

كتاب الطالب في اللغة الإنجليزية



تم تحميل هذا الملف من موقع مناهج مملكة البحرين

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ملفات اكتب للمعلم اكتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف السادس



صفحة مناهج مملكة
البحرين على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الأول

مراجعة الاختبار الثالث لغة إنجليزية صف سادس

1

المراجعة الشاملة في اللغة الإنجليزية خاصة بالاختبار الثالث

2

مراجعة الاختبار الثالث لغة إنجليزية

3

مراجعة الاختبار الثالث في اللغة الإنجليزية

4

اللقاء التعريفي ب اختبار Key

5



Look 6

Look audio and video

ELTNGL.com/bahrainmoers

ON THE COVER

This photo shows a group of agave plants in the Organ Mountains-Desert Peaks National Monument in New Mexico in the US. Agave is a plant that grows in countries with a sunny and dry climate. Different parts of the plant are used to make drinks, nectar (a sweet substance that can be used instead of sugar and honey) and coarse material.

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Look

WORKBOOK

6

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Look 6, Bahrain Edition, Workbook

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Look ⁶ WORKBOOK

	Look and remember	4
1	A good start	8
2	Amazing animals	14
	Function 1 page 20, School trip 1 page 21, Review 1: Units 1–2 page 22	
3	Working outdoors	24
4	Let's get technical	30
	Game 1 page 36, Reading extra 1 page 37, Review 2: Units 3–4 page 38	
5	Going places	40
6	Fantastic festivals	46
	Function 2 page 52, School trip 2 page 53, Review 3: Units 5–6 page 54	
7	Extreme sports	56
8	Tales of survival	62
	Game 2 page 68, Reading extra 2 page 69, Review 4: Units 7–8 page 70	
9	Exploring the world	72
10	Great museums	78
	Function 3 page 84, School trip 3 page 85, Review 5: Units 9–10 page 86	
11	Very mysterious!	88
12	Fascinating places	94
	Game 3 page 100, Reading extra 3 page 101, Review 6: Units 11–12 page 102	
	BONUS School trip page 104, BONUS Reading extra page 105	
	Cambridge English Qualifications A2 Flyers practice test	106
	Grammar	120
	Functions	132
	Word List	133

Look and remember

LESSON 1

1 Complete the sentences about the Dilmun Burial Mounds. Use the correct form of the verbs in brackets.

- 1 The Dilmun Burial Mounds are (be) in Bahrain.
- 2 They _____ (be) a UNESCO World Heritage Site since 2019.
- 3 Many people _____ (come) here to see the tombs every year.
- 4 You _____ (not have to) pay to go inside the park.
- 5 Now, more and more tourists _____ (come) every year to see this UNESCO site.
- 6 There _____ (be) a lot of quiet places where you can enjoy the grounds.



Dilmun Burial Mounds, Bahrain

2 Complete the conversation with the verbs in brackets. Use the past simple and the present perfect.

Hala: Where ¹ did you go (go) on your summer holiday?

Chiara: I ² _____ (go) to Bahrain with my family last month. ³ _____ you ever _____ (be) there?

Hala: No, I haven't, but I ⁴ _____ (see) a photo of the Dilmun Burial Mounds. They look amazing. What ⁵ _____ you _____ (do) there?

Chiara: We ⁶ _____ (go) to the grounds. They were very interesting. We ⁷ _____ (walk) by the tombs, we ⁸ _____ (explore) some ruins and we ⁹ _____ (have) a good time.

Hala: What ¹⁰ _____ you _____ (do) after?

Chiara: We went to a café and ¹¹ _____ (eat) some *halwa*. You can eat it with ice cream or have some tea with it.

Hala: Wow! I ¹² _____ never _____ (try) *halwa* with ice cream. I want to go to Bahrain!

3 What do you think? Answer the questions.

1 Would you like to go to the Dilmun Burial Mounds? Why? / Why not?

2 What are they famous for?

3 Which adjectives do you think describe the Dilmun Burial Mounds?

**4 Listen to Fatima and Elena talk about their summer holidays. Write T (true) or F (false).
Correct the false sentences. TR: 1**

1 Elena's grandparents live near the sea. F (a big lake)

2 Elena didn't go swimming. ____

3 She explored a cave one day. ____

4 Fatima went to New York for four weeks. ____

5 Elena doesn't want to go to New York. ____

6 Fatima used to live near Central Park. ____

7 Fatima went to a Japanese restaurant. ____

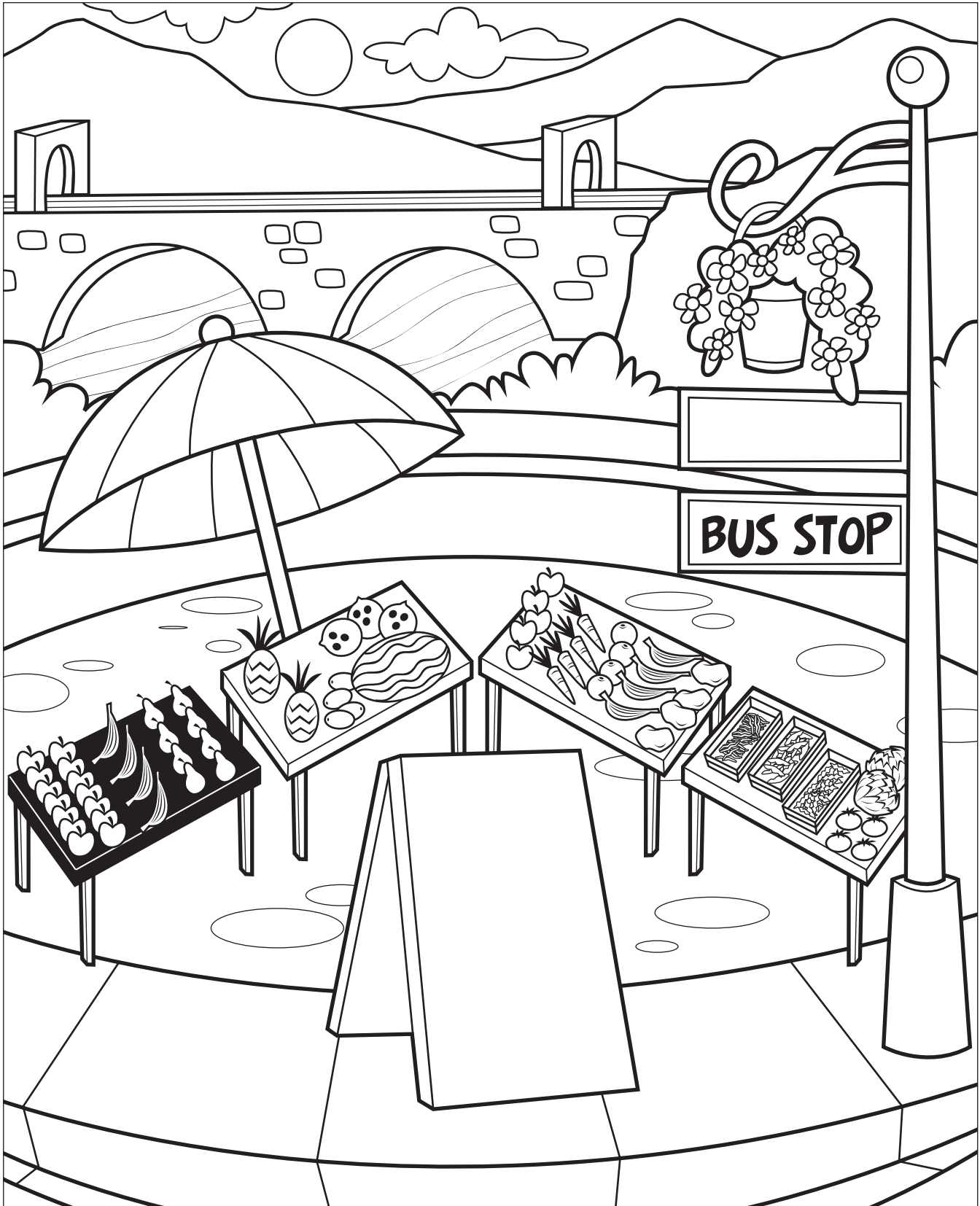
8 Fatima's very good at using chopsticks. ____

5 Answer the questions. Write full sentences.

1 What did you do during your summer holiday? Write six things.

2 Which was your favourite thing and why?

1 Listen, colour and write. There is one example.  TR: 2



2 Circle the word that doesn't fit in each group.

- | | | |
|-------------|-----------|----------|
| 1 grapes | lemons | carrots |
| 2 potatoes | beans | oranges |
| 3 flowers | trees | bus stop |
| 4 bicycle | mountain | cave |
| 5 snowy | honey | rainy |
| 6 ice cream | chocolate | plastic |

3 Complete the diary entry with the words from the box.

as bought eating favourite market ~~used~~ vegetables was

Today we went by bus to Bridge Town. Mum ¹ used to live there when she was small. It ² _____ my first time there. I liked it very much. There was a ³ _____ near the bus stop that sold fruit and ⁴ _____. I was very happy to find my ⁵ _____ fruit – pineapple – there! We ⁶ _____ one and ate it by the river. While we were ⁷ _____ it, the bus came. We had to run to the bus stop as fast ⁸ _____ we could. We got there just in time. Phew!

4 Tick (✓) the sentences in the present perfect. Then rewrite the other sentences in the present perfect.

- ☐ 1 We ate some delicious pancakes.
- ☒ 2 She's taken some amazing photos.
- ☐ 3 I wrote a postcard to my grandparents.
- ☐ 4 I didn't buy any apples.
- ☐ 5 We've seen some beautiful flowers today.
- ☐ 6 He's read a lot of books.
- ☐ 7 We walked across the bridge.
- ☐ 8 We've already been to the market.

1 We've eaten some delicious pancakes.

Vocabulary

1 Match 1-6 with A-F.

- | | |
|--|--|
| 1 I'm often tired in class. <u>D</u> | A We need to help the teacher tidy up. |
| 2 I want to get better at playing tennis. ____ | B I need to arrive at school on time. |
| 3 There are a lot of bags on the classroom floor. ____ | C They need to take more exercise. |
| 4 I don't want to be late for my first lesson. ____ | D I need to go to bed earlier. |
| 5 Rosa wants to get better marks at school. ____ | E She needs to study harder. |
| 6 Daniel and Omar want to be healthier. ____ | F I need to do my tennis practice every day. |

2 Listen to Diego talking to his grandma about his new school. Then complete the sentences. TR: 3

- Diego has to study harder at his new school.
- Diego's friend asked him to join the _____ Club.
- His _____ teacher says he needs to study harder.
- After he does his homework, he _____ his football skills.
- If Diego doesn't go to bed early, he gets up _____.
- If he misses the bus, he doesn't arrive at school _____.

3 Choose five of the goals from Exercise 1 on page 12 of the Student's Book. Write and number the goals 1-5, with 1 as the most important for you. Then write sentences about why you want to do these things.

1 take exercise I want to be stronger.



Girls taking exercise in Bahrain

1 Circle the correct answer to complete Clara's decision or offer.

- 1 Clara wants to get better marks, so she's set a goal for herself.
____ study harder.
A She'll **B** She's going to
- 2 Grandma and Grandpa are coming for dinner tonight, so everyone offers to help. Clara says,
'____ tidy the kitchen.'
A I'll **B** I'm going to
- 3 Clara wants to be healthier, so she's decided to take more exercise. She says,
'____ walk and ride my bike more.'
A I'll **B** I'm going to
- 4 Clara wants to be friendlier to the new students, so she offers to walk to school with them.
She says, '____ walk with you.'
A I'll **B** I'm going to
- 5 Clara is often late for school, so she's decided that ____ get up earlier.
A she'll **B** she's going to
- 6 Clara's friend has just asked her to go swimming after school. Clara agrees and says,
'Yes, ____ come with you.'
A I'll **B** I'm going to

2 Read and write sentences.

- 1 Luke forgot his school bag. His friends offer to help him. What might his friends say to him? Write three sentences.

I'll give you a pencil.

- 2 Layla wants to do better in school. She's decided to set three goals for herself. What might she say? Write three sentences.

I'm going to go to bed early.

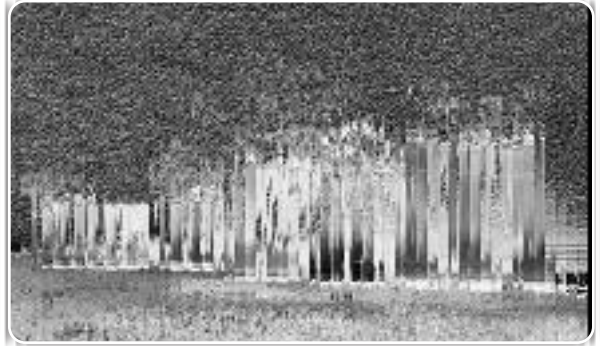
1 Scan the text. What is the Plant a Seed Foundation going to do?

Why gardening clubs are great

There are a lot of good **reasons** to join a gardening club. For example, if you join a gardening club, you'll **spend time** outdoors and get some exercise. You'll work with other people so you can make new friends. You'll discover more about the environment and how different kinds of plants and flowers grow. You might also learn how to grow delicious fruit and vegetables!

The Plant a Seed Foundation in Canada wants to bring people together through gardening. It wants to help children understand how plants and vegetables are grown, and it's going to help schools that have decided to start a garden. They have lots of great ideas, for example, if you are going to throw away old things, stop and think first. Can you recycle them and use them in the garden? You can grow flowers in old boots, or even in old beds or cabinets. To grow flowers in an old boot, you'll need to make a hole in the bottom for the water to go through – but if the boot is old, there might already be a hole! Milk **cartons** or shoe boxes make great houses for birds if you hang them in the trees and put bird food in them.

It's fun working with other people to start a garden. You don't need any special skills to enjoy gardening and you don't need much equipment – just a few simple gardening tools. You just need to enjoy plants and being outdoors.



Old boots can be used for growing flowers and other plants.

New words

cartons
reasons
spend time

2 Read again. Put a tick (✓) after the sentences that give the same information as the text in Exercise 1. Do not put a tick after the sentences that give different information.

- 1 A good reason for joining a gardening club is that it's a way to get exercise. ☒
- 2 If you join a gardening club, you'll get up early. ☐
- 3 The Plant a Seed Foundation is going to help schools in Canada that want to start a garden. ☐
- 4 Old things can be recycled and used in a garden. ☐
- 5 You can make bird houses out of milk cartons and shoe boxes. ☐
- 6 If you spend time in a garden, you'll get better marks at school. ☐

3 Circle the correct answer.

- 1 If you join the gardening club, you might *spend time* / discover that you enjoy gardening.
- 2 There are lots of good *reasons* / *materials* why gardening clubs are great. For example, you make new friends and *spend time* / *discover* outdoors.
- 3 You don't need to buy a lot of *reasons* / *equipment* to start a garden. You can even use your old boots!
- 4 Don't throw away old milk *bottles* / *cartons*. You can use them as bird houses.

1 Listen to the conversation between Cara and her mum. Match the days (1-5) with the activities (A-E). **TR: 4**

- | | |
|-------------------|---|
| 1 Monday <u>C</u> | A art club |
| 2 Tuesday _____ | B plant seeds |
| 3 Wednesday _____ | C science project with Mariana and Olivia |
| 4 Thursday _____ | D dentist |
| 5 Friday _____ | E dinner with Grandpa |

2 Complete Tania's diary with the verbs in brackets. Use the present continuous for future.

I joined the Gardening Club at school this year and I'm really enjoying it! The club
¹ is meeting (meet) on Tuesday this week. Three new students ² _____
 (join) that day, so there will be two teachers and ten students in the club. The teachers
³ _____ (bring) seeds and gardening tools. On Saturday, the Gardening Club
⁴ _____ (have) a 'gardening day'. In the morning, we ⁵ _____ (plant)
 flowers and vegetables in our garden. Then for lunch, we ⁶ _____ (have) a picnic in
 the garden. In the afternoon, we ⁷ _____ (help) paint a friendship bench to put in
 the garden.

3 Look at Ali's diary for next week. Write a sentence about what he's doing each day. Use the present continuous for future.

Sunday	<i>help Dad fix his bike (after school)</i>
Monday	<i>go swimming (before school)</i>
Tuesday	<i>play football (4.00)</i>
Wednesday	<i>visit Grandma (7.00)</i>
Thursday	<i>meet Karim (after school)</i>
Friday	<i>play tennis with Tom</i>
Saturday	<i>study for the science test with Eric and Tom</i>

- 1 On Sunday, he's helping his dad fix his bike after school.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

1 What's the friendliest thing to do? Read the situations (1-4) and circle the best answers. For question 5, write a situation and three answer choices. Then look at the information in the box below.

- 1 Some new students have just arrived at school. They don't know where their classroom is. You _____.
 - A tell them the way.
 - B tell them your name and walk with them to the classroom.
 - C hurry and say you haven't got time to help even though you have.
- 2 The teacher is asking people to help paint the Friendship Bench. You _____.
 - A join in and talk to people while you work.
 - B say you will help next week if you've got time.
 - C say No. You don't think the Friendship Bench is a good idea.
- 3 Your friends are playing in a football match. You _____.
 - A make sure you are there to cheer and support them.
 - B go home. You don't really enjoy football.
 - C watch them quietly.
- 4 You're meeting with the Science Club after school. You _____.
 - A sit in the meeting but don't talk to anyone.
 - B listen to other people's ideas and discuss yours with them.
 - C tell everyone your ideas - they are always the best.
- 5 _____. You _____.
 - A _____.
 - B _____.
 - C _____.

Give yourself points as follows:

Question 1 A: 1 point, B: 2 points, C: 0 points; **Question 2** A: 2 points, B: 1 point, C: 0 points;

Question 3 A: 2 points, B: 0 points, C: 1 point; **Question 4** A: 1 point, B: 2 points, C: 0 points

Add up your points. Then read the information below.

0-2 points: Maybe you could be a little friendlier. 3-5 points: You're sometimes friendly but not always. Think about how you can be friendlier. 6-8 points: You're very friendly! You'll always have lots of friends.

2 Read and think. Write answers.

- 1 How do you feel when someone is friendly to you?

- 2 Describe a situation when someone was friendly to you. What did he/she do? How did you feel?

- 3 Why do you think it's important to be friendly?

- 1** Read the information about Mira Rai, a runner and National Geographic Adventurer from Nepal. Underline the time expressions. Then number the sentences (A-F) in the correct order (1-6).

- 3 A She left school at the age of twelve.
- _____ B When she was a little girl, she had to help her family carry food from the market to their home in the mountains.
- _____ C In 2014, she ran in a very long and difficult race. It took nine hours. She was the only woman to finish the race.
- _____ D Now, her goal is to help new runners, especially women in countries where women do not usually run.
- _____ E Mira Rai was born in Nepal in 1988.
- _____ F Three years later, in January 2017, she was named National Geographic People's Choice Adventurer of the Year.



- 2** You are going to write a short biography of a famous person. Choose a person and make a list of important information to include. For example, write about where and when this person was born and what he/she did as a child.

- 3** In your notebook, write the biography of the famous person you chose. Make sure you put the important information about the person in the correct order.

LESSON 1

Vocabulary

1 Match the words (1-8) with the definitions (A-H).

- 1 ocean B
- 2 artist
- 3 creature
- 4 protect
- 5 extinct
- 6 disappear
- 7 damage
- 8 environment
- A** an animal
- B** the sea
- C** to go away
- D** to take care of something
- E** to hurt or spoil something
- F** the world around us
- G** no longer exists
- H** a person who draws, paints or designs things

2 Listen to the podcast about the giant ibis. Circle the correct answer (A or B). TR: 5

- 1 The giant ibis lives in _____.
A the ocean **B** rivers and wetlands
- 2 It lives in _____.
A Cambodia **B** Canada
- 3 There are only _____.
A two hundred giant ibises left **B** one hundred giant ibises left
- 4 The giant ibis is in danger because _____.
A people are cutting down forests **B** it's a very big bird
- 5 The giant ibis is also in danger because its environment is becoming _____.
A wetter **B** drier



A giant ibis in Tmatboey, Cambodia

3 Choose an animal you think we need to protect. Answer the questions.

- 1 What's the animal called? _____
- 2 Where does it live? _____
- 3 Why do we need to protect it? _____
- 4 What can we do to protect it? _____

1 Look at the first conditional sentences. Circle the present simple verbs in red. Circle the future verbs in blue.

- 1 If more people see Asher Jay's bottles, maybe they won't throw plastic into the ocean.
- 2 If we don't protect animals in danger, they won't be here in the future.
- 3 The giant ibis won't survive if people cut down the forests.
- 4 We'll have a picnic on the beach tomorrow if the weather is good.
- 5 If I miss the bus, I won't arrive at school on time.
- 6 He'll get good marks at school if he studies hard.

2 Circle the correct answers.

- 1 If people cut / *will cut* down trees and forests, it is / will be difficult for the giant ibis to survive.
- 2 There *isn't* / *won't be* any more giant ibises in the future if people *will collect* / *collect* their eggs.
- 3 If we *will throw* / *throw* plastic into the ocean, we *damage* / *will damage* the environment.
- 4 More people *know* / *will know* about animals in danger if artists *draw* / *will draw* pictures of them.
- 5 If we *don't protect* / *won't protect* animals in danger, they *will disappear* / *disappear*.

3 Complete the first conditional sentences with your own ideas.

- 1 Animals in danger will die if _____.
- 2 If people throw plastic into the ocean, _____.
- 3 We'll damage the environment if _____.
- 4 If it's sunny tomorrow, _____.
- 5 I'll be very tired tomorrow if _____.
- 6 If you study hard, _____.



A green sea turtle off Sipadan Island, Malaysia

1 Look at the photo and read the text. Write Yes or No.

- 1 Is it easy to see pangolins during the day? No
- 2 Are pangolins in danger? _____
- 3 Is anyone trying to help protect them? _____

Good news for pangolins!

Have you ever heard of a pangolin? It's a quiet animal about the same size as a cat. Pangolins live in Asia and southern Africa. They've got long tails and are covered in **scales** – like tiny dinosaurs! Their long tongues are good for catching insects to eat. Some types of pangolins use their tails to help them climb trees and hang from branches.

Pangolins are nocturnal which means they sleep during the day and come out at night. If they're frightened, they **roll** up into a ball so that bigger animals like lions or tigers can't see them. If the pangolin has babies, it rolls around them so that the babies are protected.

The sad news is that people catch pangolins for their meat and sometimes they're used for medicine. But the good news is that there's a new **law** to protect pangolins. People who sell pangolins will be in **trouble**. Angelababy, a famous singer and actor in China, is worried about pangolins and she's made a video to tell people to stop buying them. If more people know about pangolins and understand that they're in danger, then we can protect them for the future.



A pangolin

New words

scales
roll
law
trouble

2 Read again. Answer the questions.

- 1 Where do pangolins live?
in Asia and southern Africa
- 2 What do they look like?

- 3 What do some types of pangolins use their tails for?

- 4 How do they protect their babies?

- 5 Why do people catch pangolins?

- 6 What's the good news for pangolins?

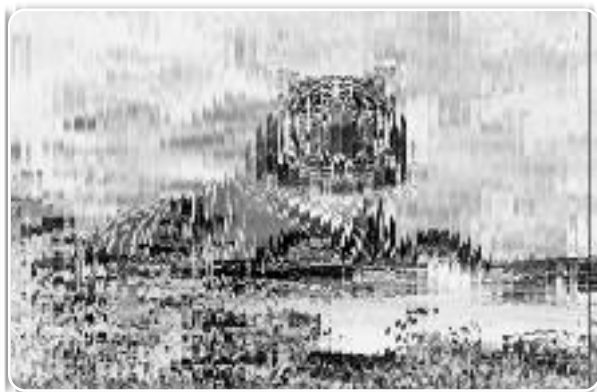
3 Complete the sentences with the words from the box.

law roll scales trouble

- 1 If we damage the environment, people and animals will be in trouble.
- 2 Some animals like pangolins are covered in _____ to protect their bodies.
- 3 Something round, like a ball, will _____ along the ground.
- 4 If something's a _____, you must do what it says.

1 Listen to the radio programme. Match the people (1-5) with the things they want to do (A-E). TR: 6

- | | |
|-------------------|--|
| 1 Anisha <u>B</u> | A fly to the moon |
| 2 Sara _____ | B fly across the ocean to look for green sea turtles |
| 3 Victoria _____ | C go to India to see tigers |
| 4 Hadiya _____ | D visit her grandma in Spain |
| 5 Amy _____ | E fly to the top of a mountain |



A Bengal tiger in a forest

2 Complete the conditional sentences with the correct form of the verbs in brackets.

- If you found (find) a pangolin near your school, what would you do (do)?
- If I _____ (have) a tail, I _____ (use) it to help me climb trees.
- If fish _____ (not / have) tails, they _____ (not / be able to) swim.
- If you _____ (see) a huge spider on your desk, how _____ you _____ (feel)?
- Where _____ you _____ (fly) if you _____ (have) wings?

3 Complete the second conditional sentences with your own ideas.

- If I had wings, I _____.
- If more people knew about pangolins, they _____.
- If there weren't any cars in the world, we _____.
- If our teacher wasn't at school today, we _____.
- If I saw a tiger, I _____.

1 How good are you at caring for the environment now? Tick (✓) *Always, Usually, Sometimes* or *Never* for each question. Be honest! Then follow the instructions in the box below.

	Always	Usually	Sometimes	Never
1 Do you tell your friends and family when you learn something new about animals that are in danger?	☐	☐	☐	☐
2 Do you recycle the plastic you use?	☐	☐	☐	☐
3 When you go shopping, do you take your own bag?	☐	☐	☐	☐
4 When you brush your teeth, do you turn off the tap?	☐	☐	☐	☐
5 When you leave a room, do you turn off the lights?	☐	☐	☐	☐
6 When it's possible, do you walk or ride your bike instead of going by car?	☐	☐	☐	☐

Give yourself points as follows:

Always: 3 points

Usually: 2 points

Sometimes: 1 point

Never: 0 points

Add up your points and tell your classmates.

2 Read the things we can do to help care for the environment. Circle the one you think is the most important and write why.

Save water.

Stop cutting down trees.

Save electricity.

Plant more trees.

Recycle old things.

Stop putting plastic in the sea.

I think we should _____ because _____

3 What are you going to do to help care for the environment in the future? Write three of your intentions or goals. You can use ideas from Exercises 1 and 2.

1 _____

2 _____

3 _____

4 Make a colourful poster about how you're going to care for the environment in the future. Say how your actions from Exercise 3 will help.

- 1 Underline all the figures in this report. Circle the figures with *of* in red. Circle the figures without *of* in blue.**

Antarctica is a large area of frozen land around the South Pole. It contains about ninety per cent of the world's ice and the ice is more than two kilometres thick. Amazingly, there are hundreds of lakes under the ice. The size of Antarctica changes because of the ice. In winter, it's about twenty-eight million square kilometres and in summer it's about half of that.

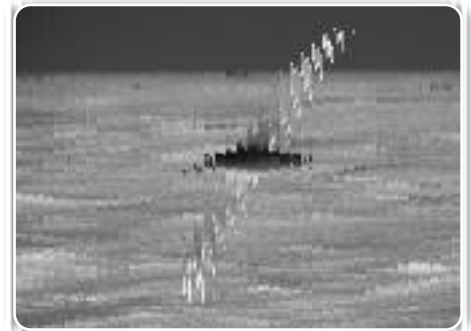
Winter is not a great time to visit Antarctica because it's dark all the time – twenty-four hours of darkness every day! It's better to visit in the summer, when it's light all the time. However, the weather is still cold and windy, even in summer. It's usually dry – most parts get less than fifty millimetres of rain a year. So, in many ways Antarctica is like a cold desert.

- 2 Write sentences about Antarctica using the figure in brackets. Use *of* when it's needed.**

- 1 (hundreds) *There are hundreds of lakes under the ice.* _____
- 2 (twenty-four hours) _____
- 3 (fifty millimetres) _____
- 4 (twenty-eight million) _____
- 5 (more than two kilometres) _____

- 3 Read the facts about the wandering albatross and the three headings. In your notebook, note which facts belong under the three headings.**

- 1 Tiger sharks sometimes eat albatross chicks. In some areas, ten per cent of all albatross chicks are eaten by tiger sharks.
- 2 The wandering albatross is one of the largest birds in the world.
- 3 Their wings can measure over three metres across.
- 4 They can travel over thousands of kilometres.
- 5 There are about twenty-six thousand wandering albatrosses in the world, but this number is dropping.
- 6 They can weigh up to ten kilograms.
- 7 Wandering albatrosses sometimes get caught in long fishing lines when they're trying to find food.
- 8 They can fly up to forty kilometres an hour.



A wandering albatross flies over the Southern Ocean.

Headings

The size of a wandering albatross

The flight of a wandering albatross

The wandering albatross in danger

- 4 Think of an opening paragraph for the aim of this report. Then think of a suggestion for the conclusion.**

- 5 In your notebook, write a report by organising the facts under the three headings. Add your aim and suggestions.**

1 Tick (✓) the expressions you can use for giving advice.

- | | | | |
|---------------------------|-------------------------------------|---------------------------|--------------------------|
| 1 It's a good idea to ... | ☒ | 7 Why don't you ...? | ☐ |
| 2 Maro's got an idea. | ☐ | 8 You might try ... | ☐ |
| 3 Don't forget to ... | ☐ | 9 Mr Suzuki tried to ... | ☐ |
| 4 Kenji tries to ... | ☐ | 10 If I were you, I'd ... | ☐ |
| 5 You should ... | ☐ | 11 That would be great! | ☐ |
| 6 Can we put up a poster? | ☐ | | |

2 Kenji and Maro are asking for advice about starting a recycling club. Listen and complete the conversation with the expressions from Exercise 1. TR: 7

- Kenji:** Hello, Mr Suzuki. Maro and I really want to do something to help the environment. We'd like to start a recycling club at school.
- Mr Suzuki:** Oh, that would be great!
- Maro:** Can you give us any advice?
- Mr Suzuki:** Well, ¹ it's a good idea to start by having a meeting. Then you can decide what you want to do and how you're going to do it. ² _____ put up a poster so that a lot of people know about the meeting.
- Kenji:** That's a great idea. Where should we put the poster?
- Mr Suzuki:** ³ _____ make lots of posters? Then you can put them up all around the school.
- Maro:** What else should we do?
- Mr Suzuki:** ⁴ _____ putting a big recycling bin for plastic in each classroom. Then students can throw plastic rubbish into the bins so that it can be recycled!
⁵ _____ also make signs for the recycling bins so that people know what they're for.
- Kenji:** We could have recycling bins for paper too.
- Mr Suzuki:** Yes, of course. Good idea. ⁶ _____ make it fun. For example, you could have a competition to see which class can make the best sculpture out of plastic rubbish.
- Maro:** Great idea! Thanks for the advice, Mr Suzuki.
- Mr Suzuki:** No problem. Good luck!

3 Your friends need your advice. Read the speech bubbles and write answers.

1  My homework is really difficult and I can't do it. What should I do?

2  I left my phone at home and I need to call my mum. What should I do?

School trip 1: Protecting our oceans: Niue and Chile



A photo of fish taken during a Pristine Seas expedition in the Desventuradas Islands, Chile

1 Remember the video. Tick (✓) the creatures that you saw.

bald eagle ☐

crab ☒

crocodile ☐

moon jellyfish ☐

octopus ☐

penguin ☐

reef shark ☐

sea lion ☐

sea snake ☐

whale ☐

2 Complete the sentences with the words from the box.

Chile creatures fish fishing boats
marine reserves protect seabed stop

There's good news for our oceans! The small island of Niue and the country of ¹ Chile have made three new ² marine reserves. Now, people will have to ³ stop fishing in these places. Both countries want to ⁴ protect the oceans and the fish and other ⁵ creatures that live there. The ⁶ seabed is sometimes damaged by ⁷ fishing boats and people often catch too many ⁸ fish. The new marine reserves will help make the situation better.

3 Write sentences to answer the questions.

1 Would you like to go to the marine reserves? Why? / Why not?

2 Imagine you visited the marine reserves. What did you see and do there?

3 Can you think of some people who might not be happy about the new marine reserves? Why wouldn't they be happy?

4 What would you say to those people?

Review 1: Units 1–2

1 Talia is talking to her grandma about her plans for the week. Listen and tick (✓) the correct answer. There is one example.  TR: 8

1 What's Talia doing tomorrow?

☐ A



☒ B



☐ C



2 What's she doing after school on Tuesday?

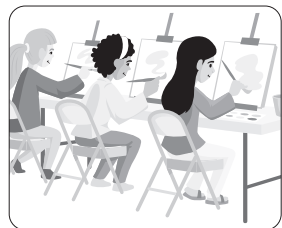
☐ A



☐ B



☐ C



3 What's she doing on Wednesday?

☐ A



☐ B

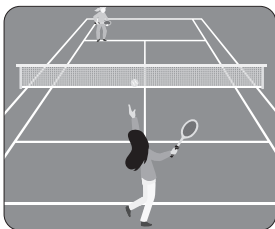


☐ C



4 What's she doing on Thursday?

☐ A



☐ B

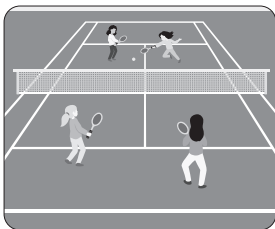


☐ C



5 What's she doing at the weekend?

☐ A



☐ B



☐ C



2 Match to form correct sentences.

- | | |
|--|--|
| 1 If I get up early, <u>E</u> | A it'd be better for the environment. |
| 2 If I got up early, ____ | B they'd disappear. |
| 3 If we recycle our plastic, ____ | C they'll disappear. |
| 4 If we recycled our plastic, ____ | D we'd get stronger. |
| 5 If we exercise more, ____ | E I'll arrive at school on time. |
| 6 If we exercised more, ____ | F it'll be better for the environment. |
| 7 If we don't look after animals that are in danger, ____ | G we'll get stronger. |
| 8 If we didn't look after animals that are in danger, ____ | H I'd arrive at school on time. |

3 Complete the text with the words from the box.

arrive artist creatures environment join
ocean plastic protect recycling

My friend and I are going to ¹ join the ² recycling club. The first meeting is at four o'clock on Tuesday, so we'll try to ³ _____ on time. We're going to make sculptures out of plastic rubbish. A(n) ⁴ _____ is going to help us. We hope our work will make people think more about the ⁵ _____. If we want to ⁶ _____ the ⁷ _____ that live in the ⁸ _____, we need to stop throwing ⁹ _____ into it.

I can ...

- talk about school, animals and caring for the environment.
- use *going to* for plans and *will* for decisions just made and offers of help.
- use the present continuous for plans and events in the future.
- use the first conditional to talk about the possible future results of actions or events.
- use the second conditional to talk about things that aren't real or things that probably won't happen.
- write a biography.
- write a report about an animal that's in danger.

Yes.

☐
☐
☐
☐
☐
☐
☐

I need to practise.

☐
☐
☐
☐
☐
☐
☐

UNIT 3

Working outdoors

LESSON 1

Vocabulary

1 Match to form correct sentences.

- | | |
|---|---|
| 1 If you are a lifeguard, you <u>C</u> | A has to be good at looking after plants and flowers. |
| 2 A mountain guide ____ | B is a photojournalist. |
| 3 A mechanic is someone who ____ | C make sure that people on the beach are safe. |
| 4 Marine biologists ____ | D leads walkers and climbers. |
| 5 A person who takes photos for news stories ____ | E study fish and other animals that live in the sea. |
| 6 A gardener ____ | F is good at fixing cars. |

2 Listen to the radio programme and write the jobs you hear next to the names. TR: 9

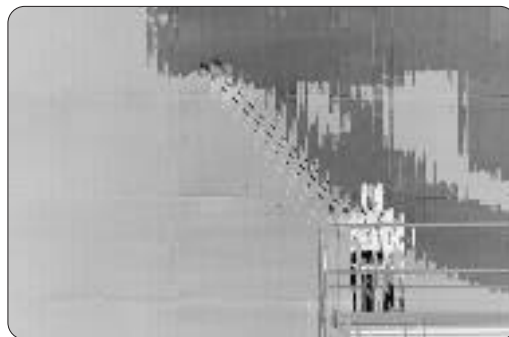
gardener	lifeguard	marine biologist
mechanic	photojournalist	tennis coach

- | | |
|--------------------------|----------------|
| 1 Marta: <u>gardener</u> | 2 Bill: _____ |
| 3 Isabella: _____ | 4 Olaf: _____ |
| 5 Miki: _____ | 6 Jordi: _____ |

3 Choose two jobs you would like to do and two you would not like to do. Give your reasons.

I would like to be a mountain guide because I like climbing mountains.

I wouldn't like to be a painter because I think my arm would get tired.



1 Circle the correct answer.

- 1 Anyone / No one lives on the moon.
- 2 A gardener is *someone* / *something* who looks after plants and flowers.
- 3 Do you have *anything* / *nothing* in your bag?
- 4 We should do *everyone* / *everything* we can to look after our planet.
- 5 The mountain guide led *everyone* / *anyone* safely down the path.
- 6 The marine biologist saw *something* / *anything* interesting under the water.

2 Complete the sentences. Use indefinite pronouns.

- 1 A tennis coach is someone who shows people how to play tennis.
- 2 A lifeguard makes sure that _____ is in danger on the beach or in the water.
- 3 If you need to fix _____, you should ask a mechanic to help you.
- 4 We want to climb this mountain, but we don't know the way. Does _____ know a good mountain guide?
- 5 Is there _____ we can get ice cream?
- 6 Do you have _____ to eat? I'm really hungry.

3 Write sentences. Use the cues and your own ideas.

- 1 nothing / TV
There's nothing interesting on TV this evening.
- 2 someone / my lunch

- 3 no one / homework

- 4 everyone / the environment

- 5 anything / cupboard?

- 6 anyone / beach?

- 7 anywhere / swimming?

- 8 something / desk

LESSON 3 Reading

1 Scan the text. What two cool jobs does the text talk about?

Two cool jobs!

This is a job which is not just cool, it's cold! If you like ice cream, an ice-cream taster would be a very good job for you – as long as you could taste 32 different kinds of ice cream before lunch! Ice-cream tasters taste ice cream to check that it's delicious and safe for everyone to eat. Everything they wear must be clean and they have to make sure that nothing falls into the ice cream while they're tasting it.

It sounds like an easy job, but it isn't only about eating ice cream. You need some **skills** too. If you want to become an ice-cream taster, you'll have to go to college and study food science or food technology. You also need to be good at writing, because you'll need to write about the ice cream so that people will want to buy it. Of course, it also helps if you like ice cream!

If you enjoy being outdoors all day, you might enjoy being a park ranger. Park rangers look after the environment by protecting rivers, lakes and forests. They also try to make sure no one's in danger when they visit a park. Also, they let everyone know if there's a problem such as a fire in the park.

Park rangers need certain skills too. They must be good at teaching and helping people. It's also helpful to be interested in plants and flowers. Park rangers work hard – often at the weekend and during the holidays – but they're usually outdoors in a beautiful place.



Ice-cream tasters at work in the company's laboratory

New word
skills

2 Read again. Complete the table.

	Indoors or outdoors	Skills needed	Things you'd like about the job	Things you wouldn't like about the job
Ice-cream taster				
Park ranger				

3 Match the words (1-5) with the definitions (A-E).

- | | |
|-------------------|---|
| 1 skills <u>C</u> | A to think and want to know about something |
| 2 keeper ____ | B a painting on a wall |
| 3 mural ____ | C useful things you can do |
| 4 fashion ____ | D someone who looks after something |
| 5 wonder ____ | E a type of clothing or style that is very popular (usually for a short time) |

1 Circle the correct answer (A, B or C).

- 1 Rhino keepers look after rhinos, ____?
A aren't they **B** don't they C do they
- 2 She paints fantastic murals, ____?
A doesn't she B does she C didn't she
- 3 He's a cool hunter, ____?
A is he B doesn't he C isn't he
- 4 We're not going swimming tomorrow, ____?
A are we B don't we C do we
- 5 I'm coming to your house tonight, ____?
A aren't you B am I C aren't I
- 6 He's got a bike, ____?
A don't he B hasn't he C isn't he

2 Listen to the interview. Complete the question tags. Then write the correct answers.

 **TR: 10**

- 1 Vets only look after pets, don't they? No, they don't.
- 2 Alice enjoys her job, _____?
- 3 Alice looked after sheep and lambs when she was little, _____?
- 4 If you're a vet, you sometimes have to get up in the middle of the night, _____?
- 5 It's not very hard to become a vet, _____?
- 6 Alice is very happy, _____?

3 Choose three jobs from the box. Write two sentences with question tags for a person who does each job.

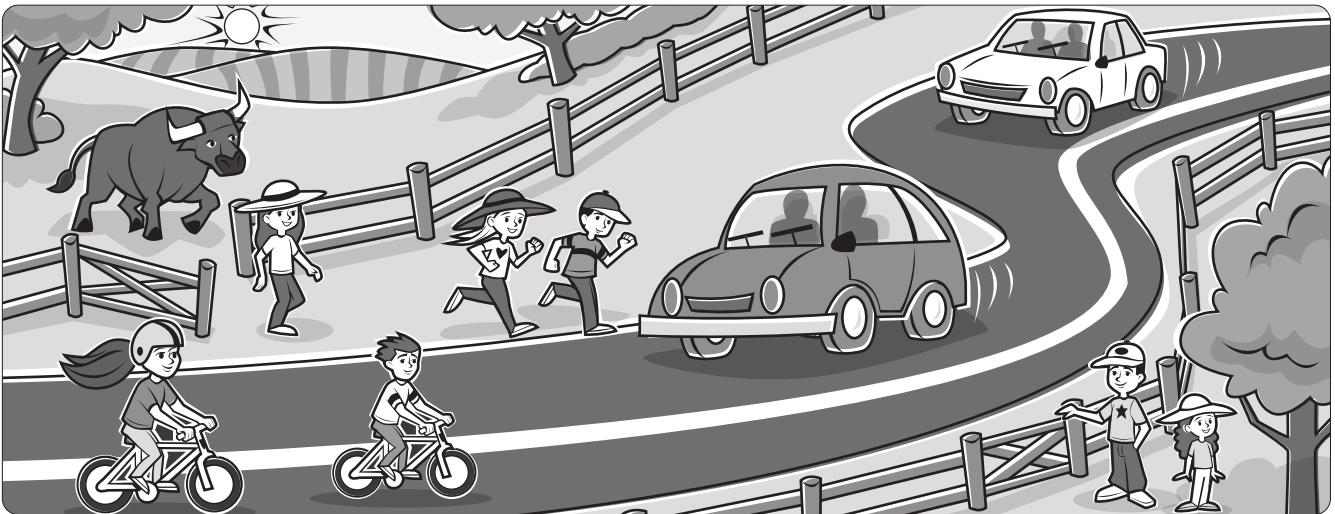
cool hunter ice-cream taster mural painter
park ranger rhino keeper vet

- Job:** _____
- 1 _____?
 - 2 _____?
- Job:** _____
- 1 _____?
 - 2 _____?
- Job:** _____
- 1 _____?
 - 2 _____?

1 Tick (✓) the sentences that tell us how you can stay safe. Put an x for the unsafe actions.

- ☒ 1 Check that there's a lifeguard on the beach before you go swimming.
- ☐ 2 Ask a mountain guide to help you when you are walking in the mountains.
- ☐ 3 If you see a rattlesnake, go up to it and take a photo.
- ☐ 4 If you go out alone, tell someone where you're going.
- ☐ 5 Give people you don't know your phone number.
- ☐ 6 Don't wear a helmet when you ride your bike.
- ☐ 7 Look carefully to check that there aren't any cars before you walk across a road.

2 Look at the picture and circle three examples that show people who are not staying safe. Then write a sentence about each problem.



The children aren't/are not checking for cars.

3 Think of some things you do to stay safe. Write four sentences about them.

I never go swimming alone.

- 1** Read the description of a job. Then write four questions that are answered in the description.

A bridge painter's job

Bridge painters always work outdoors and sometimes they work in interesting places. They usually work in high places. It would be difficult to be a bridge painter if you didn't like doing this. You don't have to go to university to be a bridge painter, but you need to work for a long time before you can paint a difficult or famous bridge.

Every day, bridge painters climb up onto the bridge where they work. They have to use special tools to clean off all the old paint before they can put on the new paint.

Bridge painters wear special clothes, and they need to wear a helmet, safety boots and safety glasses. When they're on the bridge, they can't eat or drink, or go to the bathroom, but they can see for many kilometres!



The Sydney Harbour Bridge in Sydney, Australia

- 1 _____
- 2 _____
- 3 _____
- 4 _____

- 2** Choose a job from the box or use your own idea and write four questions about it.

bus driver helicopter pilot photojournalist police officer shop assistant

- 1 _____
- 2 _____
- 3 _____
- 4 _____

- 3** In your notebook, write a job description for the job you chose in Exercise 2. Answer your questions from Exercise 2 in your description.

Let's get technical

Vocabulary

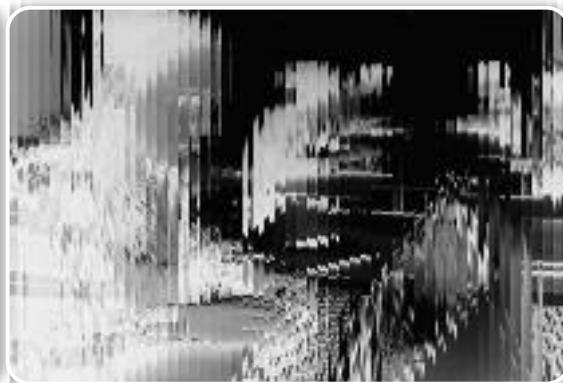
1 Match the words (1-7) with the definitions (A-G).

- | | |
|--------------------|---|
| 1 chat <u>F</u> | A to link |
| 2 connect ____ | B to make better |
| 3 delete ____ | C to keep |
| 4 do research ____ | D to look for information about something |
| 5 improve ____ | E to remove |
| 6 repair ____ | F to communicate online |
| 7 save ____ | G to fix |

2 Listen to the interview. Complete the table. TR: 11

Name	What do they use technology for?
Amina	<i>to do research</i>
Jane	
Takako	
Rosa	
Maria	

3 Think of four ways that you use technology and write one sentence for each. Use words (1-7) from Exercise 1.



1 Complete the sentences with the words in brackets. Use the present simple passive or the past simple passive.

- 1 The first chess match against a computer was played (play) by Garry Kasparov.
- 2 Three out of six games _____ (win) by Kasparov.
- 3 A year later, another chess match _____ (organise) between Kasparov and the computer.
- 4 This time, Kasparov _____ (defeat) by the computer.
- 5 Now, computers _____ (use) by many people to practise games like chess.
- 6 Chess is a popular game that _____ (enjoy) by people all over the world.

2 Use the words to write sentences. Use the present simple passive or the past simple passive.

1 chess / play / all over the world
Chess is played all over the world.

2 some jobs / do / by computers

3 millions of photos / take / every day

4 the first computer / invent / a long time ago

5 my mum's laptop / repair / yesterday

6 the computer room / not clean / last night

3 Use the words from the boxes and your own ideas to make sentences. Use the present simple passive or the past simple passive.

my laptop	clean	every night
my football boots	paint	last week
the photos	repair	on my mobile phone
that computer program	save	at school
our classroom	write	by my brother

My laptop was repaired last week.

1 Read the text. Circle the main idea (A, B or C).

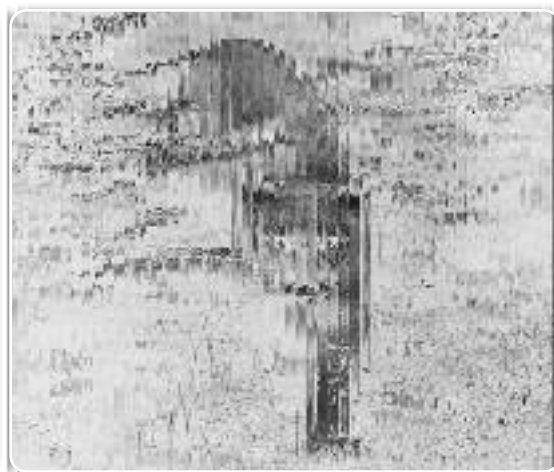
- A Pumas are dangerous animals.
- B Technology can help us learn about our environment.
- C Fernanda and Nayelli know a lot about the forest.

Camera traps in Mexico

Fernanda and Nayelli are two young women from villages in the mountains in Jalisco, in the south of Mexico. They **set up** camera traps to help a team of scientists who want to learn more about the wildlife in the forest there. The scientists also want to find out more about how the forest is changing so that it can be protected for the future.

Fernanda and Nayelli know the forest well, so they have good ideas about where to put the camera traps. They attach the camera traps to rocks or trees. Then, they come back later to check that the cameras are working.

Each camera is turned on by **movement** so it takes a photo when an animal **approaches** it. Sometimes Fernanda and Nayelli are surprised by what they see. One day, a photo of a puma, a very big wild cat, was taken by one of the camera traps. This was a big surprise for the people from the village because they didn't know there were pumas in the area. It's a good example of how technology can help people understand their environment better.



A puma walking in a forest

New words

set up
movement
approaches

2 Read again. Write T (true) or F (false). Correct the false sentences.

- 1 Fernanda and Nayelli live in a big city in Mexico. F (in villages in the mountains)
- 2 They're helping a team of scientists who want to protect the forest. ____
- 3 Fernanda and Nayelli know where to put the camera traps. ____
- 4 The people knew there were pumas in the area. ____

3 Complete the sentences with the words from the box. There are two words you don't need.

approaches	engineers	fixed onto	movement
remote-controlled	set-up	straight (into)	

- 1 Fernanda and Nayelli set up camera traps.
- 2 The camera traps have been designed by photo _____. Some of the cameras are carried by small _____ cars.
- 3 The cameras are _____ rocks and trees and they're turned on when an animal _____.

1 Listen to the podcast about drones. Tick (✓) the sentences that give the same information as the podcast. Don't tick the sentences that give different information.  TR: 12

- 1 Medicine is being taken to different places by drones. ☒
- 2 Shopping is being dropped into gardens by drones. ☐
- 3 Birds' nests are being watched by drones. ☐
- 4 Drones are being given as presents. ☐
- 5 Football games are being filmed by drones. ☐
- 6 Drones are being used to rescue animals from trees. ☐



A drone flies over an elephant in Okavango Delta, Botswana.

2 Use the words from the boxes and your own ideas to write four sentences. Use the present continuous passive.

the animals			filmed
the wildlife	is		set up
drones	are		repaired
the camera traps	isn't	being	studied by scientists
new technology	aren't		used to take photos
new cameras			developed
my dad's car			designed by engineers

The animals are being filmed.

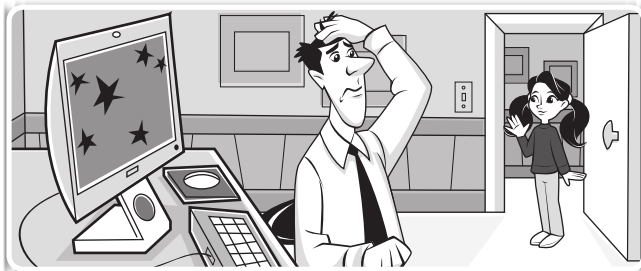
3 Complete the sentences. Use the present continuous passive and your own ideas.

- 1 Cars _____.
- 2 Chess _____.
- 3 Robots _____.
- 4 Photos _____.
- 5 Drones _____.
- 6 Remote-controlled cameras _____.

- 1** Isabel's dad has got a problem. How does she help him? Look at the pictures and write what Isabel and her dad say. Write sentences for each picture.



Isabel's dad: _____



Isabel: _____



Isabel: _____



Isabel's dad: _____

- 2** Write sentences about what you could do to help in these situations.

- 1 Your friend's new drone is stuck in a tree. *I could help my friend get it down.* _____
- 2 Your grandma is carrying a heavy bag. _____
- 3 Your mum just came home from the supermarket. _____
- 4 Your friend left his/her school bag in the library. _____
- 5 Your aunt's computer isn't working. _____
- 6 Your brother thinks he's deleted his homework. _____

- 3** Write sentences about three things you already do to help others. Then write sentences about three more things you could do to help others.

Things I already do: _____

Other things I could do: _____

1 Read the story about how technology helped a person finish a project. First put the story in order.

A few weeks ago, I had a big science project to do. It was about volcanoes, and I didn't know much about them. I was very ¹ *worried / happy* because I wanted my teacher to be happy.

☐ ² Then / First I chose three sites. I was ³ afraid / sad the information could be wrong so I looked carefully at the information and made sure all sites had similar information.

☐ The ⁴ *first / last* thing I did was search the internet to find information about volcanoes. I was surprised to see how much information there was.

☐ ⁵ *Finally / Firstly*, I looked for pictures of volcanoes on the internet. They helped me draw my own.

☐ I presented my project in class and I got an A! I was so *‘proud / interested* of myself. Technology helped me understand volcanoes and get me a good grade.

☐ After that, I started making notes. ⁷ When / As I finished my notes, I put all the information together. I typed it into a document and used a spell checker to find information.

2 Read the the story again. Choose the correct words.

3 In your notebook, write a story about how technology helped you get good marks in a test.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Game 1

1 Read the clues. Then write the words in the puzzle. Look at Student's Book, pages 12, 20 and 40 to help you.

- 1 If you do this, you won't be late.
- 2 If you do this, you won't be tired.
- 3 You need to do this if you want to learn more about something.
- 4 If you do this, you'll get good marks.
- 5 If we do this to endangered animals, we'll help them.

2 Read down from the arrow to find the secret message. Clue: Look on Student's Book, page 11.

Secret message:



3 Complete the sentences. Use the letters in the circle to help you.

- 1 If your computer isn't working, you need to ask someone to r e p a i r it.
- 2 If the classroom is messy, you can help _____ it.
- 3 If you don't want those photos, you can _____ them.
- 4 My friend and I are going to _____ a club.
- 5 I've made a resolution to be _____.



4 How much do you remember? Choose the correct answer (A, B or C). Then find the answers in the Student's Book and add up your score.

- 1 Chile is a country in _____.
A Europe **B** South America **C** Asia
- 2 Spider monkeys use their tails to _____.
A make a noise to frighten away other animals **B** swing from tree to tree **C** turn quickly
- 3 Asher Jay is a(n) _____.
A marine biologist **B** engineer **C** artist
- 4 A gardener _____.
A grows plants and flowers **B** guides people up mountains **C** fixes cars
- 5 Garry Kasparov is a famous _____.
A photojournalist **B** chess player **C** mural painter

Give yourself one point for each correct answer. Write your score here. () How did you do?

Clever creatures

1 Listen and tick (✓) the clever creatures you hear about. TR: 13

- ☐ cats ☒ dogs ☐ dolphins ☐ horses
☐ orcas ☐ parrots ☐ penguins ☐ tigers

2 Listen again. Write BC (border collie), O (orca) or P (parrot) after the clever thing the animal can do.  TR: 14

- 1 count to three 0
- 2 follow instructions _____
- 3 understand the word *zero* _____
- 4 find sheep _____
- 5 know the words for some colours _____
- 6 produce sounds by pushing air through a blowhole _____
- 7 understand the words for 150 different things _____
- 8 copy the sound of a human voice _____

3 Answer the questions.

- 1 Scientists used to believe that animals couldn't think, but what do we know now?
They can understand and use information.
- 2 Give three examples of words farmers use with border collies when they're working with sheep.

- ### 3 How do working dogs help farmers?

- #### 4 How do young orcas learn to make sounds?

- 5** Give three examples of words Alex could understand.

- 6** How would you feel if someone said you had a brain like a bird?

4 Complete the sentences about the text to make them true for you.

- 1 I was interested to learn that _____.
- 2 I already knew that _____,
but I didn't know that _____.
- 3 I would like to learn more about _____.

Review 2: Units 3–4

1 Match the jobs (1–8) with the descriptions (A–H).

- 1 tennis coach D
- 2 photojournalist _____
- 3 painter _____
- 4 lifeguard _____
- 5 mechanic _____
- 6 gardener _____
- 7 marine biologist _____
- 8 mountain guide _____

- A someone who helps make houses, buildings and other places look nice
- B someone who fixes things like cars and motorbikes
- C someone who leads people up and down mountains
- D someone who teaches people how to play tennis
- E someone who takes photos for news stories
- F someone who keeps people safe on the beach and in the sea
- G someone who studies fish and other marine creatures
- H someone who grows plants and flowers

2 Listen to the interview about a job. Circle the correct answer. TR: 15

- 1 Amy is a (swimming instructor) / lifeguard.
- 2 When she was small, she lived near *the sea* / *a lake*.
- 3 She taught her *little sister* / *grandmother* to swim.
- 4 Her grandmother's *friend* / *little sister* wants to learn to swim.
- 5 Amy thinks it's *sometimes* / *never* too late to learn to swim.
- 6 When people swim for the first time, they might be *happy* / *scared*.

3 Add question tags to these statements. Then write the correct answers.

- 1 Mechanics can repair cars, can't they ?
Yes, they can .
- 2 Garry Kasparov is a famous chess player, _____ ?
_____ .
- 3 Marine biologists don't study marine creatures, _____ ?
_____ .
- 4 Camera traps don't hurt the animals, _____ ?
_____ .
- 5 Animals sometimes try to eat cameras, _____ ?
_____ .
- 6 It isn't difficult to set an alarm on a mobile phone, _____ ?
_____ .

4 Complete the sentences with the verbs in brackets. Use the correct form of the passive.

- 1 This photo was taken (take) yesterday by a photojournalist.
- 2 A mural _____ (paint) outside our school right now.
- 3 Computers _____ (use) every day.
- 4 We can't use the car today because it _____ (repair) at the garage.
- 5 The camera _____ (break) last night.
- 6 The bridge _____ (damage) by heavy loads last year.
- 7 Camera traps _____ (not / invent) by photojournalists.
- 8 Sometimes chess games _____ (play) against computers.

5 Rewrite the sentences in the passive.

- 1 A mechanic is fixing our car right now.
Our car is being fixed by a mechanic right now.

- 2 Rhino keepers take care of the baby rhinos.

- 3 A photo engineer designed the camera trap.

- 4 The new tennis coach taught the tennis lesson.

- 5 A gardener planted all of the flowers.

- 6 My little brother deleted all of the photos.

I can ...

- talk about different outdoor jobs and technology.
- use indefinite pronouns to talk about outdoor jobs.
- use question tags to check information, ask if others agree, be friendly and make conversation.
- use the present simple passive and the past simple passive to talk about technology.
- use the present continuous passive to talk about technology.
- write a description of a job.
- write a story about technology.

Yes.

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I need to practise.

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Vocabulary

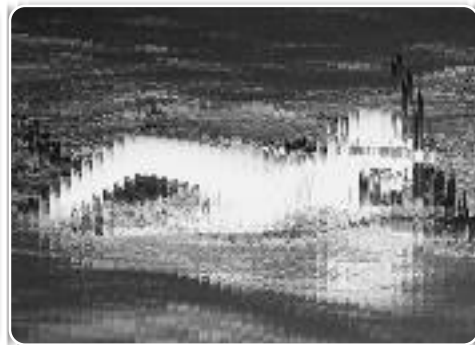
1 Complete the sentences with the words from the box.

cross destination hurry reach set off suitcase survive view

- 1 Polar bears can survive in cold places because they've got thick fur.
- 2 When you go on a journey, you can put your things in a _____.
- 3 If you _____ the ocean, you go from one side to the other.
- 4 When you get to the top of a mountain, you often have a great _____.
- 5 If you _____ for the train station late, you'll have to _____ to catch the train.
- 6 When you _____ your _____, you've finished your journey.

2 Listen to the podcast about the first man to swim across the Atlantic Ocean. Write T (true) or F (false). Correct the false sentences. TR: 16

- 1 Ben Lecomte was born in the US. F (He was born in France.)
- 2 In 1998, he swam from the US to France. _____
- 3 He swam all day every day. _____
- 4 Special technology kept sharks away from him. _____
- 5 He completed his journey in six days. _____
- 6 When he finished, he said he didn't want to do it again. _____

**Ben Lecomte swimming across the Atlantic Ocean**

3 Think about a journey you would like to take. Write sentences to answer these questions.

- 1 Where would you go and why?

- 2 How would you travel to your destination?

- 3 What would you take in your suitcase?

- 4 What would you need to survive?

- 1** Use the words from the boxes and your own ideas to write five sentences. Use the present perfect passive.

my suitcase	built
that mountain	climbed
the camels	eaten
the bridge	found
the cherries	lost

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- 2** Use the words to write sentences. Use the present perfect passive.

1 a new railway line / build / from China to Europe

A new railway line has been built from China to Europe.

2 the Australian desert / cross / groups of camels

3 a film / make / about Robyn Davidson's journey

4 animals / use / to help people for a very long time

5 the bridge / not paint / yet

6 the new tunnel / not complete / yet

- 3** Complete the sentences. Write three affirmative and three negative sentences. Use the words from the box, your own ideas and the present perfect passive.

build clean find paint repair steal turn off turn on

- 1 My bedroom _____.
- 2 Our classroom _____.
- 3 The lights at my house _____.
- 4 Our bags _____.
- 5 My mum's bike _____.
- 6 My dad's computer _____.

1 Scan the text. How long was Anthony's journey? _____

The amazing Anthony Gotts

In 2016, Anthony Gotts began – and finished – an amazing journey. He crossed the whole of the United Kingdom, from Land's End, in the southwest of England, to John O'Groats, in the north of Scotland. Other people have made the journey on foot or by bike, and it has been made by someone in an electric **wheelchair**, but Anthony was the first person to make the journey in a regular wheelchair, not an electric one. He had to use his arms to move the wheels – for nearly 1,500 kilometres!

Anthony could go downhill fast, but it was much harder for him to go uphill. He sometimes hurried because he wanted to finish the journey in fewer than thirty days. He often had to repair his wheelchair and the wheels were changed **regularly**. He also needed to eat a lot of food to give him **energy**.

Anthony travelled about 72 kilometres a day. He said the last part of the journey was the most difficult. There were a lot of hills, but there were also some great views. He reached his destination in twenty days. His dog, Bonnie, ran beside him as he finished his **extraordinary** journey.



John O'Groats, Scotland

New words

wheelchair
regularly
energy
extraordinary

2 Read again. Answer the questions.

- 1 What was Anthony's destination? John O'Groats, Scotland
- 2 Why did Anthony sometimes hurry? _____
- 3 How many kilometres did Anthony travel each day? _____
- 4 How long did it take him to reach his destination? _____
- 5 Who was beside him at the end of the journey? _____

3 Match the definitions and descriptions (1-9) with the words (A-I).

- | | |
|---|-----------------|
| 1 There are 100 of these in a metre. <u>D</u> | A tunnel |
| 2 big from one side to the other _____ | B wheelchair |
| 3 high places _____ | C extraordinary |
| 4 an underground road _____ | D centimetres |
| 5 things that a person or lorry carries _____ | E energy |
| 6 a chair with wheels _____ | F heights |
| 7 happening often _____ | G regularly |
| 8 amazing _____ | H loads |
| 9 power _____ | I wide |

1 Match the questions (1–6) with the answers (A–F). Then complete the answers.

- | | |
|---|--|
| <p>1 Why are more electric cars being made now? <u>E</u></p> <p>2 Where were you born? _____</p> <p>3 How is your favourite food made? _____</p> <p>4 Who was your Student's Book written by? _____</p> <p>5 What languages are spoken in your house? _____</p> <p>6 Why have you been asked to do this exercise? _____</p> | <p>A It's made with _____
_____.</p> <p>B It was written by _____
_____.</p> <p>C In my house, _____
_____.</p> <p>D So that I get better at _____
_____.</p> <p>E Because they are better for the _____
<u>planet and environment</u>.</p> <p>F I was born _____
_____.</p> |
|---|--|

2 Laura is on a school trip to the Swiss Alps. Listen to the phone conversation between her and her mum. Then answer the questions. **TR: 17**

- 1 How are the children's bags being carried? They're being carried by donkeys.
- 2 Why has their destination been changed? _____
- 3 What are they being given and why? _____
- 4 What has happened to the chocolate? _____
- 5 Who do you think has eaten the chocolate? _____

3 Write questions for the answers. Use the underlined information to help you.

- 1 What language is spoken in Italy ? Italian is spoken in Italy.
- 2 _____ ? The tunnel was built five years ago.
- 3 _____ ? Heavy loads are now being carried under the mountains.
- 4 _____ ? The bridge has been built so that walkers can reach their destinations more quickly.
- 5 _____ ? The telephone was invented in 1876.
- 6 _____ ? Their house was damaged by the storm.

1 Tick (✓) the ways you exercise every week. Give yourself one point for each activity.

☐ walk to school

☐ play football

☐ gymnastics

☐ swim

☐ ride a bike

☐ run

☐ play tennis

☐ help tidy the house

☐ go for long walks

2 Write other ways that you exercise. Give yourself one point for each of these activities. Add up all your points from Exercises 1 and 2. Then look at the information in the box below.

11–14 points: Wow! You're very fit. Well done!

6–10 points: Good work. You exercise regularly.

1–5: Try to find a few more ways to exercise every week.

3 Read and write suggestions about exercising.

1 I like being outdoors, but I don't like team sports. I don't enjoy swimming either.

You could run/go running.

2 I like exercising with my friends, but I don't like football. I love going to the park.

3 I live far away from my friends and my bike is broken. Also, I have to help my mum at home every day, so I haven't got a lot of time to exercise.

4 I love ball games and exercising with other people. Also, I can run really fast.

4 Answer the questions about you.

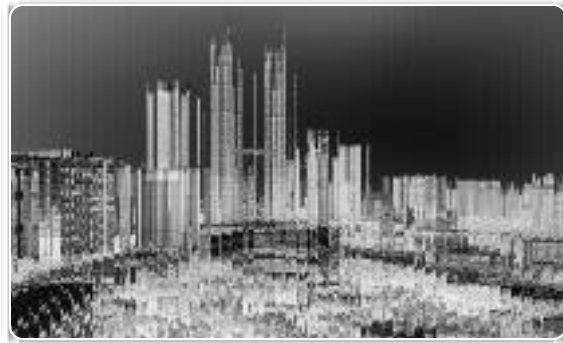
1 What do you like about exercising?

2 How do you feel after you exercise?

1 Write the measurements in figures. Shorten the measurement words.

- 1 three hundred metres 300 m
- 2 forty-five kilograms _____
- 3 eighty-seven centimetres _____
- 4 five thousand and fifty kilometres _____
- 5 six thousand, three hundred and three kilograms _____
- 6 thirteen centimetres _____

2 Do some research and complete the table with information about Malaysia.



Kuala Lumpur, Malaysia

Topics	Facts about Malaysia
Number of people (population)	<i>over 31 million</i>
The biggest city	Kuala Lumpur
The highest mountain	
The national animal	
Some of the most popular sports	
Languages spoken	
Number of national parks	28
Two other interesting facts about Malaysia	

3 In your notebook, use the topics and facts from the table in Exercise 2 to write a factfile about Malaysia. Start a new line for each piece of information. Write one or two sentences for each topic.

UNIT 6

Fantastic festivals

LESSON 1

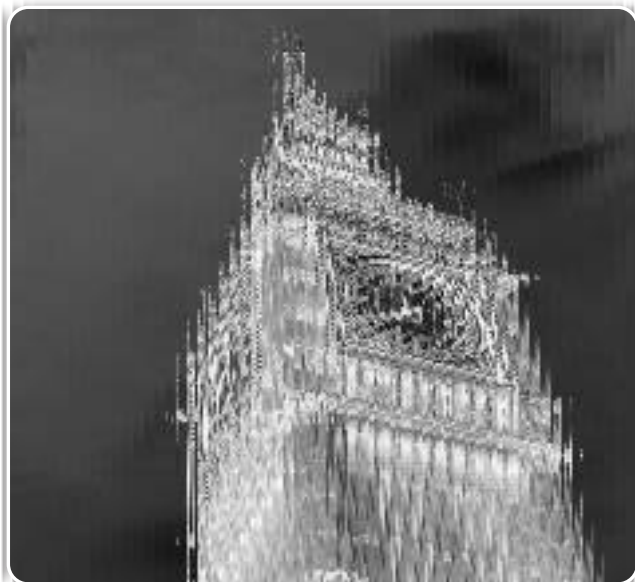
Vocabulary

1 Circle the correct answer.

- 1 Spring comes after winter / summer.
- 2 One hundred and twenty *minutes* / *seconds* is the same as two hours.
- 3 We usually have lunch at *midday* / *midnight*.
- 4 There are *fifty* / *one hundred* years in a century.
- 5 It's very dark at *midday* / *midnight*.
- 6 August is my favourite *month* / *week* of the year.

2 Write the times in figures with a.m. or p.m.

- 1 Three-thirty in the morning 3.30 a.m.
- 2 Four o'clock in the afternoon _____
- 3 Eleven o'clock at night _____
- 4 Seven-thirty in the evening _____
- 5 Two o'clock in the afternoon _____
- 6 Six-thirty in the morning _____



Big Ben, London, England

3 Listen to a conversation about a festival in Scotland. Complete the sentences. TR: 18

- 1 The festival is for people with red hair.
- 2 It takes place in the month of _____.
- 3 The festival started in _____.
- 4 People from _____ countries go to the festival.
- 5 People who go to the festival haven't got to _____.
- 6 Red-haired people can bring _____.
- 7 Only people with red hair can be in _____.

4 Would you like to go to the Redhead Days international festival? Why? / Why not? Write one or two sentences.

1 Complete the sentences with *for* or *since*.

- 1 I've been using this book since last year.
- 2 He's been playing cricket _____ three months.
- 3 It's been raining _____ hours.
- 4 The cherry blossom has been flowering _____ two weeks.
- 5 People have been flying kites _____ centuries.
- 6 He hasn't eaten any chocolate _____ yesterday.

2 Read the text. Then use the words to write sentences about each person. Use the present perfect continuous.

It's now seven o'clock in the evening and everyone in the Ruiz family is hungry. Mum began making dinner at six-thirty. Dad left work at six o'clock to drive home. He's still on his way home. Sara is doing her homework – she started when she arrived home from school at four-thirty. Ana hasn't done any homework since she started reading a book at five o'clock and she hasn't stopped yet. Grandpa has been waiting for dinner since six o'clock. He's very hungry now.

- 1 Dad / drive / for _____ *Dad has been driving for an hour.*
- 2 Mum / make dinner / since _____
- 3 Sara / do homework / for _____
- 4 Ana / read / since _____
- 5 Grandpa / wait for dinner / for _____

3 Write questions with *How long* for the answers. Then write two of your own questions and answers. Use the present perfect continuous.

- 1 *How long has she been sleeping* _____ ? She's been sleeping since midday.
- 2 _____ ? He's been playing football for an hour.
- 3 _____ ? I've been tidying my bedroom since this morning.
- 4 _____ ? We've been living here since I was six.
- 5 _____ ? They've been studying English for five years.
- 6 _____ ? People have been going to festivals for centuries.
- 7 _____ ?
_____ for a long time.
- 8 _____ ?
_____ since yesterday.

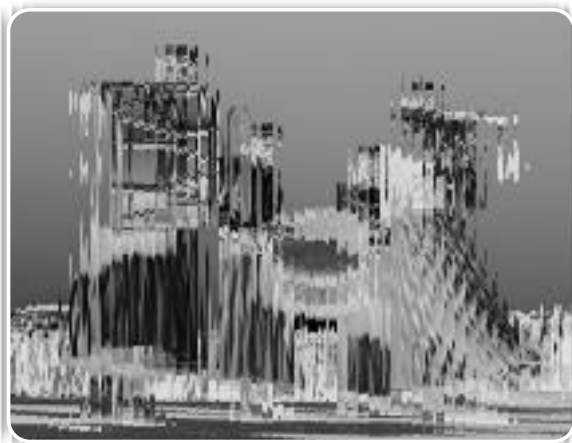
1 Scan the text. Where do these festivals take place?

Two interesting festivals

On the island of Corsica, which is part of France, there's a festival of comics and comic books every year. The festival is called *BD à Bastia* and it was started in 1993. BD is for *bandes dessinées*, which means *drawn strips* – comics – in French, and Bastia is the town in Corsica where the festival takes place. It's usually in April and it **lasts** for four days. There are lots of comics and comic books to see. Groups of schoolchildren can talk to writers and artists and find out how comic books are made. It's a great festival for anyone who likes comics!

The *International Festival of the Sahara* has been taking place for over a century. It's held every December in Douz, Tunisia, and it lasts for four days. It used to be called the *Camel Festival* and camels are still the most important part of the festival. There's a lot of camel racing and horse racing. In the evenings, you listen to traditional chants, and there's a **poetry** competition.

The festival takes place in the desert – in fact, it's where the old *Star Wars* films were made.



Drummers at the International Festival of the Sahara in Douz, Tunisia

New words

lasts
poetry

2 Read again. Complete the table.

	Where does it take place?	What does it celebrate?	When does it take place?	How long has it been taking place?	What can you do at the festival?
<i>BD à Bastia</i>	<i>in Bastia, on the island of Corsica, France</i>				
<i>International Festival of the Sahara</i>					

3 Match the words (1-7) with the definitions and descriptions (A-G).

1 mixture D

2 tropical fruit ____

3 seafood ____

4 skin ____

5 poetry ____

6 poured ____

7 lasts ____

A animals from the sea that we can eat

B what we have all over our bodies

C a kind of writing done in verses

D what you get when different things are put together

E fruit that grows in warm places, such as pineapples and mangoes

F continues over a period of time

G put liquid in or on something

1 Complete the sentences with the verbs in brackets. Use the present perfect continuous.

- 1 She 's/has been playing (play) chess since she was four, so now she's really good.
- 2 They _____ (eat) chocolate all day, so now they're not hungry.
- 3 He's very tired because he _____ (run) since midday.
- 4 We want to sit down now because we _____ (walk) around all day at the festival.
- 5 The *Boryeong Mud Festival* _____ (take place) every summer since 1998, so now it's very famous.
- 6 My English is very good now because I _____ (study) hard.

2 Complete the sentences with the verbs from the box. Use the present perfect continuous.

walk eat fly play pour study

- 1 I've been walking at the festival for five hours, so I'm tired now.
- 2 They aren't hungry now because _____ since they arrived at the festival.
- 3 _____ mud everywhere, so everything's very muddy now. They've made a mess!
- 4 He's doing well in school now because _____ very hard.
- 5 _____ kites since midday, so our arms are tired.
- 6 She's thirsty because _____ football and it's hot today.

3 Listen to the conversation between Ella and her mum. Then complete the answers. Use the present perfect continuous. TR: 19

- 1 Why is Ella hungry?
Because she's been walking all afternoon.
- 2 Why won't Tom be hungry?
Because _____ all day.
- 3 Why is Rosie happy?
Because _____ all day.
- 4 Why does Ella think her grandma and grandpa will be tired?
Because _____ all day.
- 5 Why has Ella's mum had a good day?
Because _____ in the garden all afternoon.

1 Read and think about these sentences about culture. Write A (agree) or D (disagree) after each one.

- 1 A country is where people live. Culture is all about how they live. A
- 2 There can be more than one culture in a country. _____
- 3 Your culture comes from your parents. _____
- 4 Your culture comes from your friends. _____
- 5 It's important to try to understand other cultures. _____

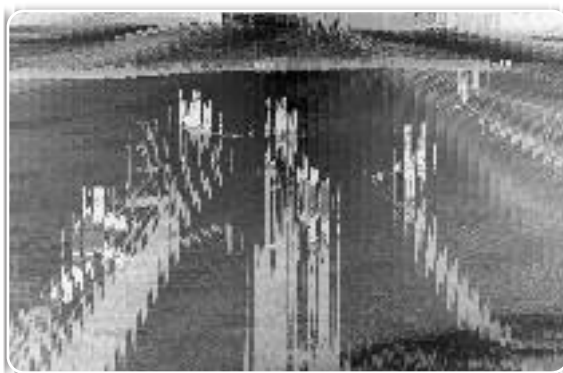
2 Tick (✓) the activities that you do to learn about other cultures. Which activities do you enjoy the most? Number them 1-6 (with number 1 as your favourite). Write the numbers on the lines.

- ☐ reading books written by people from other cultures _____
- ☐ watching films from other cultures _____
- ☐ listening to podcasts about other cultures _____
- ☐ visiting other countries _____
- ☐ eating food from other cultures _____
- ☐ making friends with children from other cultures _____

3 Write a sentence about why you think your favourite activity from Exercise 2 is a good way to learn about other cultures.

4 Find out some information about another culture. Complete the table.

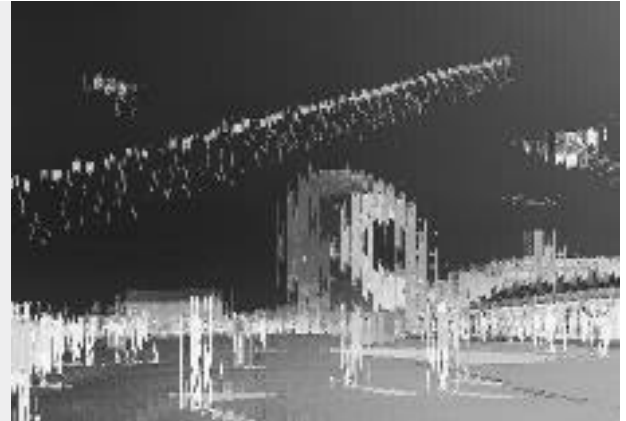
Name of the culture	
How do you say 'Hello'?	
Give an example of a popular sport.	
Give an example of a popular food.	
Give an example of a popular festival.	
Any other interesting facts about this culture	



Boys play hockey outdoors in Winnipeg, Manitoba, Canada. Hockey is a popular sport in Canada and an important part of Canadian culture.

1

Uttarayan is the name of the _____ amazing _____ kite festival which takes place in Gujarat, India, at the end of winter. During the festival, the markets are full of _____ food, there are lots of _____ things to buy and the sky is full of _____ kites. It's a really _____ time for the people of Gujarat and the many visitors who make the journey to this _____ festival.



The International Kite Festival in Ahmedabad, Gujarat, India

2

Questions	Facts	Adjectives, verbs and expressions to describe this information and make it sound more interesting
What's the name of the festival?	<i>Mistura</i>	<i>fantastic</i>
What does it celebrate?	food	
How long has it been taking place?	since 2008	
Where does it take place?	Lima, Peru	
When does it take place?	in spring	
What can you do there?	try different kinds of food	
What's the best thing about it?	the food at the outdoor market	

3

[illegible]

1 Write A (agreeing) or D (disagreeing) after each expression.

- | | |
|---|---|
| 1 You're right about that. <input type="text" value="A"/> | 7 I don't agree. <input type="text"/> |
| 2 I don't think so. <input type="text"/> | 8 I'm sorry to disagree, but ... <input type="text"/> |
| 3 I'm not so sure. <input type="text"/> | 9 I think so, too. <input type="text"/> |
| 4 I agree. <input type="text"/> | 10 I'm not sure about that. <input type="text"/> |
| 5 But don't you think ...? <input type="text"/> | 11 But what about ...? <input type="text"/> |
| 6 That's true. <input type="text"/> | 12 I feel the same. <input type="text"/> |

2 Listen and complete the conversation. TR: 20

- Hanna:** Hello Lara. I'm going to the Art Festival tonight. Would you like to come?
- Lara:** That would be great! But it starts tomorrow, doesn't it?
- Hanna:** No, ¹ I don't think so. I'm sure it starts tonight.
- Lara:** OK. It's at The Bridge Art Centre, right?
- Hanna:** ² _____. I thought it was at The Riverside Gallery.
- Lara:** ³ _____. It's been at The Bridge Art Centre every year since I was small.
- Hanna:** Oh well, we can go and check. The Bridge Art Centre isn't far from The Riverside Gallery.
- Lara:** ⁴ _____.
- Hanna:** I'd like to get there early. I want to have time to see everything.
- Lara:** ⁵ _____. The festival was amazing last year.
- Hanna:** ⁶ _____. I thought it was fantastic. Let's try to get there by five o'clock. Maybe we can get a snack at the café first.
- Lara:** Great idea!

3 Write responses for each statement. Agree or disagree and give reasons.

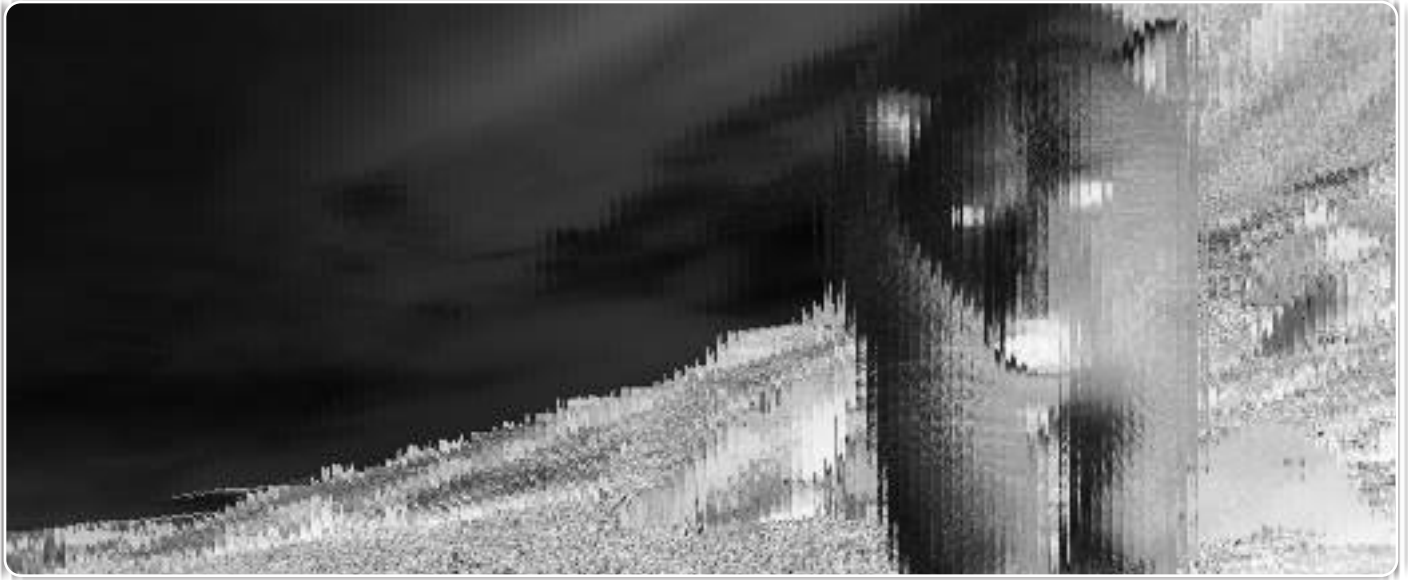
- It would be great to be a lifeguard.

- Festivals are always really fun.

- Young children should never eat sweets.

- Long journeys can be very boring.

School trip 2: Franz Josef Land, Russia



A polar bear walks towards a remote camera, Franz Josef Land, Russia.

1 Remember the video. Tick (✓) the things that you saw.

- | | | |
|--|-------------------------------------|--------------------------------|
| ☒ boat | ☐ penguin | ☐ fish |
| ☐ camera | ☐ polar bear | ☐ ocean |
| ☐ drone | ☐ rocks | ☐ whale |

2 Complete the sentences with the words from the box.

ate camera ~~do research~~ hurried
interested photographer polar bears

Scientists go to these islands in the Russian Arctic near the North Pole to ¹ do research because there are a lot of interesting creatures there, such as ² _____. Cory Richards is a National Geographic Explorer and ³ _____. He wanted to get a good photo of a polar bear, so he left a ⁴ _____ on the beach and ⁵ _____ away before the polar bear came. The polar bear was very ⁶ _____ in the camera; in fact, it nearly ⁷ _____ it. It came so close that Cory got a really good photo of it.

3 Imagine you were one of the people with Cory. Write three sentences about what happened, what you saw and how you felt. Was it exciting or scary? What did you do after you'd seen the photo of the polar bear?

Review 3: Units 5–6

1 Match to form correct sentences.

- | | |
|--|--|
| 1 If something happens at midday, <u>D</u> | A your journey is finished. |
| 2 When you set off, ____ | B from the top of a mountain. |
| 3 If something happens at midnight, ____ | C you have to hurry to arrive on time. |
| 4 When you reach your destination, ____ | D it happens in the middle of the day. |
| 5 You usually have a good view ____ | E you start your journey. |
| 6 If you start late, ____ | F it happens in the middle of the night. |

2 Complete the sentences to make them true for you.

- 1 My favourite month is _____ because _____.
- 2 In summer, I often _____.
- 3 Winter in my city is _____.
- 4 It usually takes me _____ minutes to _____.
- 5 I usually set off for school at _____ and I get home at _____.
- 6 I've been doing this activity for _____.

3 Rewrite these sentences in the present perfect passive. You don't need to write *by* and *who did the action*.

- 1 Someone has made the posters for the festival.

The posters for the festival have been made.

- 2 The visitors have eaten all of the *ceviche*.
-

- 3 A team of workers has put out picnic tables for the Balloon Festival.
-

- 4 People have celebrated the festival for more than a century.
-

- 5 People have made a lot of delicious food for the festival.
-

4 Circle the correct answer (A, B or C).

- 1 Why has the new tunnel been built?
 - ☒ A So that lorries can travel under the mountains.
 - ☐ B It's 57 kilometres long.
 - ☐ C It's called the Gotthard Base Tunnel.
- 2 Where was the tunnel built?
 - ☐ A It took seventeen years.
 - ☐ B It was built in Switzerland.
 - ☐ C It was built in 2017.
- 3 How was the old bridge across the valley damaged?
 - ☐ A It was damaged by rocks.
 - ☐ B It's 500 metres long.
 - ☐ C It took seventeen years.
- 4 When is the cherry blossom celebrated?
 - ☐ A It's celebrated in Japan.
 - ☐ B It's celebrated in spring.
 - ☐ C It's celebrated because people enjoy looking at it.
- 5 What's celebrated at the *Mistura* festival?
 - ☐ A It's celebrated in Lima, Peru.
 - ☐ B It's been celebrated since 2008.
 - ☐ C Food is celebrated.
- 6 How long has the *Boryeong Mud Festival* been celebrated?
 - ☐ A It's celebrated in Korea.
 - ☐ B It's been celebrated since 1998.
 - ☐ C It celebrates mud.

5 Complete the sentences with *for*, *since* or *because*.

- 1 The camels are tired because they have been walking across the desert.
- 2 They have been walking _____ 195 days.
- 3 People have been crossing the valley much more quickly _____ the suspension bridge was opened.
- 4 The students are very strong now _____ they've been exercising a lot.
- 5 The people in the town are happy _____ they've been celebrating the cherry blossom.
- 6 The cherry blossom has been flowering _____ last week.
- 7 It's been raining _____ around midday yesterday.
- 8 Everyone's wet _____ it's been raining for hours.

I can ...

- talk about journeys and festivals around the world.
- use the present perfect passive to talk about journeys and transport.
- use questions in the passive to ask about journeys and transport.
- use the present perfect continuous with *for* and *since* to talk about festivals.
- use the present perfect continuous to explain a situation.
- write a factfile about a country.
- write an advert for an event.

Yes.

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I need to practise.

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LESSON 1

Vocabulary

1 Match the words (1-8) with the definitions (A-H).

1 accident C

2 beginner _____

3 experience _____

4 expert _____

5 route _____

6 concentrate _____

7 challenging _____

8 large _____

A the way to get somewhere

B someone who's very good at something or knows a lot about a certain topic

C something that happens that damages something or hurts someone

D big

E someone who has only just started to learn something such as a sport

F to think very hard about something and give it all your attention

G an event that happens to you

H very difficult

2 Complete the sentences with your own ideas.

1 When experts go rock climbing, they *know what to wear and where to climb* _____.

2 When beginners go rock climbing, they need to _____.

3 You have to concentrate very hard when you _____.

4 It's easy to have an accident if you _____.

5 It can be a great experience to _____.

6 It can be very challenging to _____.

3 Listen to the podcast about snowboarding. Write T (true) or F (false).

Correct the false sentences.  TR: 21

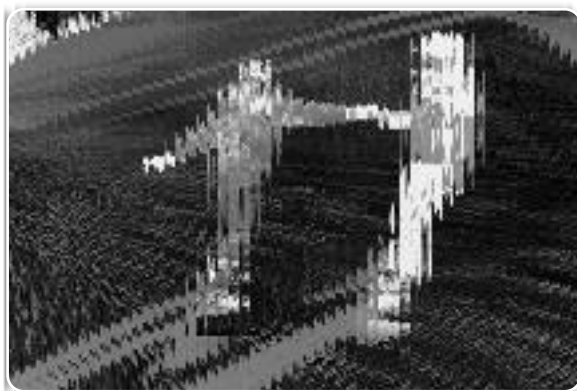
1 When people go snowboarding, they have one foot on the board. *F (both their feet)*

2 An engineer from the UK made one of the first snowboards. _____

3 His daughters didn't like it. _____

4 Snowboarding was made an Olympic sport in 1998. _____

5 Half-pipe is a kind of snowboard. _____



A snowboarding lesson in Morzine, France

1 Read the sentences about rock climbing. Then match the sentences (A-H) with the headings (1 or 2) below.

- A You must wear a helmet.
- B You should tell someone where you're going.
- C You should wear comfortable clothes.
- D You must bring a rope.
- E You shouldn't use a phone when you're climbing.
- F You must not climb alone.
- G Beginners shouldn't climb difficult routes.
- H You must wear shoes.

1 Advice for someone going rock climbing
_____ *B* _____

2 Rules for someone going rock climbing
_____ _____

2 Complete the sentences with the verbs in brackets and the correct form of *should*, *ought to*, *have to* or *must*. Use the cues at the beginning of the sentences to help you.

- 1 (advice) You _____ *should wear* _____ (wear) warm clothes when you go snowboarding.
- 2 (advice) You _____ (not / go to bed) too late.
- 3 (rule) You _____ (not / run) in the classroom.
- 4 (necessary) You _____ (go) to school.
- 5 (unnecessary) You _____ (bring) your lunch to school.
- 6 (rule) You _____ (not / climb) on the old castle.
- 7 (advice) You _____ (do) your homework.
- 8 (rule) You _____ (arrive) on time.

3 Write three rules for visitors to your classroom.

You must not text in class.

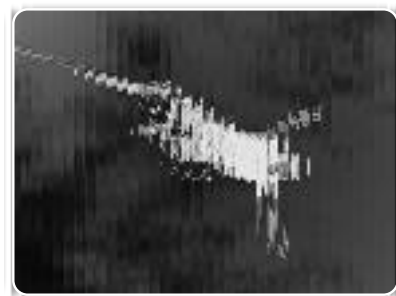
4 Write some advice for a new student at your school.

1 Scan the text. Answer the questions.

- 1 What should you wear if you go bungee jumping? _____
- 2 What shouldn't you wear? _____

5 ... 4 ... 3 ... 2 ... 1 ... Bungee!

Bungee jumping is a very exciting and scary extreme sport. When someone does a bungee jump, a rope called a *bungee* is attached to the person's feet. Then the person jumps off a very high place. This is often a bridge, but it could be something that moves, like a helicopter or a hot-air balloon. When the person jumps, the rope **stretches**, but it doesn't break. The person drops down quickly and then bounces back up again.



A bungee jumper

There are many beautiful places in the world where people can go bungee jumping. If you decide to try it (when you're older!), make sure you do some research and choose a good **organisation** to go with. If you're a beginner, you'll need an expert to show you what to do. You'll have to wear a helmet and you'll need to strap yourself into a harness. If you go bungee jumping, you should wear comfortable clothes – T-shirts and long trousers are better than dresses or skirts! Also, you shouldn't wear glasses because they'll fall off.

When it's time to jump, you should try not to look down. Everyone who's watching counts together and says, 5 ... 4 ... 3 ... 2 ... 1 ... *Bungee!* Then all you have to do is jump!

New words
stretches
organisation

2 Read again. Write T (true) or F (false). Correct the false sentences.

- 1 The bungee is attached to the person's hands. F (to the person's feet)
- 2 Bungee jumpers sometimes jump from helicopters. ____
- 3 Beginners don't need anyone to show them what to do. ____
- 4 Dresses are better than long trousers for bungee jumping. ____
- 5 You shouldn't look down when it's time to jump. ____
- 6 The people who are watching all say, 5 ... 4 ... 3 ... 2 ... 1 ... *Be careful!* ____

3 Match the descriptions (1-5) with the words (A-E).

- | | |
|--|-----------------------|
| 1 like a lot of mountain roads <u>C</u> | A flow |
| 2 the way a mountain road goes up or down ____ | B organisation |
| 3 to move like water ____ | C steep |
| 4 makes something longer by pulling it ____ | D steeply |
| 5 a group of people with a special job or skill ____ | E stretches |

4 Write two sentences to explain why you would or wouldn't like to go bungee jumping.

1 Underline the reflexive pronoun in each question.

Then match the questions (1-8) with the answers (A-H).

- | | |
|--|---|
| <p>1 Did you enjoy yourselves at the festival? <u>C</u></p> <p>2 Can your little sister dress herself? ____</p> <p>3 Did he teach himself to paint? ____</p> <p>4 Did you enjoy yourself yesterday? ____</p> <p>5 Will I hurt myself if I fall down? ____</p> <p>6 Should we wear wetsuits to keep ourselves warm? ____</p> <p>7 Will the light turn itself off? ____</p> <p>8 Can they get themselves something to eat in the canteen? ____</p> | <p>A Yes, she can now.</p> <p>B Yes, you should. The water is very cold!</p> <p>C Yes, we did, thank you. It was a lot of fun!</p> <p>D Yes, he did. Isn't that amazing?</p> <p>E Yes, you will, so be careful!</p> <p>F Yes, it will – after a few minutes.</p> <p>G Yes, I did thank you. I had a great day.</p> <p>H Oh yes, that won't be a problem for them.</p> |
|--|---|

2 Circle the correct answer.

- 1 The man was talking to himself / herself as he walked along.
- 2 The light turns *themselves* / itself on when someone enters the room.
- 3 Can you and your friend get *yourselves* / yourself something to eat?
- 4 Little children have to learn to dress *ourselves* / themselves.
- 5 I'm going snowboarding tomorrow, so I need to prepare *myself* / itself.
- 6 How did you hurt *herself* / yourself, Paula?
- 7 My sister made *myself* / herself breakfast this morning.
- 8 We taught *ourselves* / themselves how to snowboard last winter.

3 Listen to Lubna and Mira talking about their snowboarding trip. Write T (true) or F (false).

Correct the false sentences.  **TR: 22**

- 1 Lubna and Mira enjoyed themselves when they went snowboarding. T
- 2 They taught themselves how to do it. ____
- 3 Lubna took a photo of herself. ____
- 4 She hurt herself when she fell down. ____
- 5 Lubna and Mira wore helmets. ____
- 6 Lubna, Mira and Erika get a hot chocolate to wake themselves up. ____

1 Look at the pictures. Tick (✓) the pictures that show people being responsible. Put an X next to the pictures that show people not being responsible.

1

A ☐

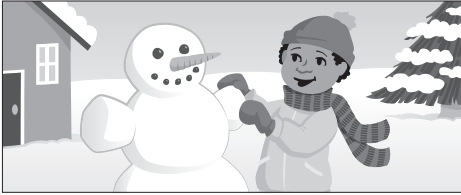


B ☐



2

A ☐

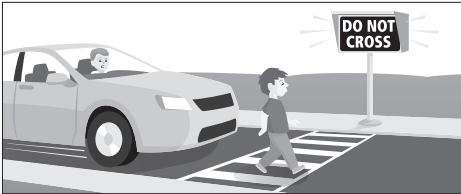


B ☐

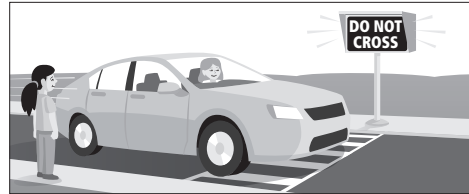


3

A ☐



B ☐



4

A ☐



B ☐



2 Write a sentence with advice for the person in each of the pictures with an X in Exercise 1.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

3 Complete the sentences to show how you are, or would be, responsible in these situations. Write one of your own ideas.

- 1 When I have to cross a road, I _____.
- 2 When I ride a bike, I _____.
- 3 If I went rock climbing, I would _____.
- 4 If I went snowboarding, I would _____.
- 5 When I _____.

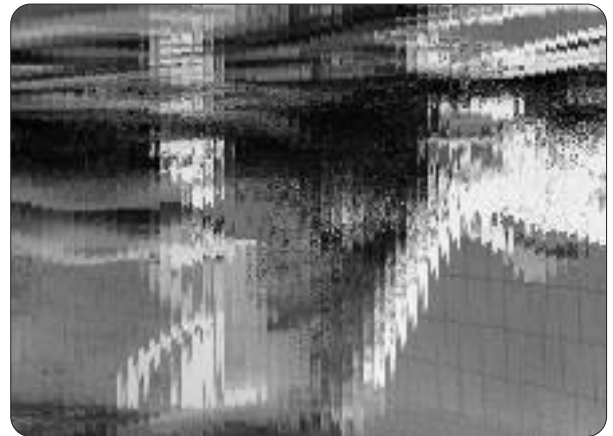
- 1** You're going to write an article about underwater hockey. First, write four questions to help you think about what people might want to know about the sport.

What is underwater hockey?

- 2** Match the information (A-H) with the correct paragraph topics (1-4) below.

Information

- A** A player is not allowed to touch another player with his/her empty hand.
- B** Do you think you would like to watch underwater hockey?
- C** You need a small stick to push the ball.
- D** Underwater hockey is now played in more than twenty countries.
- E** Underwater hockey was invented in the UK in the 1950s to help divers get exercise.
- F** Do you think you'd like to try playing it?
- G** Players wear masks and use snorkels to breathe.
- H** You must not touch the ball with your hand.



Members of the HK Typhoon underwater hockey team, Hong Kong

Paragraph topics

- 1** An introduction to the sport and a little bit about its history _____ *D* _____
- 2** Information about what you need to play it _____
- 3** The rules _____
- 4** Asking readers for their thoughts _____

- 3** In your notebook, write an article about underwater hockey. Organise the information from Exercise 2 into paragraphs. Check that your questions from Exercise 1 have been answered by the information in your article. If not, do some research to find the answers and include that information in your article.

Tales of survival

LESSON

1

Vocabulary

1 Complete the sentences with the words from the box.

battery charge expedition frightening hard search

- Getting lost in the mountains is a very frightening experience. It happened to me once and I was very scared!
- If the _____ in your phone is dead, you won't be able to make calls.
- You need to _____ your phone before setting off on a long journey.
- It's _____ to see in the dark without a torch.
- I've lost my keys. Will you help me _____ for them?
- Ernest Shackleton's _____ to Antarctica was very challenging.

2 Complete the sentences with your own ideas.

- I think it's very frightening when _____.
- I'd like to go on an expedition to _____.
- When you take a torch with you, _____.
- It's very hard to _____.
- The rescue team searched for _____.

3 Listen to a true survival story. Then answer the questions. TR: 23

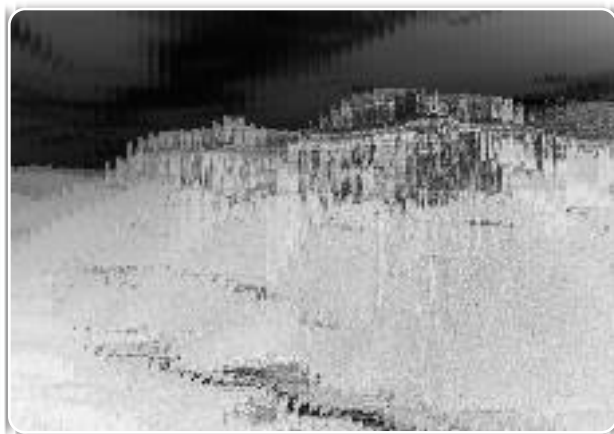
- Where was Teresa walking?
in the mountains in Spain
- What happened to her after she lost her way?

- What was the weather like while Teresa was lost?

- How long did the rescue team search for her?

- What did someone in the rescue helicopter see?

- What did Teresa eat and drink while she was lost?



Ordesa Valley in the Pyrenees, Ordesa y Monte Perdido National Park, Huesca, Aragon, Spain

1 Complete the table with the correct form of the verbs.

	Present simple	Past simple	Past perfect
I	search	<i>searched</i>	<i>had searched</i>
You		arrived	<i>had arrived</i>
He			had landed
She	eats		
We		drank	
They			had been

2 Complete the sentences with the verbs from the box. Use the past perfect.

be eat have leave see survive

- 1 Teresa had survived in the mountains for eleven days before the rescue team found her.
- 2 No one _____ Teresa for eleven days, but then someone in the helicopter saw her red shirt.
- 3 Someone saw Teresa's red shirt because she _____ it on a rock.
- 4 Teresa felt better after she _____ a good meal.
- 5 Teresa realised that she _____ very lucky.
- 6 Teresa _____ a frightening experience, but she wanted to go walking in the mountains again.

3 Complete the sentences. Use the past perfect form of the verbs in brackets and your own ideas.

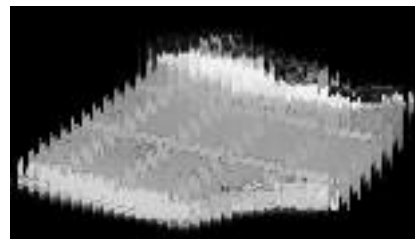
- 1 Last night, after I 'd / had done (do) my homework, I played a game.
- 2 I _____ yesterday evening because we _____ (play) football from midday until four o'clock.
- 3 I _____ (not / hear) from my friend for a long time, but then _____.
- 4 After I _____ (tell) my mum about my accident, she _____.
- 5 After everyone _____ (finish) dinner, they _____.
- 6 After we _____ (rest) for twenty minutes, we _____.
- 7 I _____ (not / charge) my phone, so _____.
- 8 When I realised that I _____ (leave) my bag at school, I _____.
- 9 I _____ yesterday because I _____ (not / sleep) well the night before.
- 10 My sister _____ because she _____ (not / read) my text message.

1 Read the text. Then circle the correct words to complete the summary.

A young man went for a walk in the ¹ Himalayas / Alps. The weather ² *improved* / *got worse*, so he turned back. He found a ³ *helicopter* / *large rock* and stayed there for ⁴ *seven* / *forty-two* weeks. He tried to save his ⁵ *energy* / *chocolate*. Finally, he was rescued by some men who saw his ⁶ *backpack* / *sleeping bag*.

Lost in the Himalayas

In December 1991, a young man from Australia, James Scott, went for a walk in the Himalayas in Nepal. He didn't want to carry a heavy backpack, so he **packed** only six T-shirts, some long trousers, a sweatshirt and a thin jacket. He also brought a sleeping bag, some medicine, a few books and some chocolate.



James hadn't planned to go very high up into the mountains, but then he **changed his mind**. He joined some other people who were walking up to a place where there was a fantastic view.

The weather had been good in the beginning, but then it started to snow. James decided to turn back, but he soon lost his way in the snow. He found a safe place under a large rock and he stayed there for ... seven weeks!

He was very hungry. He'd already eaten all of the chocolate, so he had to eat snow to survive. He tried not to move very much so that he could save his **energy**. He'd been there for 43 days, when he heard the sound of a helicopter. Even though he was very tired, he held up his sleeping bag so that he could be seen. The helicopter landed and two Nepali men came to rescue him. They were very pleased to find that he was still alive. They'd been very brave to make the dangerous journey and James was amazed by their kindness.

New words

packed
changed his (one's) mind
energy

2 Read again. Number the events in the correct order.

- 2 A He hadn't planned to go high up into the mountains.
- ___ B He decided to turn back and leave the other people because it had started to snow.
- ___ C He found a safe place under a rock and stayed there for seven weeks.
- ___ D James set off on a walk in the Himalayas.
- ___ E He met some people and decided to walk higher up the mountain with them to see a fantastic view.
- ___ F He lost his way.
- ___ G He was rescued by two Nepali men.
- ___ H He heard a helicopter.

3 Choose five of the new words or phrases from the box and write a sentence using each.

alive	changed his (one's) mind
energy	kindness
strangers	packed
	treatment

1 Match the questions about James Scott's experience (1-4) with the answers (A-D).

- 1 What had the weather been like before it started to snow? ____
- 2 What had James decided to do after it started to snow? ____
- 3 What had James taken to eat? ____
- 4 How long had James been under the rock before the men rescued him? ____

- A He'd been there for 43 days.
B He'd decided to turn back.
C It had been good.
D He'd taken some chocolate.

2 Complete the sentences with the verbs from the box. Use the negative form of the past perfect.

bring charge climb eat know reach

- 1 My phone was dead because I hadn't / had not charged it before I left home.
- 2 We _____ all day, so we were very hungry when we got home.
- 3 I _____ anything about James Scott before I read the text.
- 4 We were very cold on our journey because we _____ any warm clothes.
- 5 By five o'clock they still _____ their destination. It was a very long journey.
- 6 We _____ a mountain until we went to Switzerland last summer.

3 Listen to the conversation. Then answer the questions. Use the past perfect. **TR: 24**

- 1 Where had Kate and her cousin planned to go on Saturday?

- 2 Why did they have to wait at the side of the road?

- 3 Why didn't she have much food or water?

- 4 What had the weather been like in the morning?

- 5 Why couldn't she use her phone?

1 Match the acts of kindness (A-F) with the pictures (1-6).

A I could sit next to her and talk to her.

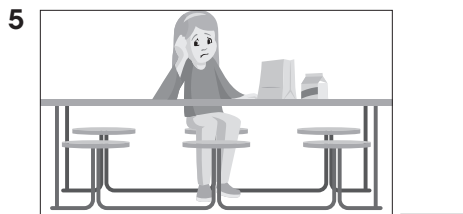
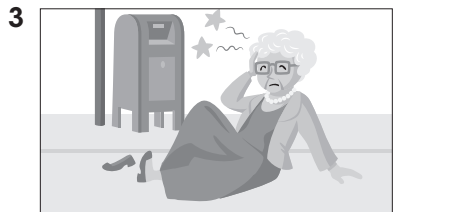
C I could ask someone to help or call an ambulance.

E I could climb the tree and get her kite for her.

B I could give him a hat and a jacket.

D I could help him pick up his things.

F I could help him carry his bags.



2 Write suggestions for how you could be kind to others in these situations.

1 Your friend needs to call her parents, but the battery on her phone is dead.

2 A new student has arrived at school and can't find his classroom.

3 Your little brother has lost his football.

3 Write about a time when someone was kind to you. Use these questions to guide your writing: What had happened? What did the person do? How did you feel?

4 Write about a time when you were kind to someone. Use these questions to guide your writing: What had happened? What did you do? How did you feel?

1 Complete these tips for walking in the mountains with *to* or *so that*.

- 1 If you are lost, put something with bright colours near you so that someone can see it and find you.
- 2 Bring a torch _____ help you see if you have to walk in the dark.
- 3 Take your phone _____ you can call someone if you need to.
- 4 Take some warm clothes _____ you don't get cold.
- 5 Take some extra socks _____ keep your feet warm and dry.
- 6 Wear sun cream _____ you don't get sunburnt.

2 Complete the camping tips with the imperatives from the box.

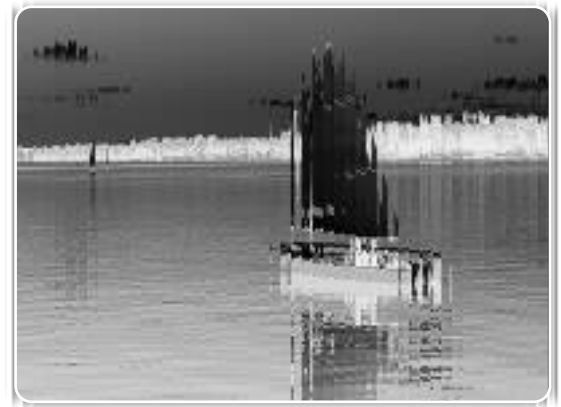
charge check don't forget dry push take

- 1 Check _____ your tent before you go camping to make sure there are no holes in it.
- 2 _____ a torch so that you will be able to see at night.
- 3 _____ your sleeping bag, otherwise you'll be cold at night.
- 4 _____ the tent stakes into the ground so that the tent doesn't blow away if it's windy.
- 5 _____ your phone before you go.
- 6 _____ your tent if it's wet before you put it away.

3 Read the information about learning how to sail. In your notebook, write four tips for beginners. Use imperatives.

If you've never been sailing before, then you should learn a few things before you get into a boat. It's helpful to learn some of the words that are used in sailing and the names of the different parts of the boat. It's best to start in a small boat because small boats are easier to control. You should find an expert or a sailing instructor who can teach you how to sail, and you should start sailing in calm water when the weather is good. Also, there needs to be some wind, but not too much.

Also, it's important to learn what to do if the boat turns over and you fall in the water so that you're prepared!



Tips

Learn the words that are used in sailing before you get into a boat.

Game 2

1 Read the clues and write the answers. Then find and circle the words.

- The four seasons are autumn, winter, _____ and _____.
- One hundred years _____.
- There are twelve of these in one year. _____.
- It's a period of time that's shorter than a minute. _____.
- There are sixty of these in one hour. _____.
- Relax and go with the _____!
- There are 3,600 seconds in one of these. _____.
- If your phone battery is _____, you can't make a call.
- You do this when you look for something. _____.

t	h	e	w	h	o	u	r
s	p	r	i	n	g	k	i
u	m	i	n	u	t	e	s
m	c	n	t	f	l	o	w
m	e	s	e	c	o	n	d
e	n	d	r	n	e	s	s
r	t	o	f	d	e	a	d
s	u	t	r	a	n	g	e
r	r	s	e	a	r	c	h
s	y	m	o	n	t	h	s

2 Read the letters that have not been circled in Exercise 1 to find the secret message and write it below. Clue: Look at Student's Book, page 80.

3 Complete the sentences. Use the letters in the circle to help you.

- If you aren't careful, you could have an a c c i d e n t.
- Someone who's very good at something is a(n) _____.
- A challenging route is _____ to climb.
- When the battery on your phone is dead, you have to _____ it.
- When you _____ your destination, you arrive at it.
- _____ means big.



4 How much do you remember? Circle your answers. Then add up your score.

- The Charles Kuonen Suspension Bridge is nearly _____ metres long.
A 65 B 86 C 500
- The name of the highest mountain in Argentina is _____.
A Ushuaia B Aconcagua C Iguazu
- The *Boryeong Festival* is all about _____.
A tropical fruit B balloons C mud
- National Geographic Adventurer Trip Jennings is a white-water kayaker who has kayaked down the Pandi River in _____.
A Spain B Nicaragua C Papua New Guinea

Find the answers in the Student's Book. Give yourself one point for each answer.

Write your score here. () How did you do?

Anansi the wise

1 Listen to the story. Match the creatures (1-6) with the advice (A-F). TR: 25

- | | |
|------------------------|--|
| 1 the slug <u>F</u> | A The grass always looks greener on the other side of the fence, but it isn't. |
| 2 the snail ____ | B Work for eight hours, sleep for eight hours and play for eight hours. |
| 3 the grasshopper ____ | C Everyone needs the help of others. |
| 4 the butterfly ____ | D Don't be in a hurry. Life is not a one-hundred-metre race. |
| 5 the ant ____ | E Life is short. Enjoy every day. |
| 6 the fly ____ | F You should never judge people by their looks. |

2 Listen again. Answer the questions. TR: 26

- What did Anansi want to put in the gourd? other people's advice
- Where did the slug say there's often a beautiful heart? _____
- Where did Anansi want to hide the wisdom? _____
- What did Anansi realise about wisdom? _____
- What happened when he held the gourd to the wind? _____

3 Read these statements. Then write the best advice from Exercise 1 for each speaker.

- 'My friend has a much more exciting life than I do.'
The grass always looks greener on the other side of the fence, but it isn't.
- 'The new student doesn't look very friendly. I don't want to talk to him.'

- 'I don't think I can do this alone, but I don't want to ask anyone to help me.'

- 'I'll do my homework really quickly. Then I can visit my friend, watch a film and hurry back in time for dinner.'

4 Complete the sentences about the story to make them true for you.

- My favourite advice from this story is _____ because _____.
- My favourite creature from this story is _____ because _____.
- I think Anansi is wise because _____.

Review 4: Units 7–8

1 Underline the adjectives. Then complete the sentences with your own ideas.

- 1 When the weather is horrible, _____.
- 2 When the battery on your phone is dead, you have to _____.
- 3 It can be very frightening when _____.
- 4 If you want to do something challenging, you could try _____.
- 5 It's hard to find your way when _____.
- 6 You should wear comfortable clothes if you _____.

2 Circle the correct answer. Use the words in brackets to help you.

- 1 (advice) Beginners *don't have to* / *shouldn't* / *must not* go rock climbing on challenging routes.
- 2 (rule) People who can't swim *ought not to* / *shouldn't* / *must not* go into the water.
- 3 (necessary) I *must* / *have to* / *should* call my mum to let her know we're safe.
- 4 (unnecessary) You *must not* / *don't have to* / *shouldn't* wear a wetsuit when you go kayaking, but it's a good idea.
- 5 (rule) You *should* / *ought to* / *must* tell someone where you're going if you go camping alone.
- 6 (advice) They *have to* / *must* / *should* charge their phones before they set off.

3 Circle the correct answer.

- 1 When you go sailing for the first time, you should ask a(n) *beginner* / *expert* to go with you.
- 2 Snowboarding is a *challenging* / *large* sport. You need to *realise* / *concentrate* very hard or you'll fall over.
- 3 The mountain climbers are going on an *expedition* / *experience*. They're going to climb Mount Kilimanjaro.
- 4 Before we go walking in the mountains, we have to plan our *route* / *accident* very carefully.
- 5 It can be very *large* / *hard* to climb a mountain when there's a lot of snow and ice.

4 Complete the sentences. Use reflexive pronouns.

- 1 When you and your friends go kayaking, you should wear wetsuits to keep *yourselves* warm.
- 2 My brother has been teaching _____ English for six months.
- 3 My grandma has just bought _____ a new mobile phone.
- 4 If they're going on a challenging expedition, they'll need to prepare _____ well.
- 5 You don't have to help us. We can get _____ something to eat.
- 6 I can see _____ in the mirror.
- 7 The coffee maker turns _____ off after two hours.

5 Answer the questions. Use the past perfect. You can look at Units 7 and 8 of the Student's Book to help you.

1 Where had the coin in the little boy's toy box come from?

It had come from a ship near the coast of Spain.

2 Had you heard of Alison Wright before you read the text in the Student's Book?

3 Where had the photographer been trapped when Trip Jennings threw him a rope?

4 What had happened to the water when Balto was trying to reach the young people in Alaska?

5 Why hadn't Josh Hopkins been able to make a phone call when he lost his way?

6 How long had the men on Elephant Island waited before they were rescued?



Shackleton and the men on his ship used ice and ropes to help guide them when it became dark.

I can ...

- talk about extreme sports and survival stories.
- use *should/shouldn't* and *ought to/ought not to* for advice, use *must/must not* for rules, and use *have to/don't have to* to talk about things that are necessary or unnecessary.
- use reflexive pronouns.
- use the past perfect for affirmative statements.
- use the past perfect for negative statements and questions.
- write an article about an extreme sport.
- write survival tips.

Yes.

☐
☐
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☐

I need to practise.

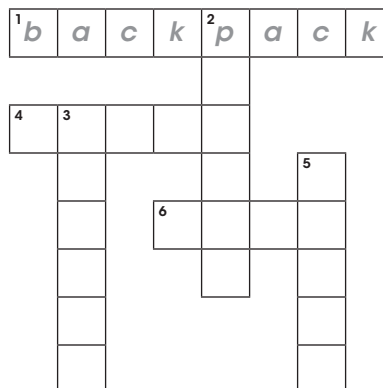
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LESSON 1

Vocabulary

1 Complete the crossword.

- 1 Something you can carry your things in when you go on a journey
- 2 To like something more than you like something else
- 3 To not have any more of something
- 4 A word that describes someone who does something difficult or frightening
- 5 Something a bee might do to you if you make it angry
- 6 To join up with other people



2 Listen to the podcast about the expedition of Meriwether Lewis and William Clark. Circle the correct answer (A, B or C). TR: 27

- 1 When did Lewis and Clark set off on their expedition?
☒ A over 200 years ago B 45 years ago C 28 years ago
- 2 Where did they go?
☐ A St Louis, Missouri B west of the Mississippi River C the east of the United States
- 3 Why did they go?
☐ A Because they had decided to write a book.
☐ B Because the president had asked them to explore a wild area.
☐ C Because they preferred adventures to staying at home.
- 4 Who was Sacagawea?
☐ A the young woman who helped them on their journey B the president of the United States C their dog
- 5 How long did the expedition take?
☐ A 17 years B 28 weeks C 28 months
- 6 What did they find?
☐ A many interesting plants and animals B a dog C lots of maps

1 Complete the sentences with the phrases from the box.

hadn't explored hadn't stung had walked would have bitten
would have thought ~~wouldn't have been able~~

- 1 If Sacagawea hadn't been with Lewis and Clark, they wouldn't have been able to speak to the people they met on their journey.
- 2 If Lewis and Clark _____ west of the Mississippi River, they wouldn't have drawn maps of the area.
- 3 If Lewis and Clark hadn't returned to St Louis, people _____ that they were dead.
- 4 If you _____ along the Amazon with Ed and Cho, you would have seen some amazing insects.
- 5 If he'd touched the snake, it _____ him.
- 6 If the insect _____ you, your arm wouldn't have hurt all day yesterday.



A drawing of a trout from the Lewis and Clark expedition diary

2 Complete the third conditional sentences with the verbs in brackets.

- 1 If you hadn't/had not studied (not / study) for the test, you wouldn't/would not have got (not / get) a good mark.
- 2 If I _____ (meet) my friend after school, we _____ (play) football.
- 3 If they _____ (miss) the bus, they _____ (be) late for the match.
- 4 If it _____ (not / rain) today, I _____ (go) to the park.
- 5 If she _____ (forget) to charge her phone, she _____ (not / be able to) call us.
- 6 The bee _____ (not / sting) you if you _____ (not / step) on it.

3 Complete the third conditional sentences with your own ideas.

- 1 My feet would have hurt last night if _____.
- 2 Our teacher wouldn't have been happy if _____.
- 3 I would have arrived late if _____.
- 4 We would have gone to the beach if _____.
- 5 We wouldn't have gone to the beach if _____.
- 6 She would have stayed at home if _____.

- 1** You are going to read about a famous underwater explorer. Before you read, tick (✓) the words you think you will find in the text. Then read the text and check your answers.

☒ creatures	☐ diver	☐ engineer	☐ equipment	☐ jellyfish
☐ pilot	☐ protect	☐ sea	☐ shark	☐ sting

Exploring the sea

Have you ever wondered what it would be like to explore the underwater world? Jacques Cousteau was a scuba diver and an underwater explorer from France who wanted to show everyone the amazing things he saw when he was diving.



Jacques Cousteau

When Cousteau was a young man, he wanted to become a pilot and fly planes. Then he was in a car accident and his arms were badly hurt. He started swimming in the sea to make his arms strong again and soon he decided he wanted to be a diver.

In 1943, Cousteau and Émile Gagnan, a French engineer, invented the Aqua-Lung. The Aqua-Lung is a piece of equipment that helps divers **breathe** when they're underwater. It means they can stay underwater for much longer. Cousteau decided to do more research about underwater **exploration**. He made a laboratory on a ship called *Calypso*. He wrote books and made many interesting films about the sea. He wanted to protect our seas – and the amazing creatures that live there – for the future. If Cousteau hadn't invented the Aqua-Lung, he wouldn't have been able to make so many wonderful underwater films and people wouldn't have been able to see what the underwater world looks like.

New words
breathe
exploration

- 2** Read the sentences. Write T (true) or F (false). Correct the false sentences.

- Jacques Cousteau was from Spain. F (France)
- He wanted to be a racing driver when he was young. ____
- He was in a car accident when he was young. ____
- Cousteau and Gagnan invented the Aqua-Lung in 1934. ____
- Cousteau had a laboratory on a ship. ____
- He wanted people to understand more about our seas. ____

- 3** Complete the sentences with the words from the box. There are two words you don't need.

breathe coins exploration noticed observatory points worth

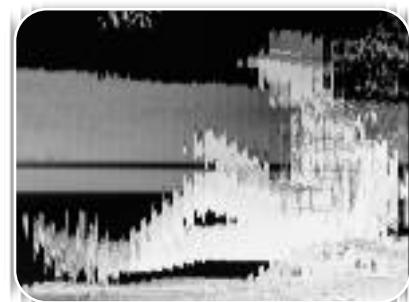
- There were six sharp points on the mastodon tooth that Philip Stoll found.
- A(n) _____ is a place where you can study stars and planets.
- If she hadn't _____ the snake, she would have stepped on it.
- A toy treasure chest isn't usually _____ a lot of money.
- An Aqua-Lung helps scuba divers _____ underwater.

1 Match to form correct questions.

- | | |
|--|--|
| <p>1 If you had stepped on the snake, <u>B</u></p> <p>2 Would you have arrived at school on time ____</p> <p>3 What would you have done ____</p> <p>4 Would you have seen the film ____</p> <p>5 How long would you have waited for me ____</p> <p>6 If they had decided to go on a long journey, ____</p> | <p>A if you had already read the story?</p> <p>B would it have bitten you?</p> <p>C if I had been late?</p> <p>D if you had left your backpack on the bus?</p> <p>E would they have run out of food?</p> <p>F if you had missed the bus?</p> |
|--|--|

2 Listen to the conversation and complete the table. **TR: 28**

	What would they have done if they had stayed at home?
Lena	<i>She would have slept all day.</i>
Erika	She
Tasha	She
Anna	She
Nadya	She



3 What would you have done if you had stayed at home today? Write your answer. Write one or two sentences.

4 Write third conditional questions for these statements.

- 1 I went to the cinema and saw my friend there.
Would you have seen your friend if you hadn't gone to the cinema?

- 2 She finished her project on time because her friends helped her.

- 3 I didn't go swimming because the water was cold.

- 4 He decided to go to the Amazon when he heard about Ed Stafford's journey.

- 5 She saw amazing stars when she went to the observatory.

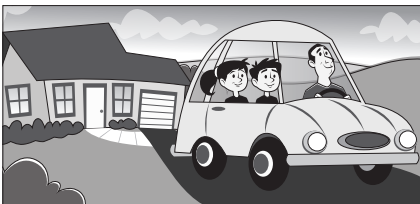
- 6 They arrived late because they missed the bus.

- 7 He didn't do his homework because he left his book at school.

1 Read about the following situations. Circle the best answer for being on time (A, B or C).

- 1 You have an important exam at 8.00 tomorrow morning. You ____
A arrive at school at seven thirty.
B leave home at quarter past seven and take the bus to school. The trip usually takes 45 minutes.
C arrive at school at quarter past eight.
- 2 You're meeting a friend in a place you've never been to before. You ____
A check how long it'll take to get there and set off early.
B set off ten minutes before you planned to meet and hope for the best.
C set off at the time you planned to meet.
- 3 You and your friend are going to meet at the cinema to watch a film. You ____
A get there when you can – even if you aren't there for the start of the film.
B arrive fifteen minutes before the film starts.
C leave home when the film starts.
- 4 You're going to have lunch with your grandma. You ____
A arrive after lunch.
B arrive just as she's starting lunch.
C arrive at her house exactly when she asked you to be there.

2 Look at the pictures. What happened? How do you think the family felt? What do you think the family will do next time they go to the station? Write a story in your notebook.



3 Write about a time when you were late. What happened? How did you feel? What will you do next time to make sure you are on time?

4 Write about a time when you had made plans with someone and he/she was late. How did you feel?

1 Read the questions. Circle the *for* sides of the argument in green and the *against* sides of the argument in red.

- 1 Should children have to do homework?
 - A It's good for children to learn to study by themselves.
 - B Children should have the chance to play when they're not at school.
- 2 Should children be allowed to eat sweets?
 - A Children should be allowed to enjoy delicious things like sweets.
 - B Children shouldn't be allowed to eat sweets because they're bad for their teeth.
- 3 Should children be able to choose when they go to bed?
 - A Children need a lot of sleep, so their parents need to tell them when to go to bed.
 - B Children always sleep when they need to, so it doesn't matter.
- 4 Should children be able to explore outdoors without adults?
 - A It's not safe for children to explore outdoors on their own.
 - B It helps children learn to look after themselves when they explore outdoors without adults.
- 5 Should parents tell children what to wear?
 - A If their parents don't tell them what to wear, children might wear clothing that's not right for the situation or weather.
 - B Children should be allowed to wear what they want.

2 Read the text with reasons for and against young children being allowed to play on electronic devices. Underline the phrase that introduces a different idea. Circle the phrase that gives the writer's own opinion.

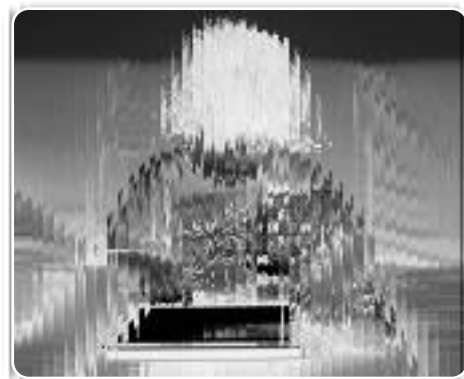
Question: Should young children be allowed to play on electronic devices?

Nowadays, many children start using electronic devices when they're very young and there are some pros and cons to this.

Electronic devices, such as tablets and computers, give children something to do when their parents are very busy and haven't got time to play with them. This is an advantage for both children and their parents. Also, the games, stories and pictures can help young children learn new words and find out more about the world.

On the other hand, when young children spend a lot of time on electronic devices, they're not exploring and experiencing the real world. They're experiencing an electronic world. Also, if they spend too much time on electronic devices, they may feel bored when they're not on them.

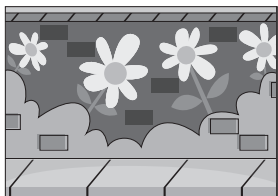
My feeling is that young children should have the chance to play on electronic devices for a short time each day, but they should also spend time reading, playing outdoors and exploring the real world.



3 Choose one of the questions from Exercise 1 and write a *for and against* essay in your notebook.

Vocabulary

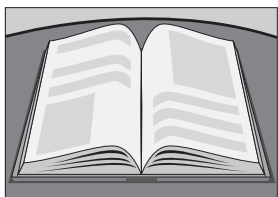
1 Where did Paulo and Oscar see each of these things at the museum? Listen and write the correct letter in each box. There is one example.  TR: 29



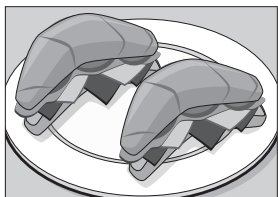
mural



teeth



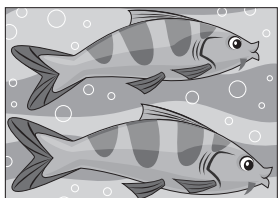
book



sandwiches



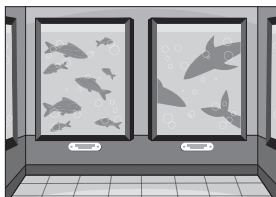
new exhibition



fish



A



B



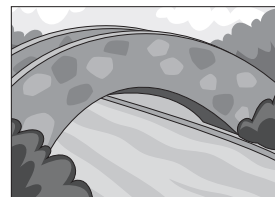
C



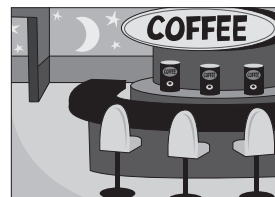
D



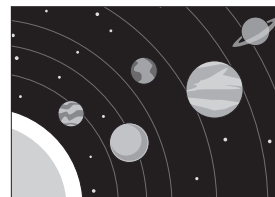
E



F



G



H

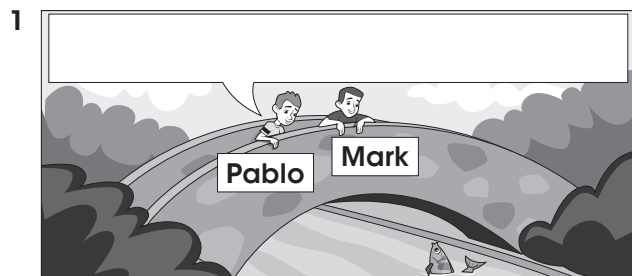
1 Match the direct speech (1-8) with the reported speech (A-H).

- | | |
|---|--|
| 1 Paulo: The exhibition is fascinating. <u>E</u> | A Oscar said they had gone back to the museum. |
| 2 Paulo: The exhibition was fascinating. ____ | B Paulo said he wasn't going to go to the café. |
| 3 Oscar: We entered a competition. ____ | C Oscar said they would go back to the museum. |
| 4 Oscar: We're going to enter a competition. ____ | D Oscar said they had entered a competition. |
| 5 Paulo: I didn't go to the café. ____ | E Paulo said that the exhibition was fascinating. |
| 6 Paulo: I'm not going to go to the café. ____ | F Paulo said he hadn't gone to the café. |
| 7 Oscar: We went back to the museum. ____ | G Oscar said they were going to enter a competition. |
| 8 Oscar: We'll go back to the museum. ____ | H Paulo said that the exhibition had been fascinating. |

2 Rewrite as reported speech.

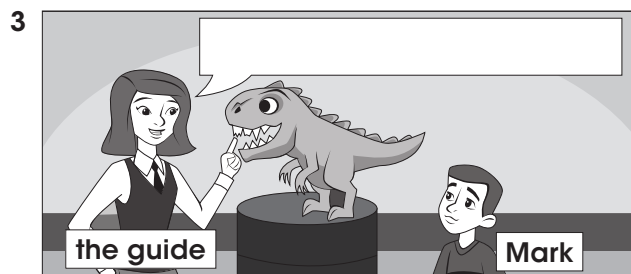
- Paulo: I'm hungry. Paulo said he was hungry.
- Mum: I went to the cinema yesterday. _____
- The visitors: We enjoyed our visit to the museum. _____
- Emilia: The sculptures are amazing. _____
- Oscar: I touched the dinosaurs. _____

3 Complete the speech bubble in each picture. Use direct speech. Then rewrite the speech bubble in reported speech on the line below.



Pablo said





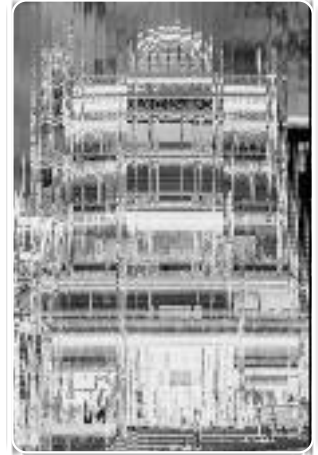


1 Skim the first paragraph of the text. What does *MIM* mean? _____.

MIM

About the museum

In the centre of Brussels, in Belgium, there's a very beautiful building. It used to be a famous shop, called 'Old England', but now it's a famous museum, the *Musical Instruments Museum*, or *MIM* for short. It has got a collection of thousands of different musical instruments from the past and the present and from all over the world. You can see every type of musical instrument there: pianos, flutes, guitars, drums, bells, **electronic** instruments, mechanical instruments, even instruments made from bones! And of course, visitors have the chance to hear as well as see the instruments. There's also a fantastic library, a concert hall and a **workshop** where musical instruments are repaired.



MIM, Brussels, Belgium

Information for visitors

On Tuesdays to Fridays, the museum opens at 9.30 a.m. and closes at 5.00 p.m. On Saturdays and Sundays, it opens half an hour later, at 10.00 a.m. The latest you can buy a ticket is 45 minutes before closing time. The museum is closed on Mondays. There's also a restaurant in the museum. It opens and closes at the same time as the museum.

It's easy to get to the museum by train because it's only 200 metres from Brussels Central Station. Cycling is also a great way to get there and there's a place to leave your bike right next to the museum.

New words

electronic
workshop

2 Read again. Circle the correct answer (A, B or C).

1 MIM is _____.

A a shop in Belgium

☒ B a museum in Belgium

C a museum in England

2 You can _____ the musical instruments.

A play

B buy

C see and hear

3 If a musical instrument is broken, it might be taken to the _____.

A concert hall

B workshop

C library

4 Opening time on Wednesdays is at _____.

A 9.30 a.m.

B 10.00 a.m.

C 4.15 p.m.

5 The museum is closed on _____.

A Saturdays

B Sundays

C Mondays

3 Choose three words from the box and write a sentence using each.

cocoons electronic fossils lucky sign language workshop

1 Match the direct speech (1–8) with the reported speech (A–H).

- | | |
|--|---|
| <p>1 'We're going to look at fossils,' the teacher said to the students. <u>F</u></p> <p>2 'We're looking at fossils,' the teacher said to the students. _____</p> <p>3 My friend said to me, 'I tasted the spider cocoon.' _____</p> <p>4 My friend said to me, 'I want to taste the spider cocoon.' _____</p> <p>5 My friend said to her parents, 'I slept near a blue whale.' _____</p> <p>6 My friend said to her parents, 'I'm going to sleep near a blue whale.' _____</p> <p>7 I said to my parents, 'I had a fantastic time'. _____</p> <p>8 I said to my parents, 'I'll have a fantastic time'. _____</p> | <p>A I told my parents I would have a fantastic time.</p> <p>B My friend told her parents that she was going to sleep near a blue whale.</p> <p>C My friend told me she wanted to taste the spider cocoon.</p> <p>D My friend told her parents she had slept near a blue whale.</p> <p>E I told my parents I had had a fantastic time.</p> <p>F The teacher told the students they were going to look at fossils.</p> <p>G My friend told me she had tasted the spider cocoon.</p> <p>H The teacher told the students they were looking at fossils.</p> |
|--|---|

2 Rewrite as reported speech using *told*.

- 1 'It's cold outside,' our teacher said to me and my friends.
Our teacher told us/me and my friends it was cold outside.
- 2 My mum said to me, 'I'll drive you to school.'

- 3 'I won't be home late,' said my dad.

- 4 'I'm playing football after school,' Carlos said to me.

- 5 The teacher said to the class, 'You can watch a film.'

- 6 'We touched the dinosaur's teeth,' the children said to their parents.

3 Listen to the conversation. Then complete the sentences. Use reported speech. **TR: 30**

- 1 Lina told her grandma she had seen a fascinating exhibition.
- 2 Youssef told his grandma he _____ with his friend.
- 3 Amir told his grandma he and his friend Leo _____ at the sports centre.
- 4 Fatima told her grandma her teacher _____ in the world.

1 How curious are you? Read the situations and choose the best answer for you (A, B or C). Then look at the information in the box below.

- 1 A new science museum has just opened in town. You _____.
 - A** go as soon as you can and spend a long time looking at the exhibitions.
 - B** go and look at one or two things and then go home.
 - C** go but spend all your time in the café.
- 2 You have the chance to go and dig for fossils. You _____.
 - A** dig for a while but give up when you don't find anything.
 - B** stay at home. You're not interested in fossils.
 - C** do some research about the fossils you might find so that you're well prepared.
- 3 Someone's going to show your class how to make chicken ramen. You _____.
 - A** join in. It's always interesting to find out how to make things.
 - B** decide you don't want to join in. You would prefer to buy chicken ramen from a shop.
 - C** stay at the back of the room. You'll watch, but you're not sure you want to try it yourself.
- 4 Your teacher told everyone they could go and touch the sculpture of a bird in the park. You _____.
 - A** go to the park and look at the sculpture.
 - B** go and touch the sculpture. You'd like to know what it feels like.
 - C** go to the park and stop at the café. It's too far to walk to the sculpture.

Give yourself points as follows:

Question 1 A: 2 points, B: 1 point, C: 0 points; **Question 2** A: 1 point, B: 0 points, C: 2 points;

Question 3 A: 2 points, B: 0 points, C: 1 point; **Question 4** A: 1 point, B: 2 points, C: 0 points

Add up your points. Then read the information below.

0–2 points: You're not very curious. You could try to learn more about new things – you might find them more interesting than you think. **3–5 points:** Sometimes you're curious but not always. Remember that things often become more interesting when we learn more about them.

6–8 points: You're very curious! You want to learn about everything and that helps you enjoy life!

2 Tick (✓) three things you would like to learn more about. Write about what you could do to learn more about the things you ticked.

- | | | | | |
|----------------------------------|--|--------------------------------------|--|----------------------------------|
| ☐ art | ☐ computer science | ☐ cooking | ☐ creatures | ☐ fossils |
| ☐ history | ☐ musical instruments | ☐ outer space | ☐ sign language | |

3 What is something else you would like to learn more about? How could you learn more about it?

1

- 1 Yuki had an interesting / *interested* day at the Cupnoodles Museum.
- 2 Her parents were *interesting* / *interested* to hear about her day.
- 3 My brother told me a *frightening* / *frightened* story about a bear.
- 4 I was *frightening* / *frightened* when I heard the story.
- 5 We were all *tiring* / *tired* after our rock-climbing lesson.
- 6 Rock climbing is a *tiring* / *tired* sport.
- 7 The children were *exciting* / *excited* about sleeping at the museum.
- 8 The tour of the museum at night was very *exciting* / *excited*.

2

Children at a sleepover in the Science Museum in London, UK

3

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Function 3: Responding to invitations and making plans

See page 132.

1 Read the responses to invitations. Write A (accepting), R (refusing) or MP (making plans).

- | | |
|--|--|
| 1 I'm sorry, I can't. <u>R</u> | 2 We could meet at the sports centre. ____ |
| 3 Yes, I'd love to. ____ | 4 That sounds great. Thank you. ____ |
| 5 Where should we meet? ____ | 6 Thanks for asking, but I have to go home now. ____ |
| 7 I'm sorry, I can't. I have to do my homework. ____ | 8 Let's meet at six o'clock. ____ |

2 Read the conversation and circle the correct response (A, B or C).

Tanya: Hi Sasha. Would you like to go to the park after school?

Sasha: **A** We could meet at the museum. **B** I'm sorry I can't. I've got football practice.
C Yes, let's meet at ten-thirty.

Tanya: What about this weekend? Can you go then?

Sasha: **A** I'm looking forward to it. **B** I'd love to, but I'm afraid I can't.
C Yes, I can. When should we meet?

Tanya: Oh, good. Do you want to meet at nine-thirty on Saturday?

Sasha: **A** That sounds great. **B** Thanks for asking, but I can't go on Saturday.
C Saturday is good, but can we make it a bit later?

Tanya: No problem. Let's meet at eleven o'clock. Where should we meet?

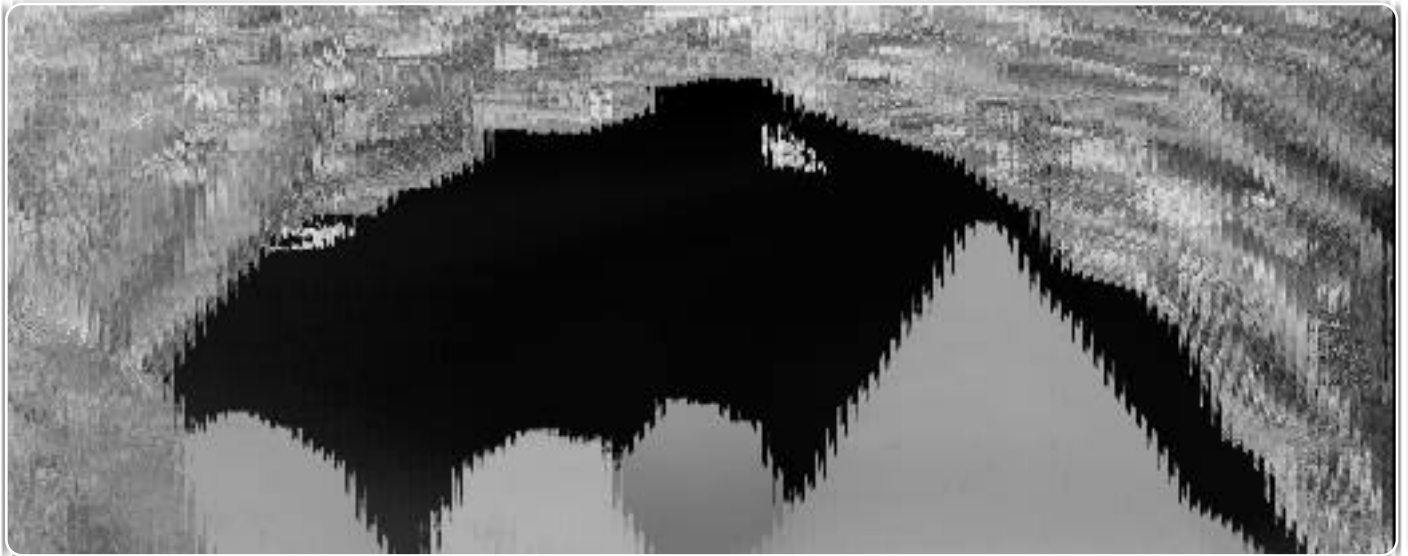
Sasha: **A** Let's meet at the café. **B** I'm sorry, I can't. **C** I'd love to.

Tanya: Great! We've got a plan. See you on Saturday.

3 Listen and circle the response you hear. TR: 31

- 1 **A** I'd love to. Thanks. I'll meet you after school.
B I'd love to, but I'm going to Art Club after school.
C Sorry, I have to do my basketball practice after school.
- 2 **A** That sounds great. Thanks for asking me.
B Thanks for asking, but I'm going to visit my cousins on Saturday.
C Thanks! Is it OK if I bring my cousins too?
- 3 **A** What time does the bus leave?
B We could meet on the bus.
C Let's meet at the café near the bus stop.
- 4 **A** On Saturday afternoon in town.
B Let's go and watch a film on Saturday afternoon.
C At the cinema in town.

School trip 3: Climbing China's amazing limestone rocks



Extreme climbers in China

1 Remember the video. Write T (true) or F (false). Correct the false statements.

- 1 These rocks are in South America. F (China)
- 2 The shape of the rocks is changed by rain. ____
- 3 These rocks are great for beginners to climb. ____
- 4 There are caves here. ____
- 5 Large areas of this place are now a UNESCO World Heritage Site. ____

2 Circle the correct answer (A or B).

- 1 Limestone is a type of rock that is very ____.
A hard **B soft**
- 2 Many of the rocks have become tall and ____.
A wide B thin
- 3 The Chinese word for this area means ____.
A 'stone forest' B 'tall rocks'
- 4 These rocks are ____ to climb.
A easy B challenging
- 5 Many of the rocks look like ____.
A sculptures B waterfalls

3 Imagine you are in this area of China. Write four sentences describing what you see, what you hear, what you do and what it feels like to be there.

Review 5: Units 9–10

1 Match to form correct sentences.

- 1 The visitors arrived at the science museum D.
- 2 They decided to ____.
- 3 The museum guide asked them to meet ____.
- 4 They preferred the aquarium ____.
- 5 They really enjoyed the film. They said it was ____.
- 6 At closing time they went out ____.

- A her by the door
B to the art museum
C of the museum and admired the other buildings
D at opening time
E go to the art exhibition
F fascinating



The Hemisfèric and the Príncipe Felipe Science Museum at the City of Arts and Sciences in Valencia, Spain

2 Circle the correct answer.

- 1 The museum guide told the children not to *admire* / touch the paintings.
- 2 Be careful! That scorpion might *bite* / *sting* you with its tail!
- 3 We arrived at the museum half an hour before *closing time* / *opening time*, so we only *had the chance* / *preferred* to see a few things.
- 4 I'd wanted to see the film, but we *ran out* / *went out* of time. I'm going to see it next week.
- 5 We saw a great film about sharks. It was really *fascinating* / *brave*.

3 Complete the third conditional sentences and questions. Use the verbs from the box.

~~enter the competition~~ not have the chance not know run out touch

- 1 If you had entered the competition, you would have won.
- 2 Do you think the snake would have bitten you if you _____ it?
- 3 If he _____ of water on his journey, would he have gone home?
- 4 If she _____ about the painter's work, she wouldn't have gone to the exhibition.
- 5 You wouldn't have learnt Spanish if you _____ to go to Argentina.

4 Complete the third conditional sentences with your own ideas.

- 1 If I hadn't run out of money, I would have _____.
- 2 If we had decided to go to the museum, we _____.
- 3 If the insect had stung her, _____.
- 4 If you had arrived at the museum at closing time, _____.
- 5 If he had touched the paintings in the exhibition, _____.
- 6 If I had known the film was about sharks, _____.

5 Rewrite the sentences as reported speech with *said* or *told*. Use the verbs in brackets.

- 1 (told) 'You can put your backpacks under the stairs,' the teacher said to the children.

The teacher told the children they could put their backpacks under the stairs.

- 2 (said) 'We've seen some unusual snakes,' said the explorers.

- 3 (told) 'I saw a fascinating exhibition at the museum,' Ali said to his friend.

- 4 (told) My mum said to me, 'You can sleep at the museum.'

- 5 (said) 'I'll meet you at the exhibition,' said my brother.

I can ...

- talk about exploring the world and great museums.
- use the third conditional to talk about things that didn't happen in the past.
- use reported speech with *said* and *told*.
- write a *for and against* essay.
- write an email describing a day or night at a favourite museum.

Yes.

☐☐☐☐☐

I need to practise.

☐☐☐☐☐

Very mysterious!

LESSON

1

Vocabulary

1 Match to form correct sentences.

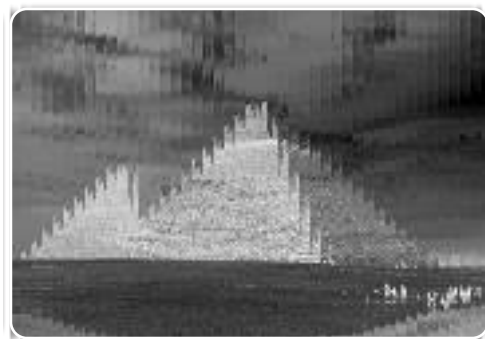
- | | |
|--|--|
| 1 A GPS tells you <u>C</u> . | A are an amazing sight |
| 2 Every year, birds migrate ____. | B a mystery |
| 3 You can sometimes tell where you are ____. | C where you are |
| 4 When you recognise someone, ____. | D a wonderful smell |
| 5 The northern lights ____. | E you know who he or she is |
| 6 Flowers often have ____. | F to warmer places |
| 7 It can be hard to solve ____. | G by looking at the position of the stars |

2 Listen to the podcast about the Great Pyramids of Egypt. Then complete the sentences.



TR: 32

- The Great Pyramids are one of the most famous sights in the world.
- The ancient Egyptians chose the _____ of the pyramids very carefully.
- How the pyramids were built was a _____ for centuries.
- Researchers in the Netherlands have now _____ the mystery.
- One of the clues that helped explain how the rocks were transported was found in _____.



The Great Pyramids of Giza, Egypt

3 Find and circle seven of the new words in bold from page 112 of the Student's Book.

b	d	f	h	j	l	n	p	r
t	v	m	i	g	r	a	t	e
x	z	y	a	c	s	e	g	c
p	o	s	i	t	i	o	n	o
i	k	t	m	o	g	q	s	g
s	m	e	l	l	h	u	w	n
y	c	r	f	i	t	l	o	i
r	g	y	x	a	d	g	j	s
m	p	s	v	s	o	l	v	e

1 Read the direct questions. Then complete the reported speech.

- 1 'Why do you like birds?' my sister asked me.
My sister asked me why I liked birds.
- 2 'Have you seen the birds?' my friend asked me.
My friend asked me _____ the birds.
- 3 'When did you see the birds?' she asked me.
She asked me _____ the birds.
- 4 'What colour are they?' she asked me.
She asked me _____.
- 5 'Where did you see them?' she asked me.
She asked me _____ them.

2 Read the speech bubble in each picture. Then write the question as reported speech.



Emma asked Abi where she was going.







3 Imagine you are going to interview a man who helped build the pyramids in ancient Egypt. Write three direct questions you would ask him about building the pyramids. Then write the same questions in reported speech.

Direct speech

- 1 _____
- 2 _____
- 3 _____

Reported speech

- 1 _____
- 2 _____
- 3 _____

1 Read the text. Circle the correct words to complete the summary.

A ship set sail from ¹ *Italy* / *the US*. There were ² *seven* / *ten* people on board. One month later ³ *no one* / *everyone* had disappeared. People thought there had been a terrible ⁴ *storm* / *mystery*, but no one knows what happened. The mystery has never been ⁵ *found* / *solved*.

The mystery of the *Mary Celeste*

In December 1872, a ship called the *Mary Celeste* was sailing from New York in the US to Genoa, Italy. There were ten people on board: **Captain** Benjamin Briggs, his wife Sarah and their two-year-old daughter, Sophia, as well as seven other men. There was enough food and water for six months, and there was even a sewing machine and a piano on the ship. But one month after it had set off and crossed the Atlantic Ocean, the ship was found floating near the coast of Portugal. The ship was fine, but there was no one on board ...

**The *Mary Celeste***

What had happened? Some people thought there had been a terrible storm. Others thought the ship had been attacked by pirates or a **giant** octopus. A possible explanation is that the captain thought the ship had become dangerous, so he ordered everyone to get into the lifeboat. The rope that **attached** the lifeboat to the ship may have come undone so that the lifeboat floated away from the empty ship. The lifeboat never appeared again and the mystery of the empty ship has never been solved.

We can be sure of one thing – we'll never know exactly what happened to the people who were on the *Mary Celeste* in the winter of 1872.

New words

captain
giant
attached

2 Read again. Number the events in the correct order.

- _____ **A** Some people thought there had been a terrible storm. Others thought the ship had been attacked.
- _____ **B** The ship crossed the Atlantic Ocean.
- _____ **C** In 1872, the *Mary Celeste* was sailing to Genoa, Italy.
- _____ **D** The ship was found floating near the coast of Portugal.

3 Complete the sentences with the words from the box.

appeared attached captain crashing giant horror imagine

- 1 We can only imagine what happened to the people who were on board the *Mary Celeste*. We may never know for sure.
- 2 The _____ is the person who decides what everyone should do on a ship.
- 3 Soon after the strange event happened, a video of it _____ on the Internet.
- 4 When the people on the ship saw the huge octopus, they screamed in _____.
- 5 Waves were _____ against the ship's sides as it sailed through the storm.
- 6 At the beginning of the journey, the lifeboat had been _____ to the ship by a rope.
- 7 We can use the word _____ to describe something that is enormous or huge.

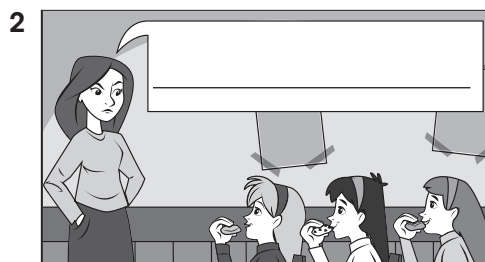
1 Match the direct speech (1-6) with the reported speech (A-F).

- | | |
|--|--|
| <p>1 'Don't park in front of the school,' said the teacher to the parents. <u>D</u></p> <p>2 'Please tell me about the ship,' the boy said to his dad. ____</p> <p>3 'Please turn off your mobile phones,' the museum guide said to the visitors. ____</p> <p>4 'Please don't park in front of the school,' said the teacher to the parents. ____</p> <p>5 The museum guide said to the visitors, 'You have to turn off your mobile phones.' ____</p> <p>6 'Give me the book about the ship, please,' the girl said to her brother. ____</p> | <p>A The girl asked her brother to give her the book about the ship.</p> <p>B The boy asked his dad to tell him about the ship.</p> <p>C The teacher asked the parents not to park in front of the school.</p> <p>D The teacher told the parents not to park in front of the school.</p> <p>E The museum guide told the visitors they had to turn off their mobile phones.</p> <p>F The museum guide asked the visitors to turn off their mobile phones.</p> |
|--|--|

2 Listen and complete the speech bubble in each picture. Then write the request or command as reported speech. TR: 33



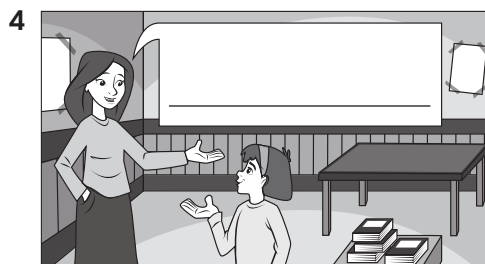
The teacher told the students to stop talking.



The teacher told the students _____



The teacher asked the students to _____



The teacher asked the student to _____

3 Imagine some visitors are coming to your classroom. Write three direct requests or commands you would say to them. Then rewrite the same requests or commands as reported speech.

Direct speech

- 1 _____.
- 2 _____.
- 3 _____.

Reported speech

- 1 _____.
- 2 _____.
- 3 _____.

1 Read the following situations. Put a tick (✓) if the person in each situation found out something for himself/herself and a cross (x) if he/she didn't.

- 1 I wanted to find out what was on television, so I asked my mum. ☒
- 2 I needed to know what time the bus was leaving, so I checked the timetable online. ☐
- 3 My sister couldn't do her homework, so she asked me to tell her the answers. ☐
- 4 I wanted to bake a cake, but I couldn't remember the recipe. I looked for it in a cookbook and finally I found it. ☐
- 5 My brother was doing a history project, so he went to the library and did some research. ☐
- 6 My friend had forgotten the English word for something, so she asked the teacher. ☐

2 Look at the situations that have got an x in Exercise 1. Write a piece of advice or an instruction that each person can use next time to find out for himself/herself.

Next time, you should look it up online.

3 Read the following situations. Then write a suggestion for how you could find out the information you need for yourself.

- 1 You're doing a project on the ancient Egyptians and you need some information.

I could go to the library/search online/look in a history book.

- 2 You want to know how to make pancakes.

- 3 You can't remember the way to the library.

- 4 You don't know what time your swimming lesson starts.

- 5 You've forgotten what the word *solve* means.

- 6 You need to know the capital city of Uruguay.

- 1** Look at the adjectives and add or remove the prefix *un-* to write an adjective with the opposite meaning.

happy	<i>unhappy</i>
	unkind
helpful	
	unusual
comfortable	
	unimportant
friendly	
popular	

- 2** Read the summary and complete the table.

Tom's Midnight Garden, by the author Philippa Pearce, is a story set in England. The main character, Tom, goes to stay with his Aunt Gwen and Uncle Alan. His uncle and aunt aren't very exciting, and Tom is bored. Then, one night, Tom hears the clock downstairs strike thirteen times. Tom is frightened, but he's a brave and curious boy, so he goes downstairs and out of the door. He's surprised to find a beautiful garden outside – normally there's just a space with rubbish bins. The next day the beautiful garden has disappeared and the rubbish bins are back. What might have happened?

Name of story	<i>Tom's Midnight Garden</i>
Name of author	
Where does the story take place?	
Name of the main character	
What is the main character like?	
Names of the people he's staying with	
What are they like?	
Is there any other important information the reader needs to know?	

- 3** Write a list of adjectives that would make the summary of the story more interesting. For example, you could choose adjectives to describe the house, the clock, the garden, the rubbish bins, and so on.

_____	_____	_____
_____	_____	_____

- 4** In your notebooks, rewrite the summary using the adjectives you wrote in Exercise 3. Add your own ideas to make it more interesting.

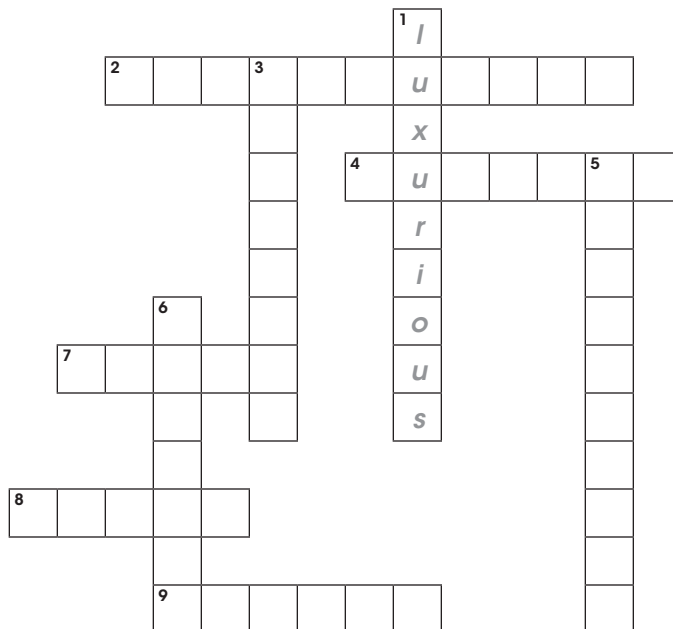
UNIT 12 Fascinating places

LESSON 1

Vocabulary

1 Complete the clues with the new words in bold from page 120 of the Student's Book. Then complete the crossword.

- 1 A **luxurious** place is very comfortable and often expensive.
- 2 If you have an _____ to do something, you have a chance to do it.
- 3 Something that's _____ isn't unusual.
- 4 When the sun comes up, it's called _____.
- 5 Someone who's very good at something is _____ at it.
- 6 We can say '_____' when we're not sure about something.
- 7 When there aren't any clouds, the sky is _____.
- 8 When you _____, you enjoy yourself and don't do anything stressful.
- 9 When the sun goes down, it's called _____.



2 Listen to the podcast. Write T (true) or F (false).
Correct the false sentences. TR: 34

- 1 It's 4,620 metres high. **F (2,460 metres)**
- 2 Mount Sinabung is an ordinary mountain. ____
- 3 It's part of the Ring of Fire. ____
- 4 When the volcano erupts, it sometimes looks like sunrise. ____
- 5 The airports near Mount Sinabung stay open even when the air isn't clear. ____
- 6 If the air is clear, it's an opportunity to get a good view of the mountain. ____



Mount Sinabung seen from Surbakti Village, Karo, North Sumatra, Indonesia

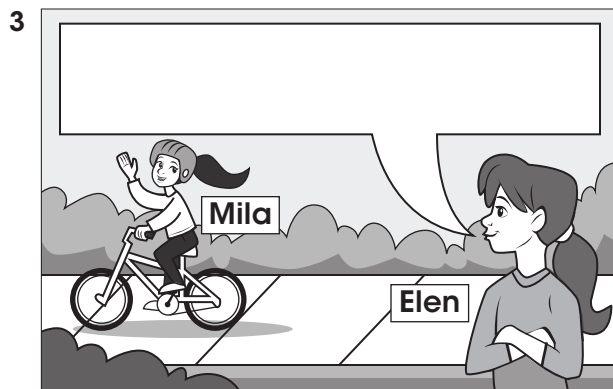
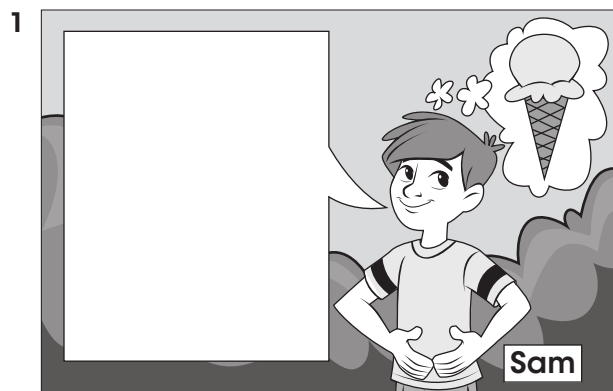
3 Complete the sentences with your own ideas.

- 1 I'd like to have the opportunity to _____.
- 2 If I were a successful photographer, I would _____.
- 3 I'd like to stay in a luxurious hotel because _____.
- 4 To relax, I sometimes _____.

1 Match the situations (1-6) with the wishes (A-F). What does each person say?

- | | |
|--|--|
| <p>1 Hans wants to take a photo of the volcano, but the air isn't clear enough. <u>C</u></p> <p>2 Ellen needs to fly home, but the airport is closed. ____</p> <p>3 Lisa would like to relax after school, but she has to study for an exam. ____</p> <p>4 Jay can't play tennis, but he'd like to be able to. ____</p> <p>5 Nadya and Katya haven't got a cat but would like to have one. ____</p> <p>6 Ben is very thirsty. ____</p> | <p>A 'I wish I could play tennis.'</p> <p>B 'I wish I had some water.'</p> <p>C 'I wish the air was clearer.'</p> <p>D 'I wish I could relax after school.'</p> <p>E 'We wish we had a cat.'</p> <p>F 'I wish the airport was open.'</p> |
|--|--|

2 Look at each picture. Then complete the speech bubble with a wish.



3 Complete the sentences with your own ideas.

- 1 I wish I could _____.
- 2 I wish I had _____.
- 3 I wish I didn't have to _____.
- 4 I wish my friend _____.

1 Scan the text. Answer the questions.

- 1 What's the Palacio de Sal? _____
- 2 What's it made of? _____

The Salar de Uyuni

The Salar de Uyuni stretches for over 4,000 kilometres across the southwest of Bolivia. It's 3,656 metres high and it's one of the world's most extreme natural environments. Millions of years ago, there were salt lakes here. After the lakes dried up, the salt was left behind and it formed a huge flat area – called salt flats. Sometimes, nearby lakes overflow and water runs over the salt flats. When the sun – or the moon – **shines** on the water, it **creates** an amazing light, which can be seen from outer space.

The Palacio de Sal is an unusual and luxurious hotel that's made of salt. The walls and the floors are made from salt bricks, and there are even sculptures made of salt. The views from the hotel across the salt flats are extraordinary. It's a great place for photographers – and for people who want to explore the salt flats by bike or with an off-road **vehicle**.

The Salar de Uyuni is certainly a fascinating place – but it's not just a tourist destination. An important material called lithium is found there. Lithium is needed for batteries, for example, phone batteries. So, you never know – maybe the lithium in the battery in your phone came from Salar de Uyuni.



Salar de Uyuni, Bolivia

New words

shines
creates
vehicle

2 Read the text again. Write T (true) or F (false). Correct the false sentences.

- 1 The Salar de Uyuni is in Bolivia, in South America. T
- 2 It is 6,356 metres high. ____
- 3 It was created a long time ago when old salt lakes dried up. ____
- 4 It's possible to see the Salar de Uyuni from space when light shines on water on the salt flats. ____
- 5 The Palacio de Sal is an uncomfortable place to stay. ____
- 6 Lithium is needed for off-road vehicles. ____

3 Complete the sentences with the words from the box. There are two words you don't need.

attraction creates hang out natural resort shines vehicle

- 1 You can't walk to the town from here. It's too far. You'll need a vehicle.
- 2 A _____ is a place where people can go on holiday.
- 3 When something is _____, it's not made by people.
- 4 A(n) _____ is something interesting to do or see.
- 5 The sun _____ during the daytime but not at night.

1 Complete the sentences with the phrasal verbs from the box.

get away	~~get up~~	go back	hang out
look forward to	look up	watch out	work out

- 1 Cara needs to get up at seven o'clock to arrive at school on time.
- 2 I like to _____ from the city and relax in the countryside.
- 3 When you go to the Amazon, you have to _____ for snakes.
- 4 If you _____ a lot, you'll get stronger.
- 5 I always _____ seeing my grandma. We always have a nice time together.
- 6 Can you _____ what the word *luxurious* means, please?
- 7 We _____ to the same place on holiday every year.
- 8 I don't want to play tennis this afternoon. I'd prefer to _____ on the beach and relax.

2 Complete the conversations with the phrasal verbs in Exercise 1. There are two phrasal verbs you don't need. Then listen and check your answers. TR: 35

Lucy: Hi, Alicia. Do you want to ¹ hang out tonight? Maybe we could go to the cinema or something.

Alicia: I'm sorry, I can't. I have to ² _____ early tomorrow morning because I've got an exam.

Felix: I'm going to the sports centre to ³ _____. Do you want to come with me?

Mike: Sure. I need to exercise more. I'll go and get my bag.

Daria: Are you going to have a holiday this summer, Marie?

Marie: Yes, I'm going to Paris to visit my grandparents. I ⁴ _____ once a year and I always ⁵ _____ seeing them. How about you, Daria?

Daria: I'm going to the beach for two weeks with my family. It'll be nice to ⁶ _____ from everything and just relax!

3 Complete the sentences with your own ideas.

- 1 I like to hang out _____.
- 2 I never get up _____.
- 3 When I ride my bike, I always watch out for _____.
- 4 I'm looking forward to _____.
- 5 I want to go back to _____.
- 6 I'd like to get away to _____.

1 Read the list of activities. Tick (✓) the five activities that help you enjoy the world the most.

- ☐ 1 Draw pictures of what you see around you.
- ☐ 2 Take photos of your country.
- ☐ 3 Learn more about plants and animals.
- ☐ 4 Watch videos about different countries.
- ☐ 5 Spend time listening to people talk about their experiences of the world.
- ☐ 6 Travel in your own country as well as in other countries.
- ☐ 7 Go on a long walk or bike ride.
- ☐ 8 Camp overnight somewhere and listen to the sounds around you.
- ☐ 9 Try food from different places.
- ☐ 10 Try new activities.

2 Choose your favourite activity from Exercise 1 and write a sentence about why you think it is a good way to enjoy the world.

3 We often enjoy the world through our five senses. Write sentences about what you see, touch, smell, hear or taste when you do the activity you wrote about in Exercise 2.

see	
touch	
smell	
hear	
taste	

4 Think about how different people enjoy the world. Write sentences about what these people do to enjoy the world.

My grandma (or another older person I know)

My mum or dad (or another adult I know)

A little brother or sister (or a young child I know)

You

1 Complete the sentences with the adjectives from the box.

comfortable reasonable unbelievable uncomfortable unusable

- 1 This hotel isn't too expensive; the price is reasonable.
- 2 My bed was so _____, I couldn't sleep at all last night.
- 3 This shower is broken; it's _____.
- 4 I can't believe what a terrible place this is! It's _____!
- 5 I wish I had a more _____ place to sleep. My back hurts!

2 Write P (positive) or N (negative) after each description.

- 1 I wish I could go back. P
- 2 We're looking forward to going back next summer. _____
- 3 We won't go back. _____
- 4 We won't repeat this experience. _____
- 5 The resort has everything you could ever wish for. _____
- 6 The room was unacceptable. _____
- 7 The hotel is very luxurious. _____
- 8 The bed was very comfortable. _____
- 9 The food was terrible. _____
- 10 The cost is unreasonable. _____



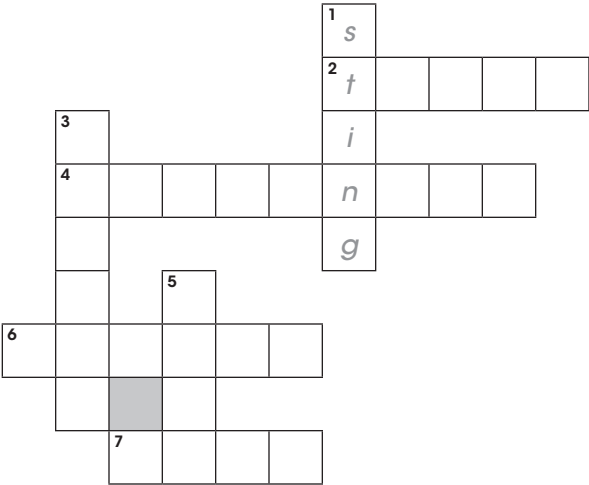
3 Look at the notes about a hotel made by a visitor. In your notebook, use the notes and your own ideas to write a holiday review.

- Great comfortable bed
- Delicious breakfast
- Shower OK but not very hot
- Good place to hang out and relax
- Only problem - had hoped for a view of the sea, but all we could see were the rubbish bins outside the kitchen door

Game 3

1 Read the clues and complete the crossword.

- 1 Bees do this to protect themselves.
- 2 We do this with our hands.
- 3 It means to like one thing more than another.
- 4 It means to know someone when you see him/her.
- 5 We do this with our teeth.
- 6 You do this when you choose something.
- 7 We use our ears to do this.



2 Use the number code to help you solve the puzzle. Write the missing words.

1 = A	2 = B	3 = C	4 = D	5 = E	6 = F
7 = G	8 = H	9 = I	10 = J	11 = K	12 = L
13 = M	14 = N	15 = O	16 = P	17 = Q	18 = R
19 = S	20 = T	21 = U	22 = V	23 = W	24 = X
25 = Y	26 = Z				

A	13	25	19	20	5	18	25	mystery			
B	5	24	8	9	2	9	20	9	15	14	
C	12	21	24	21	18	9	15	21	19		
D	21	14	21	19	21	1	12				
E	3	15	13	16	5	20	9	20	9	15	14
F	15	16	16	15	18	20	21	14	9	20	25

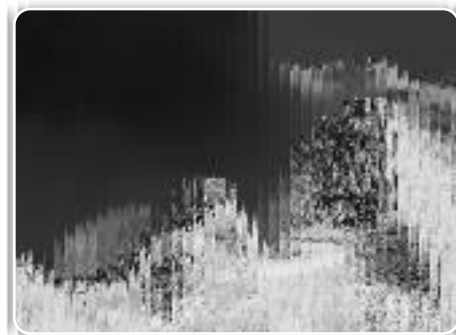
3 Now use the code words from Exercise 2 to complete the sentences.

- 1 If you have the chance to do something, you have an opportunity.
- 2 Something that isn't ordinary is _____.
- 3 It's usually very expensive to stay in a _____ hotel.
- 4 When something is difficult to solve or understand, it's a _____.
- 5 You might see a fascinating _____ at the museum.
- 6 If you enter a _____, you might win a prize.

Fascinating facts about the first emperor of China

1 Listen and tick (✓) the topics you hear about. TR: 36

- ☒ a collection of soldiers made of clay
- ☐ pandas ☐ a doctor called Xu Fu
- ☐ castles in China ☐ Chinese clothing
- ☐ The Great Wall of China



2 Listen again and write T (true) or F (false). Correct the false statements. TR: 37

- 1 Emperor Qin Shi Huang asked his people to make fifteen thousand clay soldiers. F (eight thousand)
- 2 Two thousand years later, the soldiers were discovered by farmers. ____
- 3 The mystery of what happened to Xu Fu has been solved. ____
- 4 Emperor Qin Shi Huang wanted to build a wall to make China powerful and keep it safe. ____
- 5 It's possible to see the Great Wall from space. ____

3 Answer the questions.

- 1 Why did Emperor Qin Shi Huang ask for thousands of clay soldiers?
He was frightened of dying and he wanted the soldiers to protect him after he died.
- 2 Where are the soldiers now?

- 3 What did Xu Fu tell the emperor when he came back with nothing?

- 4 How long was the Great Wall of China in Emperor Qin Shi Huang's time?

- 5 How many visitors come to see the Great Wall every year now?

4 Complete the sentences with your own ideas.

- 1 I was surprised to learn that _____.
- 2 To me, it was interesting that _____.
- 3 I'd like to know more about _____.

Review 6: Units 11–12

1 Read and circle the correct answer.

- 1 A beautiful sunset is an amazing sight / smell.
- 2 It's not always easy to recognise / solve a mystery.
- 3 It's wonderful to have the opportunity / position to relax.
- 4 If someone becomes ordinary / successful, it usually means he/she has worked very hard.
- 5 I wish I'd brought a GPS / backpack to help me find my way.
- 6 We still don't understand how birds find their way when they recognise / migrate to warmer places.

2 Read the reported speech. Then write the speech bubble. Use direct speech.

- 1 She asked the museum guide if he had solved the mystery.

Have you solved the mystery?

- 2 He asked the visitor if she liked the painting.

- 3 The teacher asked the students to stop talking.

- 4 My mother asked me not to be late.

- 5 Our father told us to go to bed at nine-thirty.

- 6 My friend asked me why I hadn't done my homework.

3 Rewrite the questions as reported speech.

- 1 My friend: Did Sam take that photo?

My friend asked if Sam had taken that photo.

- 2 Tom: Are the birds going to fly south this winter?

- 3 The girl: When can I go back to the Tree House Resort?

- 4 The students: Why do we have to do homework?

- 5 My grandma: Where are my glasses?

- 4 Work in pairs. Find and describe six differences between the two pictures. Say what the boy wishes he could do. Use the words in the box below and your own ideas.



climb
ride

go
see

hear
swim

learn
take photos

read
walk

relax
waterski

In Picture A, the boy wishes he could go to an island.

In Picture B, the boy wishes he could go to a treehouse resort.

I can ...

- talk about mysteries and fascinating places.
- use reported speech with questions.
- use reported speech with *asked* and *told*.
- use *wish* with the past simple and *could*.
- use phrasal verbs.
- write a summary of a book, TV programme or film.
- write a review.

Yes.

☐
☐
☐
☐
☐
☐
☐
☐

I need to practise.

☐
☐
☐
☐
☐
☐
☐
☐

BONUS School trip: The Fuji Shibazakura Festival

1 Remember the article. Circle the correct answer (A or B).

- 1 The festival takes place ____.

A

 in Japan

B around the world
- 2 The fields of flowers are ____.

A around a lake

B at the foot of a mountain
- 3 Shibazakura is a kind of ____.

A food

B flower
- 4 The Festival takes place every ____.

A month

B year
- 5 The baths are for ____.

A swimming

B soaking your feet
- 6 Visitors to the city can also ____.

A try local food

B see performances

2 Complete the sentences with the words from the box.

crowds everywhere Japanese June popular sweets

The Fuji Shibazakura Festival takes place every year from April to
1 June and it is very 2 _____.

Visitors can enjoy delicious food, such as chicken stew or
3 _____, but they have to go early if they want to see
everything before the 4 _____. There are beautiful
flowers 5 _____ at this 6 _____ festival.



**The Fuji Shibazakura Festival,
Japan**

3 Imagine you went to the Fuji Shibazakura Festival. What did you see, hear and do there? What did you enjoy? What didn't you enjoy? Write four sentences.

The man who never told a lie

1 Listen. Then tick (✓) the correct summary. TR: 38

- ☐ **A** Adil says he's always honest, but then he tells a lie. Adil tells the queen that the king has gone to visit his father, but Adil knew that this was not true.
- ☐ **B** Adil tells a lie to the queen because he says the king has gone to visit his father when this isn't true.
- ☐ **C** The king tells Adil a lie when he tells him he's going to see his father. Adil repeats this to the queen because he thinks it's true.

2 Listen again and complete the sentences. TR: 39

- 1 Adil said that he would never tell a lie.
- 2 The king decided to play a _____ on Adil.
- 3 The king told Adil to tell the queen that he was going to visit his _____.
- 4 He said that he would come back at _____ the next day.
- 5 When the queen saw the king the next morning, she was _____.
- 6 The queen said that Adil had not told a lie because he had _____ the king's words.

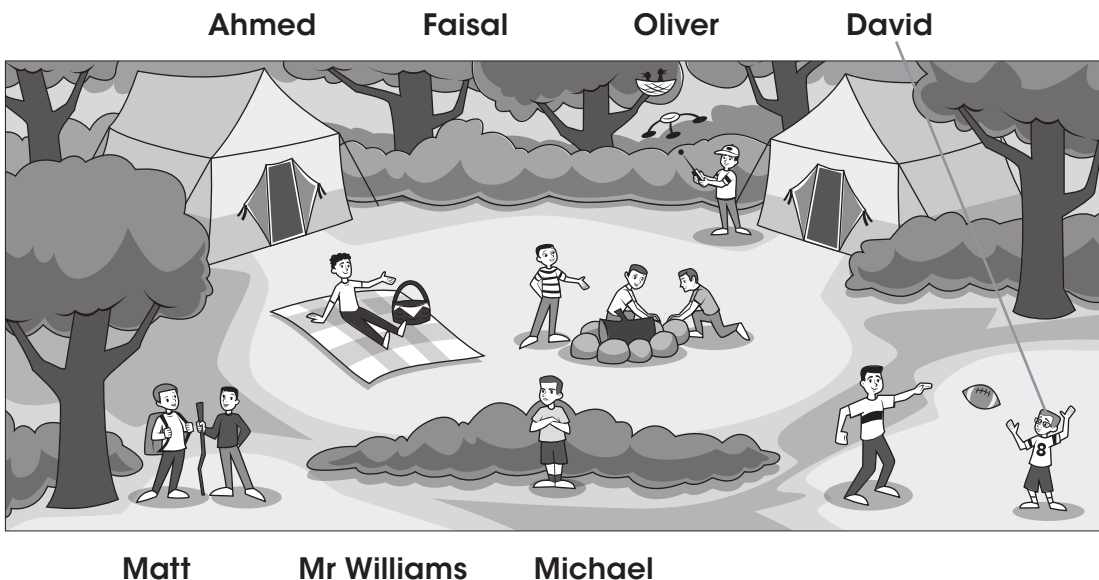
3 Read the information about the characters in the story and write A (Adil), K (king) or Q (queen) after each sentence.

- 1 This person never told a lie. A
- 2 This person played a trick on one of the other characters. _____
- 3 This person said he was going to visit his father. _____
- 4 This person was surprised in the morning. _____
- 5 This person repeated what he thought was true. _____
- 6 This person realised what it means to be honest. _____

4 Complete the sentences about the story.

- 1 My favourite character in the story is _____.
- 2 I like him/her because he/she _____.
- 3 If people don't tell the truth, _____.

Listen and draw lines. There is one example.  TR: 40



Part 2 5 questions

Listen and write. There is one example.  TR: 41



Earth Club

Meetings at:

five o'clock

on Thursdays

1 Students learn about:

2 They talk about:

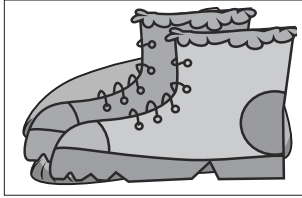
3 Sometimes they:

4 Once a year:

they go camping in the _____

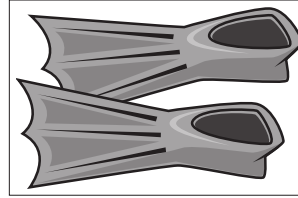
5 The teacher in charge:

Which item goes with each picture below? Listen and write a letter in each box. There is one example.  TR: 42

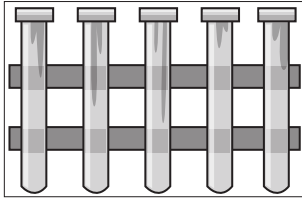


hiking boots

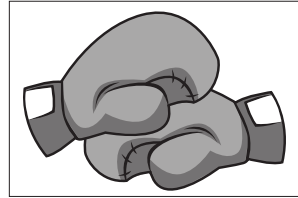
D



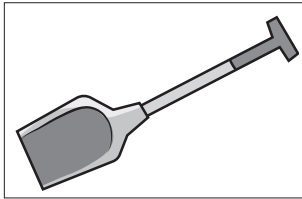
flippers



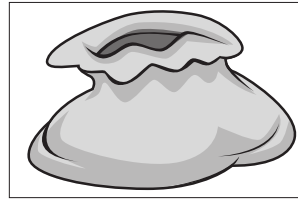
test tubes



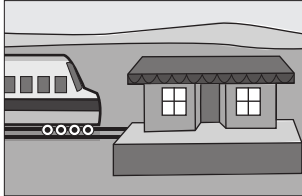
boxing gloves



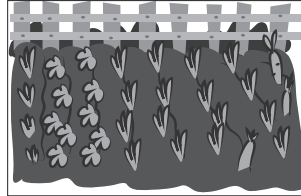
garden spade



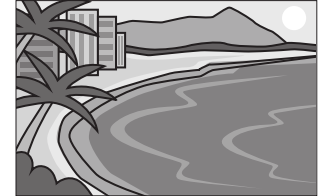
vase



A



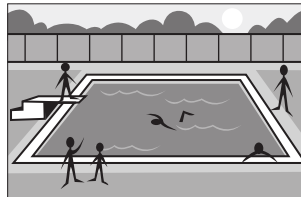
B



C



D



E



F



G



H

Listen and tick (✓) the box. There is one example.  TR: 43

Where does Uncle Jim often travel to?



A ☒

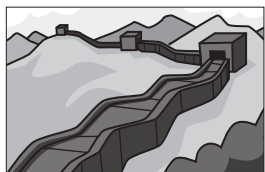


B ☐

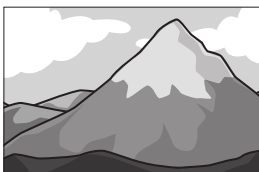


C ☐

1 Where does Uncle Jim want to go next summer?



A ☐



B ☐



C ☐

2 Who does Uncle Jim want to go with?



A ☐

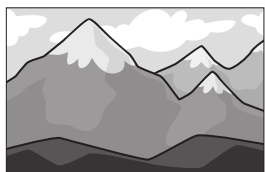


B ☐



C ☐

3 What does Uncle Jim want to see most?



A ☐



B ☐

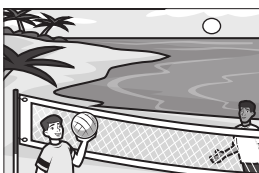


C ☐

4 What else will Uncle Jim do?



A ☐

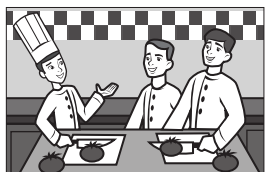


B ☐



C ☐

5 What does Uncle Jim want to learn?



A ☐

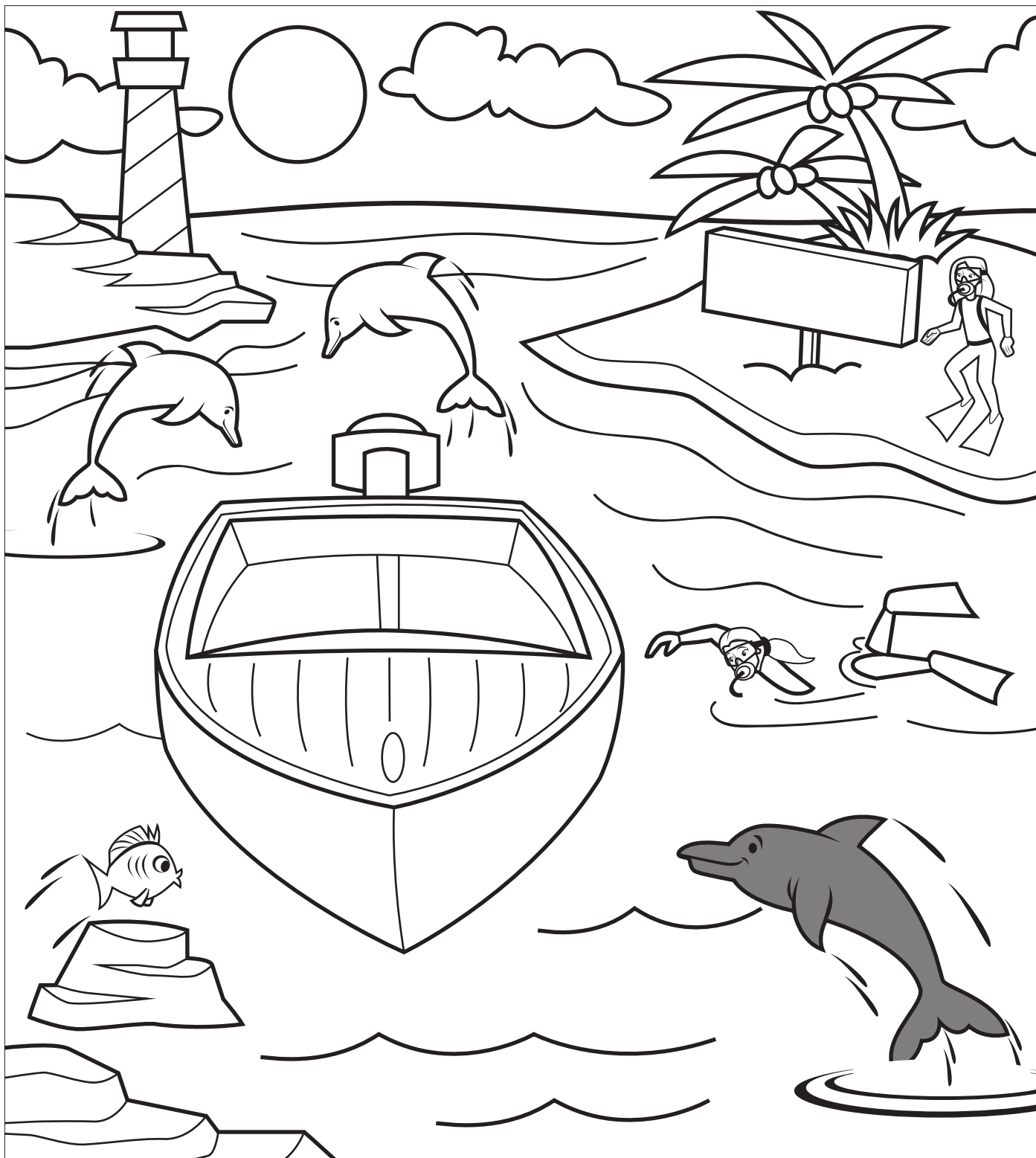


B ☐



C ☐

Listen and colour and write. There is one example.  TR: 44



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

an artist a donkey a mural mechanics rattlesnakes

This person makes art, such as paintings, photos and sculptures.

an artist

- 1 This sweet, sticky food is made by bees. _____
- 2 This grey or brown animal has got four legs, two long ears and looks like a small horse. _____
- 3 It's this person's job to help people play tennis well. _____
- 4 This tropical bird has got bright colours and can learn to talk. _____
- 5 This kind of food comes from hot places. It usually grows on trees. _____
- 6 Many people are afraid of these animals that can make a noise with their tails. _____
- 7 This person works outdoors with plants. _____
- 8 This is the name for creatures from the ocean that people like to eat. _____
- 9 These round pieces of metal are used for money. People carry them in their pockets. _____
- 10 These men and women fix cars or other kinds of machines. _____

coins seafood strangers tropical fruit

sting

a tennis coach

a parrot

a battery

a gardener

honey

Today, Holly is going to go with her older sister, Sophia, to the clothes shop where she works. Holly is asking Sophia some questions about her work. What does Sophia say?

Read the conversation and choose the best answer. Write a letter (A-H) for each answer. You do not need to use all the letters. There is one example.

Example

 Holly: Sophia, is it time to leave for work?	 Sophia: _____ <i>E</i>
--	---

1  Holly: How do you get to work?	 Sophia: _____
2  Holly: Do a lot of people work there?	 Sophia: _____
3  Holly: Do you eat lunch with the owner?	 Sophia: _____
4  Holly: Can I help today?	 Sophia: _____
5  Holly: What time does the shop close?	 Sophia: _____

- A** No, we can't both leave the shop at the same time.

B I usually take the bus.

C It opens at 11.00.

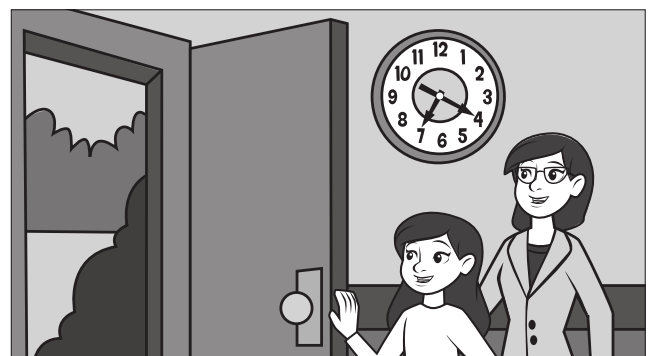
D You can unpack the new clothing.

E Yes, it is. I don't want to be late. **(example)**

F It closes at 8.00.

G I like sandwiches.

H No, there's only the owner and me.



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

club	experiments
environment	looked
equipment	society
excited (example)	solar system
exciting	watched



It was the first day of school and Richard was very excited. He loved science. He read magazines about science and was very interested in electricity and the planets in the ¹ _____. Richard had been looking forward to his new science class all summer long, so he arrived early. His science teacher, Mr Roberts, was very friendly. 'I'll come to your school once a week,' he told the class. 'I visit a different school every day.'

The students studied many things. They did all kinds of ² _____. For example, they ³ _____ at what happens when you mix soap and milk, or why sand is sometimes black. They did research on the Internet and in the library. They learnt about the ⁴ _____. The students had a lot of fun and were always sorry when the lesson was over.

'Science is only once a week,' Barry complained. Barry was Richard's cousin. 'Don't worry,' said Mr Roberts. 'You can start a science ⁵ _____ and then you can learn more!'

Now choose the best name for the story.

Tick (✓) one box.

First day of school ☐

My favourite experiments ☐

Science class ☐

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

What is time?

Example

Time is easy to understand, but understanding how time works can be hard.

- 1 We live _____ a world full of objects: books, flowers, stars. There are many things in many places.
 - 2 Also, things _____ again and again, in different ways each time. People and objects move, get older and change. Planets move
 - 3 _____ the sky. Animals eat and sleep. People play, think and learn. Nothing
 - 4 _____ exactly the same.
 - 5 Time is the label we put _____ moments and events. There are sixty seconds in a _____.
 - 6 7 8 There are sixty minutes in an _____. There are _____ hours in a day. There are seven days in a week. These are all labels.
- Time is also the label we use when we think about the past, the present and the future.
- 9 We can remember what happened yesterday, but _____ can remember
 - 10 tomorrow! Also, we can decide what to do next, _____ we can't undo what we did in the past. Let's try to choose the things we do carefully!



Example

- | | | |
|----------------|-------------|-------------|
| hard | harder | hardest |
| 1 on | in | around |
| 2 happen | happens | happened |
| 3 over | under | across |
| 4 stays | saves | survives |
| 5 with | at | on |
| 6 minute | day | century |
| 7 a.m. | p.m. | hour |
| 8 twenty-first | twenty-four | forty-eight |
| 9 no one | someone | anyone |
| 10 and | but | so |

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

Mr Lee's class visits a museum

Katy is very lucky. She lives in a city with many museums. Her class goes to a different museum every term. Last week, her art teacher, Mr Lee, took the students to visit the Van Gogh Museum. It's full of paintings by the famous artist Vincent van Gogh. Katy likes art. She was very excited.

Mr Lee told Katy's class all about the artist. When he died in 1890, van Gogh left many paintings to his brother. Later, the paintings belonged to van Gogh's nephew and he sent them to a museum in 1925. Now the paintings are in the Van Gogh Museum. It opened in 1973 in two very beautiful buildings.

Museums are usually quiet places. But Mr Lee told the students that twice thieves had stolen some of the paintings. Once, thieves took twenty paintings. But the paintings were found – only 35 minutes later! Unfortunately, some of the paintings were damaged, but the four thieves were caught.

Katy liked the paintings. The colours were beautiful. But it was a long day and there were lots of pictures to look at. The museum has got over 200 paintings and about 500 drawings. In the afternoon, Katy sat down on a bench to rest and she fell asleep!

When it was time to go, Mr Lee and Katy's classmates couldn't find her. They looked in many places. Finally, they found her, sleeping under a bright picture of orange flowers.

'I'm sorry,' Katy said to Mr Lee. 'There was so much to see! My eyes got tired.'



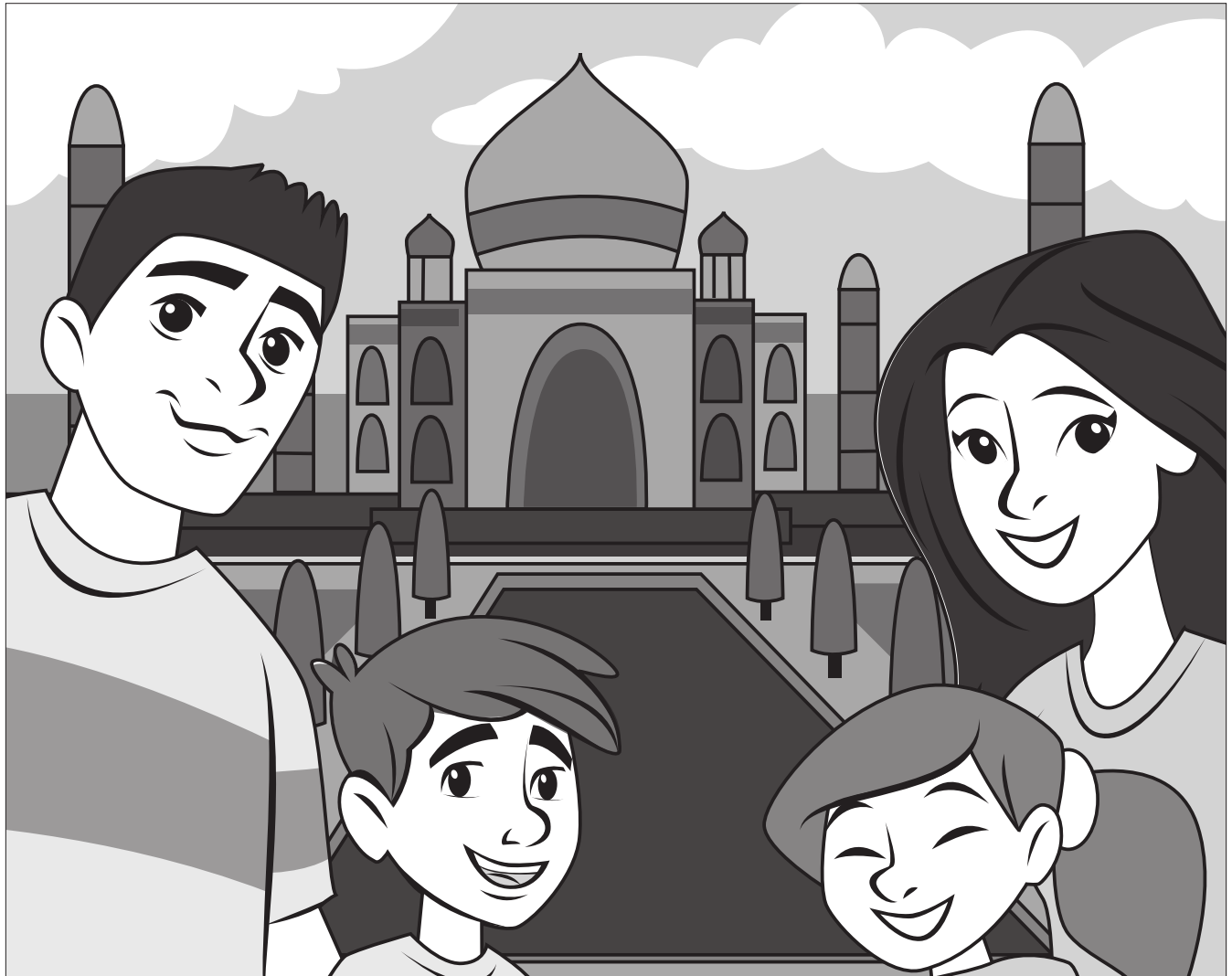
Examples

The students go to a different museum every term. Mr Lee is Katy's art teacher.

Questions

- 1 Mr Lee said Vincent van Gogh was _____. Vincent van Gogh died in 1890.
- 2 The Van Gogh Museum is in _____ that are beautiful.
- 3 Mr Lee told the students that one time thieves had stolen _____.
- 4 The missing paintings were discovered _____ later.
- 5 Katy thought _____ were beautiful and there were lots of them to see.
- 6 Katy _____ and her classmates couldn't find her.
- 7 Katy got tired from looking at _____.

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



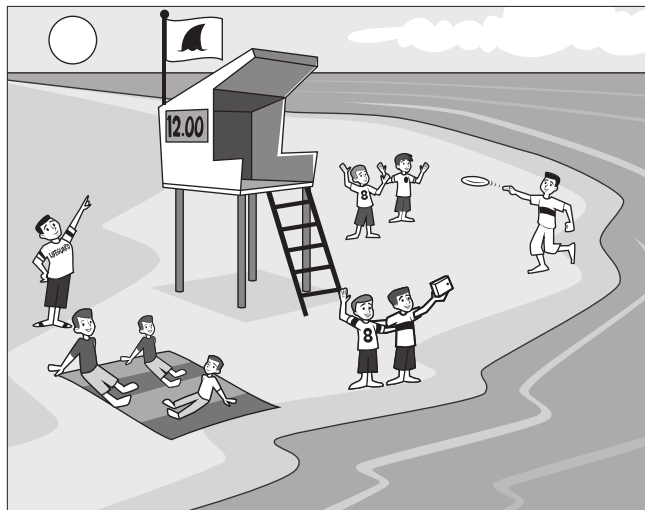
Example I'm having a great time with my family. We're on holiday in India! Today we
1 went _____ a famous palace and some monuments. My teacher told me
2 _____ them in our art class and he showed us some photos of them. They
3 4 looked bigger _____ I expected! I _____ a lot of photos. We're
5 going to go and see some elephants tomorrow. I'm very excited _____. I've
 always wanted to ride one. My mum doesn't want to go near them. She's afraid of
 elephants!

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



Look at the pictures. Complete the sentences about Picture B.

Picture A



In Picture A, the lifeguard is pointing at the flag.

In Picture A, the flag has a shark's fin on it.

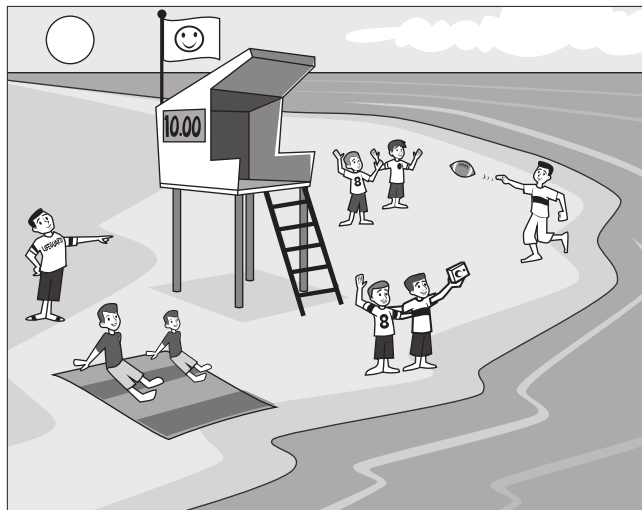
In Picture A, the clock reads 12.00.

In Picture A, the two boys are taking a photo of themselves.

In Picture A, the man is sitting with two boys.

In Picture A, the dad and his two sons are throwing a Frisbee.

Picture B



In Picture B, the lifeguard is pointing at the water (sea).

In Picture B, _____

In Picture B, _____

In Picture B, _____

In Picture B, _____

In Picture B, _____

Look at the information and answer the questions.

George's weekend



What did George do at the weekend?	mountains
Where were the mountains?	in the north
Who did he go with?	two best friends
What did he see?	a mountain lion
Was it exciting or boring?	exciting

Look at the information and read the answers. What are the questions?

Ellen's weekend



	?	She went to see a film.
	?	It was at the local cinema.
	?	She went with her parents.
	?	It was a documentary about cars.
	?	It was boring.

Look at the pictures and read the first sentence. Continue the story.

Community service

Sophia and Harry decided to do something to help their community last Saturday.

Sophia

Harry



Part 5

Answer the questions.

What do you like to do in your free time?

Why do you enjoy that?

Do you have any other hobbies? What are they?

Who do you do your hobbies with? Why?

Tell me about a hobby you would like to do.

Lesson 2 *be going to* and *will*: *be + going to + verb / will + verb*

- We use both *be + going to + verb* and *will + verb* to talk about decisions.
- We use *be + going to + verb* for decisions we've already made. We've thought about it beforehand.
- We use *will + verb* for sudden decisions, when we have not thought about it beforehand.
- We also use *will* to make offers of help.

<i>be going to</i>						<i>will</i>			
What	are	you	going to	do	after school?	This classroom is dirty.			
I	'm		going to	play	football.	We	'll	help	you clean it.

Complete the sentences. Use *be going to* or *will* and the words in brackets.

- 1 **A:** The phone's ringing. **B:** I'll get (I / get) it.
- 2 **A:** What _____ (you / do) this weekend? **B:** _____ (I / see) a film.
_____ (I / not / study)!
- 3 _____ (my friend / join) the science club.
- 4 **A:** I'm worried about the test on Friday. **B:** Don't worry. _____
(I / help) you study for it.
- 5 I'm hungry. I think _____ (I / have) a snack.

Lesson 4 The present continuous for future: *be + verb + -ing*

- We can use the present continuous to talk about future time.
- We can use the present continuous for plans that have already been made.

What time	is	Jun	arriving?		
I	'm		meeting	him	at the airport at six.

- The present continuous is often used with verbs of movement or travel, such as *arrive*, *come*, *fly*, *go* and *leave*.
- Remember: If the verb ends in an *e*, drop the *e* and add *ing*: *exercise* → *exercising*

Complete the sentences with the words in brackets. Use the present continuous for future.

- ¹ I'm taking (I / take) a big trip next week. My family ² _____ (go) to Disneyland! My mother, sister and I ³ _____ (leave) home first. ⁴ _____ (we / fly) to California on Friday. My father ⁵ _____ (arrive) on Saturday, after he finishes work. ⁶ _____ (we / stay) there for three days. I can't wait!

Lesson 2 First conditional: *If + present simple, ... will ...*

- A first conditional sentence talks about a possible event in the future. The speaker thinks it might happen.
- The *if* clause describes the possible event. The result clause describes the result.

If clause (<i>if + present simple</i>)	Result clause (<i>will + verb</i>)
If I see any rubbish on the street,	I'll put it in a rubbish bin.
If you study hard,	you'll learn English faster.

- **Note:** The verb in the *if* clause is in the present, but it's describing the future.
- The result clause can also come first: *You'll learn English faster if you study hard.*

Complete the first conditional sentences with the words in brackets.

- 1 If you print on both sides, you'll save (you / save) a lot of paper.
- 2 If people don't recycle their mobile phones, _____ (they / damage) the environment.
- 3 Animals will become extinct _____ (we / not / protect) them.
- 4 You'll learn a lot about marine creatures _____ (you / read) about the oceans.
- 5 If you throw plastic in the sea, _____ (animals / eat) it and become sick.

Lesson 4 Second conditional: *If + past simple, ... would ...*

- We use the second conditional to talk about a possible event in the future that we don't think will happen.
- The *if* clause describes an imaginary or unlikely event. (It's not true right now.)
- The result clause describes the result.

If clause (<i>if + past simple</i>)	Result clause (<i>would + verb</i>)
If squirrels didn't have tails,	they wouldn't be able to balance.
If I saw a snake,	I would run away.
If I met my favourite actor,	I would be very happy.

- The result clause can also come first: *I'd be very happy if I met my favourite actor.*
- We can use *were* for the first person singular in the *if* clause.

Complete the second conditional sentences with the verbs in brackets.

- 1 If he had (have) more free time, he would take (take) a holiday.
- 2 If I _____ (know) the answer, I _____ (tell) you.
- 3 I _____ (buy) a car if I _____ (be) twenty years old.
- 4 If I _____ (can / speak) five languages, I _____ (travel) around the world.
- 5 We _____ (feel) lonely if we _____ (not / live) with our family.

Lesson 2 Indefinite pronouns

- We use indefinite pronouns to talk in general about people or things. We use them when we can't or don't want to name a person or thing exactly (someone = some person, a person in general; everything = all things in general).
- We use a singular verb after indefinite pronouns (*Everybody likes ...*).
- *everyone / someone / no one* = *everybody / somebody / nobody*

No one is in the water, so the lifeguard isn't busy. He isn't doing **anything**.

The photojournalist is writing **something** down. It's for a news article.

Everybody likes her paintings.

- We usually use indefinite pronouns with *any* (*anyone, anything*) in questions and negative statements.

Circle the correct answer.

¹ Something / Someone big happened last year. There was a loud noise and then ² *something / someone* shouted, 'Earthquake!' It was scary. I had never experienced ³ *anything / nothing* like it before. After the shaking stopped, we checked our home. ⁴ *Everybody / Somebody* was safe and ⁵ *everything / nothing* was fine. ⁶ *Something / Nothing* was damaged. We were lucky. We went outside. ⁷ *Someone / Everyone* was in the street. ⁸ *Everyone / No one* wanted to go back inside because they were scared.

Lesson 4 Question tags

- Question tags are added to the end of sentences.
- We use question tags to confirm information or to ask if the listener agrees with us or not.
- Question tags include a helping verb (*be, do, can*) and a pronoun.

Statement	Question tag
You <u>can</u> climb tall mountains,	can't you?
A rhino keeper <u>is</u> a cool job,	isn't it?
You <u>study</u> whales,	don't you?
He <u>isn't</u> a teacher,	is he?

- When *be* or *can* appears in the statement, use *be* or *can* in the question tag too. When other verbs appear in the statement (for example, *study*), use *do* in the question tag.
- **Note:** A negative statement is followed by an affirmative question tag.

Write the question tags.

1 He uses pictures to tell stories, doesn't he ?

2 He doesn't work typical hours, _____ ?

3 His job is exciting, _____ ?

4 They're good swimmers, _____ ?

5 They can save people, _____ ?

6 They don't make a lot of money,
_____ ?

Lesson 2 The passive (present simple and past simple)

- In a passive sentence, the focus is on the action of the sentence, not the 'doer' of the action.
The new website was finished last week.
- We sometimes use the passive when the doer of the action is unimportant or obvious:
Portuguese is spoken in Brazil. (People in Brazil speak Portuguese. Everyone knows that we mean people, so we don't need to say it.)
- We also use the passive when the doer is unknown: *Their mobile phones were stolen.* (We don't know who stole them.)
- When you need to include the doer in a passive sentence, use *by*: *The new website was finished by Laura.*

Present simple passive (<i>is/are</i> + past participle)	Past simple passive (<i>was/were</i> + past participle)
The files are saved on my computer.	I was given a laptop for passing all my tests.
Portuguese is spoken in Brazil.	Their mobile phones were stolen .

Complete the sentences about Akihabara, a famous neighbourhood in Tokyo, Japan. Use the past simple passive (1-3) and present simple passive (4-5) form. Use the verbs in brackets.

- It was destroyed (destroy) by a fire in 1869.
- Many washing machines, fridges and TVs _____ (sell) there in the 1930s.
- That's when it _____ (name) 'Akihabara Electric Town'.
- Today it _____ (know) for its camera, computer and anime shops.
- Big sales events _____ (hold) there.

Lesson 4 The passive (present continuous): *am/is/are* + *being* + past participle

The camera	is	being	improved	all the time.
Cameras	are	being	attached	to animals.

Use the words in brackets to write sentences. Use the present continuous passive.

- (driverless cars / test) Driverless cars are being tested.
- (that TV show / not / watch / by many people) _____
- (electric bikes / use / by more people) _____
- (my camera / fix / in a repair shop) _____
- (robots / design / rescue people) _____

Lesson 2 The passive (present perfect): *have/has (not) + been + past participle*

Camels	have	been	ridden	in the desert for a long time.
She	has	been	given	a lot of homework.
He	hasn't	been	helped	yet.

- Remember: We use the passive when we want to focus on the action rather than who does it.

Our suitcases have been packed.

- We use the word *yet* with the negative.

People	haven't	been	sent	to Mars yet.
--------	----------------	-------------	-------------	--------------

Circle the correct answer (A or B).

- I ____ my airline ticket. **A** have bought **B** have been bought
- We ____ a hotel, but it ____ yet. **A** have chosen; hasn't booked **B** have chosen; hasn't been booked
- The sightseeing schedule _____. **A** has decided **B** has been decided
- My suitcase ____ yet. **A** has been packed **B** hasn't been packed

Lesson 4 Questions in the passive

- We can also ask questions in the passive.
- We use a question word to start the sentence.

Where	was	the tallest building in the world	built?
When	are	the Olympic Games	held?

Write the passive form of the verbs in brackets. Then match the questions (1-5) with the answers (A-E) about the Faroe Islands.

- What sport is played (play) there? C
 - When are the two new tunnels being _____ (build)? _____
 - How many languages are _____ (speak) there? _____
 - When was the Faroese airline _____ (start)? _____
 - What birds are _____ (find) there? _____
- They're building the tunnels now.
 - Atlantic Airways started in the 1980s.
 - Everyone there plays football.
 - Puffins, a kind of seabird, are found there.
 - There are two main languages: Faroese and Danish.

Lesson 2 Present perfect continuous with *for* and *since*

- We use the present perfect continuous to describe an action that started in the past and has continued to the present.
- The action may continue into the future.

	<i>has/have</i>	<i>been</i>	<i>verb + -ing</i>		
She	's	been	celebrating	passing her exams	for three days!
They	've	been	cooking		since yesterday.
He	's	been	playing	football	since he was five.

- We sometimes use the present perfect continuous to make a stronger statement: *I've been trying to call you for two hours!*
- Use *for* + a period of time (*for five minutes, for the summer, for a long time, for a while, for my whole life*).
- Use *since* + a point in time (*since midday, since 2017, since last Friday, since I was a child*).

Complete the text about the Harbin Ice Festival. Use the present perfect continuous and *for* or *since*.

'Hello. I'm reporting from the Harbin Ice Festival, in Harbin, China. People ¹ have been celebrating (celebrate) this festival on and off ² _____ 1963. The city ³ _____ (prepare) for it ⁴ _____ months and now it's happening! It's very cold ... and very beautiful! Some people ⁵ _____ (look at) the large ice sculptures ⁶ _____ this morning. Other people ⁷ _____ (ski) on a nearby hill ⁸ _____ a few hours. Everyone ⁹ _____ (have) lots of fun ¹⁰ _____ the festival started. The number of people at the festival ¹¹ _____ (grow) ¹² _____ the last few years. There were 18 million visitors in 2017!

Lesson 4 Present perfect continuous to explain a situation

- We can also use the present perfect continuous without *for* / *since* + a time word. We can use it in this way to give the reason for a present situation (present situation = we're dirty, reason = we've been sliding down a mud slide).

		<i>has/have</i>	<i>been</i>	<i>verb + -ing</i>	
We're dirty because	we	've	been	sliding	down a mud slide.

Match to form correct sentences.

- | | |
|---|--|
| 1 We're angry because ____ | A it's snowing. |
| 2 We're happy because ____ | B I've been working all day. |
| 3 I'm tired because ____ | C we've been winning our football games. |
| 4 Flights haven't been leaving on time because ____ | D we've been waiting a long time. |

Lesson 2 Modal verbs

- We use *should*, *have to*, *ought to* and *must* to talk about things that are necessary or unnecessary.

You **should study** your notes the night before an exam. You **shouldn't stay up** too late.

You **ought to be** in your seat by 8.00 a.m. You **don't have to sit** in a special seat – anywhere is OK.

You **must use** a pencil to mark your answers. You **must not look at** your classmates' answers.

- We use *should* or *ought to* for giving advice. *Ought to* is more formal.
- Have to* is stronger. It shows that something is necessary or required. We use *has to* with *he*, *she* and *it*.
- Must* also means that something is necessary or required. It's the strongest and is more formal. We use *should* and *have to* more often than *must* in conversation.
- Have to* and *must* have similar meanings. However, *must not* (= it's not allowed) and *don't have to* (= it's not necessary) have different meanings.

Read the helpful information for skiing. Circle the correct answer.

- You *don't have to* / *must not* ski dangerously.
- You *must* / *must not* wear a helmet. It's a rule.
- It gets very cold. You *have to* / *should* bring some warm ski gloves.
- You *have to* / *don't have to* finish skiing by 3.30 because the ski area closes then.
- It's OK to go on the chairlift alone. You *ought to* / *don't have to* share your seat with anyone.

Lesson 4 Reflexive pronouns

- We use reflexive pronouns to talk about actions when the subject and the object are the same.
- by* + reflexive pronoun = all alone; without any help

I	myself
you	yourself
he	himself
she	herself
it	itself

I'm teaching **myself** Japanese.

She went rock climbing **by herself**.

we	ourselves
you	yourselves
they	themselves

They hurt **themselves** while rock climbing.

Complete the sentences with reflexive pronouns.

- I got out of the pool and dried myself.
- He's shy. He sat by _____ at our party.
- Please help _____ to some snacks.
- My friends are always taking photos of _____.
- A driverless car can drive _____.

Lesson 2 Past perfect affirmative statements: *had* + past participle

- We often use the past perfect with the past simple to talk about two actions that happened in the past.
- We use the past perfect for the first action and the past simple for the second action. The first action is completed before the second action.
- The past perfect can also be used before a time marker in the past: *I **had already finished** my homework by eight o'clock.*

The rescue team found Josh because he	had	turned	his jacket inside out.
Shackleton's ship got stuck after it	had	entered	the ice pack.
By the time Shackleton rescued his men, they	had	been	away from home for a long time.

- Time expressions like *before*, *by the time* and *when* often occur with the past simple.
- Time expressions like *after* and *already* often occur with the past perfect.

Complete the text with the words in brackets. Use the past perfect.

Shuei Kato liked to go hiking. In October 2017, he went hiking in the mountains of Colorado. Before he left, he ¹ had asked (ask) a friend to go with him. But his friend was busy that day, so Shuei went alone. A few hours later, it started snowing hard. Shuei decided to hike back to his car, but the blowing snow ² _____ (cover) his path. He soon became lost. He tried to use his mobile phone, but the battery ³ _____ (die). He was scared, but luckily he ⁴ _____ (pack) plenty of food and water. Shuei walked for days. By the time a rescue helicopter found him, he ⁵ _____ (spend) eighty hours in the mountains! He was cold, but he was OK.

Lesson 4 Past perfect: negative statements and questions

- Remember: We use the past perfect to describe a past action that happened before another action or time in the past.
- *Ever* = at any time. It can be used with past perfect questions.

I **hadn't ordered** a meal in English before.

Where **had** you **lived** before you moved here?

He was thirsty because he **hadn't brought** enough water.

Had you (ever) **lived** in a big city before?

Write new sentences to correct the errors.

- I didn't fly in an aeroplane before yesterday. I hadn't flown in an aeroplane before yesterday.
- How long had you wait before you got a new pet? _____
- Have you ever spoken English before you started this class? _____
- Many thousands of years ago, people had lived in this area. _____
- Had you studied the material before you take the exam? _____

Lesson 2 Third conditional: *If + past perfect ... would have + past participle ...*

- We use the third conditional to talk about events that didn't happen in the past.
- The *if* clause describes the imagined event. The result clause describes the imagined result.

If clause (<i>if + past perfect</i>)	Result clause (<i>would have + past participle</i>)
If she had explored the rainforest,	she would have had many exciting experiences.
If we had known it was a fancy dress party,	we wouldn't have worn jeans.
If I hadn't studied hard,	I wouldn't have passed the exam.

- The result clause can also come first: *We wouldn't have worn jeans if we had known it was a fancy dress party.*

Complete the sentences about Paul's bad day with the verbs in brackets.

- 1 He overslept. He would have woken up on time if he had heard (hear) his alarm clock.
- 2 He had to walk to school. If he hadn't overslept, he _____ (catch) the bus.
- 3 The exam started at quarter past eight. He arrived at school at eight-thirty. He _____ (be) late if he had caught the bus.
- 4 He was in a hurry and he made lots of mistakes in the exam. If he _____ (hurry), he wouldn't have made so many mistakes.

Lesson 4 Third conditional questions

- We use questions in the third conditional to ask about events that didn't happen in the past.

If clause (<i>if + past perfect</i>)	Wh- word	Result clause (<i>would have + past participle</i>)
If she hadn't visited the rainforest,	where	would she have gone?
If you hadn't studied English,	what	language would you have learnt?
If you had grown up in another country,	how	would your life have been different?

Read the situations. Then put the words in the correct order to form questions.

- 1 Situation: Last year I found some gold coins. I didn't know what to do.
have / if you / what / done / been / would / you / had / me

- 2 Situation: I invited twenty people to a picnic last week. The weather report said it would rain.
it / had / held / have / rained / if / the picnic / would / you

Lesson 2 Reported speech with *said*

- There are two ways to report what someone has said: direct speech and reported speech.
- In reported speech, verbs usually shift back to a past form.
- The past perfect doesn't shift in reported speech.

Direct speech	Reported speech
Our teacher: We're <u>going</u> to the science museum.	Our teacher said (that) we were going to the science museum.
Mia: I <u>like</u> museums.	Mia said (that) she liked museums.
Juan: I've <u>been</u> to that museum before.	Juan said (that) he had been to that museum before.
Alicia: I'd already <u>eaten</u> by then.	Alicia said (that) she'd already eaten by then.

Mei (a woman) and Gabriel (a man) work in a museum. Rewrite the sentences in reported speech.

- 1 Mei: I finish work at six o'clock. Mei said (that) she finished work at six o'clock.
- 2 Gabriel: I'm working on a big exhibition. _____
- 3 Mei: I had always wanted to work in a museum. _____
- 4 Gabriel: I've worked at the museum for two years. _____

Lesson 4 Reported speech with *told*

- In reported speech, we can use *said* or *told* with no change in meaning and the rule for the verb shift is the same.
- With *told*, however, we must include an object pronoun (*me, you, she/he, them, us*) after the verb.

Direct speech	Reported speech
Our teacher → students: We're <u>going</u> to the science museum.	Our teacher told us (that) we were going to the science museum.
Mia → Jose: I <u>like</u> museums.	Mia told him (that) she liked museums.
Juan → me: I've <u>been</u> to that museum before.	Juan told me (that) he had been to that museum before.

Write new sentences about Maria's visit to the National Museum. Correct the errors.

- 1 She said me that it was fantastic. She said that it was fantastic. OR She told me that it was fantastic.
- 2 She said her friends all about it. _____
- 3 She told to me her favourite part was the old paintings. _____
- 4 She told we that she planned to go again. _____

Lesson 2 Reported speech with questions

- When reporting a *yes/no* question, we use *if* after the verb *asked*.
- When reporting a *wh-* question, we repeat the question word (*what, where*) after the verb *asked*.
- In reported speech questions, verbs usually shift back to a past form.
- *Should* doesn't shift in reported questions.

	Direct speech	Reported speech (questions)
<i>wh-</i> questions	Mia: What <u>is</u> the name of the bird?	Mia asked what the name of the bird was .
<i>yes/no</i> questions	Juan: <u>Can</u> it fly fast?	Juan asked if it could fly fast.
	Juan: Should I <u>feed</u> the birds?	Juan asked if he should feed the birds.

- **Note:** Reported questions end with a full stop (.) not a question mark (?).

Jane and her brother Sam's class is going on a school trip. Write reported questions.

- 1 Jane (girl): Where's our class going? *Jane asked where their class was going.*
- 2 Jane: What will we see? _____
- 3 Sam (boy): Is it far? _____
- 4 Sam: Should I bring my lunch? _____

Lesson 4 Reported speech with *asked* and *told*

- When we make a request, we ask someone to do something. We use *asked* with requests.
- Commands are stronger than requests because we are ordering someone to do something. We use *told* with commands.
- In reported requests and commands, we add the word *to* before the verb.

	Direct speech	Reported speech
requests (<i>asked</i>)	Mia → me: Please call me later.	Mia asked me to call her later.
commands (<i>told</i>)	Our teacher → us: Put up your hands.	Our teacher told us to put up our hands.
	My mum → me: Don't stay out late.	My mum told me not to stay out late.

Rewrite the direct speech as reported speech.

- 1 My friend (male) → me: Please text me in an hour. *My friend asked me to text him in an hour.*
- 2 Marta (girl) → sister: Could you help me with my homework?

- 3 His parents → Jack: Tidy your room. _____
- 4 My grandmother → us: Please visit me later. _____

Lesson 2 wish

- We use *wish* + past simple to describe a present situation.
- The verb shifts to a past form in *wish* statements: *am/is/are* → *was/were*, *can* → *could*, *will* → *would*, *have* → *had*
- We use *wish* + past simple when we feel sad or disappointed that something didn't happen and want the present situation to be different.
- We use *wish* + *could* to talk about things that we wish we could do but can't.

Present (real situation)	Wish + past simple (unreal situation)
I'm not in the football team.	I wish I was in the football team.
I have a lot of homework.	I wish I didn't have a lot of homework.
I can't ski.	I wish I could ski.

Write sentences with *wish* + past simple.

- 1 I don't live in the mountains. *I wish I lived in the mountains.*
- 2 She can't go with us. _____
- 3 I can't remember new vocabulary. _____
- 4 We have to study tonight. _____
- 5 It isn't summer. _____

Lesson 4 Phrasal verbs

- A phrasal verb has a main verb + a smaller word (like *back*, *out* or *up*).
- When you put these words together, it's not always easy to understand the meaning of the phrasal verb: *I ran into Mari yesterday.* (= I met Mari yesterday. I hadn't planned to meet her.)

My brother **works out** every day at the gym.
What time do you **get up** in the morning?

Complete the phrasal verbs with the words from the box.

away back out (x2) up

- 1 I always hang out with my friends at the weekend.
- 2 Does your family like to get _____ on holiday every summer?
- 3 Watch _____.! The train is coming.
- 4 Can I borrow your dictionary? I want to look _____ a word.
- 5 The hotel was great. We want to go _____ next year.

Functions

Function 1: Giving advice

Why don't you talk to your teacher?

You might try talking to your teacher.

If I were you, I'd talk to your teacher.

It's a good idea to talk to your teacher.

You should talk to your teacher.

Function 2: Agreeing and disagreeing

Agreeing

That's right.

I agree.

You're right about that.

I think so too.

That's true.

Disagreeing

But don't you think ... ?

I don't agree.

I'm sorry to disagree, but ...

I'm not sure about that.

I don't think so.

Function 3: Responding to invitations and making plans

Invitations

Would you like to do something on ... day?

Shall we ...?

Accepting

That sounds great.

Yes, I'd love to.

Refusing

I'd love to, but ...

Thanks for asking, but ...

I'm sorry, I can't. I have to ...

Making plans

Suggestions

Where/What time should we meet?

We could meet at (time) (place).

Would ... be better?

I'm looking forward to it.

Responses

How about ...?

That sounds great./Could we make it a bit earlier/later?

Yes, that's good/that would be good.

Great, so am I! See you then.

Unit 1

arrive at school on time
be more friendly
discover
do my tennis practice
equipment
go to bed early
help tidy the classroom
join a club
materials
special
study harder
take exercise

Unit 2

artist
creature
damage
disappear
donkey
environment
extinct
ocean
parrot
protect
rattlesnake
scorpion
spider monkey
squirrel

Unit 3

fashion
gardener
keeper
lifeguard
marine biologist
mechanic
mountain guide
mural
painter
photojournalist
tennis coach
wonder

Unit 4

chat
connect
delete
do research
engineer
fix onto
improve
program
remote-controlled
repair
save
straight (into)

Word List

Unit 5

centimetre
cross
destination
height
hurry
load
metre
reach
set off
suitcase
survive
tunnel
view
wide

Unit 6

a.m.
autumn
century
hour
midday
midnight
minute
mixture
month
p.m.
pour
seafood
second
skin
spring
summer
tropical fruit
winter

Unit 7

accident
beginner
challenging
concentrate
experience
expert
large
route
steep
steeply
wondered

Unit 8

alive
battery
charge
dead
expedition
frightening
hard
horrible
kindness
realise
search
stranger
treatment

Unit 9

backpack
bite
brave
coin
decide
have the chance
hear
meet
notice
observatory
point
prefer
run out
sting
worth

Unit 10

admire
closing time
cocoon
enter a competition
exhibition
fascinating
fossil
lucky
opening time
sign language
touch
unusual
visitor

Unit 11

appear
crash
GPS
horror
imagine
migrate
mystery
position
recognise
sight
smell
solve

Unit 12

attraction
clear
hang out
luxurious
natural
opportunity
ordinary
perhaps
relax
resort
successful
sunrise
sunset

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Irregular verb list

Infinitive	Past simple	Past participle
become	became	become
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
bury	buried	buried
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
do	did	done
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
learn	learnt/learned	learnt/learned
leave	left	left
let	let	let
light	lit	lit
make	made	made
meet	met	met
put	put	put
read	read	read
sink	sank	sunk
spring	sprang	sprung
write	wrote	written

Look⁶

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CEFR correlation

Pre-A1	A1	A2	B1
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