saudi Arabia. Then he continued on a journey who / that was amazing for a person at that time. He travelled around Africa, the Middle East and parts of Europe, and he went to India, China and south-east Asia. He travelled much further than Marco Polo, the famous Italian traveller who / which lived at about the same time. Ibn Battuta described the people that / which he met and the places who / that he explored in his book called Rihla (The Journey). If you are someone who / which loves stories of travel and adventure, you should read this book!

2 Read and match.

1 Ibn Battuta was one of the greatest travellers
2 He is famous for the amazing journey
3 His travels took him
4 Ibn Battuta talked with interesting people
5 Marco Polo travelled
6 Ibn Battuta wrote about his travels

- that he met while he was travelling.
- much less than Ibn Battuta.
- that he went on in the 14th century.
- that we know about from the past.
- in his book.
- almost three decades.

3 Write sentences. Use who / that or which / that.

1 Neil Armstrong was an astronaut. He walked on the moon.
   Neil Armstrong was an astronaut who walked on the moon.

2 Mount Everest is a mountain. It is in Nepal.

3 Hannu was an Egyptian explorer. He explored the Red Sea nearly 3,000 years ago.

4 The sand cat is a small, wild cat. It lives in the desert.

5 Marco Polo was a traveller. He went to China in the 13th century.

6 In the museum there are some maps. They were made by early explorers.
1 Look at the text. Why is the title *Egypt's Lost Treasures*? Tick (√) the correct answer.

- a It is about treasures that nobody can find. [ ]
- b It is about treasures that have been found. [ ]
- c It is about treasures that will never be found. [ ]

---

**Egypt's Lost Treasures**

Herakleion was once a very important harbour city. It was the main entrance into Egypt from the sea before the city of Alexandria was built in 331 BC. But, at some point in the 8th century, Herakleion disappeared. We don't know exactly what happened. Scientists think that an earthquake caused the land to drop to the bottom of the sea. The city went with it and sank into the sea, where it stayed for more than 1,000 years.

Until the year 2000, people only knew about Herakleion from old books and stories. Then the French archaeologist Franck Goddio began to search in the Bay of Abu Qir. After a two-year search, Goddio's team of divers found the ruins of an underwater city. They found it six kilometres from the land and about eight metres under the sea. Clues in the writing on a stone from 380 BC showed that it came from a city called Herakleion.

The city was not changed much by the time it spent underwater. Divers found the harbour of the city and the walls of many buildings, including the biggest temple in Herakleion. They brought up hundreds of valuable objects which are over 2,000 years old, including sculptures, pots, coins and jewellery. They also discovered more than 20 shipwrecks, some of them from the 5th century BC.

Exploration is continuing, and archaeologists are sure that there are many more exciting discoveries to be made in this ancient underwater city and that the lost city contains many more secrets about the past. One historian said, "We have learnt so much in just one year." Historians hope to learn much more about how people lived in this ancient and almost forgotten city.

---

2 Read again and circle the incorrect words. Write the correct words.

1 The city of Herakleion was built **after** Alexandria. [before]
2 At some point in the 4th century, Herakleion sank into the sea. [ ]
3 Scientists know that the city sank because of an earthquake. [ ]
4 Franck Goddio is a Spanish archaeologist. [French]
5 The city is in water that is 10 kilometres from the land. [ ]
6 Writing on a building showed that the city was Herakleion. [ ]
7 More than 50 shipwrecks have been discovered. [ ]
8 Historians hope to find out about how people died. [ ]
1 Complete the interview.

Why was Herakleion important 2,000 years ago? Because it had a big harbour. When people made a voyage to Egypt by ship, they usually landed at Herakleion.

What happened to the city? It sank under the sea.

Why? Was there a voyage or a flood? No. Herakleion was probably destroyed by an earthquake.

Did many people die? We don’t know. It’s possible that a lot of people because the land fell quickly and suddenly into the sea.

How did the divers discover the ruins? They searched underwater with special equipment. They also found nearby!

How did they know where to look? Nobody knew exactly. But there were stories about the city.

2 Complete the text with the words from page 62.

Egyptian archaeologists have made some new discoveries at the Karnak temple in Luxor. They searched for 18 months and found some valuable objects, for example, old metal coins. Outside the main entrance to the temple, they found a wall. It was built to protect the temple from floods. “Now we can explore further,” said an archaeologist. “Perhaps we’ll find the ancient temple and canal which connected the temple with the Nile.”

3 Complete the sentences with words from Exercises 1 and 2.

1 Francis Drake was an explorer who went on a voyage around the world in 1577.
2 Ships from all over the world come to Alexandria. It has the busiest entrance in Egypt.
3 Many explorers have searched for the lost city of Atlantis, but no one has found it.
4 There are 15 large diamonds in this necklace, so it is very valuable.
5 Divers have found a shipwreck in the sea near Turkey. The ship sank in the 4th century.
6 The Parthenon is an ancient Greek temple which was built on a hill in Athens.
7 Divers found lots of objects underwater. They gave important clues about the past.
8 A voyage is a very common type of extreme weather in the Caribbean.
1  Complete the sentences.  

A cave explorer goes underground to explore caves such as Jeita Grotto in Lebanon. They look for clues about the history by looking at parts of the cave, on the walls, or in the rocks. They can also find out about history by studying things, rock paintings. The rock paintings in the Kango Caves in South Africa, were made by people many hundreds of years ago.

2  Look at the different types of explorers. Tick (√) one. Make notes.

- a space explorer
- a desert explorer
- a mountain explorer

three places they go to
three things they do
three things they see / study

3  Write about which explorer you’d like to be, and why.

I’d love to be a

...
1 Write sentences.

<table>
<thead>
<tr>
<th></th>
<th>A compass is an instrument</th>
<th>work for newspapers or magazines.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A novelist is a person</td>
<td>travel on holiday.</td>
</tr>
<tr>
<td>3</td>
<td>A voyage is a long trip</td>
<td>sank in the North Atlantic in 1912.</td>
</tr>
<tr>
<td>4</td>
<td>Tourists are people</td>
<td>writes books.</td>
</tr>
<tr>
<td>5</td>
<td>The Titanic was the ship</td>
<td>shows you north, south, east and west.</td>
</tr>
<tr>
<td>6</td>
<td>Journalists are people</td>
<td>is made by sea.</td>
</tr>
</tbody>
</table>

1 A compass is an instrument that shows you north, south, east and west.

2 Complete the sentences.

1 You can follow Ibn Battata's journeys on a ______ map ______.

2 I looked back as the ship sailed out of the ____________.

3 She's a wonderful ____________.
   I love her music.

4 The first ______ round the world took three years.

5 This ______ lies 25 metres under the sea.

6 People are searching for hidden ______ on the island.

3 Read and circle.

1 Van Gogh was the famous writer / artist who painted pictures of sunflowers.

2 We use clues / binoculars to see things that are far away.

3 The ship drowned / sank in a bad storm at sea.

4 If you sail straight down west / south from Australia, you get to Antarctica.

5 Lots of buildings were destroyed when the town was hit by a hurricane / an iceberg.

6 The treasure / voyage lasted for five days.
1 Read the story and number the events in the correct order.
   a  The wall of the cave starts to come down.  
   b  Kate and Ed talk about a time when they explored a cave in France.  
   c  At the start of the story, the children are in a cave.  
   d  There is a treasure chest inside the second cave.  
   e  Kate sees that the rain is coming into the cave.  
   f  The children discover another cave behind the wall.

2 Read and circle.
   1 Dad and the children have found shelter in the cave because ...
      a  it’s very dark       b  it’s very comfortable       c  it’s raining outside
   2 They stay near the entrance of the cave because ...
      a  they are wet         b  it’s safer         c  there’s more light
   3 Kate and Ed remember a time when their dad left their map ...
      a  in the car          b  in a cave          c  in France
   4 Water comes into the cave because ...
      a  it’s raining hard    b  there’s an underground river    c  the wind blows it inside
   5 Because of the water, the wall ...
      a  disappears         b  falls down         c  stands back
   6 When the wall comes down, the children find a chest which ...
      a  looks beautiful     b  looks dangerous     c  looks very old

3 Answer the questions. Use your own ideas.
   1 What do you think is in the chest?

   2 How old do you think it is?

   3 Who do you think put it in the cave?

   4 Why do you think someone put it there?

   5 What do you think the children will do with it?
Police find treasure in tree!

Police have found some missing jewellery – in a tree! A bracelet, a necklace and two rings disappeared on Monday from a site which archaeologists are exploring. They were important from an Roman town.

Police started an immediately. They searched the site, but they didn’t find any of a robbery. Then an officer saw something shining in a tree. The criminal was a bird!

Max Graham, an archaeologist, told reporters, “At first, we didn’t understand it. It was so . How could someone come and take these things while we were here? It was really very ! Now we know the answer!”

Since the ‘robbery’, Max has become very interested in these birds. “They’re !” he says.

More words

2 Add -able to the verbs to make adjectives.

1 enjoy ___________ 2 break ___________ 3 prefer ___________ 4 understand ___________

3 Complete the sentences. Use the verb or the adjective form of the verb.

1 Don’t drop that lamp. It’s breakable (break).
2 Tim doesn’t think the story is true, but I believable (believable) it.
3 I know you’re afraid of snakes. That’s understand (understand). They can be dangerous.
4 The teacher thought that my ideas were acceptable (accept).
5 George’s favourite subject is maths, but I preferable (preferable) history.
6 Fiona and Dave really enjoyable (enjoyable) reading.
7 It isn’t advise (advise) to go rock climbing in bad weather.
8 I’m not going to buy that T-shirt. I don’t think the price is reasonable (reason).
Lesson Three  Grammar 1

1 Read and match.
1 I was sad  
2 Ted went swimming  
3 After we had eaten our ice cream,  
4 Jess phoned me  
5 When I got on the train,  
6 After they had washed the dishes,  

C a they watched a film on TV. 
b after she had spoken to Chris. 
c because I had lost my favourite book. 
d I realized I had forgotten to buy a ticket. 
e we left the café. 
f after he had done his homework.

2 Complete the text. Use the past simple or the past perfect. (Irregular verb list page 135)
Yesterday wasn't a very good day. On my way to school, I suddenly realized I had left (leave) my art project at home. I ran back to my house and put it in my bag. I was 10 minutes late, so the lesson had started when I arrived (arrive) at school. The lesson was awful! The teacher was angry with me because I dropped (drop) paint on the floor.

At lunchtime, I saw my friend Sophie. After we ate (eat) our lunch, we decided to play volleyball. Five minutes later, it started to rain! “Oh, no!” said Sophie. “Let’s meet after school.”

After we had finished school, we went (go) to her house. As we walked in, I saw cards and presents everywhere. Suddenly, I remembered that it was Sophie’s birthday – and I forgot (forgot) to buy her a present!

3 Write sentences.

![Image 1](finish / her homework)  
After Sara had finished her homework, she went to the cinema.

![Image 2](go / to the cinema)  
After the girls

![Image 3](travel / for five hours)  
After Tim

![Image 4](arrive / at the airport)  
After Abdi and Amina

![Image 5](eat / lunch)  
After the girls

![Image 6](visit / their grandma)  
After Abdi and Amina
1 Complete the sentences. Use the past perfect.  

Irregular verb list page 135


| not see | not do | not catch | not fly | not eat | not give |

1. I suddenly remembered that I hadn’t done my homework.
2. We were very hungry because we hadn’t eaten anything since lunchtime.
3. Liam hadn’t been in a plane before he went to India last year.
4. Julie had some free time because her teacher hadn’t given her any homework.
5. Tim and Helen arrived late because they hadn’t caught the 5.30 train.
6. We hadn’t seen the film, so we decided to buy the DVD.

2 Write questions and answers. Use the past perfect.

On 4th December 1872, Oliver Deveau and two other men went on board the Mary Celeste. When they went inside, they were surprised by what they found. It was very mysterious. What had happened before they got there?

1. the ship / hit / a rock?
   Had the ship hit a rock? No, it hadn’t.

2. all the people / disappear?

3. they / take down / the sails?

4. they / leave / money and clothes on the ship?

5. the captain / write / in his book?

6. the weather / be / stormy?

3 Complete the sentences about you. Use had or hadn’t.

I / speak / English
I / write / words in English
I / hear / people speak English

Before I had my first English lesson, ...
1. Look at the text. How many statues are on the island? Tick (√) the correct answer.
   - a) 3,500
   - b) 150
   - c) 800

In this interview, Amy Green talks about Easter Island.

**Where is Easter Island?**
Easter Island is in the South Pacific Ocean, 3,500 kilometres from Chile. People live on the island today, but it is difficult to live there as it is so far away from anywhere else. Easter Island is made from three volcanoes, but these don’t erupt any more. The last time the volcanoes erupted was over 100,000 years ago.

**Why is the island famous?**
The island is famous for its mysterious stone figures. These are known as ‘Maoi’. These statues are between three and twelve metres tall, and there is a platform underneath. Today, there are more than 800 statues on the island but, in the past, there were more. Some have been destroyed and others are now under the soil.

**Why were the statues made?**
No one really knows as there is no written information about them. However, many historians think that they are figures of important people or leaders from the island. Most of the statues are on the coast of the island and stand with their backs to the sea. The statues were made over a period of 1,000 years. Historians think the oldest statues were made in about 1000 AD.

**How were the statues made?**
They were made in the quarry from soft volcanic stone. Historians think that people then moved them on wooden rails. However, 150–180 people were needed to move each statue and some statues were moved more than 22 kilometres! A third of the statues were not moved from the quarry and are still there today.

**Are there any other mysterious things on the island?**
Yes. There are stones with ancient carvings, sketches and writing on them. However, there isn’t anyone who can read the writing and so we can only guess at the meaning.

2. Read again and circle.
   1. Easter Island is in the **South Pacific**/Atlantic Ocean.
   2. Easter Island is made from **three**/five volcanoes.
   3. The volcanoes last erupted 100,000/10,000 years ago.
   4. The tallest statue is **12**/20 metres tall.
   5. The oldest statues were made in about 1000/100 AD.
   6. The statues were made out of **stone**/glass.
   7. More/Fewer than 150 people were needed to move each statue.
   8. Historians **can/can’t** read the writing on the stone carvings.
1 Replace the words in brackets with the words with a similar meaning.

soil  sketches  climate  figures  incredible  cleared away  historians

The forest that disappeared
It is *(strange)* incredible that there are almost no trees on Easter Island. The *(weather)* is warm and the *(earth)* on the island is good for growing things. There is evidence that, in the past, a forest covered the island. So, what happened to it? Some *(experts in history)* think that the island people *(removed)* the trees so that they could move the *(statues)* around the island. However, none of the *(pictures)* on the stones tell the story of what happened, so maybe we will never know.

More words

2 Match the words from page 70 to the pictures.

quarry  erupt  statue  platform

[Images of statue, eruption, sculpture, platform]

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

1 I love drawing. I’ve got a book full of *(sketches)* *(khtseces)*.
2 You should put some water on this plant. The *(osil)* in the pot is dry.
3 Smoke is coming from the volcano. I think it’s going to *(pertu)*.
4 This chair is very hard. It’s not very *(tfcmoorbela)*.
5 There’s a *(atsute)* of a famous historian in the park.
6 All these buildings are made from stone from a local *(uaqry)*.
7 If you look *(enudenarht)* the log, you’ll find insects.
8 The president is standing on the *(ltfapromo)*.
1 Match the questions and answers.

Great Pyramid of Khufu

1 What is it? c 50 Egyptian pounds
2 Where is it? 
3 How can you get there? c The biggest of Egypt’s pyramids
4 What does it cost to go in? d 20 years (historians think)
5 When was it built? e Men pulled and lifted the stones
6 Who was it built for? f 139 metres tall
7 How long did it take? g At Giza, on the west side of Cairo
8 How tall is it? h Khufu, an Ancient Egyptian king
9 What is it made from? i By bus or taxi from Cairo
10 How was it built? j About 4,500 years ago

My writing

2 Write a tourist information leaflet for the Great Pyramid or another important place near you.
1 Read and circle.
1 The archaeologists are working on the **site**/ evidence of a fourth century village.
2 A has found some **ancient**/ usable coins.
3 B is clearing away the **investigation**/ soil.
4 C is looking at some **artefacts**/ sketches.
5 D has found a stone **platform**/ figure.
6 E is talking to a **statue**/ historian.

2 Complete the sentences. Use the past simple or the past perfect. [Irregular verb list page 135]

<table>
<thead>
<tr>
<th>discover</th>
<th>leave</th>
<th>read</th>
<th>tell</th>
<th>not erupt</th>
<th>not finish</th>
</tr>
</thead>
</table>

1 Ben **had read** about the pyramids many times before he visited Egypt.
2 When Oliver Deveau went to the **Mary Celeste**, he found that everyone **ran**.
3 I hadn’t heard about the Nazca lines before you **told** me about them.
4 The archaeologists were disappointed when the site closed, because they **didn’t finish** their work.
5 When smoke started pouring from the volcano, people were amazed. It **erupted** for over 1,000 years.
6 No one had known about the incredible cave paintings until four children **saw** them in 1940.

3 Write sentences. Use the past simple and the past perfect.

1 the film / start / before we arrive
   The film **had started** **before we arrived**.

2 when Jack / get / to the shop / it / close

3 I / realize / I / not switch off / my mobile phone

4 you / see / a monkey / before you / go / to the zoo?
1 Read the story and circle the incorrect words. Write the correct words.

1 The children open the door that they have found in the cave. chest
2 There are lots of maps inside.
3 Tom’s water bottle is empty.
4 They hear Kate’s whistle.
5 Fin isn’t very surprised when he sees the chest.
6 The children take the treasure to the zoo.

2 Read and match.

1 The children are amazed a because the rain stops.
2 Dad gives Kate some water b because their photo is in the newspaper.
3 The children leave the cave c because she hasn’t got any.
4 Fin uses a whistle d because the children gave them coins.
5 Tom says, “We’re famous!” e because there are coins in the chest.
6 People at the museum are pleased e because he wants to find the children.

3 Complete the newspaper article.

museum unusual lost wall searching taken discovered chest

**Children find ancient treasure!**

A group of children discovered some amazing treasure yesterday. They were for flags which were hidden in the countryside, but they got

...When it started raining, they found shelter in a cave.

Heavy rain damaged the back of the cave and, behind it, the children found an old wooden. It was full of gold coins. The children are now safe with their families and the coins were to the history.

Experts from the museum are studying the coins now. A historian, Mrs Harris, told us, “We believe they are coins from the 15th century. They are ancient and very exciting collections we have ever seen.”
1 Complete the conversation.

Ned: Let’s start packing for our camping trip. I think we should both take a 1 water bottle. We’ll get thirsty when we’re walking.

Greg: Yes. And we’ll need to make a fire, so let’s take some 2 __________._

Ned: What about a 3 __________? We might want to catch some fish.

Greg: Good idea! I’m going to take a 4 __________, too.

Ned: Why?

Greg: It might be useful. If there’s a hole in the tent, I can repair it.

Ned: OK. I’ll pack a 5 __________. If we hurt ourselves, we might need a bandage or a plaster.

Greg: It’s a good idea to take a 6 __________, too. If we get lost, we can blow it and someone will hear us.

Ned: I’ve got my 7 __________ here. It’s very good for cutting things.

Greg: What about this 8 __________? Will we need it?

Ned: Yes, maybe we’ll need it to tie something. Let’s take it. It might be useful.

2 Complete the sentences.

whether / weather 1 We’ll go for a picnic tomorrow if the 9 __________ is nice.

2 I don’t know 9 __________ I can come to your party.

brake / break 3 Use the 10 __________ to stop your bike.

4 Don’t kick the ball here! You might 11 __________ the window.

sum / some 5 Would you like 12 __________ cheese?

6 I can’t do this 13 __________. It’s too difficult.

court / caught 7 Have you ever 14 __________ a fish?

8 We can play tennis on the 15 __________ in the park.

3 Read and circle.

1 I’m going to meet / meet my friends at the cinema.

2 The police court / caught the criminals after the robbery.

3 It’s nice to see / see you again. I haven’t seen / scene you for a long time.

4 That’s a nice picture of a flour / flower. Where did you buy / by it?

5 I like cold weather / whether, because then I can go skiing.

6 I need some / sum new shoes. Can we look in this shop here / hear?

7 You have to break / brake slowly to stop safely.
1 Complete the sentences. Use had, hadn't, would or wouldn't.

1 If you hadn't been so late, we would have caught the bus.
2 If we had taken our umbrellas, we wouldn't have got wet.
3 If I hadn't gone to bed so late, I would have got up earlier.
4 If we had asked Mum, she wouldn't have driven us to school.
5 If we hadn't worn warm clothes, we wouldn't have got ill.
6 If we hadn't got ill, we wouldn't have gone to Amy's party tonight.

2 Complete the conversations. Use the third conditional. ▶ Irregular verb list page 135

| play | help | send | leave | not be | not see |

1 A My homework was very difficult yesterday.
   B I would have helped you if you had asked me.

2 A The train has already gone!
   B If we had left home earlier, we wouldn't have missed it.

3 A Why weren't you at the cinema on Saturday?
   B Because I've already seen the film. If I had seen it, I would have come.

4 A The weather was terrible on Sunday!
   B Yes, it was. I couldn't play tennis if it hadn't rained all day.

5 A When did you get my letter?
   B Yesterday. It would have been quicker if you had sent an email.

6 A I don't think I passed my science test yesterday.
   B If you had studied harder, it wouldn't have been so difficult.

3 Write sentences. Use the third conditional.

Carl and James didn't know where they were ...

1 If they had taken a map, they wouldn't have got lost.
2 If they hadn't taken the wrong direction, they wouldn't have taken a compass.
3 If they had crossed the bridge, they wouldn't have found the right path.
4 If they had not lost their water bottle, they wouldn't have been more careful.
5 If they had worn good walking boots, their feet wouldn't have been sore.
1 Look and write True or False.

1 You must make a fire here.  
2 You should take photos here.  
3 You mustn’t swim here.  
4 You ought not to eat at the café.  
5 You must leave your rubbish here.  
6 You have to sleep in a tent here.

2 Correct the false sentences in Exercise 1.

1 You mustn’t make a fire here.

3 Read and circle.

1 You have to / (mustn’t) cross the road without looking first.
2 You ought not to / don’t have to wear sunglasses on a sunny day, but it’s a good idea.
3 You must / don’t have to bring your own towel. Towels aren’t available at the swimming pool.
4 You must / should do your homework in the afternoon after school, but you can also do it later.
5 You ought to / shouldn’t eat so many sweets. They’re bad for you.
6 You shouldn’t / ought to switch off lights when you leave a room. It saves energy.
7 Students at my school have to / mustn’t wear a school uniform.

4 Answer the questions about you.

1 Do you have to wear a uniform to school?

2 If you have a problem with homework, what should you do?

3 Write one thing you must bring to school every day.

4 Write one thing that students mustn’t do in class.
1 Look at the text. What is the book about? Tick (✓) the correct answer.
   a) an accident in the mountains  
   b) surviving after a shipwreck  
   c) a holiday adventure  

Island Adventure
Island Adventure is a book about a group of survivors on a desert island!

The main character in the story is a 14-year-old boy called Robert Wilson. At the beginning of the story, he lives in New Zealand with his family. But when his parents die in a mountain climbing accident, Robert is suddenly alone. He decides to leave New Zealand and go to the US, where his aunt lives. She is the only family he has left.

Robert finds a ship that is sailing to the US, but he doesn’t have any money. So, he has to work with the crew on the ship that is sailing to the US in return for his ticket. It is a long and difficult voyage. There are storms and rough seas. The wind pushes the ship in a different direction and the ship gets lost. Finally, it is shipwrecked near an island in the middle of the ocean. When the ship sinks, Robert is one of only six survivors who manage to swim to the island.

The year is 1870. So, there aren’t any aeroplanes flying over or boats passing by, and there is no one who can find them and rescue them. The six people have to start a new life on the island. They collect wood to make fires. They have no food supplies, but they learn to hunt seals for food and clothing. They cut down trees to build wooden huts for shelter against the wind and rain. But winter is coming, and it is getting colder and colder. The survivors don’t know if they can survive the cold weather. But they will do everything they can and fight to survive!

If you like exciting stories, you’ll love this book!

2 Read and circle the incorrect words. Write the correct words.

1 The story is about people who survive on an (adventure).
2 Robert goes on the ship to live with his parents in the US.
3 He works with the ship’s passengers during the voyage.
4 The weather is dangerous for sailing because there are floods.
5 The captain pushes the ship in a different direction.
6 Robert survives with six other people.
7 They learn to hunt dolphins for food and clothing.
8 They find wooden huts on the island.
1 Complete the text.

In this picture from Island Adventure, the 1 ______ storm has gone, but the weather is very cold. The six 2 ______ from the shipwreck are building a 3 ______ on the island. They have 4 ______ some of the trees and they have used the wood to build the four 5 ______ of a hut. Robert is helping the men to put branches on top. It is difficult to keep the rain out. The 6 ______ from the ship were the perfect material, but there wasn’t time to take them before the ship sank. The younger children are making a 7 ______ around the hut with tall sticks. They are all very hungry, because they haven’t got any 8 ______ of food.

2 Match the words from page 78 to the definitions.

1 ______ noun a sea animal that lives around the shore
2 ______ verb to look for and kill an animal, usually for food
3 ______ adj without any other people
4 ______ noun a small, simple house

3 Complete the story.

1 Survivors of the storm!
Kate and her dad went for a walk in the forest. Suddenly, a 2 ______ came and it started to rain. “We need to build a 3 ______!" said Kate. So, they put some sticks in the ground and 4 ______ some branches for the roof. It was a nice little shelter! “We’re like explorers in the South Pole!” said Kate.
“But explorers have to 5 ______ for food! They eat 6 ______!" said Dad.
“But, luckily, I brought some 7 ______!" He gave Kate some chocolate.
“We’re all 8 ______ in the forest! No one else is here,” said Kate.
“Yes, there is someone!” said Dad. “Look over there! Your mum has come to look for us!”
Lesson Seven

Writing

1. Your friend is going to live in the forest alone for a month. She / He can only take eight items. Which are the eight most important items? Tick (√) them.

<table>
<thead>
<tr>
<th>Item</th>
<th></th>
<th>Item</th>
<th></th>
<th>Item</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a torch</td>
<td></td>
<td>a first aid kit</td>
<td></td>
<td>a camera</td>
<td></td>
</tr>
<tr>
<td>rope</td>
<td></td>
<td>a pen and paper</td>
<td></td>
<td>a phone</td>
<td></td>
</tr>
<tr>
<td>a novel</td>
<td></td>
<td>needle and thread</td>
<td></td>
<td>a whistle</td>
<td></td>
</tr>
<tr>
<td>a tent</td>
<td></td>
<td>a water bottle</td>
<td></td>
<td>a penknife</td>
<td></td>
</tr>
<tr>
<td>matches</td>
<td></td>
<td>a sleeping bag</td>
<td></td>
<td>a fishing line</td>
<td></td>
</tr>
</tbody>
</table>

My writing

2. Write an advice text. Write about the eight items you chose in Exercise 1. Give reasons for your choices. Use so that, in order to and because.

Eating

Shelter

Keeping warm

Drinking
1 Complete the sentences. Use the third conditional. Irregular verb list page 135
1 If I had listened (listen) in class, I would have understood (understand) the homework.
2 If Jerry run (run) faster, he would have won (win) the race.
3 We make (make) a fire if we don't forget (not forget) the matches.
4 If I know (know) you were at home, I would have phoned (phone) you.
5 We (not get) lost if we (not have) a map with us.
6 If you (not eat) that chocolate cake, you wouldn't be feeling sick.

2 Complete the sentences.

have to  don't have to  should  must  mustn't  ought to  shouldn't  ought not to
1 You must stop at a red light when you're driving.
2 If you can't see the board, you should sit closer to the front of the classroom.
3 We can go for a walk today if you're tired. We can go tomorrow.
4 It's our English exam tomorrow. We shouldn't be late!
5 You know, you mustn't sit in the sun without a hat. It's not healthy.
6 We must bring our PE clothes to school tomorrow because we've got a PE class.
7 We should bring a camera. We might lose it.
8 You ought to go to the doctor if you're not feeling well.

3 Complete the text.

whistle  survivor  supplies  penknife  matches  hut  hunt  shelter

Castaway

Tonight, Bobby Brave goes to an island in the Pacific Ocean. He hasn't got any supplies with him, so he will have to
get  supplies for his food. This won't be easy! He's got a penknife, but it's small and it isn't very sharp. Without
a matches, how will he light a fire for cooking? Will he use a cave as a shelter or will he build a hut?
Is he brave enough to save himself? Will Bobby be a hero or will he blow his whistle and ask the film-makers to
rescue him? Watch tonight and find out!
1 Read and choose the correct phrases.

a) We could try  b) I think we should  c) What do you think we should do
d) What shall we do  e) That won't work  f) That's a good idea  g) I'm not so sure

Harry: Oh, no! We've missed the bus. 1 d  ?
Lily: 2 ______ wait for the next one.
Harry: 3 ______. The next bus is at 8.58. School starts at 9 o'clock.
Lily: OK. There isn't time. So, what can we do?
Harry: I know! 4 ________ ringing Dad. He's still at home.
Lily: 5 ______. My phone is broken and you haven't got a phone.
Harry: Well, 6 ______ ?
Lily: I think we should run.
Harry: 7 ______ !
Lily: OK. Come on!

2 Complete the sentences. Use shall, should or could.

A: The kite is in the tree. I can't reach it. What  shall we do?
B: I think we ______ ask someone for help.

A: I can't find my coat. What ______ I do?
B: I know! You ______ look in lost property.

A: This homework is really difficult. What do you think we ______ do?
B: We ______ try reading the instructions again.

3 Look and write the sentences in the correct order.

1 can / do? / What / we
2 won't / That / work.
3 could / We / Mum. / ringing / try
4 we / home. / should / go / think / I
5 think / do? / What / should / do / we / you

What can we do?
1 Watch the video clip. Answer the questions.
   1 What are Layla and Zaid wearing? They are wearing jackets and trousers.
   2 Where do you think they are going?
   3 What’s wrong with the phone in the video?
   4 Why do they start to run?
   5 Why do they stop running?

2 Rearrange the words in the correct order. Complete the stage directions.
   □ = place    ↳ = action    Θ = feeling    ⭐ = extra description
   Setting: □
   [蜾] Layla and Zaid are walking__________________________.
   Zaid: [Θ] ____________________ are / we / Where?
   I don’t recognize this place.
   Layla: I think we’re lost. do / What / we / shall?
   Zaid: I know! ringing / try / could / We / Mum and
   Dad.______________________________.
   [蜾] ____________________________
   Layla: That won’t work. There’s no phone signal.
   Zaid: I’ve got no signal either. do / What / we / can?
   Layla: I think we should run! There’s someone hiding behind that tree!
   [Layla Θ ________________________]
   [蜾] ____________________________

3 Work in pairs. Answer the questions.
   1 What would you do if you were lost?
   2 Would you run if you were lost and you heard a noise?
   3 What would you do if you were lost in another country?

4 Read the scenario and write a short conversation with a friend. Act out your script in pairs.

Imagine that you and a friend are lost in a strange city. You’ve got enough money for a train ticket, but you haven’t got a map or a phone. Write your conversation. Say what the problems are and suggest solutions.

You: I don’t recognize anything in this city.
Your friend: What shall we do?
1 Read the story and number the events in the correct order.
   a Next, the children look at a horse.
   b Tom knows that the horse is by a French artist.
   c Fin tells the children to meet again at six o’clock.
   d They think that it might be a shark.
   e Tom tells the other children that he is bilingual.
   f The children look at an elephant first.
   g The DSD Club go to see the sand sculpture competition.
   h The children see something in the water.

2 Write Libby, Ed, Kate, Tom or Fin.
   1 Fin makes rules and arrangements.
   2 _______ is amazed by the sculptures.
   3 _______ is surprised that _______ can speak two languages.
   4 _______ studied German at school.
   5 _______ sees something in the water.
   6 _______ wants to go closer to look at the animal in the water.

3 Read the advert and answer the questions.

**International sand sculpture competition**

Come and see sand sculptures by artists from all over the world! This year, we have 50 incredible sculptures in different shapes and sizes. You can see a wonderful castle, an elephant, a horse and many other things!

After you have looked at all the sculptures, you can talk to the artists and you can even have a sand sculpture lesson on the beach. You can also help to choose the winner of the competition. Before you leave, please remember to write down the name of your favourite sculpture and put it in the box in the visitor centre.

1 Where do the artists come from?
   All over the world.

2 How many sculptures are in the competition?

3 Write three examples of sand sculptures you can see.

4 Who can you talk to after you have looked at the sculptures?

5 Where can you have a sand sculpture lesson?

6 What should you write down before you leave?
1 Read and circle.

Canada has two \(^*\)official languages/dialects\(^*\) – English and French. Many Canadians can speak both of these languages. They are \(^*\)bilingual/multilingual\(^*\). For about 60% of people, English is their \(^*\)native speaker/mother tongue\(^*\). Most Canadians whose \(^*\)native speaker/mother tongue\(^*\) is French live in the province of Quebec.

People from different parts of Canada sound a bit different from each other because they speak with different \(^*\)dialects/accents\(^*\). There are different forms of language in different places, too. These are called \(^*\)accents/dialects\(^*\).

Of course, some people who live in Canada come from different countries. These people are often \(^*\)bilingual/multilingual\(^*\) because they speak English, French and their own language. But it often takes a long time before they are \(^*\)fluent/bilingual\(^*\) in all these languages.

More words

2 Match the pictures to the definitions.

- [a] machinery noun machines in general or lots of machines together
- [b] forgery noun a copy of money or a famous painting that someone pretends is real
- [c] robbery noun when someone steals something from a person or place
- [d] recovery noun the time when you get better after being ill

3 Complete the sentences. Use -ery to make the words into nouns.

<table>
<thead>
<tr>
<th>machine</th>
<th>cook</th>
<th>rob</th>
<th>discover</th>
<th>bake</th>
<th>recover</th>
<th>forge</th>
<th>brave</th>
</tr>
</thead>
</table>

1 The explorers found an ancient temple in the forest. It was an amazing _______discovery_____.
2 Kelly is very interested in _______. She makes delicious food.
3 This isn’t a real Roman coin! It’s a _______.
4 My cousin was very ill, but he made a quick _______.
5 My sister rescued me when I was in danger. I’ll never forget her _______.
6 We need some bread. Is there a _______ near here?
7 They use modern _______ in this factory.
8 There was a _______ at the museum. Someone took six paintings.
Lesson Three  Grammar 1

1 Read and circle.
1 Adam said he wants / wanted to visit Rome.
2 Emily said the food is / was fantastic.
3 Paul told us he had / had had lunch at Jamie’s house yesterday.
4 Daisy said she went / had been to Spain.
5 My aunt and uncle said they will / would go to Egypt one day.
6 We said that we learnt / were learning French.

2 Read and complete the sentences.

My parents are travel writers, so I’ve been to lots of different countries. I love travelling! Last year, I visited Mumbai in India. It was an amazing experience! At the moment, Mum and Dad are planning a trip to Antarctica. I’m looking forward to it. We’ll get cold, but it will be fantastic!

1 Charlotte said her parents were (be) travel writers.
2 She said she (love) travelling.
3 She said she (visit) Mumbai last year.
4 She said her mum and dad (plan) a trip to Antarctica.
5 She said she (look) forward to it.
6 She said they (get) cold!

3 Look and complete the sentences.

I’ve cooked the pasta.
OK. I’ll make some salad.

1 Martin told Holly he liked her skirt.
Holly said Martin’s jacket.

2 Mum said she
Billy said he

3 Dad said he

4 Mia told Megan she
1 Complete the table.

<table>
<thead>
<tr>
<th>subject pronoun</th>
<th>reflexive pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1 myself</td>
</tr>
<tr>
<td>you (singular)</td>
<td>2</td>
</tr>
<tr>
<td>he</td>
<td>3</td>
</tr>
<tr>
<td>she</td>
<td>4</td>
</tr>
<tr>
<td>it</td>
<td>5</td>
</tr>
<tr>
<td>we</td>
<td>6</td>
</tr>
<tr>
<td>you (plural)</td>
<td>7</td>
</tr>
<tr>
<td>they</td>
<td>8</td>
</tr>
</tbody>
</table>

2 Read and circle.

1 I was thirsty, so I poured \underline{myself} / \underline{yourself} a glass of orange juice.
2 Leo and I hurt \underline{themselves} / \underline{ourselves} when we fell out of the tree.
3 Maisie and Arthur bought \underline{yourselves} / \underline{themselves} some magazines.
4 My little brother can dress \underline{himself} / \underline{yourself} now.
5 The washing machine has turned \underline{himself} / \underline{itself} off again!
6 If you want a snack, buy \underline{myself} / \underline{yourself} a sandwich.
7 Did your sister enjoy \underline{herself} / \underline{himself} in France?
8 If you two children are hungry, you can make \underline{yourself} / \underline{yourselves} some lunch.

3 Complete the sentences.

1 Look at \underline{yourself} in the mirror.
   Oh! I’ve covered \underline{myself} with flour!

2 He’s teaching \underline{yourself} Russian.
   She’s teaching \underline{himself} Japanese.

3 We enjoyed \underline{yourself} at the picnic.
   The children enjoyed \underline{yourself}, too.

4 Look! It’s found \underline{ourselves} some food.
   Children, are you enjoying \underline{ourselves}?
1 Look at the text. Write the questions in the correct place.

a) What are the official languages?  
b) How have so many languages survived?  
c) How many languages are spoken in Papua New Guinea?  
d) Why do people speak English there?  
e) Where did the languages come from?

The country of languages!
1 How many languages are spoken in Papua New Guinea?
Papua New Guinea has a population of just six million people, but it has more languages than any other country in the world. More than 800 languages are spoken there. That’s over 13% of all the languages in the world!

2 The three official languages are Hiri Motu, Tok Pisin and English. For most people, these are not their mother tongue, but they can be used to communicate with each other when they talk to someone from a different group.

3 English is important as an international language. About 50,000 people speak English as their first language. English is used in schools and businesses. However, many people speak lots of languages.

4 The first inhabitants of Papua New Guinea were tribes that arrived from different parts of Asia more than 50,000 years ago. They brought lots of languages with them. Over time, the languages they spoke developed into the ones that are spoken in Papua New Guinea today.

5 All these languages are still alive because many people live in very isolated places. When different groups first arrived, they lived in different areas because there were high mountains that were difficult to climb and there was rough land that was difficult to travel across. So, tribes didn’t mix with other tribes, but kept their own culture, traditions and languages separate. Today, only 18% of people live in cities and there still aren’t many roads connecting the villages. So, people stay in their own groups and speak their traditional languages. That’s why Papua New Guinea’s languages have survived.

2 Read again and write True or False.

1 Six million people live in Papua New Guinea.  
2 There are more than 800 official languages.  
3 Most people have the same mother tongue.  
4 In schools and businesses, people use English.  
5 The first inhabitants were tribes that arrived from Europe.  
6 The first people came to Papua New Guinea 5,000 years ago.  
7 It is difficult to travel around in Papua New Guinea.  
8 Most people in Papua New Guinea live in cities.
1 Complete the sentences.

predict  dominant  century  disappear  international  continent  population  altogether

1 People from all around the world speak English. It’s an international language.
2 Asia is the world’s biggest _________________.
3 Languages ________________ when people stop speaking them.
4 In the past, hundreds of languages were spoken in France but, now, French is the ________________ language.
5 China is the country with the biggest ________________. It has over 1.3 billion people.
6 ________________, about 7,000 languages are spoken in the world.
7 I ________________ that Papua New Guinea will still have hundreds of languages in 2050.
8 Will English still be an international language by the end of this ________________?

2 Complete the sentences with the words from page 88.

isolated  tribe  communicate  inhabitants

1 The people are part of a ________________ that lives in the Amazon rainforest.
2 The ________________ of London come from many different countries.
3 People who can’t hear use sign language to ________________.
4 Their house is in a very ________________ place.

3 Complete the text with words from Exercises 1 and 2.

The Huli people are a very large ________________ in Papua New Guinea. There are 65,000 people in this group and the ________________ is growing. They have lived for hundreds of years in ________________ villages in the mountains, where the ________________ of the villages didn’t often meet other people.

But life is changing for the Huli. Many young people are moving away from the villages to the towns. They are learning other languages because they want to be able to ________________ with the outside world. Some people ________________ that the traditional Huli way of life will ________________ during the 21st ________________.
Lesson Seven

Writing

1. Look at the table and write notes for an advert for an adventure camp.

<table>
<thead>
<tr>
<th>Table: Where is the camp?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is the camp?</td>
</tr>
<tr>
<td>When and how long?</td>
</tr>
<tr>
<td>Who for?</td>
</tr>
<tr>
<td>Activities:</td>
</tr>
<tr>
<td>Why come?</td>
</tr>
</tbody>
</table>

2. Think of a rhyme so people remember your advert.


My writing

3. Write an advert for an adventure camp. Use persuasive language and positive adjectives.


1. Complete the interview.

Tom Golding is a professor who studies the tribes of the rainforest.

Journalist: How do you talk to the different tribes, Mr Golding?

Tom: Well, I'm 1 fluent in the four main languages of this country, so it isn't usually difficult to 2 communicate with people.

Journalist: Tell me about the tribe that you're studying at the moment.

Tom: There are about 4,000 people in this tribe. That's 0.5% of the country's 3 population. The tribe arrived over nine 4 centuries ago.

Journalist: What language do they speak?

Tom: Most young people have studied at school and they are 5 bilingual. They speak their own language and also Spanish. Some people are worried that the traditional language will 6 disappear, but I don't think that will happen.

2. Complete the sentences. Use the information from Exercise 1.

1. Tom Golding said he 1 was fluent in the main languages of the country.
2. He said it 2 usually difficult to communicate with people.
3. He said the tribe 3 arrived over nine centuries ago.
4. He said most young people 4 studied at school.
5. He said they 5 are bilingual.
6. He said some people were worried that the traditional language 6 would disappear.

3. Complete the sentences. Use reflexive pronouns.

Sue: Let's get 1 ourselves something to eat.
Tim: I've made 2 myself a sandwich.
Sue: Don't cut 3 yourself with the knife.

Jill: My dad has bought 4 herself a bike.
Liz: And your mum has bought 5 themselves some new trainers.
Liz: They're enjoying 6 themselves!
1 Look at the pictures. Number the events in the correct order.

The children aren’t sure what is in the water.

2 Read and match. Then write the sentences under the pictures.

1 The children  
2 Libby and Tom pour  
3 It’s late now, and Libby  
4 The children discover that  
5 In the sky, Tom sees  
6 Libby decides how

a is very worried.  
b aren’t sure what is in the water.  
c the animal is a dolphin.  
d a shooting star.  
e water on the dolphin.  
f to help the dolphin.

3 Answer the questions.

1 Do dolphins breathe air? Yes, they do.
2 Can dolphins live on land?  
3 Do Libby and Tom need help to move the dolphin?  
4 Do dolphins breathe through their mouths?  
5 How does Libby know what to do?  
6 What are Libby and Tom doing to help the dolphin to survive?  

Unit 11 Space travel
1 Complete the text.

- astronaut, comet, constellations, shooting star, solar system
- space station, telescope, space shuttle

I love looking up at the stars. Sometimes, I try to find all the 1 constellations I know, for example, the group of stars called the Bear. Sometimes, I’m lucky and I see a 2 ________ as it moves quickly across the sky.

At the moment, I’m looking forward to seeing a 3 ________ called Lulin. It was discovered a few years ago, and it’s coming close to the earth this week. I’ve got a really good 4 ________ and I’m going to watch the sky closely every night.

One day, I’d like to be an 5 ________. I’d love to travel into space in a 6 ________ and explore our 7 ________. Perhaps I’ll get a job working on a 8 _________. That would be amazing!

2 Match the words to the definitions.

- come off, come across, come on, come up

1 come on verb when something electrical starts to work
2 come across verb to break away from something
3 come on verb to happen suddenly, changing your plans
4 come up verb to find something for the first time, by accident

3 Choose the correct words to complete the phrasal verbs.

- across, back up, in, off, on, out, round

1 The lights in my street come ________ on at six o’clock every evening.
2 Phone me when you come ________ from holiday.
3 I like looking at the sky when all the stars come ________.
4 I’ve never come ________ this word before. I don’t know what it means.
5 At the weekend, my friends often come ________ and we listen to music together.
6 I dropped my phone and the back came _________. I hope it can be repaired.
7 Sorry, I can’t meet you this afternoon. Something has come ________.
8 Please come _________ and have a cup of tea with me and my family.
Lesson Three  Grammar 1

1 Read and circle.
1 “What’s your address, Alex?” I asked Alex what his / he address was.
2 “Anna, why are you unhappy?” I asked Anna why she / her was unhappy.
3 “Mum, where are your binoculars?” I asked Mum where her / she binoculars were.
4 “Who are you writing to, John?” I asked John who he / his was writing to.
5 “Hi, Greg. Hi, Carol. What are you doing?” I asked Greg and Carol what their / they were doing.
6 “When is your birthday?” Julie asked me when her / my birthday was.

2 Complete the report.

1 What do astronomers do?  2 Where do you work?  3 What skills does a person need to become an astronomer?
4 Why do you like your job?  5 When do you look at the stars?

Yesterday, our class went on a trip to the Science Museum and we interviewed an astronomer. We asked her what
astronomers did. We discovered that they study the stars.
We also asked her where she works. We asked her
what skills were necessary to become an astronomer.
We also asked her why she likes her job.
She said, “I love finding out about the stars and planets. It’s
amazing, and it helps us to understand more about the earth.”
We asked her when she often slept in the day and studied the stars at night.

3 Complete the reported questions.
1 “What is your favourite planet?”
   We asked her what her favourite planet was.
2 “When do you start work?”
   We asked her
3 “What do you like best about your job?”
   We asked her
4 “What are you studying at the moment?”
   We asked her
5 “Who else works with you?”
   We asked her
1 Read and circle.
1 “Come in!” the dentist said. The dentist told me (to come in)/ come in.
2 “Don’t forget your homework!” said the teacher. The teacher told us to not / not to forget our homework.
3 “Please can you help with the cooking,” Mum said. Mum asked / told me to help with the cooking.
4 “Don’t be late!” said Jean’s dad. Jean’s dad told her to not / not to be late.
5 “Can you switch on the light, please,” Anne said. Anne asked me / to me to switch on the light.
6 “Come away from the window!” said Harry. Harry asked / told us to come away from the window.

2 Complete the sentences in reported speech.
1 Mr Lewis: “Frank, can you close the door, please.”
Mr Lewis asked Frank to close the door.
2 Kate: “Please can you send me the information, Jen.”
Kate asked her the information.
3 Mum: “Boys, can you please phone me from the station.”
Mum asked her from the station.
4 Teacher: “Ron, can you clean the board, please.”
The teacher asked the board.
5 Dad: “Please don’t leave your bag in the kitchen, Helen.”
Dad asked her bag in the kitchen.

3 Complete the sentences in reported speech.

Lee’s mum told him to wash his hands

Susan’s mum

The teacher

Rick’s dad
There was once a boy called Jack
Who liked to watch the stars.
He dreamed about a spaceship
Heading off to Mars,
To Jupiter, Venus and Neptune
And landing on the moon.

He watched the constellations
In his dad’s observatory,
And imagined all the wonders
In space that he would see.
The Milky Way and Saturn’s rings –
One day, he’d visit all these things!

Jack dreamed some lovely dreams
As he lay all snug in bed.
The moon glowed through the window,
Its beams shone round his head.
A blazing comet travelled by
And stars like diamonds filled the sky.

At school, all Jack’s teachers
Would shake their heads and say,
“That boy lives in a dream world,
Imagining the day
When he’ll launch his spaceship into the blue –
That’s when his dreams will all come true!”
1 Complete the texts. bumpy spins diamonds glow head off surface precious snug

At school, we watched a film about the first time people walked on the moon. We watched the spaceship head off into space. When the astronauts landed, we saw that the surface of the moon is really precious, with lots of holes and rocks.

I love lying in my bed at night and warm, looking through the window. The lights of the village outside and the stars shine like beams. The stars seem to move across the sky, but it's really the earth that spins as it goes around the sun.

More words

2 Match the words from page 96 to the definitions.

beams imagine launch observatory

1 launch verb to send something up into the sky
2 noun a place with telescopes where people study stars
3 noun lines of light
4 verb to make pictures in your mind

3 Complete the crossword with words from Exercises 1 and 2.

1 The road is very bumpy. You might fall off your bike if you go too fast.
2 Divers can stay under the water for a long time.
3 People collect gold because it's a very precious metal.
4 I like to spin that I'm a famous explorer, travelling around the world.
5 I feel snug in my warm coat, scarf and gloves.
6 When the moon shines in, its beams make the room light.
7 A good skater can spins very fast in a circle on the ice.
8 The space shuttle was snug into space at 9.30 this morning.
1. Complete the similes in the poem.

   Winter
   The leaves are flying in the wind like __________ kites __________,
   Falling to the earth, as quiet as __________.
   Raindrops fall, shining in the sunlight like __________.
   Thunder sounds like a __________ above us,
   A beam of light flashes in the sky like __________.
   But I am as warm as __________, snug in my bed.

2. Look at the picture and write a poem about it. Use similes to describe the things in the box.

   the river  the sun  the waterfall  the sky  the clouds  the hill  the apples
                          the grass  the flowers  the birds

   Summer
1 Complete the sentences. Use reported speech. \( \checkmark \) Irregular verb list page 135

**Famous sports star visits Littlewood!**

1 Why are you in Littlewood?
2 Where are you going next?
3 Don’t forget to visit our new stadium!
4 When is your next competition?
5 What do you do in your free time?
6 Please help our local football club!

1 The reporters asked the sports star why he was in Littlewood.
2 They asked him
3 They told him
4 They asked him
5 They asked him
6 They asked him

2 Complete the sentences.

astronauts comet constellation heading launched observatory space shuttle telescope

The astronomer is in the 1 observatory. He is looking through a 2 ________ at a 3 ________ which has just appeared in the sky. It can be seen from the earth once every 40 years. At the moment, it is near the 4 ________ called the Bear.

The 5 ________ is being 6 ________ into space. The 7 ________ are inside and they’re 8 ________ off to the moon!

3 Complete the sentences.

beam bumpy precious glowed shooting stars spun

1 Pearls and diamonds are very 1 ________ stones.
2 The campfire 2 ________ like an orange lamp in the dark night.
3 The ice skater 3 ________ round and round like a wheel.
4 The road is as 4 ________ as the surface of the moon.
5 The 5 ________ of the torch shone like a finger of light.
6 The fireworks were launched into the sky like 6 ________ in the night.
1 Read the story and complete the sentences.

Tom the rescue team Libby the dolphin the children the sea

1 The ______ are trying to save the dolphin.
2 ______ helps Libby to pour water on the dolphin.
3 _______ doesn’t know how long it can survive on land.
4 Kate and Ed arrive with _______.
5 The rescue team moves the dolphin into _______.
6 ______ finds its family and friends.

2 Read and circle.

Ed’s blog

It’s the end of an exciting day. We were at the beach, looking at sand sculptures, when suddenly we saw an animal in the sea. At first, we thought it was a shark/seal, but then we realized/remembered it was a dolphin. It had swum too near the shore and the sand/waves had pushed it onto the beach.

Libby and Tom used their water bottles to keep the dolphin cold/wet. Kate and I went to find Fin, and he rang a rescue team/the police. It took time to contact everyone, so it was late when we got back to the beach. Libby and Tom helped the team to push/carry the dolphin back into the sea. Everyone said that we had all saved its life!

3 Read and complete the information page.

volunteer fun hospital rescues diver hours equipment dolphins

Rescuing sea animals

Who can help when dolphins are in trouble?
British Divers Marine Life Rescue (BDMLR) is a charity which rescues and protects sea animals in Britain. Each team has a rescue boat and other special ______ for saving ______, whales and seals. They even have a special ______ for sea animals that are very sick. Everyone who works for BDMLR is a ______. No one is paid for their work. Rescue teams are available 24 ______ a day, every day of the year.

Can you help?
You don’t have to be a vet or a ______ to work with us. Anyone over 18 can join. Have ______ and help sea animals at the same time!
1 Complete the email.

Dear Emma,
This holiday is crazy! The hotel we’re staying in now is very _______ basic _______. My room has only got a bed and a cupboard. We planned to stay in a _______ hotel with a swimming pool but, when we arrived, there had been a mistake and all the rooms were full.

Mum and Dad were looking forward to relaxing by the sea, but it isn’t very _______ on the beach. There are hundreds of people and the streets near the beach are always _______.

But guess what? We’re having a great time! We eat at restaurants every day because the food is _______. We’ve been exploring the town and we’ve seen some amazing buildings. The streets are really _______. Who needs to spend lots of money on _______ hotels when this is more fun?

There’s nothing _______ about this place!

See you soon, Lily

More words

2 Circle the silent letter.

1 wrap 2 rhino 3 wheel 4 grow

3 Complete the sentences. Then circle the silent letters.

<table>
<thead>
<tr>
<th>hour</th>
<th>wheel</th>
<th>wrap</th>
<th>snow</th>
<th>honest</th>
<th>rhino</th>
<th>Write</th>
<th>grow</th>
</tr>
</thead>
</table>
1 Write the answers in your book. 2 Did you see the _______ at the zoo?
3 Jess is an _______ late! 4 It’s very cold. I think it might _______.
5 I have to _______ this present for Meg. 6 You can believe Sam. He’s very _______.
7 The _______ on my bike is broken. 8 Many plants _______ in the rainforest.
1 Read and circle.

I wish I can / could do that.
I wish I live / lived in Hawaii.
I wish it was / wasn’t so windy.
He wishes I / he could fly.
I wish I have / had some string.
I wish he doesn’t / didn’t speak so fast.

2 Look and write sentences. [Irregular verb list page 135]

<table>
<thead>
<tr>
<th>children</th>
<th>wishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amber</td>
<td>my glasses / not be / broken</td>
</tr>
<tr>
<td>Brad</td>
<td>my family / like / football</td>
</tr>
<tr>
<td>Tim</td>
<td>I / be / taller</td>
</tr>
<tr>
<td>Molly</td>
<td>my bedroom / be / bigger</td>
</tr>
<tr>
<td>James</td>
<td>I / can play / the guitar</td>
</tr>
<tr>
<td>Olivia</td>
<td>I / not have / curly hair</td>
</tr>
</tbody>
</table>

1 Amber: I wish my glasses weren’t broken.
2 Brad:  
3 Tim:   
4 Molly:  
5 James:  
6 Olivia: 

3 Match the pictures and the sentences from Exercise 2.

4 Write three wishes for yourself.

1  
2  
3  

Unit 12  wish
1 Read and circle.
1 You’re Toby’s brother, are you / aren’t you?
2 Ryan can speak French, can he / can’t he?
3 You don’t like peas, do you / don’t you?
4 They were very tired, aren’t they / weren’t they?
5 Jenny doesn’t go to your school, is she / does she?
6 It didn’t rain yesterday did it / didn’t it?

2 Complete the sentences. Use question tags.
1 Lima is the capital of Peru, ________?
2 You didn’t walk here, __________?
3 Paul and Dave can swim, __________?
4 Lisa eats fish, __________?
5 There are lots of people here, __________?
6 Alan lives in London, __________?

3 Write sentences. Use question tags.
1 you / Mr Adams
   You’re Mr Adams, aren’t you?
2 you / not like / cold weather
3 we / need / postcards
4 Venice / be / amazing
5 we / not can / swim here
6 you / go / to Mexico last year
1 Look at the text. Number the photos in the correct order.

a  b  c  d

---

**My Dream Trip**

My name’s Becky. I love travelling and, one day, I’d like to go around the world. When I’m older and I’ve finished school, I will travel around the world for a year! It will be great!

I read lots of books about different places around the world and I dream about all the places I want to visit. I have already planned where I want to go when I’m older. I know which countries I want to visit and what I want to see when I’m in each one.

First, I’ll go to China and walk along part of the Great Wall. What an experience! Did you know that it’s 6,400 kilometres long! It’s incredible to think about all the people in the past who have walked along that wall.

After China, I’ll go to Thailand. I’d like to travel through the busy streets of Bangkok in a rickshaw.

I’ll stop at a street market and try the food. I love spicy food and Thai curry is my favourite meal. I like the mixture of sweet and sour flavours.

My next stop will be Borneo, in Indonesia. I’m interested in wildlife, and Borneo’s forests are the home of orang-utans, rhinos and leopards. However, there are some scary animals in the forest, too, like snakes and poisonous spiders. So, maybe I won’t spend too much time in Borneo!

After Borneo, I’ll visit Australia. It’s got sun and beaches, so it’s the perfect place to relax. My favourite sport is surfing, and Australia has some of the best surfing beaches in the world. I could also learn to dive and look at the coral reefs. The water in Australia is very clear, so I could see lots of fish. I wish I was there now! Unfortunately, I have to wait until I’m old enough!

---

2 Read again and complete the sentences.

1 Becky’s favourite food is cooked in Thailand.

2 The Great Wall is in ____________________.

3 Becky can do her favourite sport in ____________________.

4 Becky will travel in a rickshaw in ____________________.

5 Becky can learn a new sport in ____________________.

6 Becky will see lots of wildlife in ____________________.

7 The water is very clear in ____________________.

8 Becky is worried about the scary animals in ____________________.
21st July, India

Today, I had my first ride in a rickshaw. It was great to look out and watch everyone around the busy streets. There were so many interesting things to see, such as people sitting by the side of the road playing a strange, Mum didn’t enjoy herself. She thought it was a bit because of all the traffic. Her eyes were closed for the whole ride!

We stopped at a restaurant for lunch. I chose a curry. I love food! It was delicious and full of interesting. For dessert, I had chocolate ice cream. Mum said I shouldn’t eat too much chocolate because it’s bad for my teeth. I said, “It’s OK. I’ll chocolate after my holiday.”
1 Read the information about exchange programmes.

In Britain, many secondary schools have exchange programmes with schools from other countries. This means that students from Britain go and stay with a family in the other country for one or two weeks. They go to school there and practise speaking the language. Later, students from the other country come to stay with the British families.

2 Write the advantages and disadvantages of exchange programmes.

<table>
<thead>
<tr>
<th>advantages</th>
<th>disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>You learn about life in another country.</td>
<td>You might miss your family.</td>
</tr>
</tbody>
</table>

3 Write an opinion essay about exchange programmes.

**Introduction**
Every year, many British students take part in school exchange programmes. But are they a good idea?

**Advantages**

**Disadvantages**

**Conclusion**
1 Complete the sentences. Irregular verb list page 135

1 I wish we could (can) find the market.

2 I wish there (be) more flavours.

3 I wish I (can) understand that board game.

4 I wish we (have) rickshaws at home.

5 I wish this food (not be) so spicy.

2 Match the people in the picture to the sentences from Exercise 1.

3 Write the words. Then add question tags.

expensive peaceful basic luxurious cheap stimulating

1 Mum: This hotel is very basic, isn't it?
Dad: Yes! We expected something more

2 Mum: Meals are ________ here, ________? Look at the prices!
Ben: Let's go to the café. We can get a meal there, ________?

3 Dad: You love ________ places, ________?

4 Mum: He gave a very ________ talk, ________?
1. Read and circle the correct words.

Where would you like to go if you 1. **would** / **could** go anywhere in the world, Dan?

- Hmm, I’d **want** / **like** to go to Italy.

What about you, Harry? Where would you most 2. **like** / **love** to go on holiday?

- I’ve always **wanted** / **loved** to go to Egypt. I’d love to see the pyramids.

And Lily, what’s your dream holiday?

- The Arctic! I **want** / **love** to be an explorer! If I **just** / **only** was older.

2. Complete the mini dialogues.

1. Where **would** you go if you could go anywhere in the world?

- I **would** go to New Zealand.

2. Where **most** like to go on holiday?

- I **most** like to go on a trip around the world.

- I’ve **like** to go to Italy and Egypt … and Thailand and …

3. I **love** to go to Australia, but the flights are really expensive.

- I know! If only we **rich**!

3. Use the prompts to make phrases about dream holidays.

1. What / your dream holiday?

- What’s your dream holiday?

2. I / like to visit / Canada.

3. If only / I / a millionaire.

4. I / like / go / Morocco.

5. I / love to be / rich and famous.

6. I / always want to / go to the moon.

4. Talk about your dream trip.

- I’d like to visit China. I’ve always wanted to see the Great Wall.
1. **Watch the video clip. Write True or False.**
   1. If Megan could go anywhere in the world, it would be to Disneyland. ________ True
   2. Ben is reading an article in a magazine. 
   3. Ben has always wanted to be a millionaire. 
   4. Megan thinks that it would cost lots of money. 
   5. Layla gives Ben a brochure about astronaut training. 

2. **Watch the clip again. Complete the conversation and the stage directions.**
   - □ = place  ➔ = action  ☀ = feeling
   - [➔Ben and Megan] 
   - Ben: Where ________ go if ________ go anywhere in the world?
   - Megan: ________ to visit Disneyland.
   - Megan: ________ you? Where ________ most like to go on holiday?
   - Ben: Well, there’s an article here about space tourism. I’ve ________ to go into space.
   - Megan: [➔Ben ________] It looks amazing. How much does it cost?
   - Ben: It’s too expensive. ________ was a millionaire!
   - [☀ = ________]

3. **Work in pairs. Answer the questions.**
   - 1. Do you think Ben will go into space?
   - 2. Which country would you most like to visit one day? Why?
   - 3. Would you like to have a holiday in space? Why? Why not?
   - 4. What would you do if you were a millionaire?

4. **Read the scenario and write a conversation with a friend. Act out your script in pairs.**
   - Imagine that you and a friend have won a competition for a holiday of your choice. Where would you most like to go?
   - Try to agree on a place to go, and on things to do and see there.

- **Your friend:** We’ve won a dream holiday! What shall we do? Where would you most like to go?
- **You:** I’ve always wanted ...
1 Read and circle the correct words.

**Mr Ellis:** Remember – we’re talking about dream holidays tomorrow.

**Harry:** I’m going to bring in my African drums. I’d love / If only to go to Africa.

**Dan:** I don’t know. I haven’t got anything interesting. What do you think I shall / should do?

**Dan:** Can we sit here, please?

**Harry:** No, sorry. / Sure!

**Harry:** Lily and I are going to the cinema tonight. Why should / don’t you come, too?

**Dan:** I’d love to.

**Hannah:** Me, too! I love films.

**Dan:** Is it OK / good if I borrow your gloves?

**Mum:** Yes, OK.

**Dan:** Can I borrow your helmet, please? It’s for school.

**Dad:** No, sorry. / Sure. But why ...

**Dan:** Do you mind if I take your boots to school with me tomorrow, Grandad?

**Grandad:** Yes, / No, that’s fine.

**Dan:** My dream holiday is a trip to space. I’d like / If only to visit the moon.

2 Read the story again. Find and write the names.

1 “We’re talking about dream holidays.”
2 “I’m going to bring in my African drums.”
3 “I haven’t got anything interesting.”
4 “Lily and I are going to the cinema tonight.”
5 “I love films.”
6 “My dream holiday is a trip to space.”

Mr Ellis

...
3 Complete the story summary. Use the correct forms of the verbs in the box.

go  ask  borrow  be  not have  meet

Harry and Dan were in their English lesson. The topic was dream holidays. Mr Ellis asked them to bring in something to talk about the next day. Dan was worried. He anything interesting at home.

At lunchtime, Dan and Hannah Harry and Lily. Harry said that he and Lily to the cinema. He asked Dan and Hannah to come, too.

That night, the children went to the cinema. The film was about space. Dan had a great idea.

At home, Dan asked to his mum’s washing up gloves, his dad’s bike helmet and his grandad’s gardening boots.

At school the next day, Dan used the things he had borrowed to dress up as an astronaut. He said his dream holiday a trip to space.

4 Look and complete the story. Use your own phrases or the ones below.

<table>
<thead>
<tr>
<th>Is it OK if I borrow your ...?</th>
<th>Yes, OK.</th>
<th>Would you like to come, too?</th>
<th>I’m a pilot!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’d love to.</td>
<td>What can I do?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Hannah: Look! There’s a fancy dress competition.
Lily: I haven’t got a costume.

2 Hannah: I’m going swimming after school.
Lily:

3

4

5

5 Write a summary of the story.

Lily and Hannah were at school. They saw a poster about a fancy dress competition. Lily said that she didn’t have a costume ...
1 Read. Underline when and because.

What is a sequel?
A sequel is the next part of a story. For example, Toy Story 2 and Toy Story 3 are sequels to Toy Story. When a film is successful, the film company often decides to make a sequel.

The Lord of the Rings series
The Lord of the Rings: The Fellowship of the Ring has got a lot of sequels because the films are based on a series of books by J. R. R. Tolkien. When The Hobbit: An Unexpected Journey was made, it was the fourth film in the series. However, the film is actually a prequel because the story comes before all the other Lord of the Rings films.

Why are sequels popular?
People enjoy watching sequels because they get to see their favourite characters in new adventures. Some sequels are more popular than the first film in the series. When X-Men was released in 2000, it was very popular, but more than 30 percent more people went to see the sequel, X2.

2 Answer the questions

1 What do film companies often decide to do when a film is successful? They often decide to make a sequel.

2 Why do people enjoy watching sequels?

3 Why has Lord of the Rings: The Fellowship of the Ring got a lot of sequels?

4 What is a prequel?

3 Connect the sentences. Use when or because.

1 I started school. I met my best friend.
   When I started school, I met my best friend.

2 Mum gave me a drink. I was thirsty.

3 The sequel is more popular than the first film. It has better visual effects.

4 Dad started a new job. We moved house at the same time.

5 We arrived at school. The lesson was about to start.

6 Toby was tired. He got up very early.
1. Read the web page. Circle the correct question tags.

All about Canada
Questions and answers

We are doing a school project about food around the world. Last week, we made pancakes with maple syrup. They were delicious! I would like to find out more about the history of maple syrup for the project. The Canadian aboriginal people were the first people to collect the syrup, ¹ were they / weren't they?

Danni

Yes, that’s right. They made holes in the maple trees and collected the syrup in buckets. They used the syrup to cook a special meal of deer meat for their chief. Today, people use maple syrup for all kinds of food: pancakes, waffles, biscuits, cake and porridge. I’m sure you and your friends loved the pancakes, ² weren't you / didn’t you?

I am doing a school project on the Mounties. I have found lots of information on the Internet and I would like to check some facts:
1. The Royal Canadian Mounted Police force started in 1920, ³ did / didn’t it?
2. There were mounted police in Canada before 1920, ⁴ were / weren’t there?
3. When the Mounties started, women weren’t allowed to join, ⁵ were / did they?

Becca

Your facts are correct! In May 1873, the North-West Mounted Police force was formed. In 1920, this force joined the Dominion Police force and became The Royal Canadian Mounted Police force (or the Mounties). To begin with, only men could join the Mounties but, in 1974, women were allowed to join. In 2006, a woman got the most important job in the Mounties.

2. Complete the questions about Canada. Then match them to the correct answers.

1. The Mounties were formed in 1920, weren’t they?

2. Danni made pancakes at school, ________?

3. The aboriginals used maple syrup to cook vegetables, ________?

4. There were mounted police before 1920, ________?

5. The first women joined the Mounties in 1920, ________?

a. Yes, she did. They were delicious.
b. Yes, there were.
c. Yes, they were.
d. No, they didn’t. They used it to cook meat.
e. No, they didn’t. They joined in 1974.
1 Read the text and underline unless.

English in the European Union
There are 25 countries in the European Union (EU) – and 24 different languages! English is the main language in the UK and Ireland. English is the most commonly spoken foreign language in most of the other EU countries, too. More than a third of people in these countries say that they can speak enough English to hold a conversation. Three main languages are used for official EU documents: English, German and French. Unless they did this, the cost of translating documents into all the different EU languages would be much too high.

English in the United Nations
The United Nations (UN) uses six official languages: English, French, Spanish, Chinese, Russian and Arabic. However some people have criticized the UN, saying that it uses English too much. Unless the UN uses all six languages equally, they say, it does not respect member countries equally.

Is English enough?
Two billion people in the world use English to communicate. However, about 75% of people around the world don’t speak English. This is why it is important for English speakers to learn another language, too. Unless they understand another language, they won’t be able to understand another culture.

2 Read and text again and complete the sentences.
1 The cost of translating EU documents would be too high, unless they only used three languages ________.
2 Some people say UN member countries aren’t equally respected, unless ________.
3 English speakers won’t be able to understand another culture, unless ________.

3 Choose the correct word to complete the sentences.
1 If/Unless you practise a language, you won’t improve quickly. 2 You’ll get lost if/unless you have a map.
3 Don’t go hiking if/unless someone is with you. 4 If/Unless you don’t hurry up, we’ll be late.

4 Choose a language you wouldn’t learn. What would make you change your mind?
I wouldn’t learn Portuguese unless I had tickets to see a World Cup match in Brazil ...
1 Read the play again. Are these sentences True or False?
1 Mrs Jones lost her ring in the garden. __________ False
2 It happened on Tuesday morning. __________
3 The postman saw Mrs Jones that day. __________
4 He didn’t see anyone else at 9 a.m. that day. __________
5 Mrs Jones didn’t leave the window open. __________
6 The ring disappeared between 9 a.m. and 9.15 a.m. __________
7 The thief was a bird. __________
8 There was nothing in the bird’s nest except the ring. __________

2 Write the students’ report for the school newspaper. Answer these questions.
1 Whose ring disappeared?
2 When did it disappear?
3 Where did it disappear from?
4 Who saw it last? At what time?
5 Where was the ring? How was it found?

Young Investigators! The Mystery of the Diamond Ring

3 Write notes about a mystery. Complete the title and answer the questions.

The mystery of the __________
What happened? __________
When did it happen? __________
Who did you see? __________
How can you solve the mystery? __________

4 Use your notes to write sentences. Tell the class.
My mystery is the Mystery of the missing pencil case. I noticed it was missing when ...
Unit 1  going to: plans and intentions

<table>
<thead>
<tr>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m going to make dinner later.</td>
<td>I’m not going to make dinner later.</td>
</tr>
<tr>
<td>He’s going to do his homework now.</td>
<td>He isn’t going to do his homework now.</td>
</tr>
<tr>
<td>They’re going to go to France in June.</td>
<td>They aren’t going to go to France in June.</td>
</tr>
</tbody>
</table>

will / won’t: decisions and offers as we speak

<table>
<thead>
<tr>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ll help you to carry that bag.</td>
<td>I won’t help you to carry that bag.</td>
</tr>
<tr>
<td>We’ll watch the football match tonight.</td>
<td>We won’t watch the football match tonight.</td>
</tr>
</tbody>
</table>

1  Complete the sentences. Use going to or will / won’t.

1  Tony is going to play (play) tennis this afternoon.
2  I feel really tired. I (not come) to the cinema tonight.
3  We (not go) to England. We (go) to the US!
4  You look tired. Sit down! I (make) you a cup of tea.

Present continuous with future meaning

<table>
<thead>
<tr>
<th>affirmative</th>
<th>negative</th>
<th>questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m flying to Italy today.</td>
<td>I’m not flying to Italy today.</td>
<td>When are you flying to Italy?</td>
</tr>
<tr>
<td>We’re starting at 2 o’clock.</td>
<td>We aren’t starting at two o’clock.</td>
<td>What time are you starting?</td>
</tr>
</tbody>
</table>

2  Write sentences about Tina’s plans.

1  Tina / meet Mia / at the shopping centre.
2  they / take / the bus at eleven o’clock
3  they / not have / lunch / at the café
4  where / they / have / lunch?

Tina is meeting Mia at the shopping centre.

Unit 2  First conditional

<table>
<thead>
<tr>
<th>If (present simple)</th>
<th>result (will / won’t)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Alex finishes his homework,</td>
<td>he’ll watch the film at the cinema.</td>
</tr>
<tr>
<td>If it rains,</td>
<td>we won’t go to the park.</td>
</tr>
<tr>
<td>If I don’t see Jen at school,</td>
<td>I’ll phone her.</td>
</tr>
<tr>
<td>If I can’t find the book,</td>
<td>the teacher won’t be happy.</td>
</tr>
</tbody>
</table>
1 Read and circle.
   1 If Harry visits us, we go / we'll go to the museum.
   2 Will you wash the dishes if I cook / will cook dinner?
   3 If I'm hungry, I'll eat / won't eat a sandwich.

Second conditional

<table>
<thead>
<tr>
<th>If (past simple)</th>
<th>result (would / wouldn't)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I spoke good Spanish,</td>
<td>I'd move to Mexico.</td>
</tr>
<tr>
<td>If Dave listened to the teacher,</td>
<td>he wouldn't make so many mistakes.</td>
</tr>
<tr>
<td>If I didn't like fish,</td>
<td>I would tell you.</td>
</tr>
<tr>
<td>If she didn't play football so well,</td>
<td>she wouldn't be on the team.</td>
</tr>
</tbody>
</table>

2 Complete the sentences.
   1 If you phoned (phone) Evie, you wouldn't be bored.
   2 If Fred got up earlier, he (not be) late for school.
   3 (eat) lots of pasta if you lived in Italy?

Unit 3 Present perfect: since / for

| since | I've been here since one o'clock. |
| for   | I've been here for two hours.    |

1 Write sentences. Use the present perfect and for or since.
   1 she / have / her new bike / her birthday
      She's had her new bike since her birthday.
   2 you / be ill / Tuesday
   3 my parents / work / in the same job / 15 years

Present perfect: already / yet / before / just

<table>
<thead>
<tr>
<th></th>
<th>affirmative</th>
<th>negative</th>
<th>questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>already</td>
<td>I've already been to Rome.</td>
<td>X</td>
<td>Have you already been to Rome?</td>
</tr>
<tr>
<td>just</td>
<td>I've just been to Rome.</td>
<td>X</td>
<td>Have you just been to Rome?</td>
</tr>
<tr>
<td>yet</td>
<td>X</td>
<td>I haven’t been to Rome yet.</td>
<td>Have you been to Rome yet?</td>
</tr>
<tr>
<td>before</td>
<td>I've been to Rome before.</td>
<td>I haven’t been to Rome before.</td>
<td>Have you been to Rome before?</td>
</tr>
</tbody>
</table>
2 Read and circle.
1 The children haven’t seen the sea already / before. 2 We’ve just / yet come back from the cinema.
3 Have you finished it before / yet? 4 I’ve yet / already finished the cake.

Past simple and present perfect

<table>
<thead>
<tr>
<th>Past simple affirmative</th>
<th>negative</th>
<th>questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I went to a concert last night.</td>
<td>I didn’t go to a concert last night.</td>
<td>Did you go to a concert last night?</td>
</tr>
<tr>
<td>Jo phoned on Friday.</td>
<td>Jo didn’t phone on Friday.</td>
<td>Did Jo phone on Friday?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present perfect affirmative</th>
<th>negative</th>
<th>questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>We’ve eaten seafood.</td>
<td>We haven’t eaten seafood.</td>
<td>Have you eaten seafood?</td>
</tr>
<tr>
<td>I’ve seen this film four times.</td>
<td>I haven’t seen this film.</td>
<td>Have you seen this film?</td>
</tr>
</tbody>
</table>

3 Read and circle.
1 Yesterday, we went / have been to the museum. 2 I didn’t see / haven’t seen Ingrid for a long time.
3 We lived / have lived in this house for 10 years. 4 Frank went / has been to France before.

Unit 4 Present perfect continuous (1)

for I’ve been waiting here for 40 minutes. since Lucy has been working since 10 o’clock.

all morning / all day / all week We’ve been studying all day.

1 Write sentences.
1 we / play football / three o’clock We have been playing football since three o’clock.
2 Sarah / cook / two hours
3 Charlie / travel / day
4 Amy / swim / day

Present perfect continuous (2)

<table>
<thead>
<tr>
<th>Present perfect continuous affirmative</th>
<th>questions and short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m tired because I’ve been studying hard.</td>
<td>Have you been riding your bike?</td>
</tr>
<tr>
<td>She’s wet because she’s been swimming.</td>
<td>Yes, I have. / No, I haven’t.</td>
</tr>
<tr>
<td>They’re thirsty because they’ve been running.</td>
<td></td>
</tr>
</tbody>
</table>

2 Complete the sentences.
1 I’m wet because I’ve been walking (walk) in the rain.
2 We’re hot because we (play) tennis.
3 Your clothes are dirty. (play) football?
4 They’re not hungry because (eat) lots of cakes.
Unit 5  The passive (present simple and past simple)

<table>
<thead>
<tr>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV is watched all over the world.</td>
<td>TV isn’t watched all over the world.</td>
</tr>
<tr>
<td>Cars were made in this factory.</td>
<td>Cars weren’t made in this factory.</td>
</tr>
</tbody>
</table>

1  Read and circle.
   1  Pizza is / was invented in Italy.
   2  Every day, letters and postcards are / were sent around the world.
   3  Computers aren’t / weren’t used in schools 20 years ago.
   4  Cakes are / were eaten all over the world.

The passive (present continuous)

<table>
<thead>
<tr>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>A new hotel is being built near the beach.</td>
<td>A new hotel isn’t being built near the beach.</td>
</tr>
<tr>
<td>The printer is being used now.</td>
<td>The printer isn’t being used now.</td>
</tr>
</tbody>
</table>

2  Write sentences. Use the present continuous passive.
   1  photos / take / of each class Photos are being taken of each class.
   2  tickets / sell / outside the stadium
   3  the children / not send / home early / today

Unit 6  The passive (future)

<table>
<thead>
<tr>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will be given lots of homework.</td>
<td>You won’t be given lots of homework.</td>
</tr>
<tr>
<td>The letter will be sent today.</td>
<td>The letter won’t be sent today.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>questions</th>
<th>short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will we be given lots of homework?</td>
<td>Yes, we will. / No, we won’t.</td>
</tr>
<tr>
<td>Will the letter be sent today?</td>
<td>Yes, it will. / No, it won’t.</td>
</tr>
</tbody>
</table>

1  Read and circle.
   1  You will take / will be taken to the museum.
   2  We aren’t / won’t be given lunch. We will have to take sandwiches.
   3  Will children teach / be taught at home in the future?
   4  Will they drive / be driven by coach?
The passive (present perfect)

<table>
<thead>
<tr>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>The kitchen has been cleaned.</td>
<td>The kitchen hasn’t been cleaned.</td>
</tr>
<tr>
<td>The bikes have been fixed.</td>
<td>The bikes haven’t been fixed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>questions</th>
<th>short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the kitchen been cleaned?</td>
<td>Yes, it has. / No, it hasn’t.</td>
</tr>
<tr>
<td>Have the bikes been fixed?</td>
<td>Yes, they have. / No, they haven’t.</td>
</tr>
</tbody>
</table>

2 Complete the sentences.

1. I lost my watch, but it has been found (find) now.
2. The grass is very long. It (not cut) for a long time.
3. Has he been taken to the station? No, (take) home?
4. the children

Unit 7  Relative pronouns: who, which

<table>
<thead>
<tr>
<th>who</th>
<th>Edmund Hillary was an explorer who climbed Mount Everest.</th>
</tr>
</thead>
<tbody>
<tr>
<td>which</td>
<td>Nepal is a country which lies between India and China.</td>
</tr>
</tbody>
</table>

1 Complete the sentences. Use who or which.

1. A compass is an instrument which shows you where north is.
2. An architect is a person who designs buildings.
3. A saw is a tool which you use for cutting wood.

Relative pronouns: that

<table>
<thead>
<tr>
<th>who / that for people</th>
<th>Ella is the girl who sits next to me in class.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ella is the girl that sits next to me in class.</td>
</tr>
<tr>
<td>which / that for things</td>
<td>We found a cave which gave us shelter from the storm.</td>
</tr>
<tr>
<td></td>
<td>We found a cave that gave us shelter from the storm.</td>
</tr>
</tbody>
</table>

2 Cross out the word that can’t complete the sentence.

1. A torch is something which / that / who gives you light.
2. The Mayflower was the ship which / that / who sailed to the US from England in 1620.
3. Can you remember the name of the explorer which / that / who first went to Antarctica?
4. Alexander Bell was the person which / that / who invented the telephone.

Unit 8  Past perfect

<table>
<thead>
<tr>
<th>affirmative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>After we had eaten our sandwiches, we went out.</td>
<td></td>
</tr>
<tr>
<td>We discovered that somebody had taken the money.</td>
<td></td>
</tr>
</tbody>
</table>
1 Read and circle.
   1 When I arrived at school, I realized that I forgot / had forgotten all my books.
   2 The children all passed the test because they worked / had worked hard.
   3 I had eaten / ate a big lunch, so I didn’t want any cake.

Past perfect: negative sentences and questions

<table>
<thead>
<tr>
<th>negative</th>
<th>questions and short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>We hadn’t visited Spain before we went last week.</td>
<td>Had you visited Spain before you went last week?</td>
</tr>
<tr>
<td>He hadn’t seen the film before he saw it last night.</td>
<td>Had he seen the film before he saw it last night?</td>
</tr>
</tbody>
</table>

2 Complete the sentences.
   1 I was hungry because I hadn’t eaten (not eat) my lunch.
   2 Ruby (not finish) her homework before her friends arrived.
   3 They (eat) Chinese food before they had it on Friday?

Unit 9 Third conditional

<table>
<thead>
<tr>
<th>If (had / hadn’t)</th>
<th>result (would / wouldn’t have)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If we had phoned,</td>
<td>we would have heard the news.</td>
</tr>
<tr>
<td>If we had brought some chocolate,</td>
<td>we wouldn’t have been hungry.</td>
</tr>
<tr>
<td>If you hadn’t arrived late,</td>
<td>we would have bought tickets.</td>
</tr>
<tr>
<td>If you hadn’t forgotten the map,</td>
<td>we wouldn’t have got lost.</td>
</tr>
</tbody>
</table>

1 Complete the sentences. Use the third conditional.
   1 If it hadn’t rained, we would have had (have) lunch outside.
   2 If I (know) about the TV show, I would have watched it.
   3 If Anita (not lose) your number, she would have phoned you.
   4 If I hadn’t been ill, I (not miss) your party.

Modal verbs

<table>
<thead>
<tr>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have to bring your own tennis balls.</td>
<td>You don’t have to bring your own racquet.</td>
</tr>
<tr>
<td>You must finish your homework tonight.</td>
<td>You mustn’t be late for school.</td>
</tr>
<tr>
<td>You should say “thank you”.</td>
<td>You shouldn’t eat too many sweets.</td>
</tr>
<tr>
<td>You ought to say you are sorry to her.</td>
<td>You ought not to listen to music that is too loud.</td>
</tr>
</tbody>
</table>

2 Read and circle.
   1 You must / should take your camera when you go on holiday.
   2 You mustn’t / don’t have to talk during the concert – it isn’t polite.
   3 If you want to get fit, you ought to / shouldn’t do more exercise.
   4 You shouldn’t / don’t have to wear a swimming cap, but it’s a good idea.
Unit 10  Reported speech: statements

<table>
<thead>
<tr>
<th>direct speech</th>
<th>reported speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;I love chocolate,&quot; she said.</td>
<td>She said she loved chocolate.</td>
</tr>
<tr>
<td>&quot;I'm doing a project about China,&quot; she said.</td>
<td>She said she was doing a project about China.</td>
</tr>
<tr>
<td>&quot;I passed all of my exams,&quot; she said.</td>
<td>She said she had passed all of her exams.</td>
</tr>
<tr>
<td>&quot;I've been to the US,&quot; she said.</td>
<td>She said she had been to the US.</td>
</tr>
<tr>
<td>&quot;I'll live in Canada one day,&quot; she said.</td>
<td>She said she would live in Canada one day.</td>
</tr>
</tbody>
</table>

1 Write the sentences in reported speech.

1  "I want to be a pilot," he said.  He said that he wanted to be a pilot.
2  "I'll help her with her homework," he said.  
3  "We won the match!" they said.  
4  "I'm enjoying this game of tennis," she said.  
5  "We've had a great day!" they said.  

Reflexive pronouns

<table>
<thead>
<tr>
<th>subject pronoun</th>
<th>I</th>
<th>you</th>
<th>he</th>
<th>she</th>
<th>it</th>
<th>we</th>
<th>you (pl)</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>reflexive pronoun</td>
<td>myself</td>
<td>yourself</td>
<td>himself</td>
<td>herself</td>
<td>itself</td>
<td>ourselves</td>
<td>yourselves</td>
<td>themselves</td>
</tr>
</tbody>
</table>

2 Complete the sentences with the correct reflexive pronouns.

1  Did the children enjoy themselves at the park?  
2  I made a fantastic sandwich.  
3  Dad taught himself German when he was young.  
4  We bought tickets for the match.  

Unit 11  Reported speech: Wh- questions

<table>
<thead>
<tr>
<th>direct speech</th>
<th>reported speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;What is your name?&quot;</td>
<td>She asked him what his name was.</td>
</tr>
<tr>
<td>&quot;Why do you like chess?&quot;</td>
<td>She asked him why he liked chess.</td>
</tr>
<tr>
<td>&quot;Who is your best friend?&quot;</td>
<td>She asked him who his best friend was.</td>
</tr>
<tr>
<td>&quot;When do you go to the club?&quot;</td>
<td>She asked him when he went to the club.</td>
</tr>
<tr>
<td>&quot;Where is the club house?&quot;</td>
<td>She asked him where the club house was.</td>
</tr>
</tbody>
</table>

1 Write the questions in reported speech.

1  "Where is your house, Erin?" asked Sally.  Sally asked Erin where her house was.  
2  "What is your favourite song?" Tim asked me.  
3  "Why are you crying?" I asked the little girl.  
4  "When does the bus arrive?" Lily asked a man.  

Reported commands and requests

<table>
<thead>
<tr>
<th>direct speech</th>
<th>reported speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commands</td>
<td></td>
</tr>
<tr>
<td>“Sit down!”</td>
<td>He told us to sit down.</td>
</tr>
<tr>
<td>“Don’t stand up!”</td>
<td>The teacher told me not to stand up.</td>
</tr>
<tr>
<td>Requests</td>
<td></td>
</tr>
<tr>
<td>“Please help me.”</td>
<td>He asked me to help him.</td>
</tr>
<tr>
<td>“Please don’t move.”</td>
<td>They asked us not to move.</td>
</tr>
</tbody>
</table>

2 Write the commands and requests in reported speech.

1. “Stop that noise!” the teacher said to the class. _The teacher told the class to stop that noise._
2. “Please close the window,” the teacher asked Layla.  
4. “Please turn down the TV,” said my mum. 

Unit 12  _wish_

<table>
<thead>
<tr>
<th>wish</th>
<th>real situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I <em>wish</em> I <em>could</em> sing.</td>
<td>(She <em>can’t</em> sing.)</td>
</tr>
<tr>
<td>She wishes she <em>was</em> taller.</td>
<td>(She <em>isn’t</em> tall.)</td>
</tr>
<tr>
<td>They wish it <em>wasn’t</em> raining.</td>
<td>(It <em>is</em> raining.)</td>
</tr>
</tbody>
</table>

1 Complete the sentences.

1. I wish I ___ wasn’t ___ (not be) afraid of spiders.
2. I wish I ___ have ___ (have) a bike.
3. I wish you ___ can ___ (can) stay longer.
4. I wish it ___ not be ___ (not be) so hot today.

<table>
<thead>
<tr>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brad <em>is</em> the winner, <em>isn’t</em> he?</td>
<td>Brad <em>isn’t</em> the winner, <em>is</em> he?</td>
</tr>
<tr>
<td>You <em>can speak</em> French, <em>can’t you</em>?</td>
<td>You <em>can’t speak</em> French, <em>can you</em>?</td>
</tr>
<tr>
<td>You <em>live</em> in New York, <em>don’t you</em>?</td>
<td>You <em>don’t live</em> in New York, <em>do you</em>?</td>
</tr>
</tbody>
</table>

2 Write the question tags.

1. These pictures look great, ___ don’t ___ they ___ ?
2. You don’t eat meat, ____________ ?
3. Mia can ski, ____________ ?
4. Those boys aren’t from our school, ____________ ?
Talking about future plans
Are you and Zaid doing anything special this weekend?
We’re going to the theme park. / No, not really.
Why don’t you and Ben come, too?
I’d love to. / Sorry, I can’t.
I’m not sure. Mum wants us to go shopping on Saturday.

Complete the dialogues.
A: Are you and Layla doing (1) _______ special this Saturday?
B: No, (2) _______ really. How about you?
A: We’re (3) _______ to the zoo.
B: That sounds good.
A: Why (4) _______ you come, too?
B: I’d love (5) _______.

A: Are you doing anything special next weekend?
B: Yes, we’re going to the theme park. Why don’t you come, too?
A: I’m not (6) _______. Mum wants (7) _______ to go shopping on Saturday.
B: That’s OK. We’re going on Sunday. Can you come?
A: Sorry, I (8) _______. We’re visiting my grandparents on Sunday.
B: Never mind!

Requesting favours
(informal language)
Is it OK if I borrow your gloves?
Can you show me how to do this maths?
No, sorry! / Yes, OK! / Sure!

(formal language)
Do you mind if I wear my scarf?
No, that’s fine.
Could I close the window, please?
No, I’m sorry. / Yes, of course.

Circle the correct words.
1 A: Is it OK when / if I borrow your mobile?
   B: Sure / Certain! Here you are.

3 A: Is it OK if I using / use your computer?
   B: No, OK / sorry! I’m using it.

5 A: Would / Could I leave early, please.
   B: Yes, of / in course.

2 A: Can you show me how / which to make a cake?
   B: Yes, OK / course. Let’s find a recipe.

4 A: Do you want / mind if I open the door?
   B: No, that’s fine / right.

6 A: Do you mind if I borrow / borrowing this pencil?
   B: No, I’m can’t / sorry. It’s not mine.
Solving problems
What shall we do? I think we should run!
What can we do? That won’t work!
What do you think we should do? That’s a good idea!
I know! We could try ringing Mum and Dad. I’m not so sure.

Correct two mistakes in each dialogue.
1 A: This maths homework is too hard! What shall we doing?
   B: I know! We would try asking my sister. She’s really good at maths.
   A: That’s a good idea!
2 A: I’ve lost my bag. What do you want I should do?
   B: I think you should go to the school office. It might be there.
   A: Yes. That’s a good way.
3 A: We’re lost and we haven’t got a map! What can we do?
   B: We can phone our parents.
   A: That won’t working! We don’t have a signal!
   B: OK. Let’s try this path!
   A: Hmm. I’m no so sure.
   B: Look! There’s the farmer. Let’s ask him.

Talking about your dreams
Where would you go if you could go anywhere in the world?
What’s your dream holiday?
Where would you most like to go on holiday?
I’d like to visit Disneyland.
I’ve always wanted to go into space.
If only I was a millionaire.
I’d love to be rich and famous.

Choose the correct word.
1 A: Where would you go if / whether you could go anywhere in space?
   B: I’d love to / at visit Mars.
3 A: Where would you more / most like to visit in the world?
   B: I’ve all / always wanted to go to the pyramids, in Egypt.
2 A: What’s your dream / dreaming job?
   B: I’d liking / like to be a pilot.
4 A: Where would / wish you most like to live in the world?
   B: I’d love to live in a huge castle. If only / once I was rich!
These dictionary pages are for the words in Lessons 2 and 6.

**4 x 4 vehicle** noun a car, truck, etc. that can drive over difficult land, for example, on rocks, sand, or steep hills

**appear** verb If something appears, you can suddenly see it

**arrange** verb If you arrange to do something, you make plans with someone to do it

**arrangement** noun something that you have planned to do with someone

**art gallery** noun a building where you can go to look at paintings and other art

**artefact** noun an object that was made by a person

**artist** noun a person who paints pictures, makes sculptures, etc.

**astronaut** noun a person that travels in space

**attach** verb to send a file or photo together with an email

**available** adj If something is available, it is there and can be used if needed

**awful** adj very bad

**background** noun the part of a picture that looks like it’s far from you

**bake** verb to cook something, for example, bread or cakes, in the oven

**bakery** noun a shop where bread is made and sold

**balance** noun the ability to stand up without falling

**bank** noun the ground on each side of a river

**barge** noun a type of long, flat boat used in the past to carry things along canals and rivers

**baseball** noun a sport where you hit a ball with a bat, then run around a diamond shape

**basic** adj not very comfortable, with only the necessary things

**beam** noun a line of light

**believable** adj If something is believable, you think it could be true

**believe** verb If you believe something, you think it is true

**bilingual** adj able to speak two languages perfectly

**binoculars** noun an object that you hold in front of your eyes to see things far away

**board game** noun a game that you play on a flat surface with shapes, words, etc. printed on it

**borrow** verb If you borrow something from someone, you use it and then give it back to them

**brake** noun one of the parts of a bike, car, etc. that you use to slow it down or stop it

**brave** adj A brave person will do something dangerous without being afraid

**bravery** noun actions that are brave

**break** verb (pt broke, pp broken) If something breaks, it goes into pieces and cannot be used

**breakable** adj If something is breakable, it can break

**brick** noun one of the hard things, like stone, that you put together to make a building

**bright** adj strong in colour

**bug** noun a problem in a computer program
bug noun an insect
build verb (pt built, pp built) to make something by putting a lot of pieces together
builder noun a person who makes houses and other buildings
bumpy adj going up and down; not flat
bunch noun a group of bananas, flowers, or other things that grow together
busy adj full of people and activity
buy verb (pt bought, pp bought) to pay money to have something
by prep next to

cartridge noun a container that holds things, like ink for printing or film for a camera
caught pp the past participle of catch
caving noun a sport where you go down under the ground to explore
celebrate verb to have a party or other fun activity to show that a day or time is important
century noun 100 years
cheap adj costing only a little money
chip noun a small piece of electronic equipment inside a computer
chip noun a stick of potato cooked in oil
clay noun heavy earth that is soft when wet and becomes hard when baked
clear away verb to move something to a different place because you don't need it
climate noun the normal weather that a place has
clue noun a piece of information that helps you find an answer or an explanation
coach noun a bus that travels long distances
come across verb (pt came across, pp came across) to find something for the first time by accident
come back verb (pt came back, pp came back) to return
come in verb (pt came in, pp came in) to enter a place
come off verb (pt came off, pp came off) to break away from something
come on verb (pt came on, pp came on) if something electrical comes on, it suddenly starts to work
come out verb (pt came out, pp came out) to appear
come round verb (pt came round, pp came round) to visit a person at home
come up verb (pt came up, pp came up) if something comes up, it happens suddenly and changes your plans
comet noun an object in space that looks like a bright star and has a long tail
comfort noun a nice feeling you have when your body has everything it needs and is relaxed
comfortable adj if you are comfortable, your body has everything it needs and is relaxed
communicate verb to speak and listen to someone so that you understand each other
compass noun an object that you use for finding which direction to go in
complete adj if something is complete, it has all its parts, with nothing missing
complication noun something that makes things difficult, and not simple
connect verb to join two places so that you can go from one to the other
connect verb to join your computer to the Internet so that you can use it
constellation noun a group of stars that has a name
continent noun one of the seven main areas of land on earth, for example Europe, Africa, etc.
cookery noun learning to cook
coral reef noun an underwater environment with beautiful structures made by very small sea animals
correct adj if something is correct, it is right, with no mistakes
court noun a place for playing a sport
create verb to make something
cursor noun a line that comes and goes to show your position on a computer screen
cut down verb (pt cut down, pp cut down) to make something fall down, for example, a tree
disappear **verb** to go away and not be there any more

disconnect **verb** to stop your computer being joined to the Internet

discover **verb** to be the first person to find a place or thing

discovery **noun** something you find that you did not know about before

disgusting **adj** very bad; horrible

dish **noun** a type of food that is made as one part of a meal

dishonest **adj** A dishonest person sometimes says things that are not true or tries to trick people

dislike **verb** If you dislike something, you do not like it

disobey **verb** If you disobey rules or instructions, you do not do what they say

diving **noun** a sport where you swim deep down under the sea

dominant **adj** the most used, most powerful, etc.

download **verb** to copy a file from the Internet onto your own computer

drive **verb** (pt drove, pp driven) to make a car, truck, etc. go

driver **noun** a person who drives a car, bus, etc.

drown **verb** to die after being underwater for too long

dull **adj** boring, not interesting

deserted **adj** empty, with no one there

design **verb** to draw your idea for how something will be made

dessert **noun** sweet food that you eat as the last part of a meal

development **noun** changes that make something grow and become better, stronger, etc.

dialect **noun** a form of a language that is spoken in part of a country

diamond **noun** a valuable stone found under the ground, which looks like shiny glass

disagree **verb** If you disagree with a person, an idea, etc., you do not have the same opinion

enjoyable **adj** If something is enjoyable, you like doing it, watching it, etc.

enjoyment **noun** fun that you have when you do an activity

entertain **verb** If you entertain people, you do something that they like watching or listening to

entertainment **noun** something that people like watching or listening to, for example music, shows, etc.

entrance **noun** the door or gate where you go into a place

environment **noun** the natural world

equip **verb** If you equip yourself, you get all the things you need to do an activity

equipment **noun** the things you need for an activity or sport

erupt **verb** When a volcano erupts, fire and stones come out of it

evidence **noun** facts that make you believe something is true

excite **verb** If something excites you, you like it very much and think it is very interesting

excitement **noun** the feeling you have when you like something very much and think it is very interesting

expect **verb** If you expect something, you think it will happen

expensive **adj** costing a lot of money

experienced **adj** An experienced person can do something well because they have done it for a long time

experiment **noun** a scientific test to see how something works or if something is true

experimental **adj** done as a test, to see what happens
explore verb to travel the world looking for places that nobody knew about before
explorer noun a person who finds out about new parts of the world
forger noun a copy of money, a famous painting, etc. that someone makes and pretends is real
freedom noun the feeling that you can do whatever you want to do
furious adj very, very angry
fury noun a very, very angry feeling
fame noun being known or talked about by many people
famous adj A famous person or place is known and talked about by many people
fascinating adj very interesting
fence noun something built out of wood or metal around a piece of land, for example to stop animals getting in
figure noun a shape of a person
first aid kit noun medical equipment that you carry with you to use if someone has an accident
fishing line noun a long, very thin piece of strong thread that we use to catch fish
flavour noun the taste that food has
float verb If something floats, it stays on top of the water and does not go under
flour noun white powder made from corn that is used to make bread, biscuits, etc.
flower noun the coloured part of a plant
fluent adj able to speak a language very well and easily
foreground noun the part of a picture that looks like it’s near you
forge verb to make a copy of money, a famous painting, etc. and pretend it is real
here adv in this place where you are now
historian noun a person who studies history
hit verb (pt hit, pp hit) If you hit something, you make sudden, violent contact with it
hollow adj If something is hollow, it has only empty space inside it
honest adj An honest person does not say things that are not true or try to trick people
hot-air balloon noun a very big, round, light object full of hot gas, that carries people through the air
hour noun 60 minutes
huge adj very, very big
hunt verb to look for and kill an animal, usually for food
hurricane noun a storm with strong winds
hut noun a small, simple house
ice skating noun a sport where you slide over frozen water wearing special boots
iceberg noun a very big block of ice that floats in the sea
ideal adj the best possible thing
imagine verb to make pictures in your mind
immature adj An immature person behaves in a silly way and seems very young
immediately adv If something happens immediately, it happens the next moment, without a wait
impatient adj An impatient person doesn’t like waiting
impolite adj An impolite person does not always speak in a nice way to other people.

impossible adj If something is impossible, it cannot happen.

incomplete adj If something is incomplete, it does not have all its parts, so something is missing.

incorrect adj If something is incorrect, it is not right, or has mistakes.

incredible adj really amazing; difficult to believe.

inexperienced adj An inexperienced person cannot do something well because they have only done it for a short time.

inhabitant noun a person who lives in a place.

ink noun coloured liquid that is used for writing and drawing.

insensitive adj An insensitive person is not interested in other people’s feelings and problems.

inspiration noun a good idea that you think of quickly.

interesting adj If something is interesting, it gets your attention and you want to know more about it.

international adj worldwide; used in all parts of the world.

invent verb to be the first person to make a new type of thing.

investigation noun something to try to find out what happened.

invisible adj If something is invisible, you cannot see it.

isolated adj An isolated place has no other places near it.

J

journal noun a book where you write what you did each day.

journalist noun a person who writes for newspapers or magazines.

K

know verb (pt knew, pp known) to have information about something in your mind.

landscape noun a picture of the countryside.

last verb We use last to talk about how many minutes, hours, days, etc. something is there for.

launch verb to send something up into the sky.

left adv towards the side where your heart is, the opposite of right.

left pp the past participle of leave.

lightning noun the electricity that lights up the sky in a storm.

load noun something heavy that is carried.

local adj If someone is local, they live in the place you are talking about.

log noun part of a tree that has been cut into pieces.

log off verb to stop using a computer, email, etc.

log on verb to give a password to start using a computer, email, etc.

look after verb to stay with someone and make sure they are safe.

look ahead verb If you look ahead, you think about the future.

look for verb If you look for something, you try to find it.

look forward to verb to feel excited about something that is going to happen in the future.

look into verb If you look into something, you try to discover more information about it.

look round verb to walk around a place looking at things.

look up to verb If you look up to someone, you would like to be like them.

look up verb to find a word in a book or on a computer to learn its meaning.

lorry noun a big, strong motor vehicle used for carrying things by road.

luxurious adj expensive and comfortable.

luxury noun something that is expensive and comfortable.

M

machine noun a man made tool with moving parts, which is made to work for people.

machinery noun machines in general, or lots of machines together.

map noun a drawing that shows where places are.

market noun a place where people come to buy and sell things in the street.

match noun a small, thin piece of wood with a coloured end, which you use for making fire.

match noun a sports game between two teams.

mature adj A mature person behaves in an adult way and is not silly.

meat noun the parts of animals or birds that we eat.
meet verb (pt met, pp met) to come together with someone

mother tongue noun the first language you learnt to speak as a child

motorbike noun a motor vehicle with two wheels, which one or two people can ride on

mountain biking noun a sport where you ride fast down hills on a bicycle

mountain noun a very very high, rocky hill, often with snow on the top

mountainous adj with a lot of mountains

mouse noun (pl mice) a piece of equipment that you put your hand on and use to move around a computer screen

mouse noun (pl mice) a small animal with a tail

move verb to change your position or change the position of something

movement noun an action that changes your position or changes the position of something

mud noun soft, wet earth

multilingual adj able to speak many languages well

mural noun a very big picture painted on a wall

mysterious adj that nobody can understand or explain

mystery noun something that you can’t understand or explain

N

nail noun a sharp, thin piece of metal with a flat end that you hit into pieces of wood to attach them together

nail noun the hard, white covering that you have on the ends of your fingers and toes

native speaker noun a person who speaks a language as their first language and hasn’t learnt it as a foreign language

needle and thread noun a thin, sharp piece of metal with a hole and cotton, which you use for sewing

nib noun the point at the end of a pen that you write with

north noun the direction towards the top of a map

novel noun a long book that tells a story

novelist noun a person who writes long books that tell a story

nurse noun a person whose job is to look after people in hospital

nursery noun a place where children go during the day when they are too young to go to school

ordinary adj normal, and not special

original adj new and interesting, and different from other things

P

package noun a lot of things that are wrapped together, ready to be carried

painter noun a person who paints pictures or walls

painting noun a picture that someone has painted

paragliding noun a sport where you jump off a hill and fly high in the air

pay verb (pt paid, pp paid) to give money for something

payment noun money that you give for something

peaceful adj quiet, with little or no activity

pearl noun A small, round, white object that grows inside a type of seashell. Pearls are beautiful and very expensive to buy

penknife noun (pl penknives) a small knife with parts for cutting, opening bottles, etc., that folds away safely

perfect adj completely right, not having anything wrong

platform noun a flat surface, higher than ground level, which you stand on to speak in public

poison noun something that can kill you or make you ill if you drink or eat it

poisonous adj If something is poisonous, it can kill you or make you ill if you drink or eat it

polite adj A polite person always speaks in a nice way to other people

population noun the number of people that live in a place
portrait noun a picture of a person
possible adj If something is possible, it can happen
precious adj very expensive and special
predict verb to say that you think something will happen
prefer verb If you prefer one thing to another thing, you like it more
preferable adj If one thing is preferable to another thing, you like it more
president noun the leader of a country that does not have a king or queen
press verb to push something, often with your hand or finger
private adj not for everyone to use
protect verb to keep someone or something safe from danger
provide verb to give a person something they need
public adj to be used by ordinary people

Q
quarry noun a place where stone, sand, etc. is dug from the ground

R
railway noun the metal lines that trains travel along
reason noun words that say why something happened, why you did something, etc.
reasonable adj If something is reasonable, you think it is right and not silly
recipe noun instructions on how to make a type of food
recover verb to get better after being ill
recovery noun the time when you get better after being ill
reservoir noun a place where liquids are stored
rhino noun a big, heavy African animal with a horn on its nose
rickshaw noun a taxi with two wheels, pulled by a bicycle
right adj correct, with no mistake
right adv towards one side, away from the side where your heart is
rob verb to steal something from a person or place
robbery noun when someone steals something from a person or place
rock climbing noun a sport where you climb mountains using ropes
rod noun a straight, thin piece of metal or other hard material
rope noun very thick, strong string that is used for tying, for lifting heavy things, etc.
rotate verb to go round and round
row verb to move your boat through the water using oars
rugby noun a team sport played with an egg-shaped ball
rush verb to do something as fast as possible

S
sails noun big pieces of material on a ship that the wind blows into to move it
sand dune noun a hill made of sand
sank pt went down underwater
saw pt the past of see
saw noun a flat piece of metal with sharp teeth along one side and a handle, used for cutting wood
scary adj If something is scary, it makes you scared
scene noun one part of a film, that happens in one place
sculpture noun an animal, a shape, or a person made from stone, wood, etc.
sea noun the salt water that covers most of the earth; the ocean
seal noun a sea animal that lives around the shore
search verb try to find
see verb (pt saw, pp seen) If you see something, you have its picture in your eyes
seen pp the past participle of see
sensitive adj A sensitive person is able to understand other people’s feelings and problems
sharp adj with an edge or point that cuts or makes holes easily
shelter noun a small building that keeps you safe from bad weather, etc.
shipwreck noun an old ship that sank a long time ago and is under the water
shooting star noun a piece of rock in space that burns with a bright light when it gets near earth
site noun a place where a building used to be, or where something happened

sketch noun a simple drawing of something

skiing noun a sport that you do on snow in the mountains

skills noun things you can do well

smoke noun the white gas that you see in the air when there is a fire

snack noun a small amount of food that you eat when you are hungry between meals

snorkelling noun a sport where you swim under the sea wearing a mask and a breathing tube

snow noun soft white pieces of frozen water that fall from the sky in cold weather

snug adj feeling warm and comfortable

soil noun earth that plants or trees can grow in

solar system noun the sun and all the planets

some determiner a little of; a few

south noun the direction towards the bottom of a map

space shuttle noun a special plane that carries people into space and back to earth

space station noun a place where people live and work in space

speaker noun a person who speaks to a big group of people

speaker noun a piece of equipment that gives out sound

spicy adj If food tastes spicy, it feels hot in your mouth

splash noun a small amount of water that falls onto something

spin verb (pt span, pp spun) to go round and round very fast

stare verb to look at somebody or something for a long time, for example because you are surprised

statue noun a model of a person made from stone or metal

stimulating adj interesting and exciting

storm noun sudden very bad weather with strong winds and rain

strange adj unusual and difficult to understand or explain

string noun thin rope used to tie things together

submarine noun a type of closed boat that travels under the water

sum noun a simple problem where you put numbers together, take one number from another, etc.

supplies noun the things you need to have with you to live, such as food

surf verb to look at a number of different websites on the Internet

surface noun the outside part of something, which you can see and touch

survivor noun a person that lives after something dangerous happens to them

sweet adj If food is sweet, it has a taste like sugar

sweet noun a small piece of food made of sugar

talented adj very good at doing something

telecope noun a tube that you look through to see things that are far away, for example, stars

temple noun a building where people go to pray

tie verb If you tie one thing to another, you attach it using a rope or string

tour noun a visit to a place, where you travel around to see different parts

tourist noun a person who visits a place on holiday

traditional adj something that has always been done or made in the same way

treasure noun a collection of special and valuable objects

tribe noun a group of people who live in the same place and speak the same language

U

 underneath prep below something, at a lower level

understandable adj If something is understandable, you can understand it

underwater prep below the surface of the water

unfortunately adv a word we use to show that we are sorry about something

unfriendly adj An unfriendly person doesn’t behave in a kind and open way

unhappy adv not happy

uninteresting adj not interesting

unlucky adj not lucky

unpopular adj If something is unpopular, most people don’t like it

untidy adj If a place is untidy, things are not arranged in good order
upload verb to copy a file from your own computer to the Internet
use verb If you use something, you do something with it
useable adj If something is useable, you can use it to do something

V

valuable adj If something is valuable, you could sell it for a lot of money
visible adj If something is visible, you can see it
volunteer noun a person who chooses to work for no money
voyage noun a long journey by ship

W

wall noun something built out of stones or bricks around a piece of land, for example, to stop animals getting in
water bottle noun a bottle that you use for carrying water
weather noun how much rain, sunshine, wind, etc. there is, and how hot or cold it is in a place
west noun the direction towards the left of a map
what determiner a question word used to ask for information
wheel noun one of the round parts of a bike, car, etc. that turns when it moves
whether conjunction a word used in the same way as ‘if’ when there are two possibilities

whistle noun a tube that makes a very loud, high sound when air blows through it
white adj the colour of snow or milk
wildlife noun animals and birds
wrap verb to put paper or other material around something as a cover
write verb (pt wrote, pp written) to make words on paper with a pen or pencil
writer noun a person who writes books
wrong adj If something is wrong, it is a mistake and not correct

Y

yacht noun a boat with a sail, often used for racing
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