

INCREDIBLE ENGLISH

Activity Book

6



Sarah Phillips
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OXFORD

INCREDIBLE ENGLISH

Activity Book

6

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The National Challenge

Vocabulary and speaking

Have you ever met a famous person?

Yes, I have.

No, I haven't.

Has she ever been to a concert?

Yes, she has.

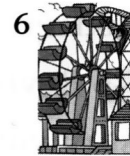
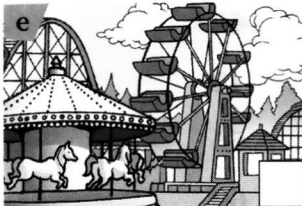
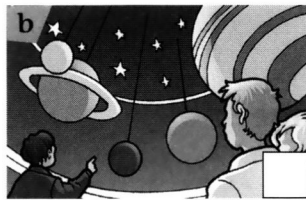
No, she hasn't.

I've been to a theme park.


I've never won a competition.

1 Read and match.

- 1 a competition 2 a prize 3 a nature park
4 a planetarium, 5 a concert 6 a rock star
7 a famous actor 8 a theme park



2 Write questions.

- 1  Have you ever been to a planetarium?

3 Ask your partner the questions.

Answer *Yes, I have* or *No, I haven't*.

Writing

1 Read. Write the team name.

Look at Class Book page 4 to find the answer.

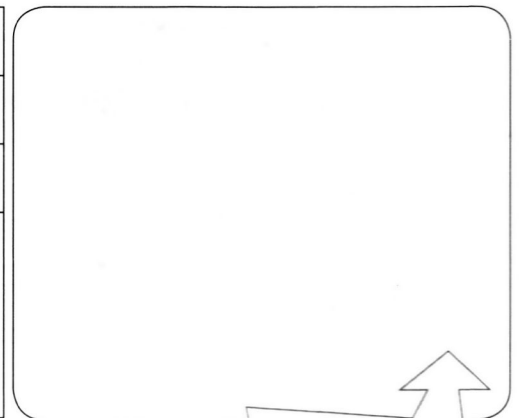
The _____ Team has won a swimming competition. They've been to a theme park but they've never been to a planetarium or a concert. They've met a famous actor but they've never met a rock star. They're good at sport and at team games. They go to Newbridge School.

2 Write a profile of another team.

Look at Class Book page 4 to help you.

3 Complete your profile. Then write about yourself.

Name:	
School:	
Good at:	
Experiences: I've been to... I've met... I've won...	



Draw yourself here.

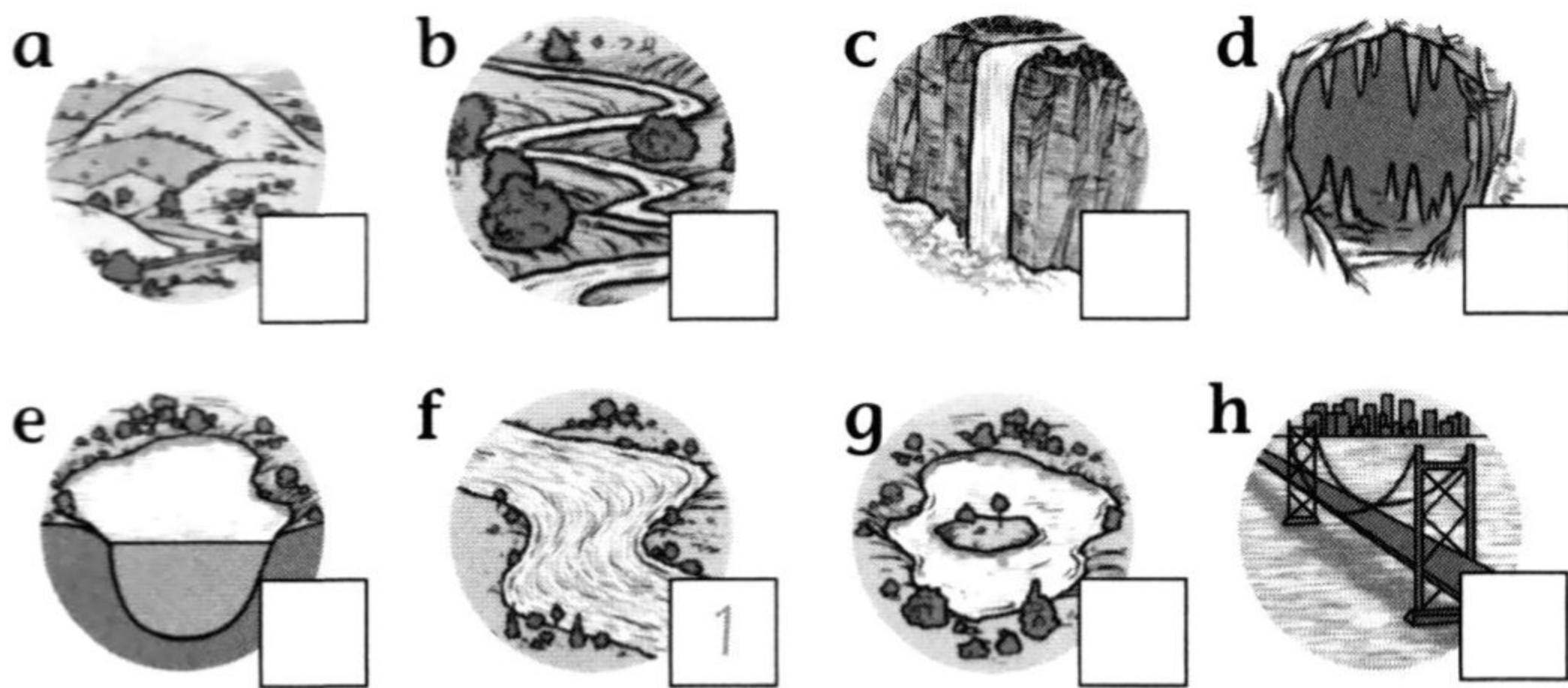
1

At the nature park

Vocabulary

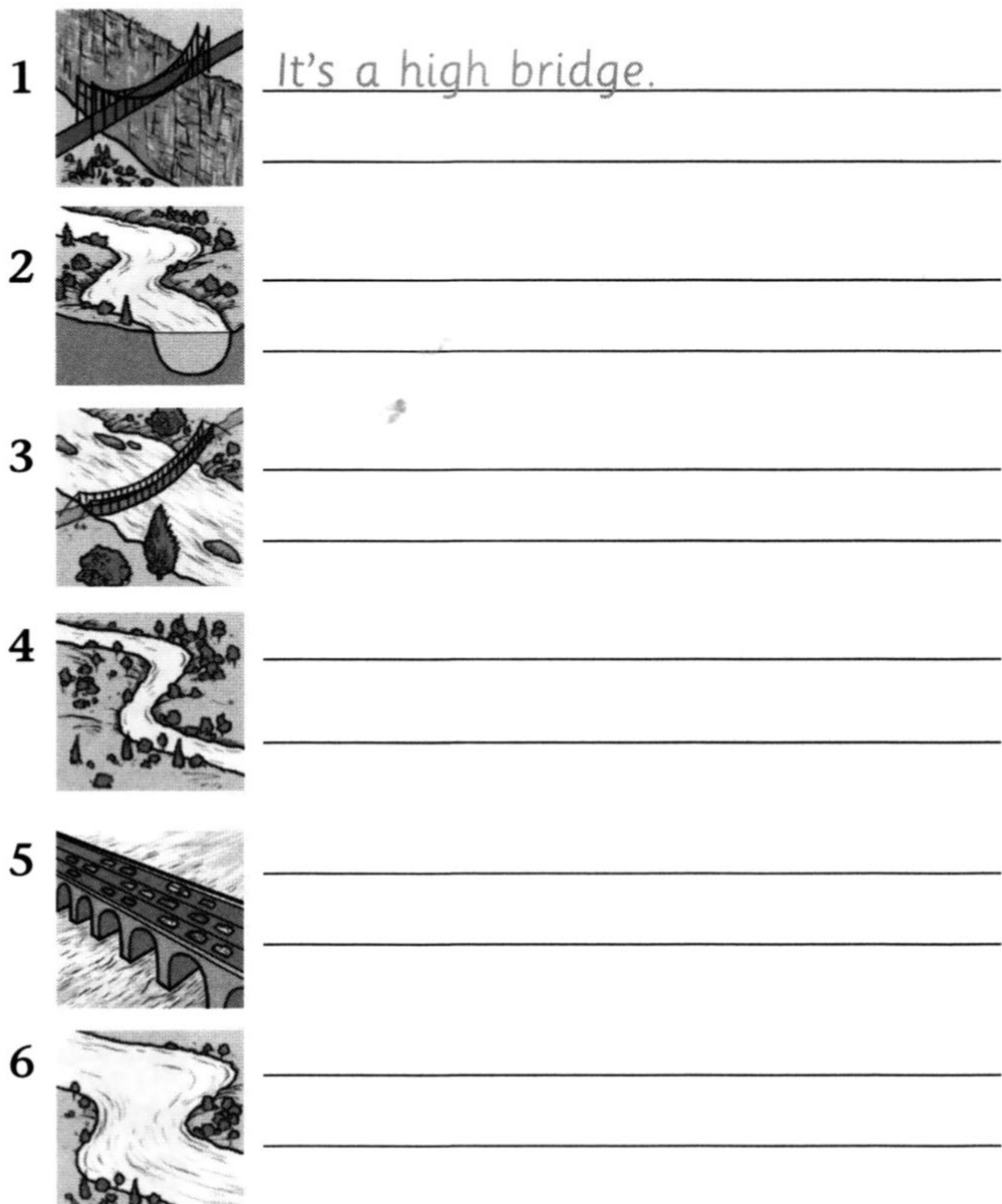
1 Number the pictures.

- 1 a wide river 2 a long bridge
 3 a deep lake 4 a steep hill
 5 a high waterfall 6 a narrow stream
 7 a dark cave 8 a small island



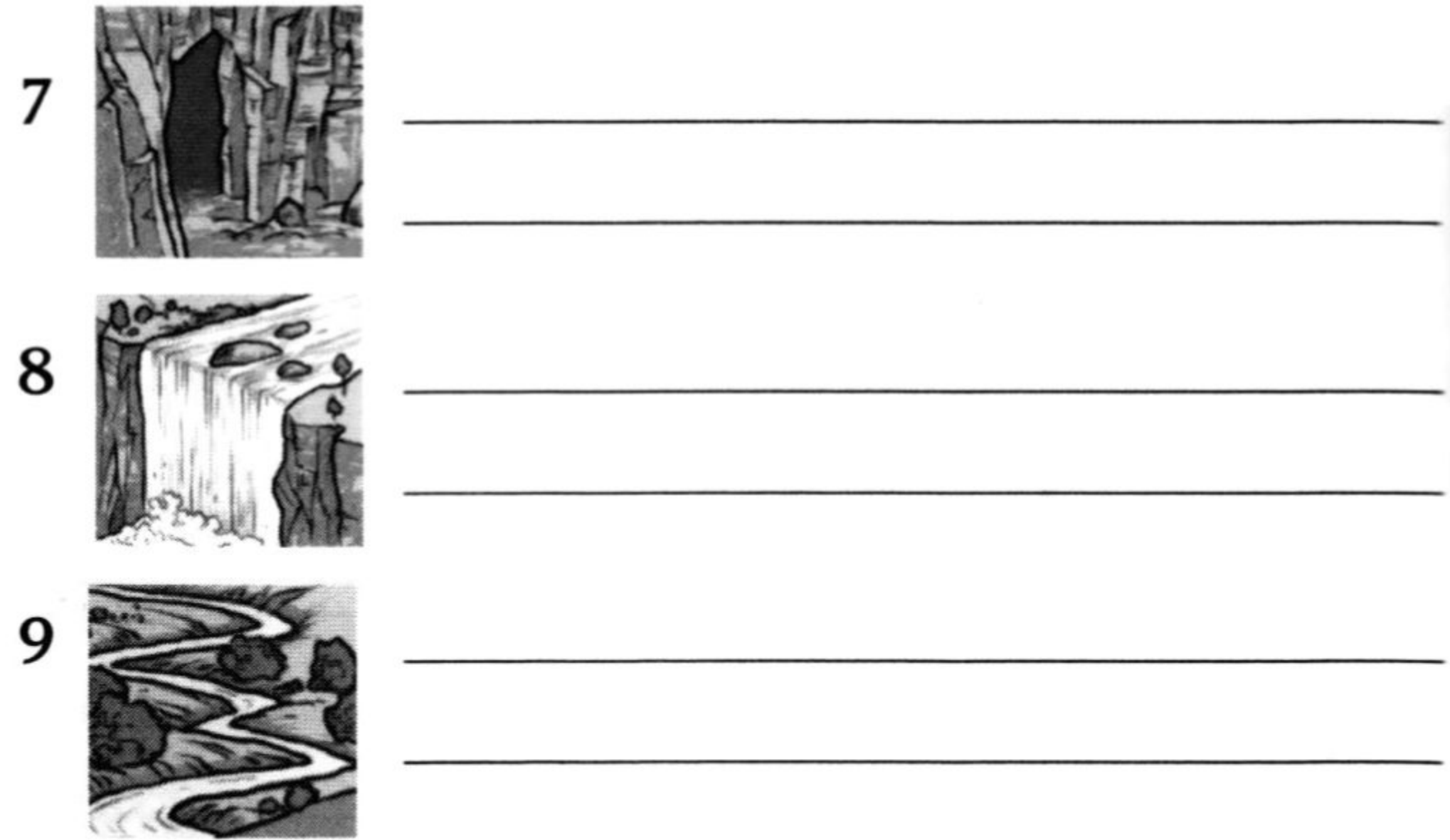
2 Describe the pictures.

deep narrow wide high bridge river



wide narrow

waterfall stream cave



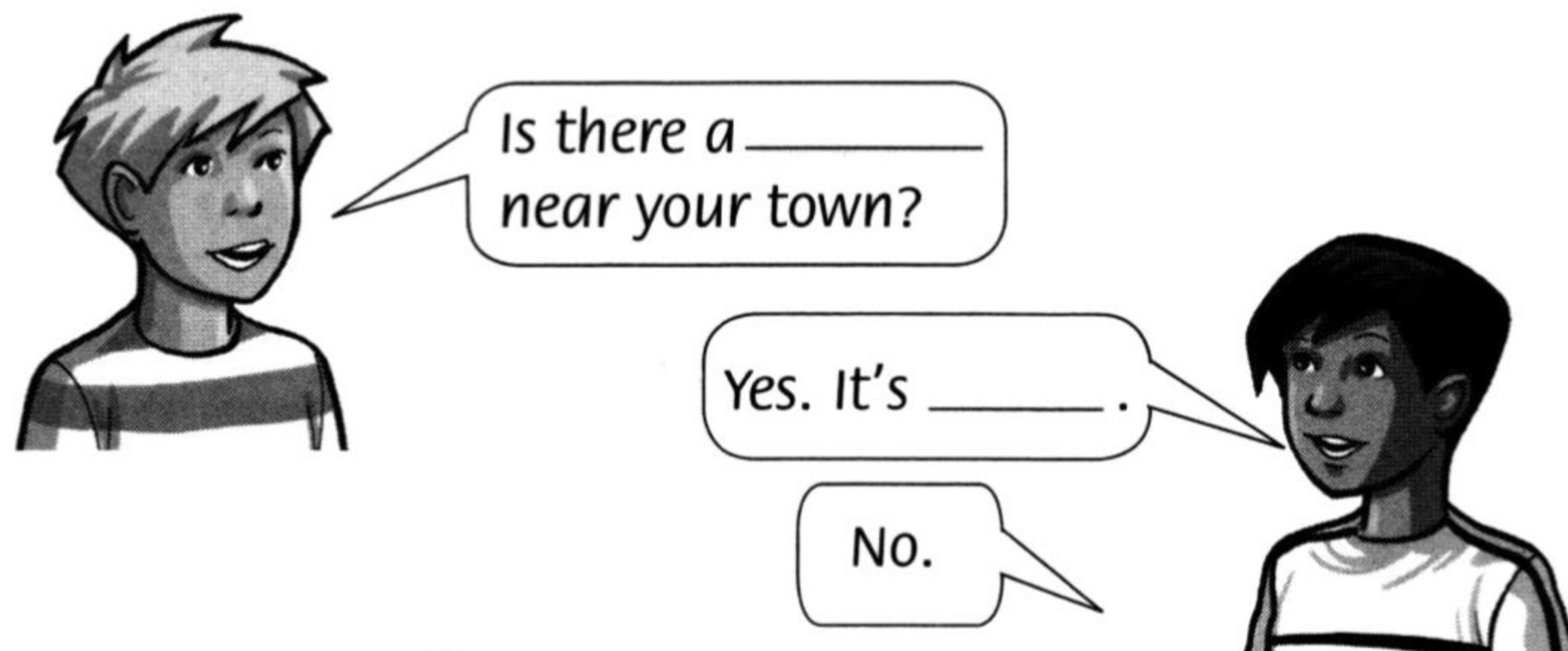
3 Write about a place you know.

bridge waterfall stream lake
 cave river island hill

long wide narrow big
 small high dark deep shallow

There's a deep river near my town.
 There's a small lake ...

4 Ask and answer.



Vocabulary and speaking

How long is it?

It's 10 metres long.

How wide is the Clearwater River?

It's 15 metres wide.

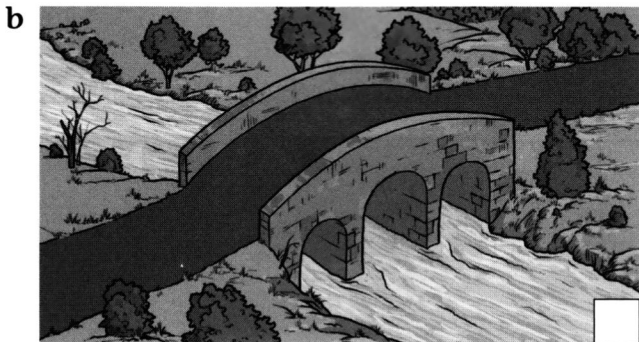
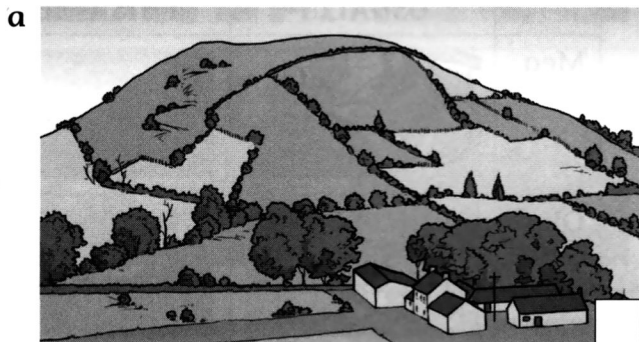
How high is Gravel Hill?

Gravel Hill is 300 metres high.

How deep is it?

Greenway Lake is 20 metres deep.

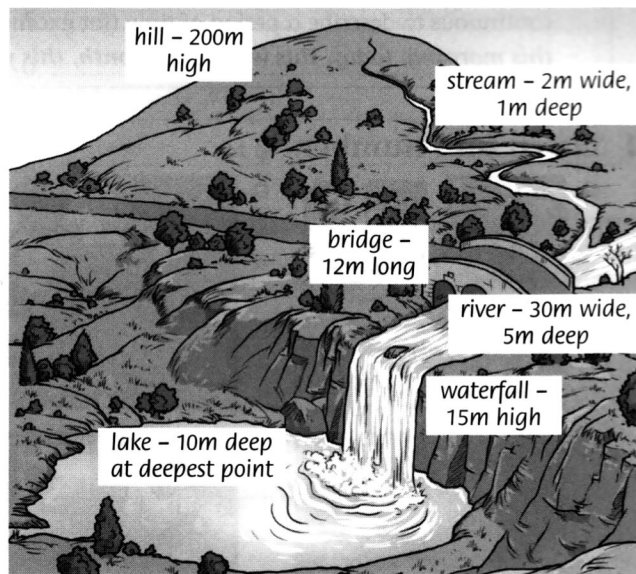
1 Listen and number. 1.4



2 Listen again and circle the correct answer. 1.4

- 1 Westford Bridge is 20/30 metres long.
- 2 East Hill is 400/600 metres high.
- 3 The River Whitewater is 5/15 metres wide.
- 4 The River Whitewater is 2/4 metres deep.

3 Look and write the questions.



- 1 How deep is the lake? 10m.
- 2 _____ 15m.
- 3 _____ 30m.
- 4 _____ 5m.
- 5 _____ 2m.
- 6 _____ 200m.
- 7 _____ 12m.
- 8 _____ 1m.

4 Listen and repeat. 1.5



- How long is the River Nile?
 How high is Mount Everest?
 How deep is the Mediterranean Sea?
 How wide is the Grand Canyon?

5 Write some questions about nature features in your country.

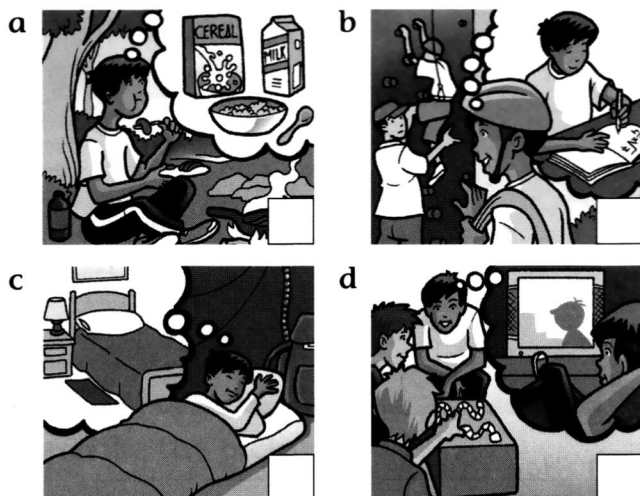
6 Ask your partner. Can your partner answer your questions?

Grammar

	Habits (<i>always, sometimes, often</i>) (Present simple)	Actions (<i>today, this morning, this week</i>) (Present continuous)
Question	What time do you usually get up ?	What are you having for breakfast today ?
Affirmative	I usually go to school by bus.	I'm playing football this week .

Tip We can use time expressions with the Present continuous to describe a period of time (for example: *this morning, today, this week, this month, this year*).

1 Listen and number. 1.8



2 Make sentences. Match them to the pictures in Activity 1.

1 watch TV . You in the evenings usually
You usually watch TV in the evenings.

Picture d

2 You usually for breakfast . cereal have

Picture ___

3 having every day . climbing lessons

I'm

Picture ___

4 I'm . in a tent sleeping

Picture ___

3 Now listen again and check. 1.8

4 Write sentences.

	USUALLY	THIS WEEK
Meg		
Oli		
Rav and Oli		
Rav		

have sleep have watch
sleep have watch have

~~in a bed~~ a hot shower eggs for breakfast
the stars ~~in a sleeping bag~~ a cold shower
cereal for breakfast TV

1 She usually sleeps in a bed. This week she's sleeping in a sleeping bag.

2 _____

3 _____

4 _____

Grammar

5 Write questions for the pictures.



carry wear go travel carry
go travel wear

- 1 *What does she usually wear?*
- 2 *What's she wearing today?*
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

6 Now write the answers to the questions.

to the office in a big car a white dress
by bus a bag to church jeans flowers

- 1 *She usually wears jeans.*
- 2 *Today she's wearing a white dress.*
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Story

7 Read the story again. CB page 6 1.6



8 Match. Then cover the sentence endings and tell the story.

- 1 The Incredible Reds are competing
- 2 First they run up
- 3 When they arrive at the top of the steps
- 4 They hear somebody calling
- 5 A man has hurt
- 6 The Incredible Reds phone
- 7 The Brilliant Yellows are the first team
- 8 The Incredible Reds get two points because

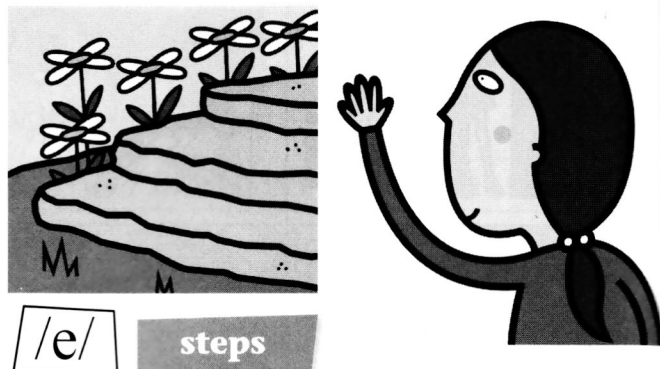
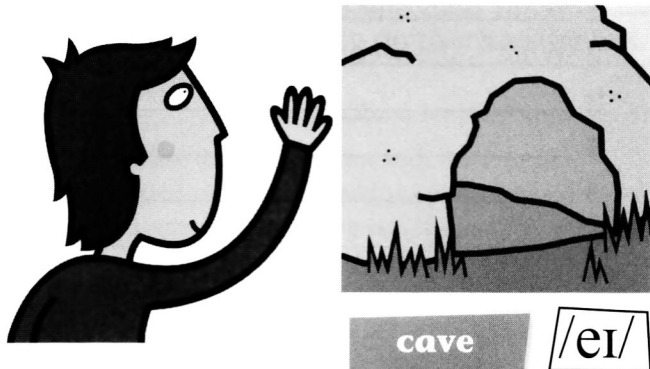
- a they can see a river.
- b his leg.
- c they rescued the man.
- d the rescue team.
- e the steps by the waterfall.
- f to find the answer.
- g for help.
- h in the National Challenge.

9 Complete the story playscript. PMB page 3

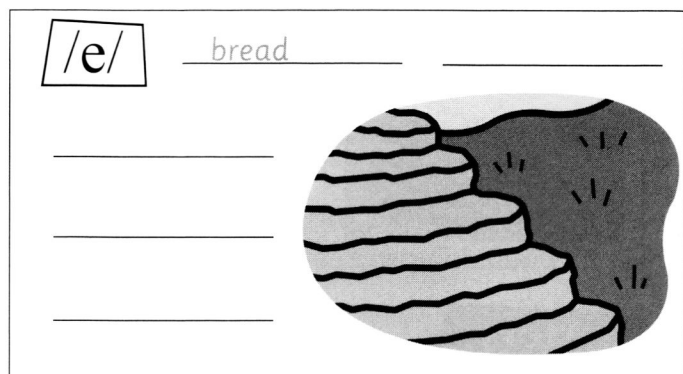
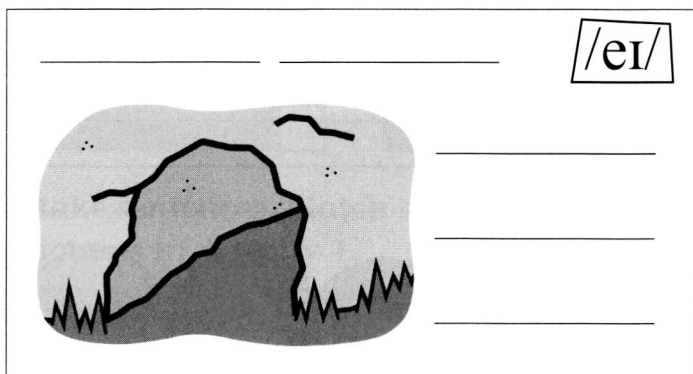
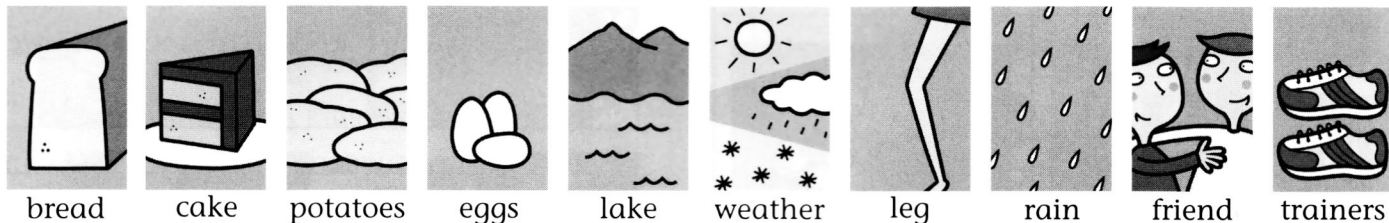
Pronunciation and spelling

1 Listen and repeat 1.9

2 Listen. Which sound do you hear? Hold up your left hand or your right hand. 1.10



3 Write the words next to the correct picture.



4 Listen and check. Then listen and repeat. 1.11

5 Listen to the chant. Then say. 1.12

chant



I'm sitting on the steps of a cave near a lake.
 I came to have a picnic with my best friend, Jake.
 We've got some baked potatoes and bread and cake and eggs,
 But the weather's really bad and now it's raining on my legs!

Tip

We often spell the /ei/ sound with **a** + consonant + **e** or with **ai**.

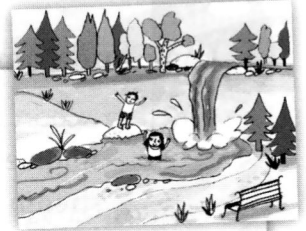
Writing

1 Read and complete the concept map.



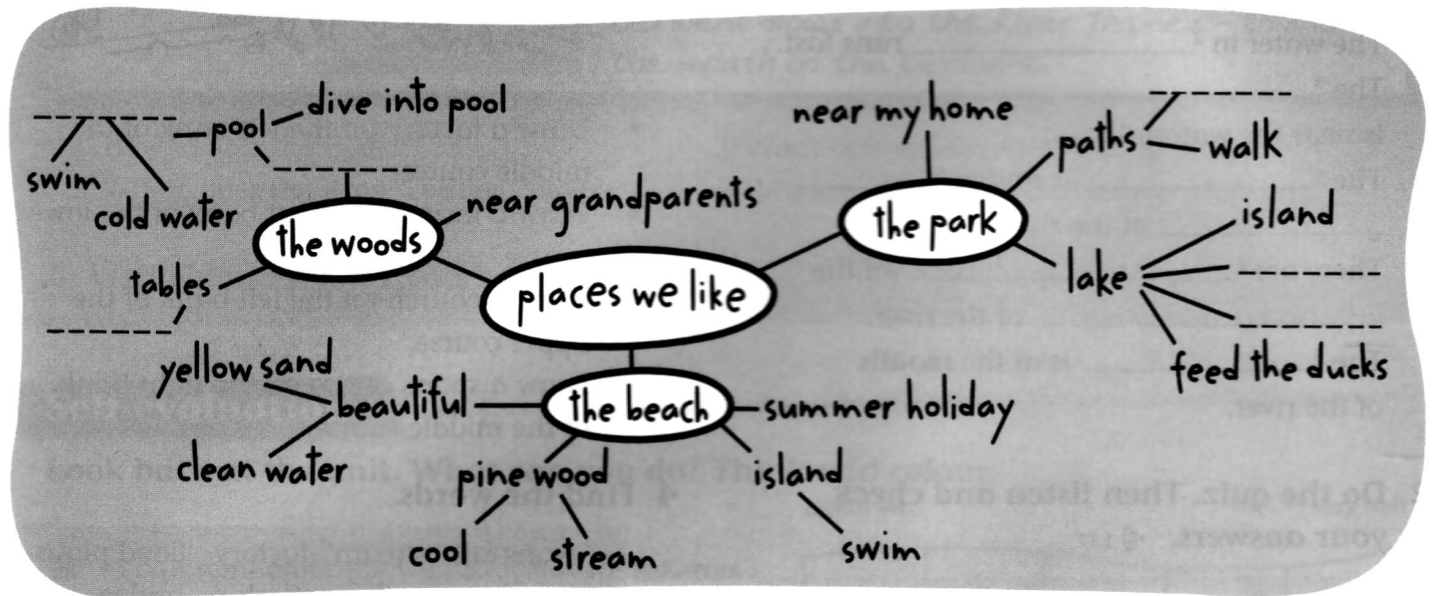
I live in a big city. There's a really nice park near my home. You can walk or ride your bike on the paths in the park. My favourite place is the lake. It's got an island in the middle. You can't swim in the lake, but you can hire a boat and row to the island. It's fun. I like feeding the ducks too.

Ed



My grandparents live in a small town. There are some woods near the town. There is a waterfall in the woods. The water goes into a deep pool at the bottom of the waterfall. Then the water goes from the pool into the river. In the summer we dive into the pool. We swim in the river and the water is very cold. There are tables in the woods. We often take a picnic and eat it at the tables. I love spending the afternoon in the woods.

Megan



2 Complete the text. Use the concept map.



We sometimes go on holiday near the sea. This is my favourite ¹ place. We often go to this beach in the ² summer holiday. It's not very big, but it is ³ beautiful. The sand is ⁴ yellow and the water is ⁵ clean. There is a ⁶ stream near the beach with a small stream in it. It's ⁷ in the wood. There's an ⁸ island in the sea. You can ⁹ swim to the island.

Lucy

3 Write about a place you know.

- 1 Make a concept map about the place.
- 2 Write about the place. Add interesting details.
- 3 Check your writing carefully.
- 4 Draw a picture of the place. Copy your text neatly.



Remember the position of adjectives:

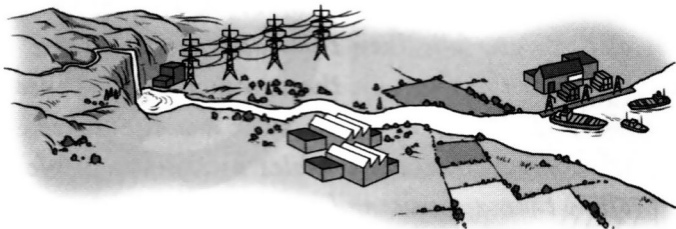
a small stream.

The stream is small.

Rivers

1 Look and complete the sentences.

factory port flood plains upper course
middle course lower course
streams hydroelectric plant



The first part of a river is called the

¹ upper course.

The water in ² _____ runs fast.

The ³ _____

is near the waterfall.

The ⁴ _____ is on the ⁵ _____
_____ of the river.

There are ⁶ _____ on the
⁷ _____ of the river.

The ⁸ _____ is at the mouth
of the river.

2 Do the quiz. Then listen and check your answers. 1.17

the Thames Turkey the Atlantic
the Zambezi the Nile Venezuela
the Ganges the Amazon

- Which ocean does the River Congo flow into? the Atlantic
- Which river was very important in the history of Egypt? _____
- Which river flows through London?

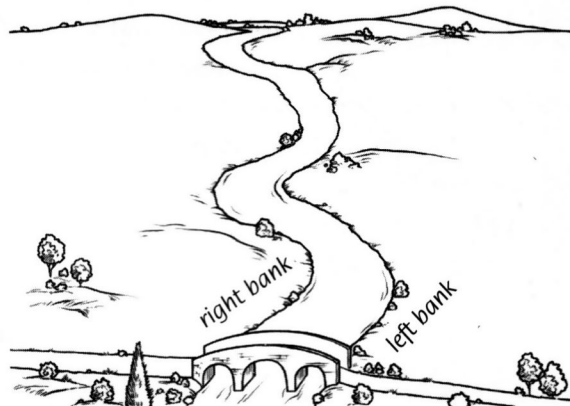
- Which South American river is the second longest in the world? _____
- Which river are the Victoria Falls on?

- Which is India's holy river? _____

7 Where are the Angel Falls? _____

8 In which country does the River Tigris start? _____

3 Read. Then draw.




- Draw a factory on the left bank of the middle course.
- Draw a farm on the left bank of the lower course.
- Draw a church on the left bank of the upper course.
- Draw a sports centre on the right bank of the middle course.

4 Find the words.

waterfall stream factory flood plain
farm sail port ship bridge

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

5 Read and answer the questions. 



I live near the River Derwent. The name means "the river where oak trees grow". It is about 40km long. The source is in Westerham and then it flows through some villages. The water is clean and clear at first. Then the river flows through Dartford. There are factories in Dartford and the water changes its colour. It looks like milk! After Dartford the river flows through flood plains. The land is flat and there aren't any trees. There are cows and sheep in the fields near the river. Finally, the River Derwent flows into the River Thames - this is the mouth of the Derwent.

1 How long is the river?

2 Where does the water change colour?

3 What can you see on the flood plains?

4 Where is the mouth of the River Derwent?

6 Write about a river you know. 

Self-evaluation

Look back at the unit. What can you do? Think and colour.

Not at all

Very well

- I can remember the words for nature features from CB page 5.
- I can talk about size.
- ◆ I can make sentences in the Present simple and the Present continuous.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /eɪ/ and /e/.
- I can do a role play about preparing for a walk in the mountains.
- I can write about a place I know.
- I can remember the river features from CB pages 10 and 11.
- ⦿ I can identify parts of a river.

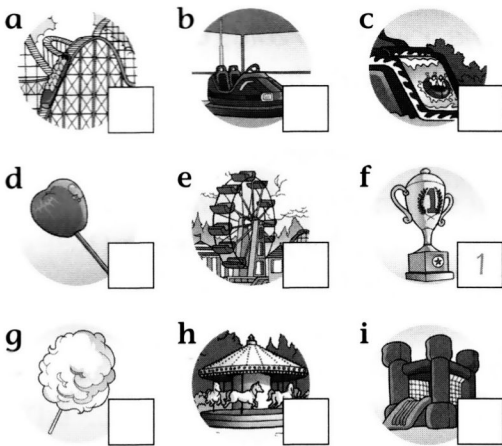
2

At the theme park

Vocabulary

1 Number the pictures.

- 1 a prize 2 a roller coaster
 3 bumper car 4 a waterslide
 5 a merry-go-round 6 a bouncy castle
 7 a big wheel 8 candyfloss 9 a toffee apple



2 Write the words.

Attractions I like:

Attractions I don't like:

Things you can buy or win at a theme park:

3 Find the people and write sentences.



- 1 They're buying candyfloss.
- 2 She's on the big wheel.
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Vocabulary and speaking

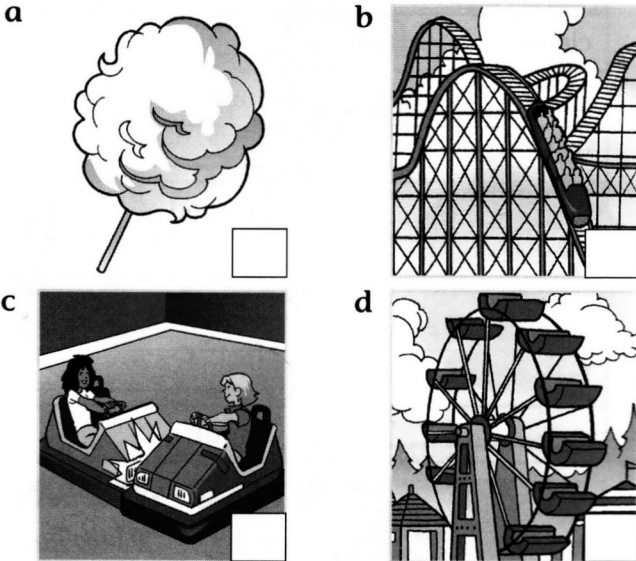
Shall we go on the bumper cars?

OK.

How about going on the roller coaster?

No, I don't like roller coasters.

1 Listen and number. 1.21



2 Listen again and match the sentence halves. 1.21

- | | |
|----------------|--------------------------------|
| 1 Shall we | a have some candyfloss. |
| 2 Why don't we | b go on the big wheel? |
| 3 How about | c go on the bumper cars? |
| 4 Let's | d going on the roller coaster? |

3 Listen and repeat 1.22



Shall we go on the bouncy castle?
 Why don't we go on the merry-go-round?
 How about going on the waterslide?
 Let's have a toffee apple.

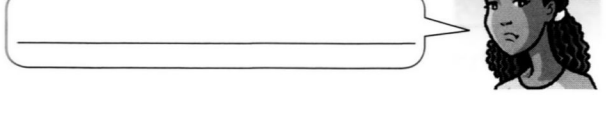
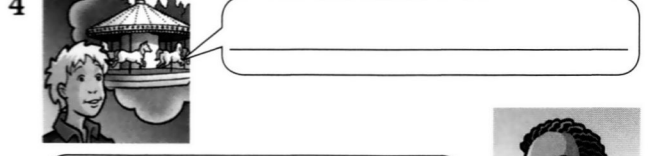
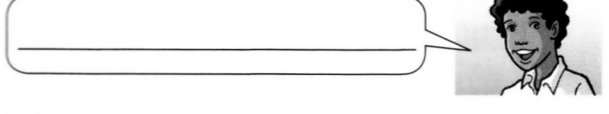
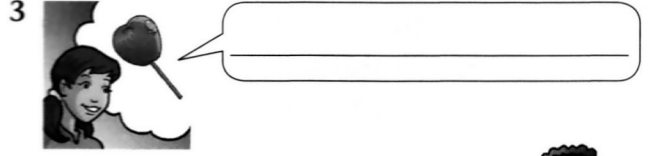
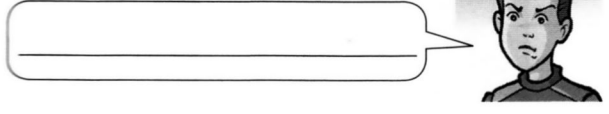
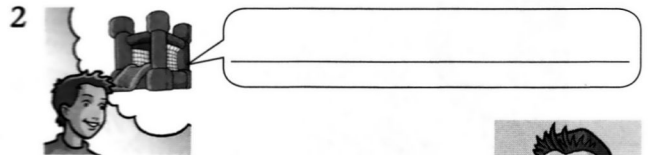
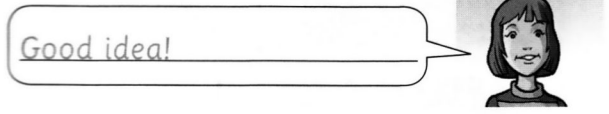
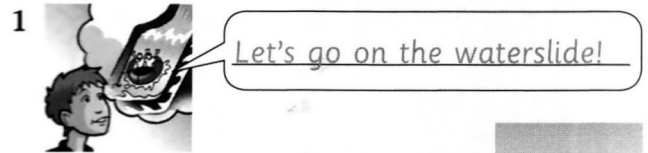
Why don't we go on the big wheel?

No, I don't want to.

Let's have an ice cream!

Good idea.

4 Write mini-dialogues. Use different ways to make suggestions and replies.

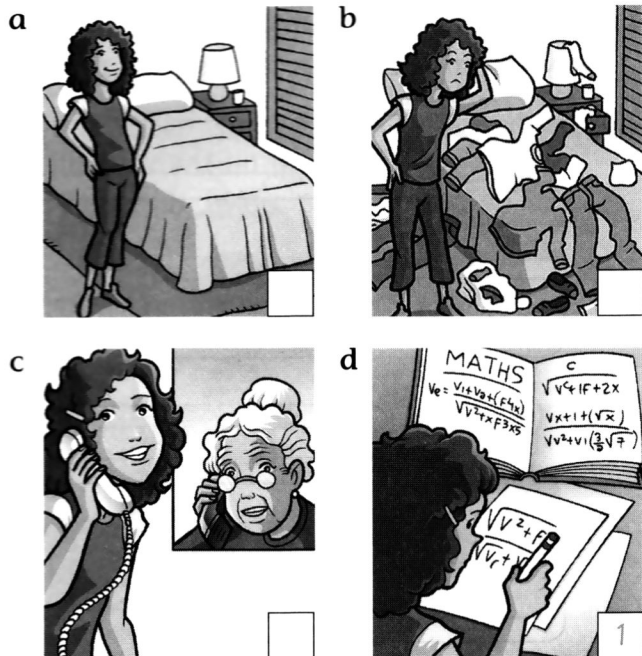


5 Ask and answer.

- 1 Imagine you are at a theme park.
- 2 In your notebook, write three things you want to do, and one thing you want to eat.
- 3 Suggest your ideas to your partner.

	Talking about the recent past (Present perfect)
Affirmative	I've <u>already tidied</u> my room.
Negative	I <u>haven't phoned</u> my grandma <u>yet</u> .
Question	<u>Have you done</u> your homework <u>yet</u> ?
Short answers	Yes, I have. / No, I haven't.

1 Listen and number. 1.25



2 Make sentences. Match them to the pictures in Activity 1.

1 haven't I finished yet . my Maths

Picture ____

2 already I've my bed . made

Picture ____

3 you Grandma Have yet ? phoned

Picture ____

4 you ? your room Have tidied yet

Picture ____

3 Now listen and check. 1.25

4 Complete the table. Then write questions and answers.

Infinitive	Past participle
clean	_____
_____	done
visit	_____
_____	phoned
play	_____
_____	seen
take	_____
_____	bought



1 Has she done her homework yet?

Yes, she has.

2 _____

3 _____

4 _____

5 _____

Grammar

5 It's three o'clock. What has Oli done?

basketball the car his grandad
a hat his homework



- 1 He's already played basketball.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

6 Meg's sister is in Paris. What has she done? Write.



- 1 She's already visited the museum.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Story

7 Read the story again. CB page 14 1.23

8 Match. Then cover the sentence endings and tell the story.

- 1 The second challenge was _____
- 2 The Cool Greens thought the answer _____
- 3 The Brilliant Yellows went to the top _____
- 4 The Excellent Blues _____
- 5 But the highest ride in the park _____
- 6 The Incredible Reds went to _____
- 7 Rav looked through his binoculars and _____
- 8 At the end they had _____





- a of the waterslide.
- b he saw a castle with five towers.
- c toffee apples.
- d in a theme park.
- e got onto the roller coaster.
- f was the bouncy castle.
- g was the big wheel.
- h the top of the big wheel.

9 Complete the story playscript. PMB page 8



Pronunciation and spelling

1 Listen and repeat. 1.26

2 Listen. Which sound do you hear? Hold up your left hand or your right hand. 1.27

cocoa /əʊ/

/ɒ/ coffee

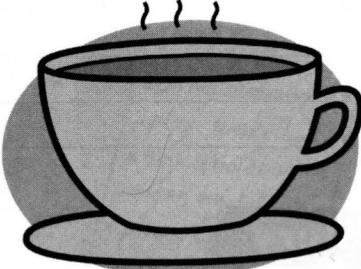
3 Write the words next to the correct picture.

phone	bottle	rope	goat	doctor	top	boat	orange	dome	clock

phone _____ /əʊ/

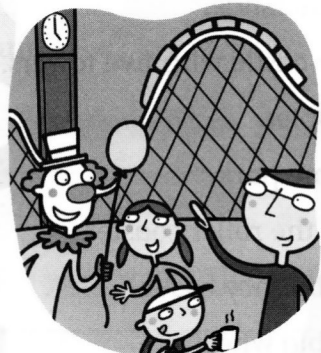


/ɒ/ _____



4 Listen and check. Then listen and repeat. 1.28

5 Listen to the chant. Then say. 1.29



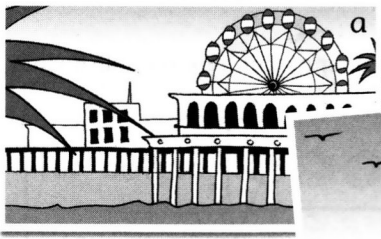
I'm on the roller coaster, going up and down.
 Oli's got some cocoa and Jo is with the clown.
 Mum's drinking coffee, but look at Dad – oh no!
 He's pointing at the clock and he says... 'It's time to go!'

chant

Tip We often spell the /əʊ/ sound with **o** + consonant + **e** or with **oa**.

Writing

1 Look at the pictures. Write *a* or *b* next to the words.



rocks *b* sea rides octopus
 interesting light roller coaster
 candyfloss exciting lighthouse
 hot dog waterslide

2 Complete the postcards. Use words from Activity 1.

1st October

Dear Uncle Luke,

We are having an ¹ exciting time here.
 My favourite ² _____ are the ³ _____
 and the big wheel. I've already been on the
⁴ _____ twice. I got very wet. Mum's bought
 me some candyfloss. It was green. I've never seen
 green ⁵ _____ before. It is delicious. Tom had
 a ⁶ _____.

See you soon.
 Love from,
 Sam

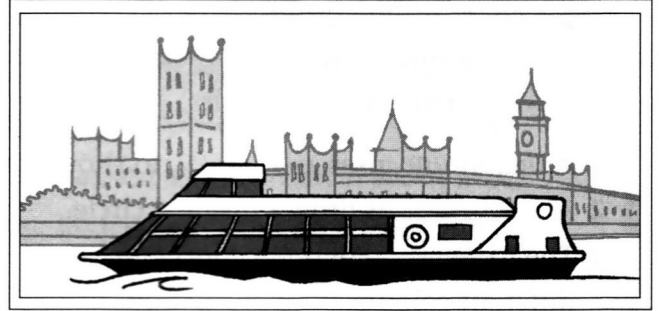
25th August

Hi Mum,

We are spending the day here at the ⁷ lighthouse.
 It's really ⁸ _____. We've climbed the lighthouse
 and we've seen the ⁹ _____. It's enormous.
 We haven't had lunch yet. We're going to have a picnic
 on the ¹⁰ _____, and then we're going to swim
 in the ¹¹ _____ with masks and snorkels. I've
 never used a snorkel before. I hope I don't see an
¹² _____ - I don't like them!

Love from,
 Julie

3 Number the phrases.



See you soon.

things in London. It was

We've been on Love from, Al

Dear 1 We're in London and 3

After the boat trip we're going to eat

Aunt Flo, the London Eye.

we are on this amazing boat now.

fish and chips. fantastic.

We've seen lots of interesting 7

4 Write a postcard from a place you know.

- 1 Write the text and check it carefully.
- 2 Draw the postcard.
- 3 Copy the text on the back of the card.

Tip Remember:

- Write the date at the top of the postcard.
- Start your card like this: **Dear**
- Finish your card like this: **Love from**

Charts and graphs

1 Write the words.

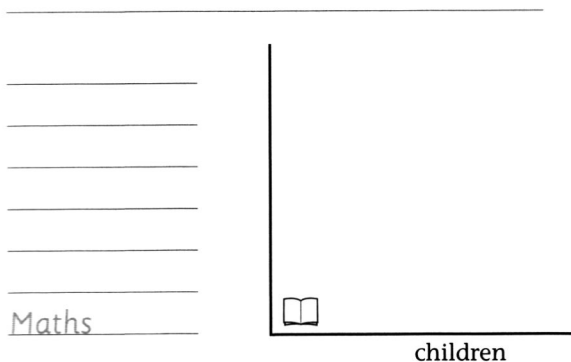
pie chart line graph bar chart
 pictogram sections bars
 crosses symbols

- 1 A pictogram uses _____ to show data.
- 2 A _____ is drawn inside a circle.
- 3 The _____ of a pie chart can be different colours.
- 4 A _____ can show how something changes over time.
- 5 You join the _____ on a line graph to make a line.
- 6 A _____ uses bars to compare data.
- 7 The _____ on bar charts can be different colours.

2 Look at the table and complete the pictogram.

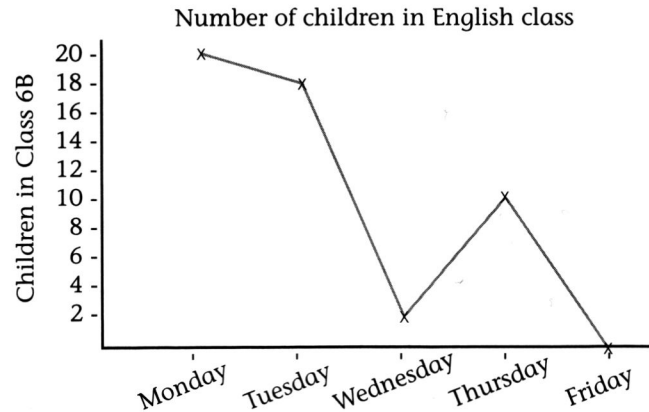
Favourite subjects in Class 6B

Subject	Number of children
Maths	2
English	4
Music	3
Art	2
P.E.	5
Science	3
Geography	1



Key = 2 children = 1 child

3 Look at the line graph. Write the day of the week by the sentences.

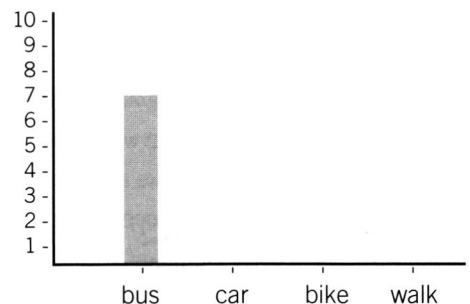


There are twenty children in Class 6B.

- 1 Ten of the children are in the school play. There is a rehearsal today. What day is it? _____
- 2 All the children are in class today. What day is it? _____
- 3 Everybody is watching the school play today. What day is it? _____
- 4 18 children have gone on an outing today. What day is it? _____
- 5 The weather is bad and two children are ill. What day is it? _____

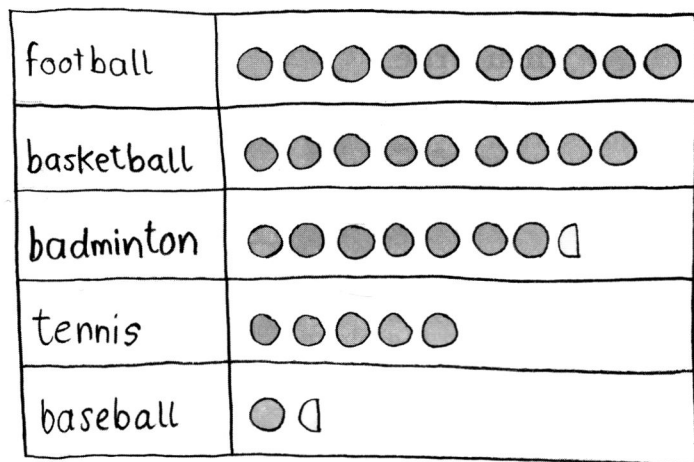
4 Complete the bar chart.

- a Seven children in the class go to school by bus
- b Three children go to school by bike.
- c Eight children go to school by car.
- d Two children walk to school.




5 Look and read. Circle the mistakes in the text. Then correct them. 

sports in class 6B



● = 2 children ◐ = 1 child

This is a pie chart of the sports played by the children in class 6B. I asked all the children about their instruments and then made the pictogram. There are 25 children in the class, but some children play more than one sport. My pictogram shows that football is the most popular sport and baseball is the least popular sport. More children like tennis than badminton. More children like badminton than basketball.

6 Make a pictogram about your class. Describe it. 

Self-evaluation

Look back at the unit. What can you do? Think and colour.

Not at all Very well

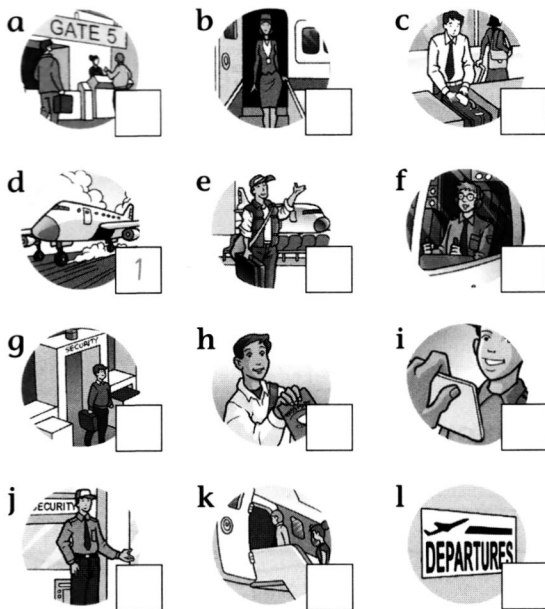
- I can remember the theme park words from CB page 13.
- I can make suggestions in different ways.
- ◆ I can use the Present perfect with *yet* / *already*.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /əʊ/ and /ɒ/.
- I can do a role play about things I did on holiday.
- I can write a postcard about a holiday.
- I can remember the charts and graphs words from CB pages 18 and 19.
- I can read and understand charts and graphs.

3 At the airport

Vocabulary

1 Number the pictures.

- 1 arrivals 2 get your boarding card
 3 go through security 4 show your passport
 5 go to your gate 6 board the plane
 7 departures 8 check in your luggage
 9 passenger 10 pilot 11 flight attendant
 12 security guard



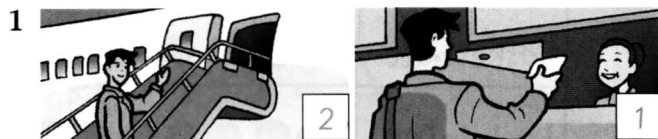
2 Write the words.

Actions at an airport:

Places at an airport:

People you can see at an airport:

3 What do you do first? Write 1 or 2. Then write.



1 You get your boarding card before you board the plane.



Vocabulary and speaking

Hello, this is Julia.

Hi, it's Petra.

Hello, who's that?

Bye.

Goodbye.

Sorry, he isn't here.

I'll call back later.

Can I speak to Frank, please?

1 Listen and match. 1.37



2 Order the dialogues. Then listen again and check. 1.37

- 1 Yes, of course. Let's meet at the café at eleven o'clock.
 At the café? Fine. See you there.
 Bye.
 Oh, hello. Where are you?
 Hello, this is Julia.
 I'm at the airport. Can you come and get me?
 Bye.

- 2 OK. I'll see you at arrivals at three o'clock.
 Oh, hello Dana.
 Bye.
 Thanks, bye.
 Hi, it's Dana.
 I'm arriving tomorrow at three o'clock.
- 3 Oh, hello. Where are you?
 Hi, it's Petra.
 Oh, OK. See you at gate 24 then.
 Yes, bye.
 We're going to the gate.
 We're at passport control. Where are you?

3 Match the sentences.

- | | |
|-----------------------------|--|
| 1 Hello, who's that? | a OK. I'll see you at the exit. |
| 2 Can I speak to Jane? | b It's Pete. |
| 3 Can you meet me tomorrow? | c I'm at passport control. |
| 4 Where are you? | d Sorry, she's not here at the moment. |
| 5 Goodbye. | e Bye. |

4 Listen and repeat. 1.38

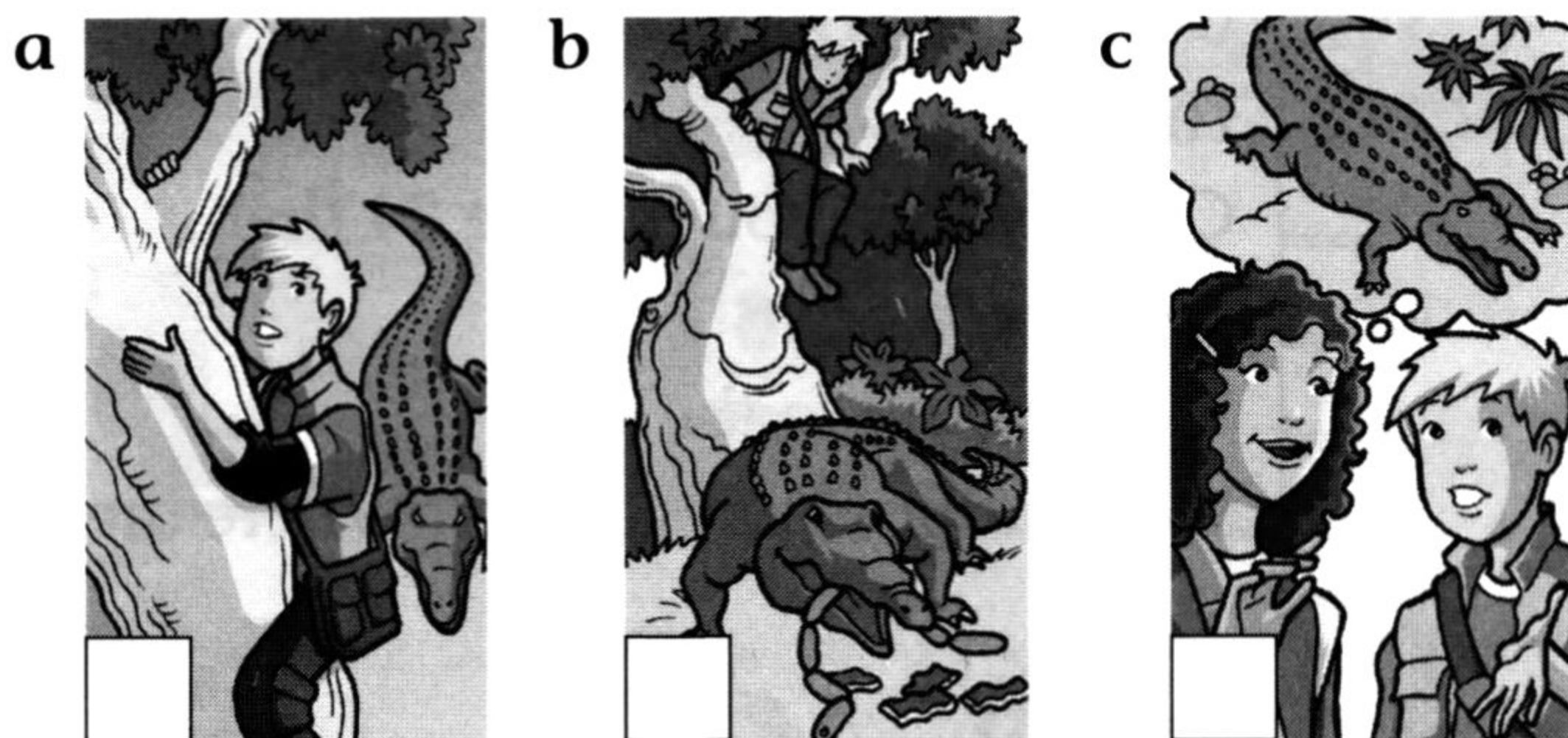


Hello, who's that?
 Hello, this is Julia.
 Can I speak to Frank, please?
 Sorry, he isn't here.
 I'll call back later.

5 Write a phone conversation. Practise it with a friend.

	Talking about general experience (Present perfect)	Talking about a definite time in the past (Past simple)
Questions	Have you <u>ever</u> met a famous person?	Who did you meet ? When did you meet him/her?
Short answers	Yes, I have . / No, I haven't .	Vic Ricardo. / The Queen. Last summer, / Two weeks ago, / On holiday in Spain.
Long answers	I've met a famous person. I've <u>never</u> met a famous person.	I met a famous person last summer.

1 Listen and number. 1.41



2 Make questions and answers. Match them to the pictures in Activity 1.

1 did ? you do What
a tree I climbed up .

Picture ____

2 a crocodile ? Have seen you ever
have . Yes, I

Picture ____

3 the crocodile do did ? What
my breakfast ! ate It


Picture ____


3 Now listen and check. 1.41


4 Complete the table. Then write questions and answer them.


Infinitive	Past simple	Past participle
break	<u>broke</u>	_____
_____	rode	_____
eat	_____	_____
_____	was/were	_____
_____	_____	fallen


his arm a horse octopus
in a newspaper off a bike

1  Has Meg ever ridden a horse?
Yes, she has. She rode a horse
last summer.

2  _____
Yes, _____
_____ last year

3  _____
Yes, _____
_____ two years ago

4  _____
Yes, _____
_____ last month

5  _____
Yes, _____
_____ last week

Grammar

5 Ask your partner.

- Have you ever broken your arm? Yes, I have.
- When did you break it? Two years ago.
- Have you ever ridden a horse? No, I haven't.

yesterday last week last month last year
last summer last January two years ago

	Yes/No	When?
		
		
		
		
		

6 Write about your partner.

- Jenny has broken her arm. She broke it last summer.
- She has never ridden a horse.

Story

7 Read the story again. CB page 22))) 1.39





8 Match. Then cover the sentence endings and tell the story.


- | | |
|---|--|
| <ol style="list-style-type: none"> 1 The teams had to speak to _____ 2 The Incredible Reds couldn't see Benny _____ 3 Oli sat on Rav's shoulders and _____ 4 The Excellent Blues couldn't _____ 5 Benny Bravo isn't very clever because _____ 6 They sat down and then they saw _____ 7 The looked at all of the country labels _____ 8 The answer to the challenge _____ | <ol style="list-style-type: none"> a on his luggage. b because there were a lot of people. c was Argentina. d a trolley with Benny's luggage. e Benny Bravo at the airport. f ask the question. g he thought Africa was a country! h Meg jumped up and down. |
|---|--|


9 Complete the story playscript. PMB page 12

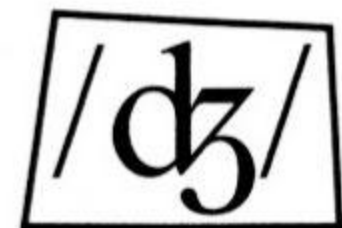
Pronunciation and spelling


1 Listen and repeat.  1.42


2 Listen. Which sound do you hear? Hold up your left hand or your right hand.  1.43






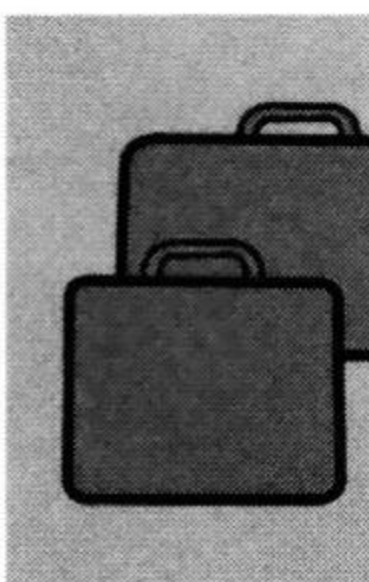
passenger 

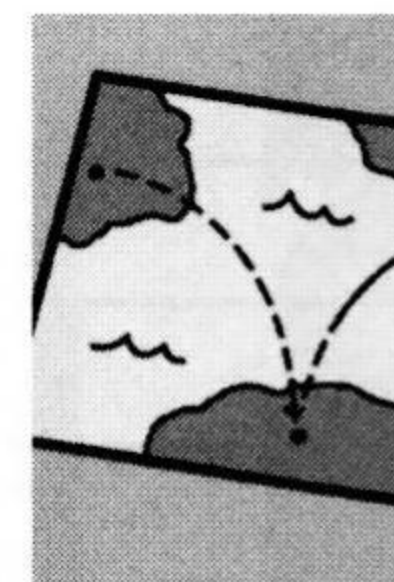


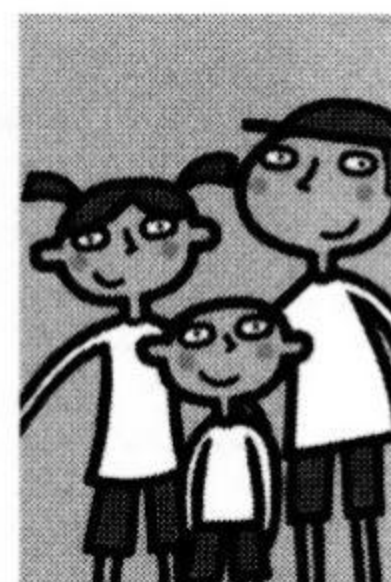
 check-in

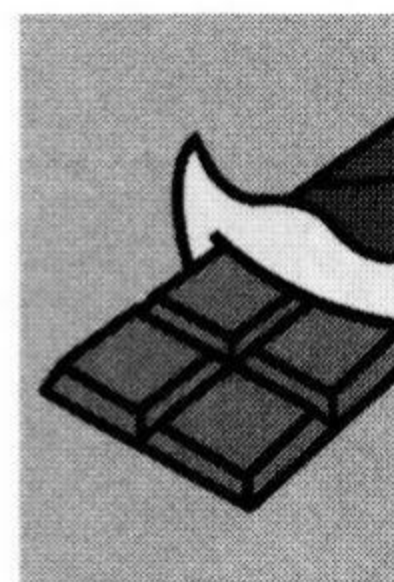



3 Write the words next to the correct picture.



luggage

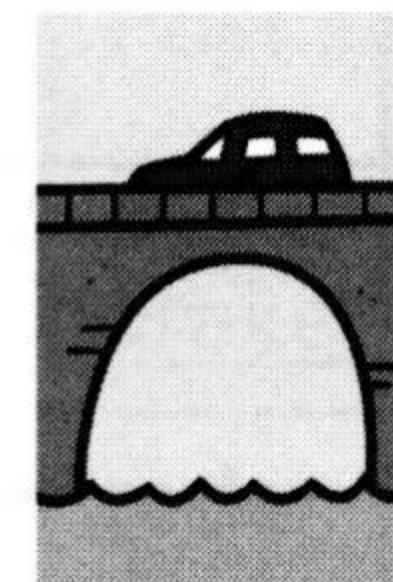

journey

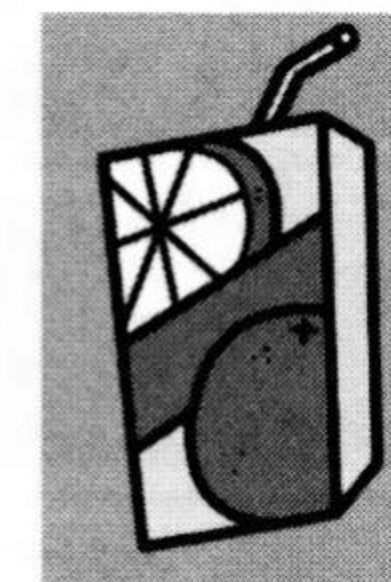

children



chocolate

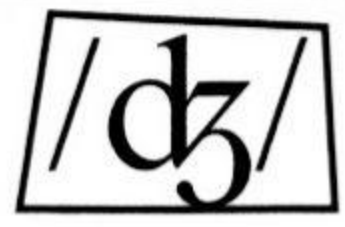

beach


jungle

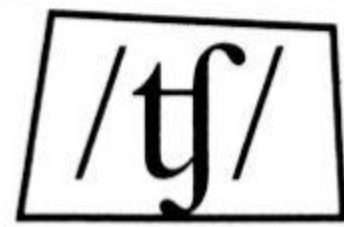

bridge


juice


chips

luggage 



 _____



4 Listen and check. Then listen and repeat.  1.44

5 Listen to the chant. Then say.  1.45



'Calling Mr Gerald to Departures, please!
Your plane to Jamaica leaves at half past three.'
But Mr Gerald's waiting with his luggage in a line,
And the passengers at check-in are taking lots of time.
He says, 'Oh, please can I go next? I need to catch my plane!'
They laugh and tell him, 'You're too late! Why don't you get a train?'

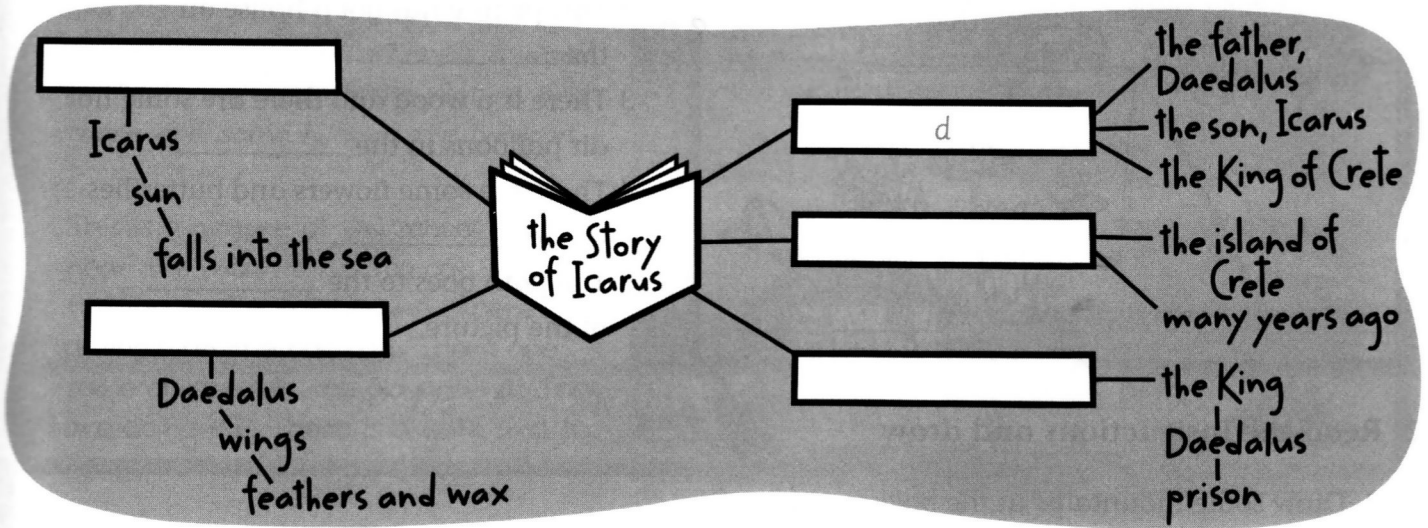
chant

Tip We often spell the /dʒ/ sound with the letters **j**, **g** and sometimes **dge**.
We often spell the /tʃ/ sound with the letters **ch**.

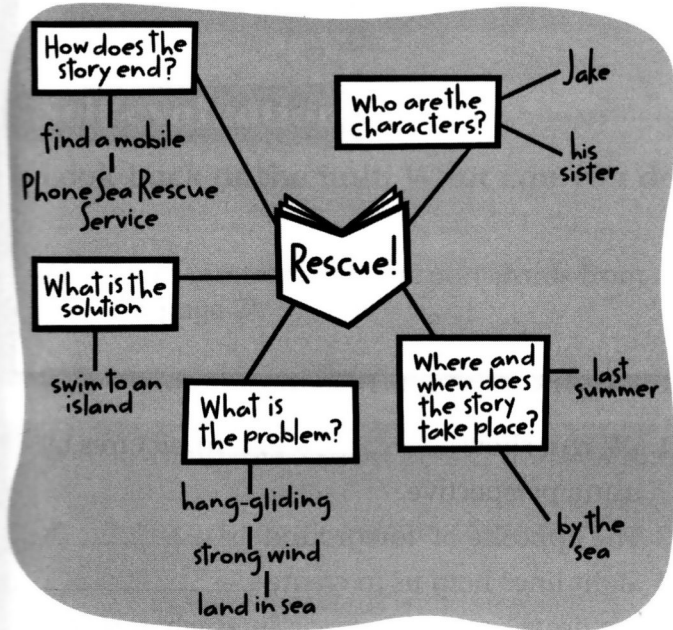
Writing

1 Complete the story map for the story of Icarus.

- a How does the story end? b Where and when does the story take place?
 c What is the problem? d Who are the characters? e What is the solution?



2 Complete the story. Find the information on the story map.



Last summer ¹ _____ and his sister were on holiday ² _____. One day they went ³ _____. They jumped off a high hill over the beach and floated down. Unfortunately there was a ⁴ _____. They couldn't land on the beach and they ⁵ _____ in the sea. They were very scared. They swam and swam and luckily they reached a tiny ⁶ _____. They couldn't see anybody on the beach, but suddenly they saw something in the sand. 'Look! Someone has lost their ⁷ _____!' said Jake. Luckily it was working. They phoned the ⁸ _____! They came and rescued them.

3 Write a story.

1 Choose one of these titles for your story:

Rescue! **An adventure at the airport**
An exciting day

2 Make a story map. Look at the questions in Activity 1.

3 Write your story. Check it carefully.

4 Copy your story neatly. Add an illustration.

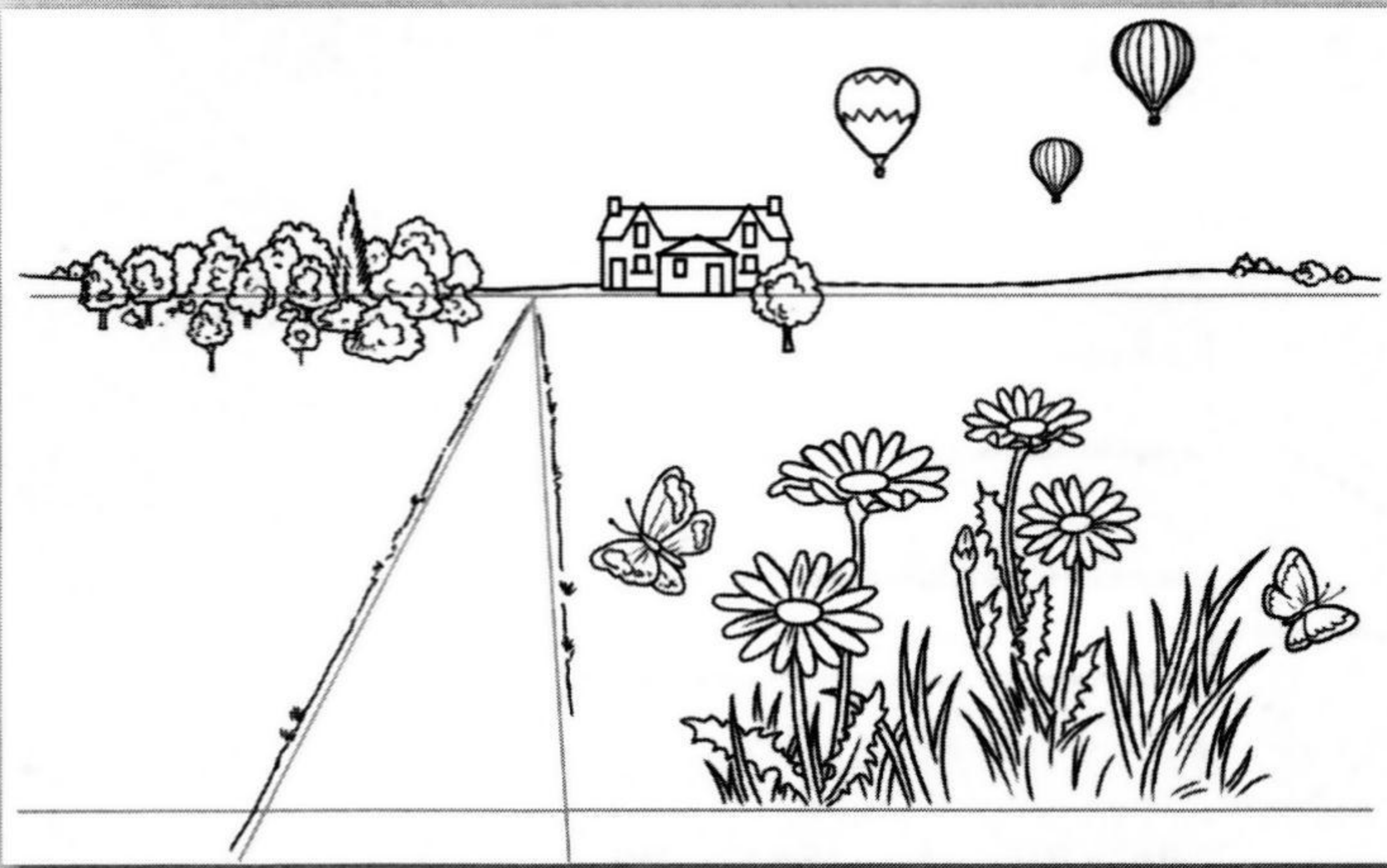


Tip Check the verbs in your story carefully. Remember to use the correct past forms.

Perspective in art

1 Complete the sentences.

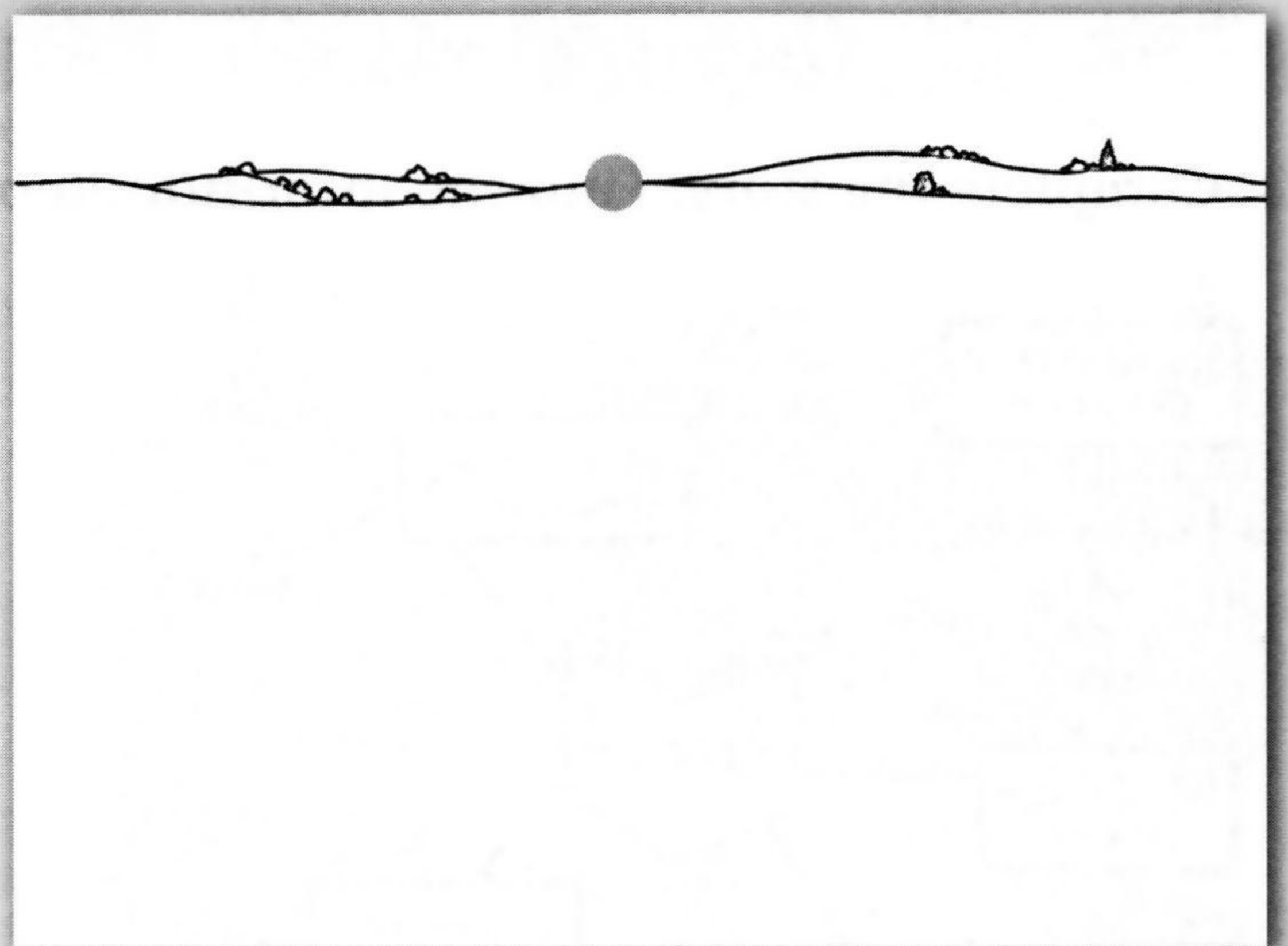
sight lines foreground background horizon vanishing point



- 1 You can still see two of the sight lines.
- 2 This picture has got a house on the _____.
- 3 There is a wood and there are some hot air balloons in the _____.
- 4 There are some flowers and butterflies in the _____.
- 5 The path goes to the _____ of the picture.

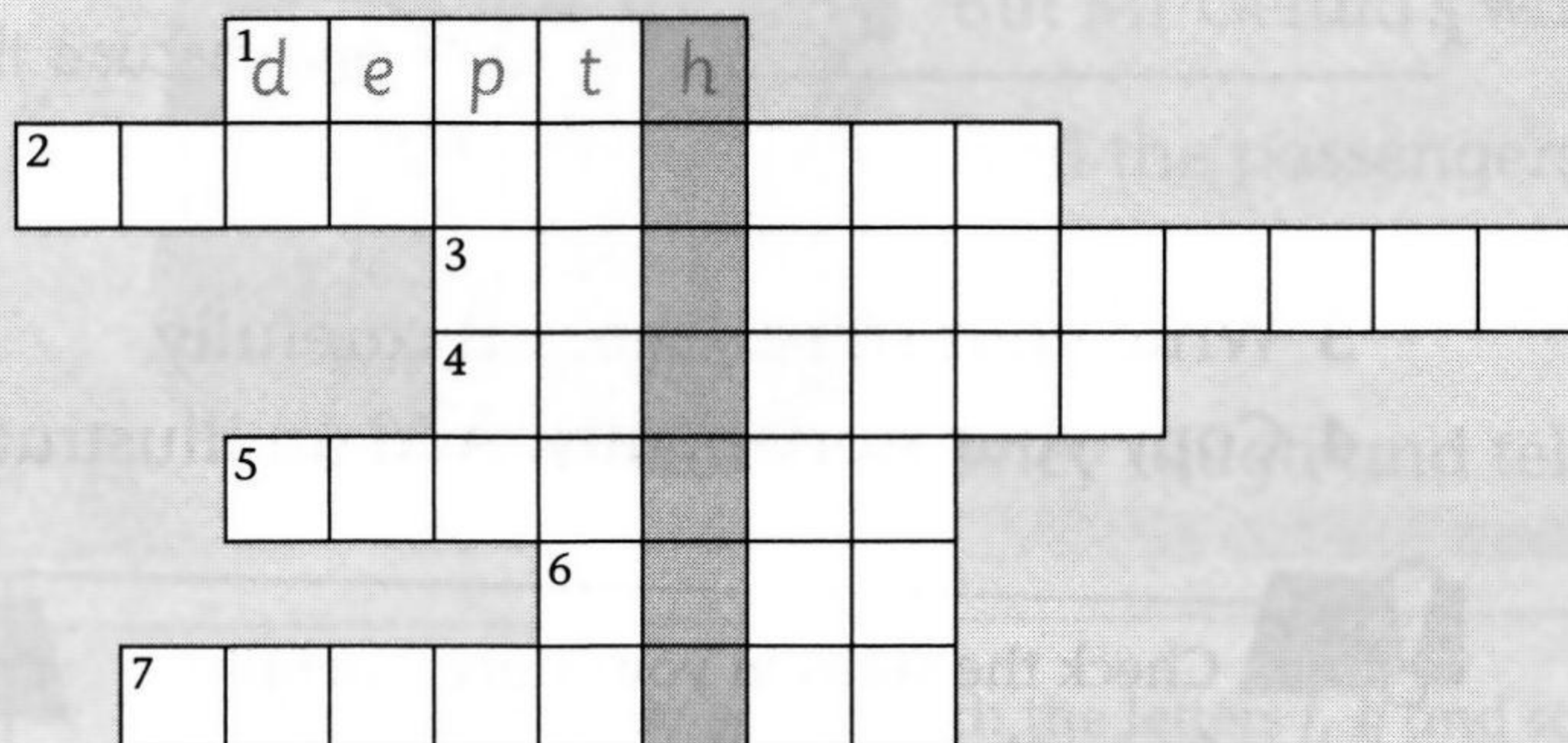
2 Read the instructions and draw.

- 1 Draw some mountains in the background of the picture.
- 2 Draw a river from the foreground to the mountains.
- 3 Draw a house by the river in the background.
- 4 Draw three people by the river. One person is in the background, two people are in the foreground.
- 5 Draw some rabbits in the foreground.
- 6 Draw some cows and sheep in the middle of your picture.



3 Find the mystery word.

You can find the answers on CB pages 26 and 27.



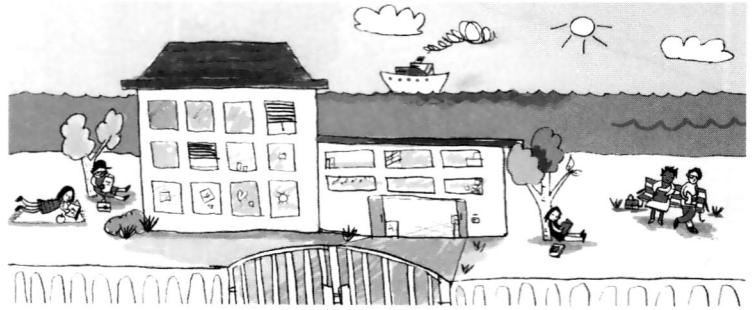
- 1 We can show _____ in pictures by using perspective.
 - 2 The opposite of 'foreground' is _____.
 - 3 Sight lines help us to create _____.
 - 4 We draw _____ lines when objects are nearer.
 - 5 A line going from left to right is the _____.
 - 6 All sight lines _____ at the vanishing point.
 - 7 When things are in the _____ they're smaller.
- The mystery word is: _____.

4 Read and circle the mistakes in the texts. Then correct them.

This is a picture of my school. You can see some teachers in the foreground. Some of the children are playing tennis. Other children are playing baseball. There's a wood in the foreground of the picture and there are some hills on the horizon.



This is a picture of my school. It's near the mountains. You can see the sea in the foreground. There's a whale on the horizon. There are some children in the playground. They are doing P.E. There is a gate and a fence in the foreground too.



5 Draw a picture of a place. Write about your picture.

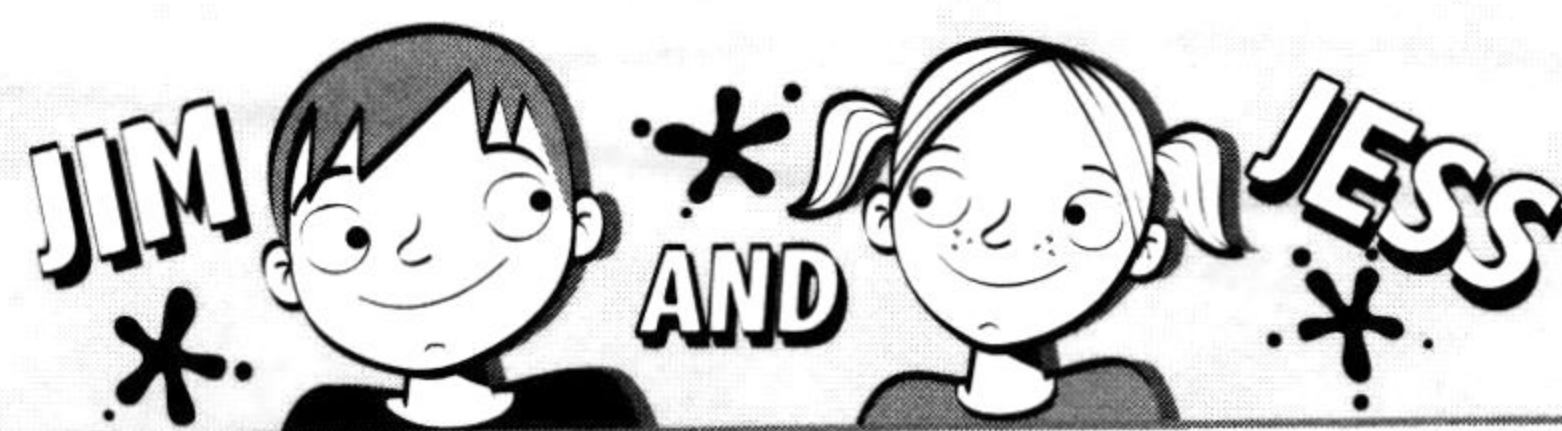
Self-evaluation

Look back at the unit. What can you do? Think and colour.

Not at all

Very well

- I can remember the airport words from CB page 21.
- I know how to have a phone conversation.
- ◆ I can use the Present perfect and Past simple.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /dʒ/ and /tʃ/.
- I can do a role play about flying.
- I can write a story.
- I can remember the words to describe perspective from pages CB 26 and 27.
- Ⓛ I can draw a picture using perspective.



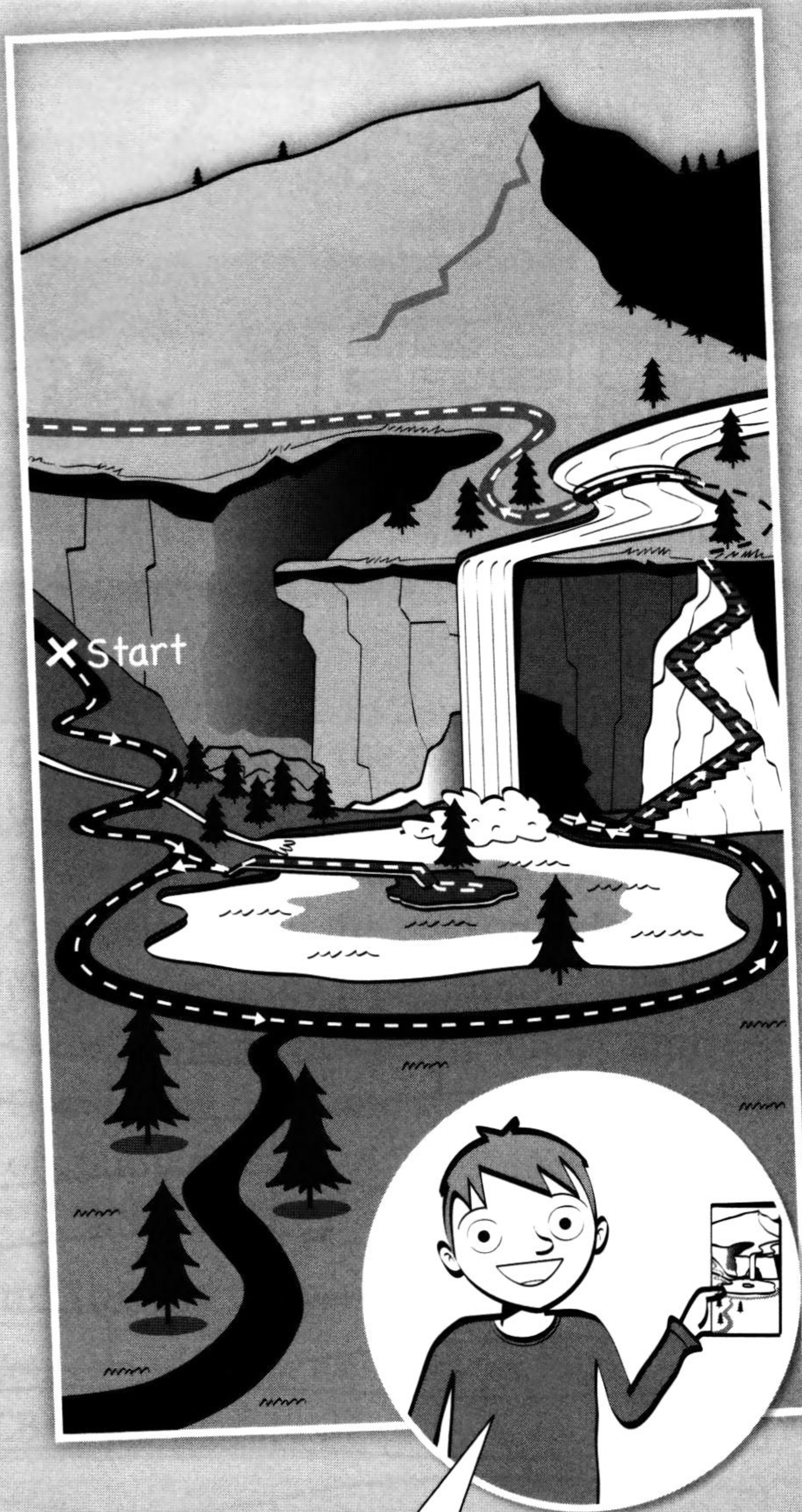
Grammar

- The Present simple and the Present continuous.
- The Present perfect with *yet* and *already*
- The Past simple and the Present perfect

Vocabulary

- Nature park items
- Theme park attractions
- People and places at airports

1 Read. Where is Jim on the map?



Can you find me? I'm on a nature walk. I've already walked down the steep hill and jumped over the stream. I can see the deep lake. There's an island on the map but I haven't been there yet. I'm going there now. I'm walking across a long bridge. I haven't been to the waterfall or the cave yet. I haven't climbed up the steps yet, and I haven't seen the river yet.

2 Write sentences about Jess. Use *yet* and *already*.

walk down jump over see be
walk across climb up



I'm on the nature walk too!
I'm in a dark cave at the moment.

- 1 She hasn't seen the river yet.
- 2 She's already walked down the hill.
- 3 _____
- 4 _____
- 5 _____
- 6 _____

3 Write questions.



We're on the small island.

- 1 Have they seen the waterfall yet?
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

4 Now ask and answer.

Have they seen the waterfall yet?

Yes, they have.

1-3 Revision

5 Complete the verb table. Check your answers on page 91.

am/is/are	was/were	been
win	won	_____
_____	_____	driven
spend	_____	spent
_____	met	_____
eat	ate	_____
_____	_____	broken
see	_____	_____

6 Complete the dialogues. Then say them with a partner.

Have you ever been on _____ 

Yes, I have.

When was that?

Last year at Mega Theme Park.

Did you like it?

Yes, I did. It was great.

Last week Splash Theme Park fantastic

_____ 

7 Circle the correct words.

- Did you ever eat _____ a toffee apple?
- 1 **Have you ever eaten**
- 2 I visited _____ my grandma on Sunday.
- I have visited _____
- 3 He has won a prize _____ when he was five.
- He won a prize _____
- 4 I've never been _____ to China.
- I never went _____
- 5 I have been to _____ the beach yesterday
- I went to _____

8 Change the verbs into the Present perfect or the Past simple.



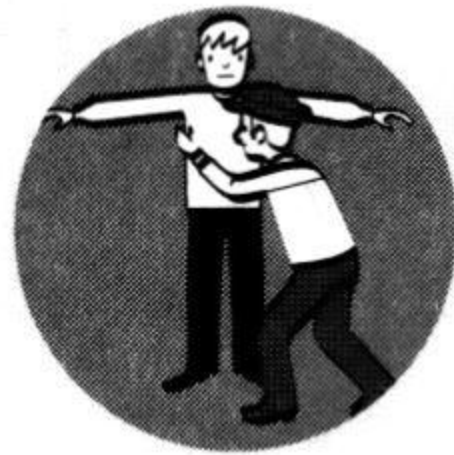
Edward Lovell is a famous explorer and writer. He's been (be) to lots of interesting countries and he _____¹ (have) lots of exciting adventures. He _____² (sail) up the River Nile in a small boat. He _____³ (surf) on giant waves in South Africa. He _____⁴ (live) with a tribe of Indians. In 2006 he _____⁵ (write) a book called 'Death in the Desert'. Last year he _____⁶ (go) to Nepal and he _____⁷ (climb) Mount Everest, the highest mountain in the world. On Mount Everest, he nearly _____⁸ (die).

9 Circle 11 words. Write.

p	d	e	p	a	r	t	u	r	e	s	p
a	r	r	i	v	a	l	s	b	s	i	i
s	l	u	g	g	a	g	e	o	g	b	l
s	e	c	u	r	i	t	y	a	a	p	o
p	s	i	k	s	a	s	h	r	t	l	t
o	t	h	k	a	i	s	a	d	e	a	d
r	g	c	h	e	c	k	i	n	d	n	g
t	h	s	g	a	i	s	g	i	u	e	a
b	o	a	r	d	i	n	g	c	a	r	d



board

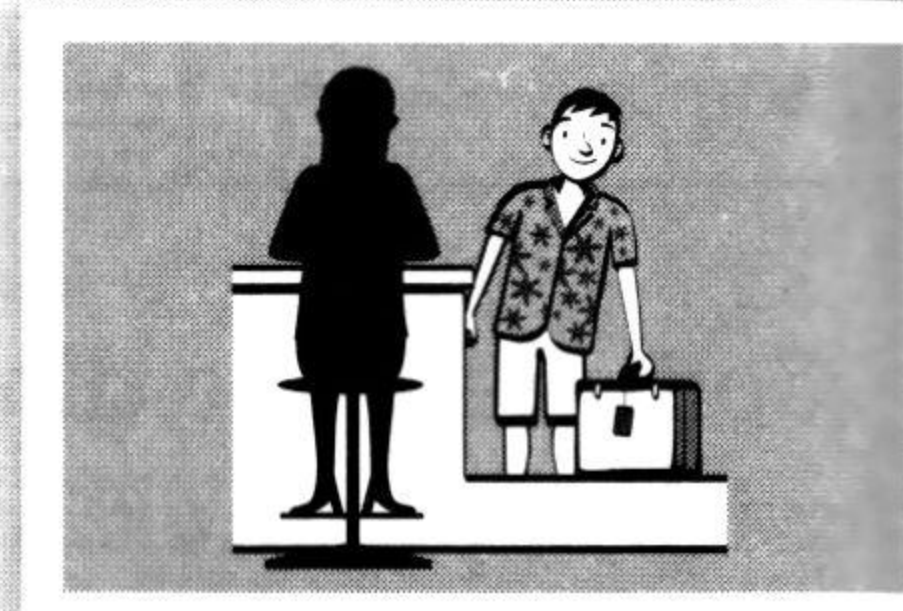
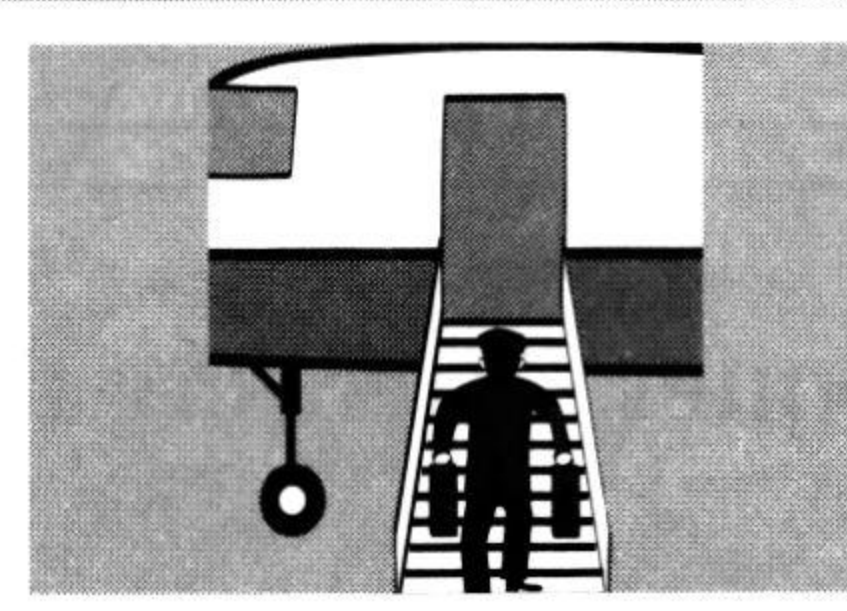
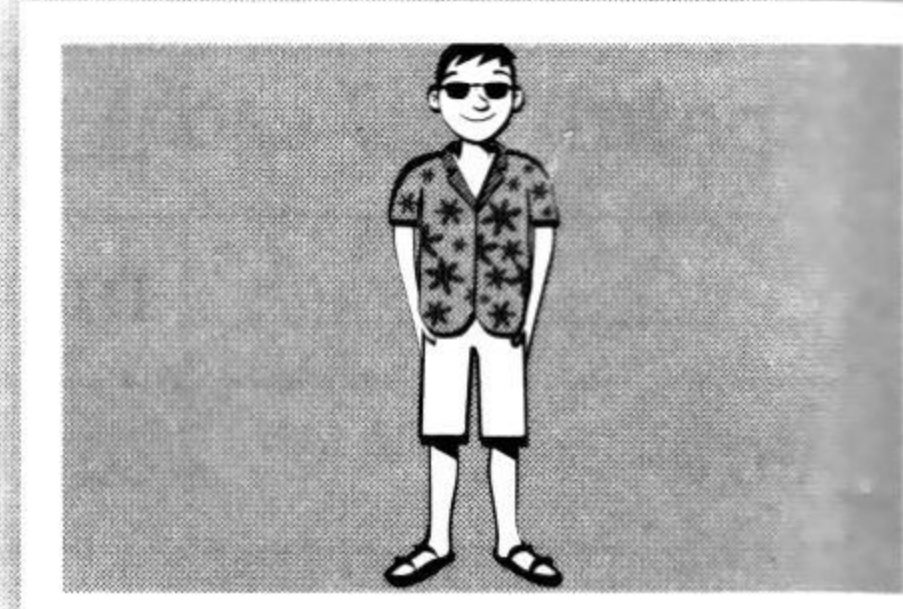
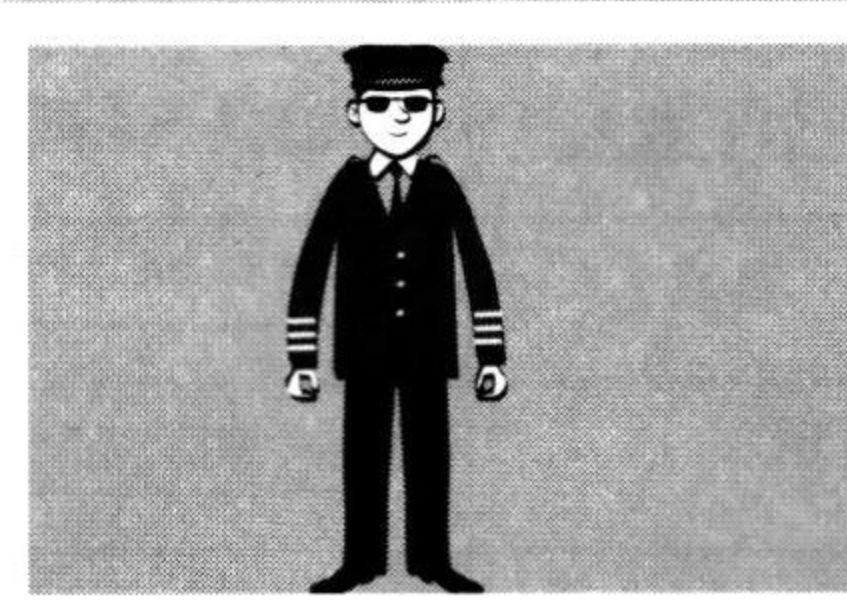


10 Make pairs of sentences.

Jess and Jim's uncle is a pilot. He usually goes to work at the airport. Today he's going on holiday.

USUALLY

TODAY



1 usually . He on the plane his bags takes
he's his bags Today . checking in



2 a uniform usually . wears He . he's
a shirt and shorts Today wearing



3 He the check-in desk . walks past usually
he's Today a boarding card getting .



4 usually sits He at the front of the plane .
. he's in the passenger section sitting Today



11 Solve the riddle.



school luggage castle narrow steep bridge circus Sunday security play
waterfall board fishing cave hill pilot house island check-in shallow



My fifth letter is in  play and in  security.



My sixth letter is in  _____ and in  _____.



My first letter is in  _____ and in  _____.



My eighth letter is in  _____ and in  _____.



My tenth letter is in  _____ and in  _____.

My fourth letter is in  _____ and in  _____.

My second letter is in  _____ and in  _____.

My third letter is in  _____ and in  _____.

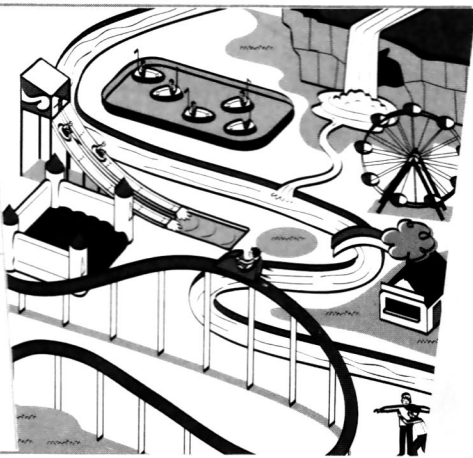
My seventh letter is in  _____ and in  _____.

My ninth letter is in  _____ and in  _____.

What am I? _ _ _ _ _ y _ _ _ _ _

12 Look at the picture. Find, circle and write.

4 things beginning with <i>b</i> <u>bouncy castle</u> _____ _____	2 things beginning with <i>w</i> _____ _____
2 things beginning with <i>r</i> _____ _____	1 thing beginning with <i>c</i> _____
	1 thing beginning with <i>s</i> _____



13 Now do the activities in the PMB. PMB6 pages 15 and 16

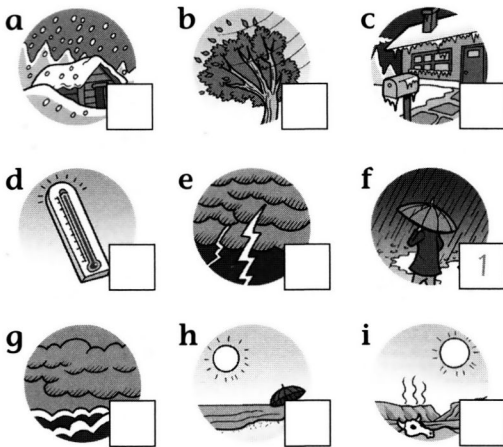
4

At the weather centre

Vocabulary

1 Match the words. Then number the pictures.

- | | |
|---------------|----------------|
| 1 heavy | a weather |
| 2 strong | b lightning |
| 3 heavy | c clouds |
| 4 high | d rain |
| 5 thunder and | e winds |
| 6 freezing | f temperatures |
| 7 dark | g weather |
| 8 sunny | h snow |
| 9 dry | i temperatures |



2 Write the words from Activity 1.

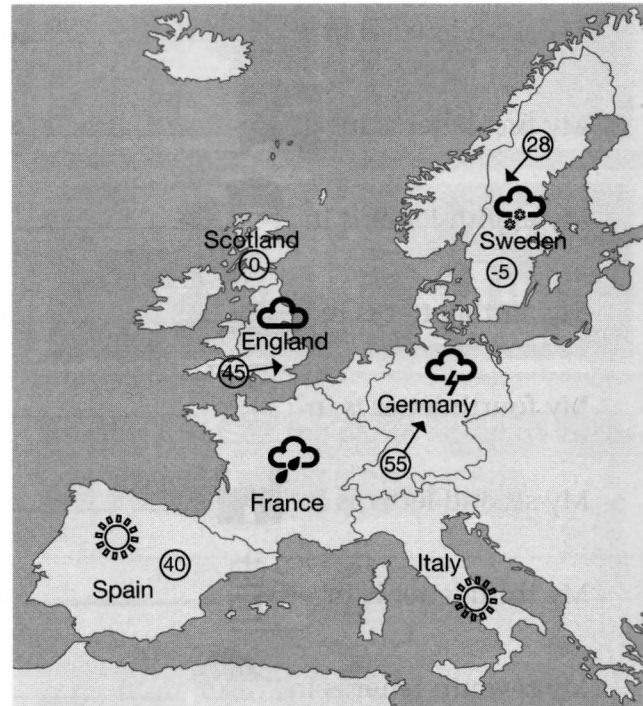
strong winds

STORM

BLIZZARD

HEATWAVE

3 Look at the map. Then write about the weather in each country.



1 (Spain) There's a heatwave in Spain. It's dry and sunny. There are high temperatures.

2 (Sweden) _____

3 (England) _____

4 (Scotland) _____

5 (France) _____

6 (Germany) _____

7 (Italy) _____

Vocabulary and speaking

It's getting colder.

I think there's going to be a blizzard.

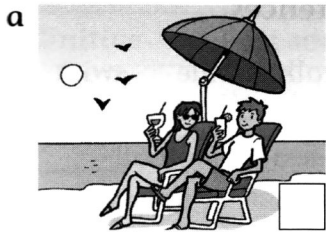
I think it's going to rain.

It's getting darker.

I think there's going to be a storm.

I think it's going to snow.

1 Listen and number the pictures.
Then listen again and circle the correct sentences 2.2



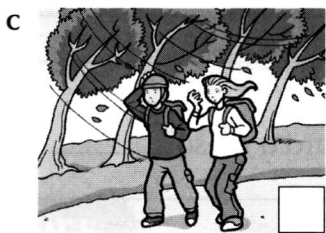
She loves heatwaves.

She hates hot weather.



He wants to make snowmen.

He's scared of blizzards.



She loves storms.

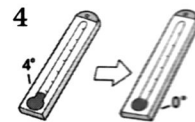
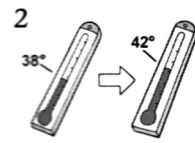
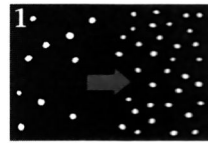
She's scared of thunder and lightning.



They haven't got coats.

They haven't got an umbrella.

3 Number sentences a–e.
Then match f–j.



a It's getting colder.

b The wind is getting stronger.

c It's getting hotter.

d The snow is getting heavier.

e The clouds are getting darker.

I think it's going to snow. f

I think there's going to be a blizzard. g

I think it's going to rain. h

I think there's going to be a storm. i

I think there's going to be a heatwave. j

2 Listen and repeat. 2.3



It's getting hotter.
I think there's going to be a heatwave.
It's getting darker.
I think it's going to rain.

4 Complete the pictures to show the weather changing. Then write.



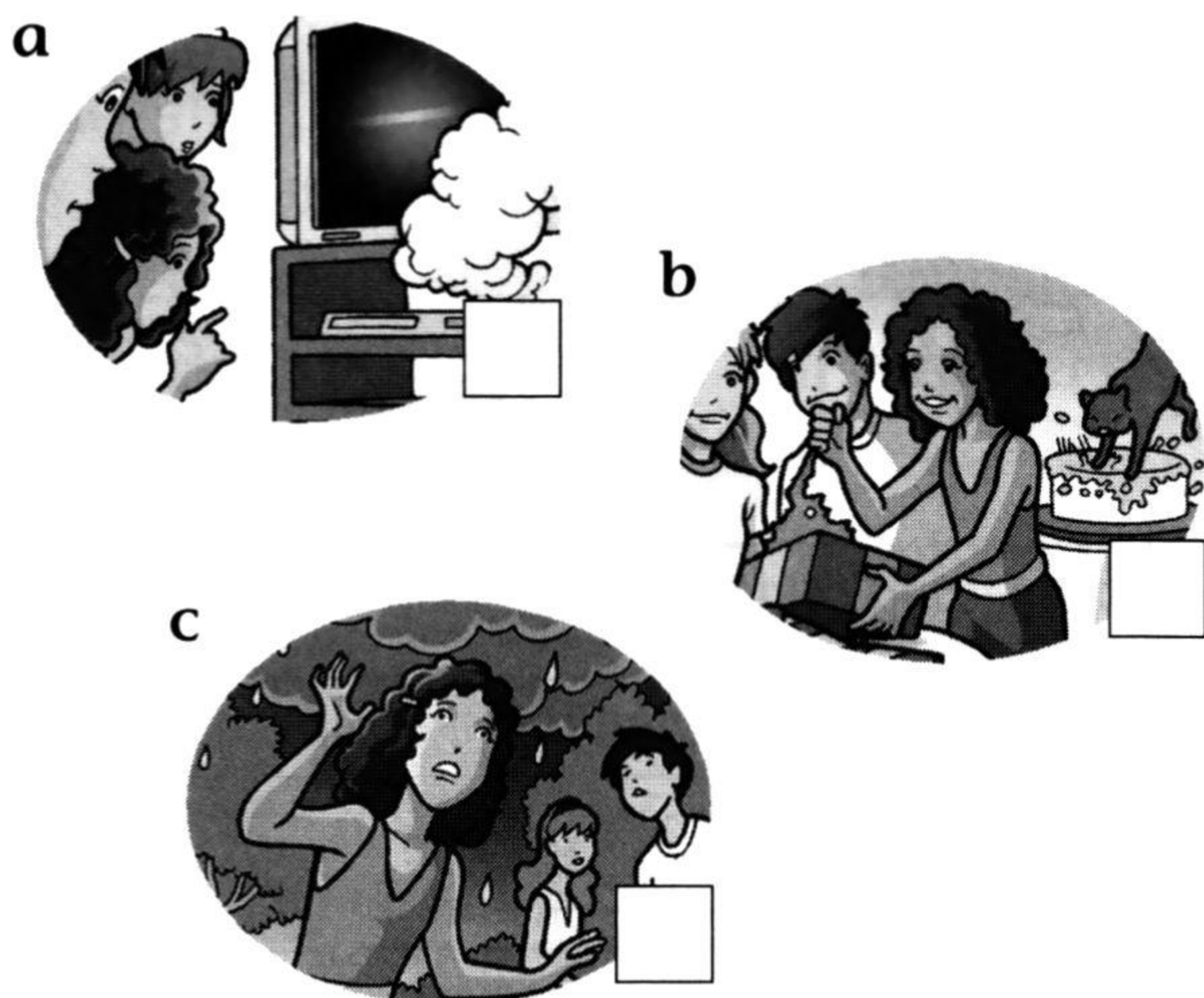
5 Ask your friends about their pictures.

What's happening in your pictures?

	Past continuous	Past simple
Question	What were they doing	<u>when</u> the storm started?
Affirmative	I was watching TV	<u>when</u> the phone rang.

	Past simple	Past continuous
Question	What happened	<u>when</u> she was talking to her dad?
Affirmative	He hurt his knee	<u>when</u> he was climbing a tree.

1 Listen and number. 2.6



2 Make sentences. Match them to the pictures in Activity 1.

1 when watching The DVD player broke .
a film we were

Picture ____

2 were you when What started doing
to rain ? it

Picture ____

3 on my cake . my presents The cat I was
jumped when opening

Picture ____

3 Now listen and check. 2.6

4 Complete the sentences.

play make walk ride swim go

her bike in the sea football
a sandwich to school to bed

1 They saw a dolphin when they were swimming in the sea.

2 She hurt her knee _____

3 He heard a noise _____

4 He cut his finger _____

5 They broke a window _____

6 She met Rav _____

Grammar

5 Look at Activity 4. Ask and answer.

What happened when Rav and Oli were swimming in the sea?

They saw a dolphin.

6 Complete the verb table.

Infinitive	Past simple	-ing form
_____	swam	_____
go	_____	going
_____	_____	making
do	did	_____
see	_____	seeing
hear	_____	_____
_____	cut	cutting
walk	walked	_____
_____	met	meeting
break	_____	breaking

7 Write sentences. Use verbs from Activity 6.

an owl a deer the dinner
 the washing up to the park in a river
 to school a plate her foot his friends



Oli saw his friends when he was walking to the park.



Story

8 Read the story again. CB page 30))) 2.4



9 Match. Then cover the sentence endings and tell the story.

- 1 The Incredible Reds weren't very happy
- 2 First they went into
- 3 When they were having a drink
- 4 Then they went into
- 5 The Brilliant Yellows were playing snowballs when
- 6 They found the answer but they couldn't
- 7 Rav pushed a red button when
- 8 They were holding the tree when

- a Meg was writing the answer.
- b the other teams phoned in the answer.
- c the blizzard room.
- d get a signal on the mobile.
- e because they came last.
- f the heatwave room.
- g The Incredible Reds ran past them.
- h the Cool Greens ran past them.

10 Complete the story playscript. PMB page 18

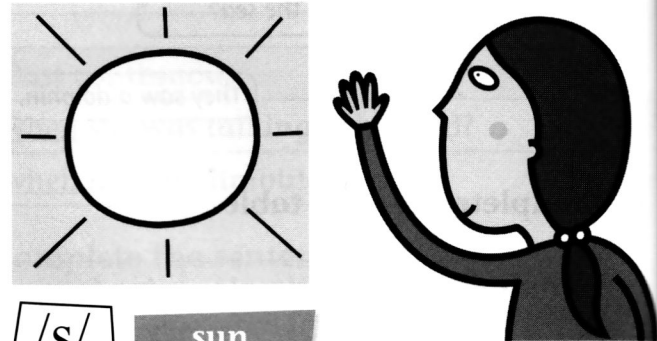
Pronunciation and spelling


1 Listen and repeat. 2.7

2 Listen. Which sound do you hear? Hold up your left hand or your right hand. 2.8



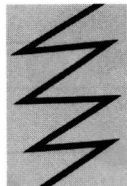



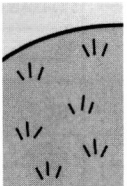


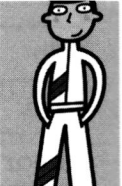



blizzard 





 sun

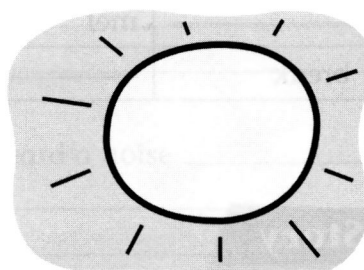
3 Write the words next to the correct picture.

									
snow	freezing	zigzag	amazed	clouds	ski	grass	dance	toes	tracksuit





 snow _____



4 Listen and check. Then listen and repeat. 2.9

5 Listen to the chant. Then say. 2.10

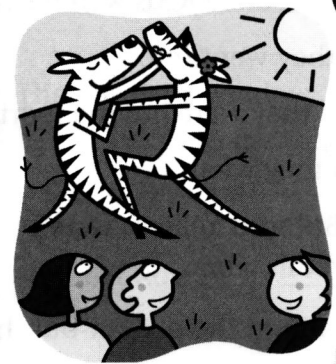


In a blizzard, when we're freezing
from our noses to our toes,

We wear our zigzag tracksuits, we
ski across the snow.

But people are amazed when the
clouds go away,

And we dance the tango in the
summer sun all day.

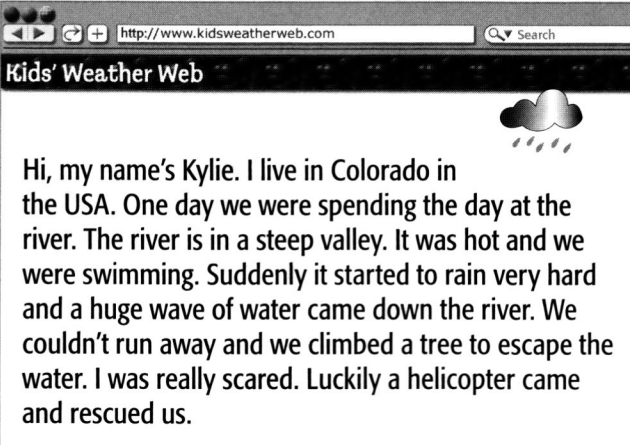


chant

Tip We spell the /z/ sound with the letters **z** or **s**.
We spell the /s/ sound with the letters **s** or **c**.

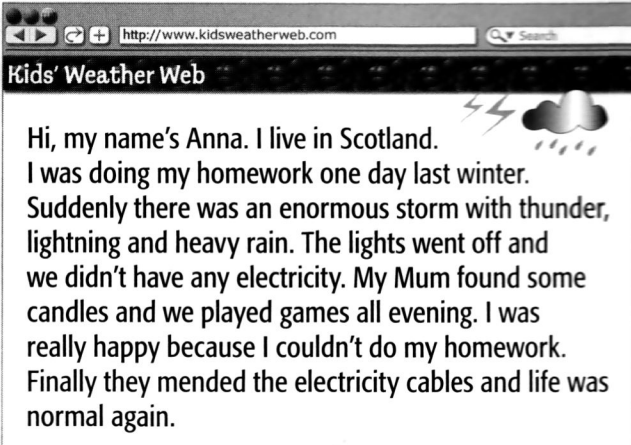
1 Read the texts and answer the questions.

1



Hi, my name's Kylie. I live in Colorado in the USA. One day we were spending the day at the river. The river is in a steep valley. It was hot and we were swimming. Suddenly it started to rain very hard and a huge wave of water came down the river. We couldn't run away and we climbed a tree to escape the water. I was really scared. Luckily a helicopter came and rescued us.

2



Hi, my name's Anna. I live in Scotland. I was doing my homework one day last winter. Suddenly there was an enormous storm with thunder, lightning and heavy rain. The lights went off and we didn't have any electricity. My Mum found some candles and we played games all evening. I was really happy because I couldn't do my homework. Finally they mended the electricity cables and life was normal again.

Who wrote the weather story?	_____	Anna
Where does she live?	Colorado, USA	_____
What kind of weather was it?	rain	_____
What was she doing when it started?	_____	_____
What happened?	_____	the lights went off
What did she do?	climbed a tree	_____
How did she feel?	_____	_____
How did the story end?	_____	they mended the cables

2 Look at Activity 1.
Circle the verbs in the Past continuous.

3 Look at Activity 1.
Underline the verbs in the Past simple.

4 Write a post to the Kids' Weather Web. 

- 1 Write a real story or invent a story.
- 2 Answer the story questions in note form.
- 3 Use your answers to write your story.
Check your writing carefully.
- 4 Copy your story neatly.

Story Questions

- What's your name?
- Where do you live?
- What kind of extreme weather is in your story?
- What were you doing when the extreme weather started?
- What did you do?
- How did you feel?
- What happened in the end?

Tip You can introduce the extreme weather with words and phrases like: **Suddenly ...** , **All at once ...**
You can end your story with words and phrases like: **Luckily ...** , **In the end ...** , **Finally ...**

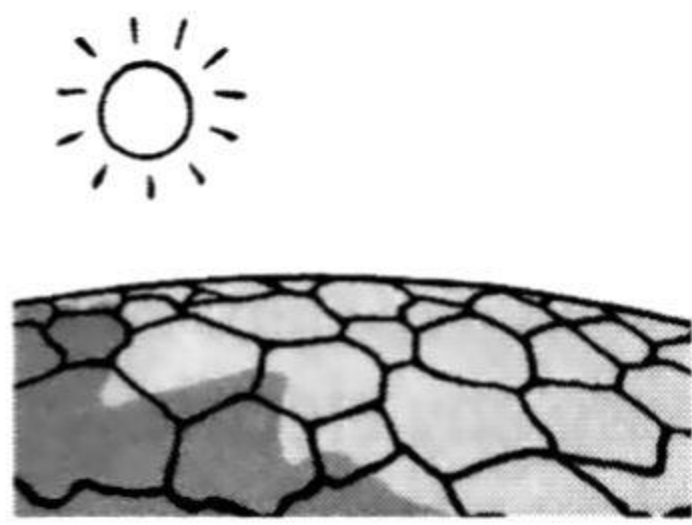
Weather maps

1 Write the words.

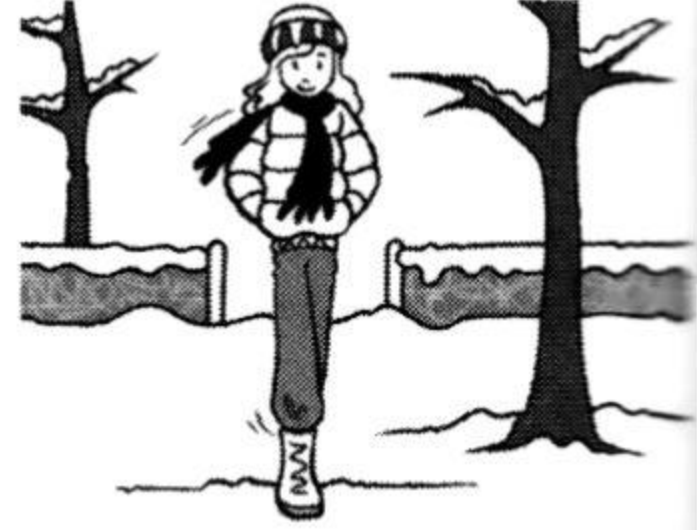
wet cold cool warm hot dry



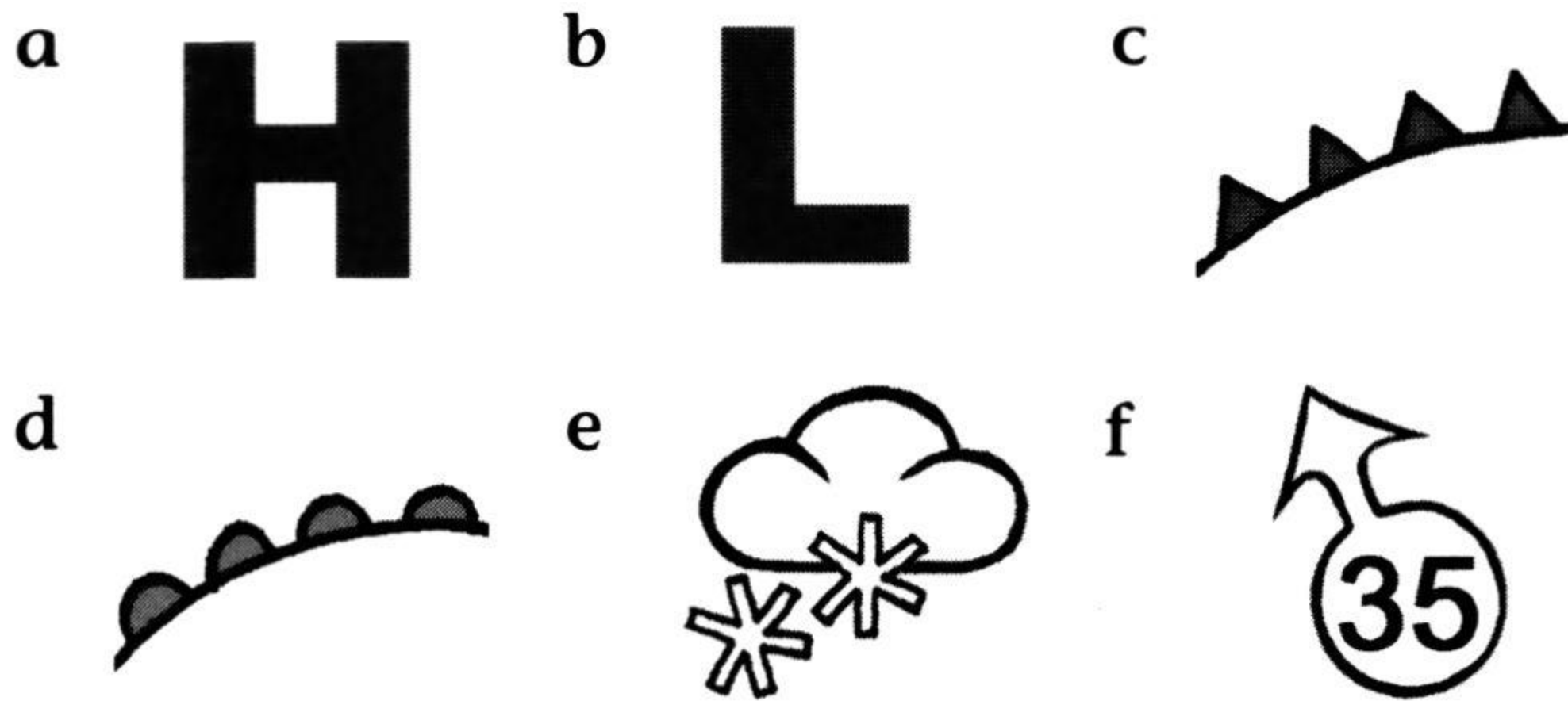
wet



° C 35 30 25 20 15 10 5



2 Match the symbols and the sentences.

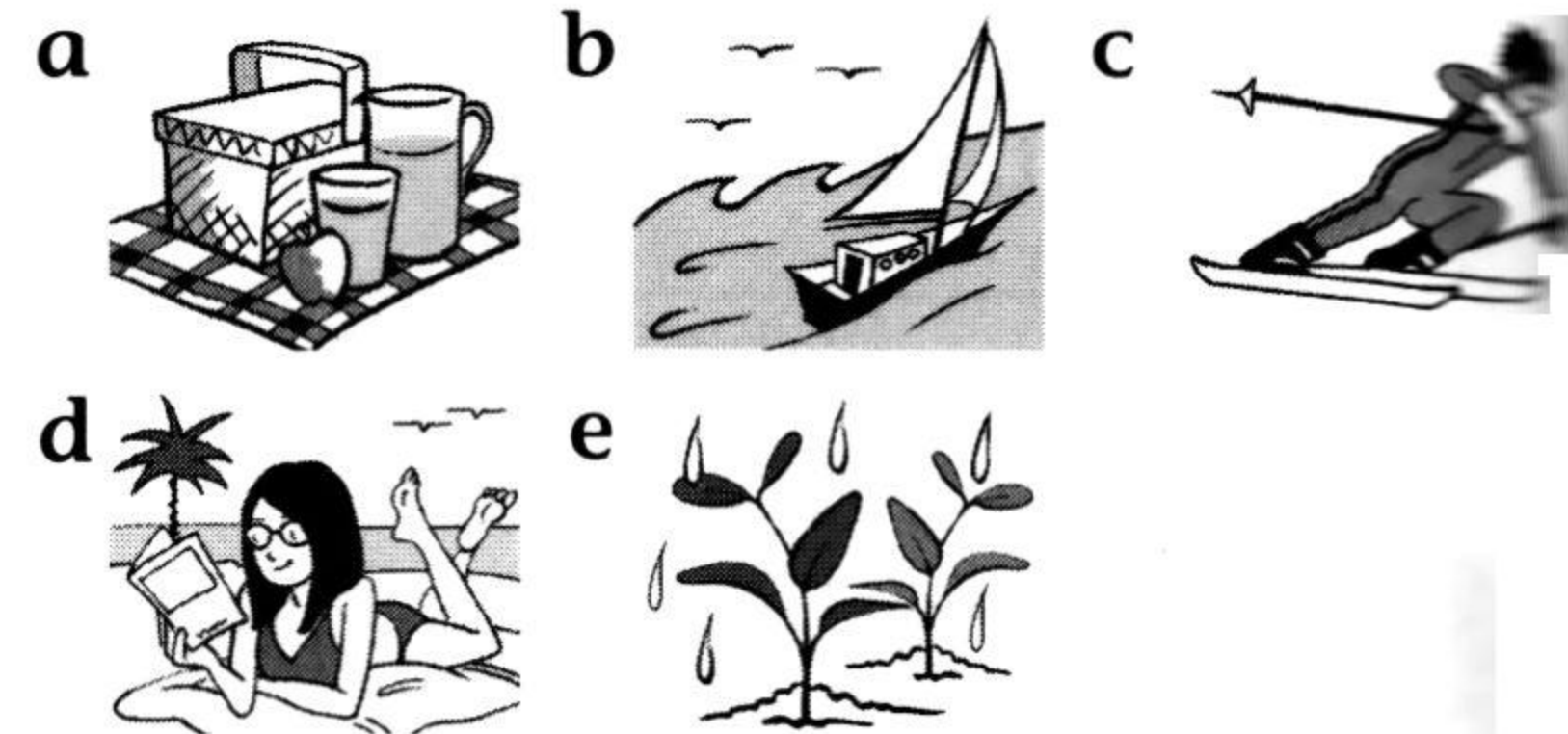


- The weather is going to change. It's going to get colder.
- It's going to be warm and dry.
- It's going to snow here.
- It's going to be cloudy and wet.
- It's going to be windy here.
- The weather is going to change. It's going to get warmer and wetter.

3 Complete the sentences and match them to the pictures.

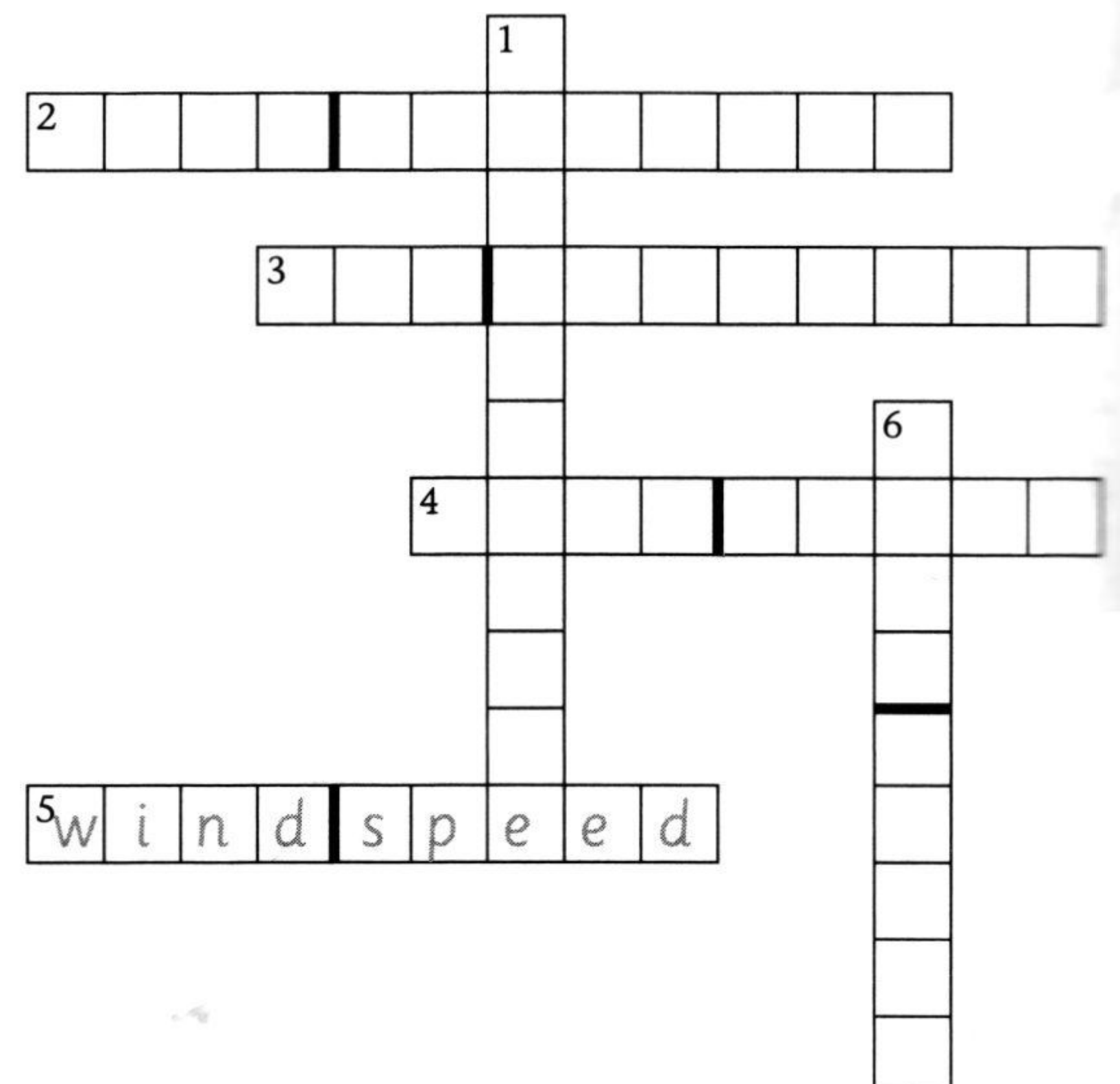
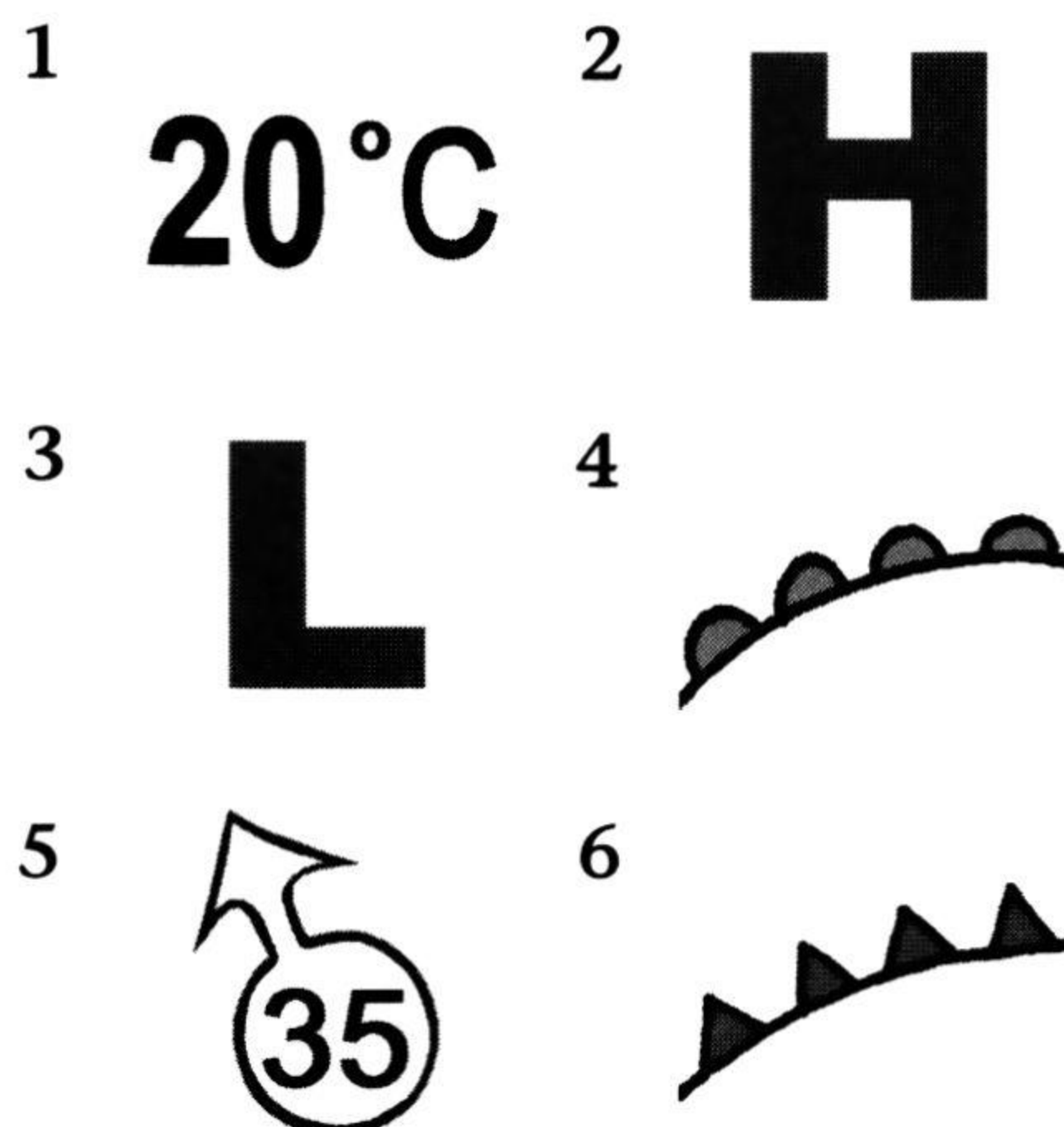
plants sailing skiing go to the beach have a picnic

- It's nice to have a picnic when it's warm and dry.
- Windy weather is good for _____.
- You need cold weather and snow for _____.
- You want hot sunny weather when you _____.
- Wet weather is good for _____ in the garden.

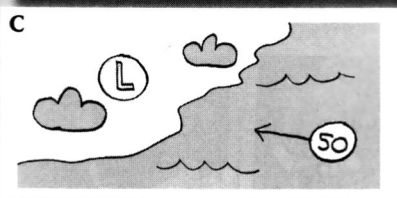
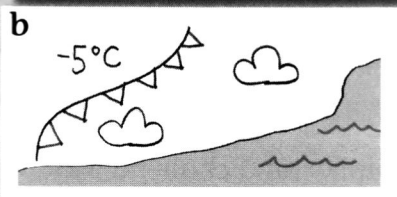
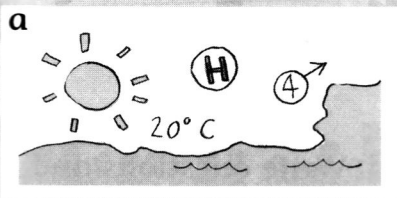


4 Complete the crossword.

You can find the answers on CB pages 34 and 35.




5 Look and read. Match the maps to the texts.



1 The weather on this map isn't good for me. It's very windy and there's an area of low pressure nearby. I want to go sailing this weekend, but I think there's going to be a storm.

2 This map shows the perfect weather for me. The temperature is warm and the wind isn't strong. There's an area of high pressure near my area. This means it's probably going to be warm and dry. This is good because I like playing sports and I don't like playing in the rain.

3 This map shows the perfect weather for me. There's a cold front and the air temperature is cold. This means it's probably going to snow. This is good because I want to go skiing this weekend.

6 Draw a map of the perfect weather for you. Write about it. 

- 1 Choose a sport or outdoor activity you want to do.
- 2 Draw a map showing the perfect weather for your sport.
- 3 Write about your map.

Self-evaluation

Look back at the unit. What can you do? Think and colour.

Not at all Very well

- I can remember the extreme weather words from CB page 29.
- I can talk about changes in the weather.
- ◆ I can make sentences using the Past simple and the Past continuous.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /z/ and /s/.
- I can do a role play about extreme weather.
- I can write a weather story.
- I can remember the weather features from CB pages 34 and 35.
- ⌒ I can read and understand weather maps.

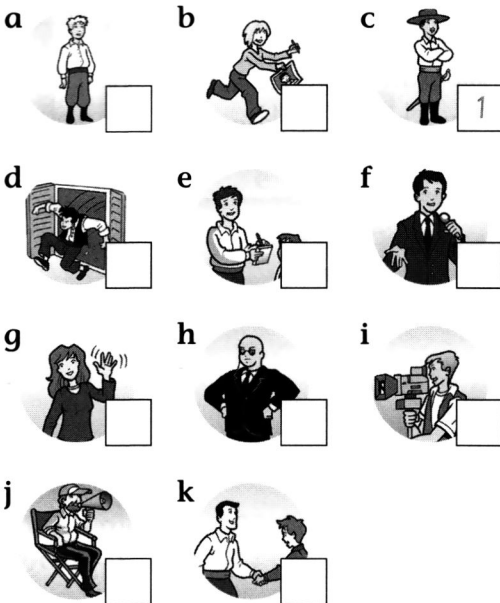
5

On the film set

Vocabulary

1 Number the pictures.

1 actor 2 reporter 3 bodyguard
 4 stuntman 5 camera operator 6 extra
 7 fan 8 director 9 shake hands
 10 sign an autograph 11 wave



2 Write the words.

People who work on the film:

People who don't work on the film:







Actions on a film set:

3 Look and find. Write questions and answers.

sit sign jump out shake
 clean eat

an autograph on a chair a window
 hands a camera lunch



- 1  What's the actor doing?
He's signing an autograph.
- 2  _____
- 3  _____
- 4  _____
- 5  _____
- 6  _____

Vocabulary and speaking

What's he like?

He's tall.

He's bald.

He looks intelligent.

What does he look like?

He's got a moustache.

I think he looks mean.



1 Put the words in the correct box.

tall average height short fat thin
 beautiful good-looking pretty ugly
 a moustache a beard bald a ponytail
 nice kind mean intelligent fit

What does he/she look like?
 (appearance)

He's/She's...

He's/She's got...

What's he/she like? (personality)

He's/She's...

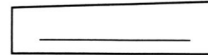
2 Listen and repeat. 2.18



What does he look like?
 He's good-looking.
 He's got a moustache.
 What's he like?
 I think he looks kind.

3 Listen and complete the labels. 2.19

stuntman actor camera operator



reporter

director

actor

extra



4 Write R (reporter), A (actor) or D (director) by the sentences.

- 1 She's average height and she's fit.
- 2 She's pretty and she's got a ponytail.
- 3 She's short and she's got a hat.
- 4 She's got a big smile and she looks kind.
- 5 She's tall and she's got long hair.
- 6 She's pretty with wavy hair.

5 Write about one of the men in the picture.

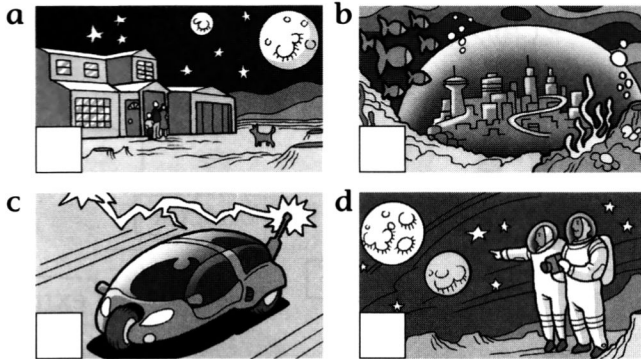
6 Describe a famous person. Can your friends guess the person?

Giving opinions about the future (<i>think + will</i>)	
Question	Do you think people will live on the moon?
Short answers	Yes, I do . / No, I don't .
Affirmative	I think people will be very tall.
Negative	I don't think people will travel to different planets.

Tip

- Use **will + infinitive** when you are certain about the future.
- Use **I think + will + infinitive** when you are giving an opinion about the future.

1 Listen and number. 2.22



2 Make sentences. Match them to the pictures in Activity 1.

1 will live I under the sea people .
don't think

Picture _____

2 think ? people Do you on other planets
will live

Picture _____

3 holidays in space Do you will have
people ? think

Picture _____

4 . will be think electric cars I

Picture _____

3 Now listen and check. 2.22

4 What does Rav's uncle think about the future? Write sentences.

live be have travel live have

in cities under the sea very tall
on the moon holidays on other planets
in time machines flying cars

1	X	2	X
3	✓	4	✓
5	✓	6	X



1 I don't think people will be very tall.

2 _____

3 _____

4 _____

5 _____

6 _____

Grammar

5 Write questions about the future. Use the words from Activity 4.

1 *Do you think people will live on the moon?*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

6 Now ask and answer.



Do you think people will live on the moon?

Yes, I do. / No, I don't.



Story

8 Read the story again. CB page 38 2.20

9 Match. Then cover the sentence endings and tell the story.

- 1 The teams went to the film set to get
- 2 The Incredible Reds decided to
- 3 They saw a man jump
- 4 They thought the man was Vic Ricardo but
- 5 They saw another man fighting with swords
- 6 Finally Vic Ricardo gave them
- 7 Oli thought Vic Ricardo
- 8 Meg and Rav thought the stuntmen

- a were great.
- b his autograph.
- c but he wasn't Vic Ricardo!
- d be extras for the day.
- e was great.
- f he was a stuntman.
- g onto a horse.
- h Vic Ricardo's autograph.



7 Read the sentences. Write *I think* or *I don't think*.

1 When I'm 20, _____
I'll be married.

2 When I'm 22, _____
I'll have my first car.

3 When I'm 40, _____
I'll have a big house.

4 When I'm 50, _____
I'll be rich.

5 When I'm 35, _____
I'll have three children.

6 When I'm 17, _____
I'll speak three languages.

7 When I'm 18, _____
I'll live in the USA.

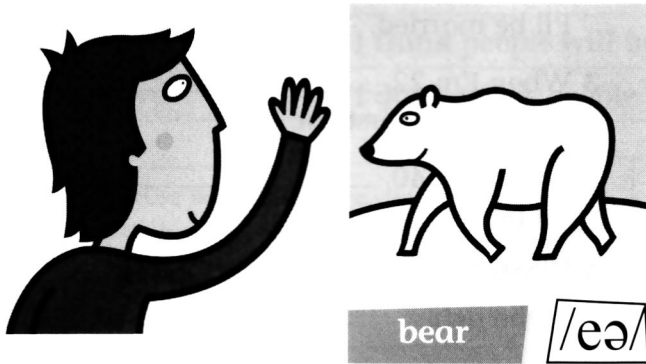
8 When I'm 25, _____
I'll be famous.

10 Complete the story playscript. PMB page 22

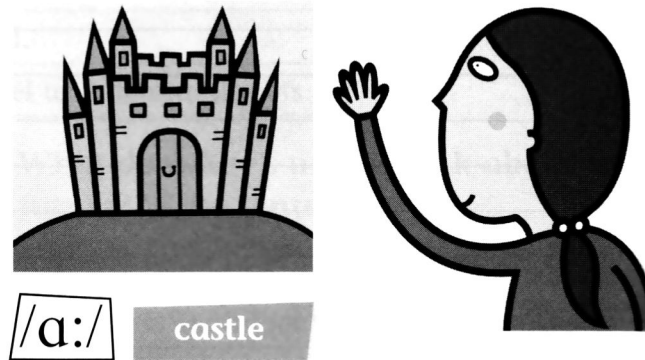
Pronunciation and spelling

1 Listen and repeat. 2.23

2 Listen. Which sound do you hear? Hold up your left hand or your right hand. 2.24

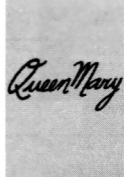

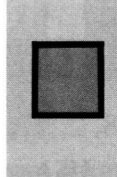
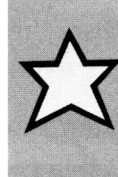

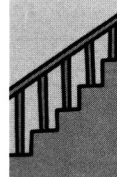






bear /eə/

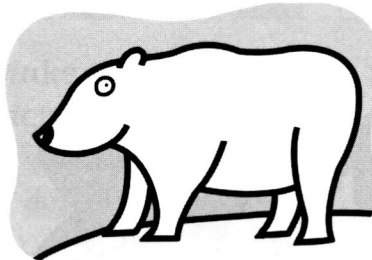


/ɑ:/ castle

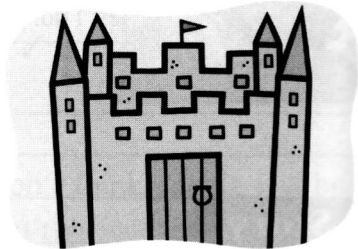
3 Write the words next to the correct picture.

									
autograph	karate	square	star	fast	stairs	chair	party	scared	fairytale

_____ /eə/

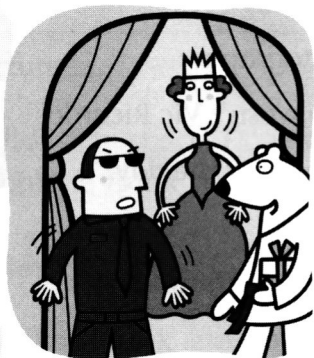


/ɑ:/ autograph _____



4 Listen and check. Then listen and repeat. 2.25

5 Listen to the chant. Then say. 2.26



I read a fairytale about a bear
 Who went to a castle in a park for a party.
 The bodyguard was scared and forgot to close the door,
 Because the bear was wearing all his clothes for karate!
 The queen wasn't scared when the bear came through.
 She laughed a lot and then she said, 'I do karate too!'

chant

Tip

We often spell the /eə/ sound with the letters *air*, *ear* or *are*.

Writing

1 Complete the *Spy Kids* review. Use the table.



Spy Kids
Antonio Banderas
★★★★

Spy Kids is a brilliant film. It is like a James Bond film for children. I loved it because the children in the film have some amazing adventures. It is the story of a _____. Floop is the bad guy, who captures the _____. The children discover that their parents are missing and they have to _____ them.

Antonio Banderas as the father was great, but Alex Vega as the son wasn't very good. But don't miss this film because of that!

You should _____.

	<i>Spy Kids</i>	<i>Chicken Run</i>
What kind of film is it?	adventure	
What's special about this film?	like a Bond film for children	really funny
What's the film about?	a family of spies	
What happens in the film?	the children rescue their parents from Floop	
What does the writer say about the actors?	Antonio Banderas – really good Alex Vega – not very good	Mel Gibson – brilliant as Rocky's voice
What's the opinion?	go to see it	


2 Complete the table for *Chicken Run*.



Chicken Run
Mel Gibson
★★★★★
Chicken Run

is one of my all-time favourite animated films. The characters in the film are made of modelling clay. The film is really, really funny. It tells the story of some chickens on a chicken farm. They decide to escape from the farm. First they want to learn to fly, but they can't. Then they meet Rocky, he is a pilot. They build a flying machine together.

My favourite character is Rocky. He's really cool, and he's funny too. Mel Gibson is Rocky's voice, he's brilliant. Don't miss this film!

3 Write a review of a film you have seen. 

1 Choose a film.

2 Answer these questions about the film.

- Why do you like this film?
- What is the film about?
- What happens in the film?
- What do you think of the actors?
- What is your opinion of the film?

3 Use your answers to write about the film.

Check it carefully.

4 Find illustrations for your film review.

Copy your text neatly.



Tip Use some of these useful expressions in your review:

... is one of my all-time favourite films.

It is about ...

My favourite character is ...

... wasn't very good.

Don't miss it!

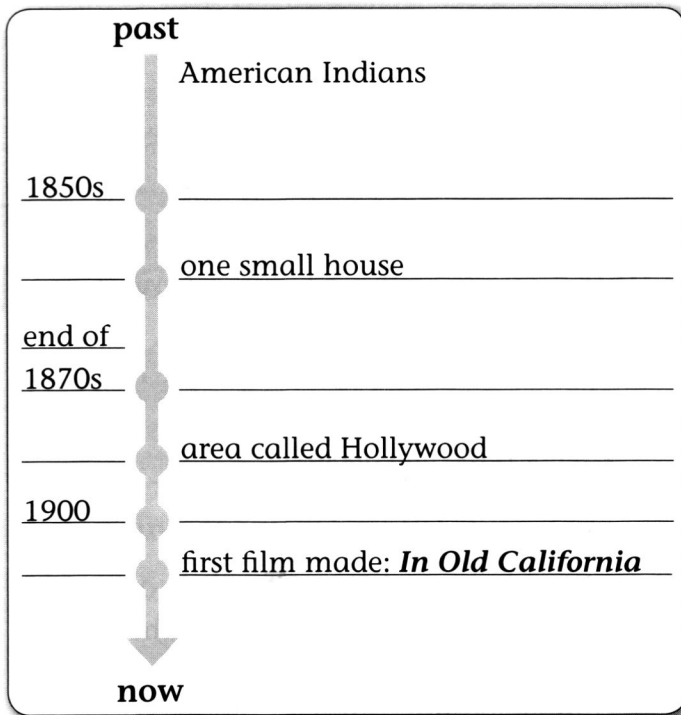
Go to see this film!

The history of films

1 Read the text. Circle the dates and underline the important information.

Hollywood is in California, USA. Many North American films are made there. American Indians lived in the area for a long time and then the Europeans arrived in the middle of the 19th century. They started to build houses. In 1853, there was one small house, but at the end of the 1870s, there were villages and farms. The area was called Hollywood in 1886. At the beginning of the 20th century, Hollywood was a small town with 500 people. The first film was made in Hollywood in 1910. It was a short film called *In Old California*.

2 Now complete the timeline.

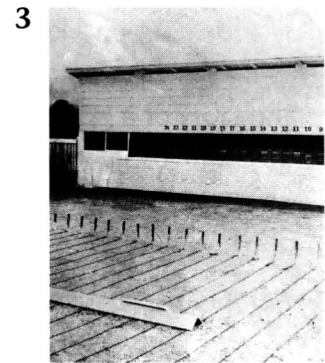
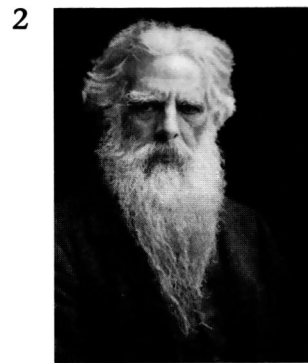
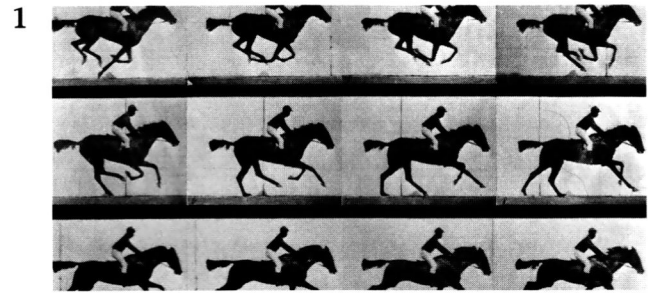


3 Put these events in the right order.

The answers are all on CB pages 42 and 43.

- Film in colour _____
- Film with moving images 1 1884
- Full-length cartoon film _____
- Film to have sound and dialogue _____
- Film that told a story _____
- Animated cartoon _____
- Film shown with a projector _____

4 Read. Match the pictures to the text.



Eadweard Muybridge was a photographer. He lived at the end of the 19th century. He wanted to know how horses run. Do they ever have all four legs off the ground? He needed to take some photos of a horse's legs when it was running. It was difficult because horses run very fast.

He had a clever idea. He put twelve cameras with switches along a race track. He put strings from the camera switches to the other side of the track. The horse ran along the track and broke the strings. Every time the horse broke a string, the camera took a photo.

The photos gave Muybridge the answer to his question. He also put his photos in a projector and showed people the images. This was the beginning of film.


5 What is the answer to Muybridge's question?

6 Look at the timeline. Circle the incorrect information in the text.

Walt Disney

- 1901 born in Marceline, Missouri
- 1910 moved to Kansas City
- 1917 art school, first cartoons
- 1928 invented Mickey Mouse
- 1932 Academy Award for Mickey Mouse
- 1937 made Snow White
- 1940 made Fantasia
- 1950 made Cinderella
- 1955 opened Disneyland
- 1964 made Mary Poppins
- 1966 died

Walt Disney was born in 1900 in Marceline, Missouri. His family moved to Kansas City in 1910. He went to film school in 1917 and started drawing cartoons. He invented Mickey Mouse in 1929 and won an Academy Award (Oscar) for Mickey in 1932. Three of his most famous films are *Snow White* (1937), *Fantasia* (1941) and *Cinderella* (1950). In 1955 he opened one of the world's first theme parks, Disneyland. In 1964 Disney Studios made *Mary Poppins* which combined cartoons and real actors. Walt Disney died in 1976.

7 Write about your life. Draw a timeline. 

- 1 Write four or five important dates in your life.
- 2 Draw a timeline for you.
- 3 Write about it.

Self-evaluation

Look back at the unit. What can you do? Think and colour.

Not at all Very well

- I can remember the film set words from CB page 37.
- I can describe a person.
- ◆ I can make sentences using *will* and *won't*.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /eə/ and /ɑ:/.
- I can do a role play about my favourite film.
- I can write a film review.
- I can remember the film words from CB pages 42 and 43.
- I can talk about the history of cinema.

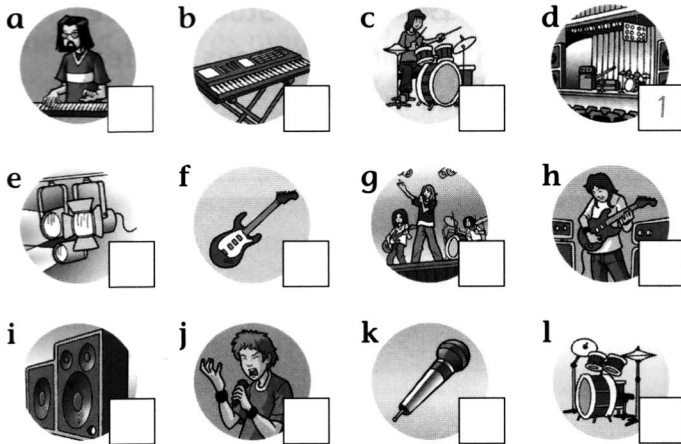
6

At the concert in the park

Vocabulary

1 Number the pictures.

1 stage 2 drummer 3 guitarist
4 lead singer 5 keyboard player 6 drums
7 electric guitar 8 keyboards 9 band
10 lights 11 speakers 12 microphone



2 Write the words.

People in the band:

Instruments:

Pieces of stage equipment:

3 Complete the speech bubbles.

1



Hi. My name's Grace. I want to be a _____.
I practise the _____ every day.

2



Hello. My name's Joanna. I'm going to be a _____ in a _____.

3



I'm Tom and I'm learning to play the _____.
I want to be a _____.

4



My name's James. These are my _____. I practise every day because I want to be a _____.

5



Hi. I'm standing on the _____. When a band plays in a concert they need a lot of equipment. They sing into the _____. Then the _____ make the music louder. The different coloured _____ make the stage look good.

Vocabulary and speaking

She's played in ten different countries.

She's made three albums.

She's had two number ones.

1 Listen and number. 🎧 2.34



2 Listen again and complete. 🎧 2.34

Sunshine factfile ★

NEW BAND!

Who: Ali, the drummer
 Other bands: 3
 Concerts: _____
 Countries: 10
 Albums: 6
 Number ones: _____

Who: Sam, guitarist
 Other bands: _____
 Concerts: 100
 Countries: 25
 Albums: _____
 Number ones: 8

Who: Beth, keyboard player
 Other bands: 2
 Concerts: _____
 Countries: 3
 Albums: _____
 Number ones: 1

Who: Kate, lead singer
 Other bands: _____
 Concerts: 50
 Countries: _____
 Albums: 5
 Number ones: _____

3 Read and complete.

1 She's the _____ in *Sunshine*. She's played in three other bands and she's played at 30 concerts in ten different countries. She's made six albums and she's had five number ones.

2 She's the _____ in *Sunshine*. She's played in two other bands and she's played at 25 concerts in three different countries. She's made three albums and she's had one number one.

4 Write about the other band members.

_____ is the _____ in *Sunshine*. She's played in _____ other _____ and she's played at _____ in _____ different countries. She's made _____ albums and she's had _____

5 Listen and repeat. 🎧 2.35



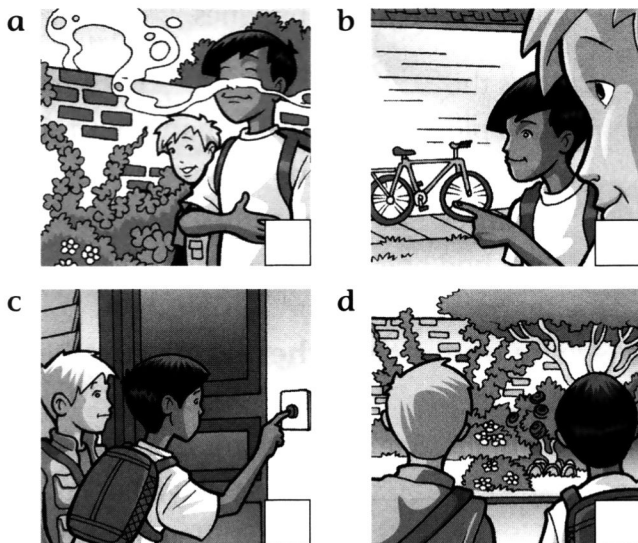
she's the guitarist.
 she's played in three bands.
 She's made six albums.
 She's had two number ones.

6 Talk about a famous musician. Can your friends guess your person?

Grammar

Talking about things you're sure about	Talking about things you're not sure about
She must be at home.	They could be Swedish.
She must be visiting her grandma.	They could be going to the zoo.
She can't be at school.	She might be a teacher.
They can't be watching a film.	He might be playing in the park.

1 Listen and number. Ⓜ) 2.38



2 Make sentences. Match them to the pictures in Activity 1.

1 might She . at her grandma's house be

Picture C

2 playing could in the garden . be She

Picture

3 . at her grandma's house be She can't

Picture

4 a barbecue be They having . must

Picture

3 Now listen and check. Ⓜ) 2.38

4 Look and write sentences.



(cook, ride her bike)

She can't be cooking. She must be riding her bike.



(watch TV, read a magazine)

He might be watching TV. He could be reading a



(swim, have a bath)



(do her homework, send an email)



(play football, play tennis)



(listen to music, eat dinner)



(eat ice cream, eat cereal)

Grammar

5 Solve the puzzles.

1



What's my favourite animal?

zebra tiger penguin

It's black and white. It can't be a tiger.

It could be a zebra or a penguin.

It lives in Africa. It can't be a penguin.

It must be a zebra.

2



What game are we playing?

football chess basketball

We're playing with a ball. They can't be playing chess. They could be playing football or basketball.

We kick the ball with our feet. _____

3



What country am I in?

Australia Italy Germany

I'm in Europe. She can't be _____

I'm eating a lot of pizza. _____

4



Where am I going?

to the beach to the shower
to the library

I'm carrying a towel. He _____

I've got some sun cream. _____

5



What's my favourite fruit?

bananas lemons strawberries

It's yellow. _____

It's long and thin. _____

6



What am I doing?

skiing ice skating
watching a film

It's cold. _____

I'm in the mountains. _____



Story

6 Read the story again. CB page 46 2.36

7 Match. Then cover the sentence endings and tell the story.

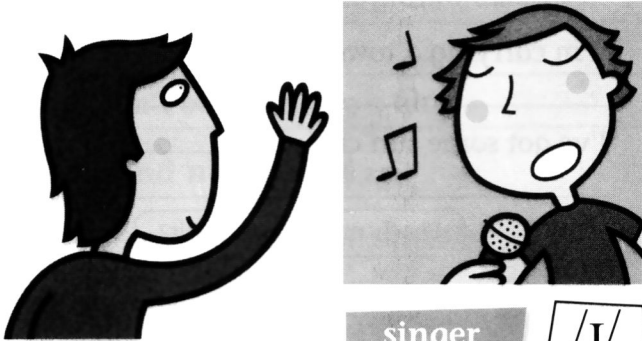
- | | |
|---|--|
| <p>1 The teams went to a _____</p> <p>2 They were looking for somebody _____</p> <p>3 The Incredible Reds went _____</p> <p>4 They saw a band called _____</p> <p>5 The singer was called Kirstie but she _____</p> <p>6 Oli was listening to _____</p> <p>7 The words in the song _____</p> <p>8 Kirstie was sad because _____</p> | <p>a behind the stage.</p> <p>b concert in the park.</p> <p>c were the answer.</p> <p>d the words in a song.</p> <p>e called Kirstie.</p> <p>f she was leaving home.</p> <p>g 'Kirstie and the Swamps'.</p> <p>h was happy, not sad.</p> |
|---|--|

8 Complete the story playscript. PMB page 27

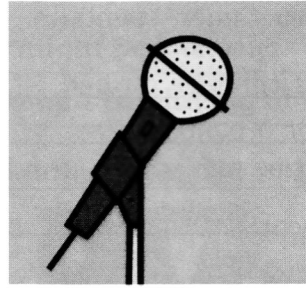
Pronunciation and spelling

1 Listen and repeat. 2.39

2 Listen. Which sound do you hear? Hold up your left hand or your right hand. 2.40



singer /i/



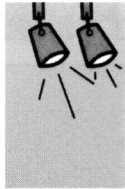
/ai/ microphone



3 Write the words next to the correct picture.



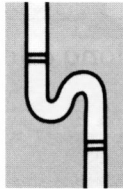
guitar



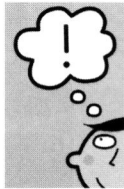
lights



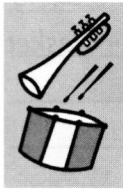
musician



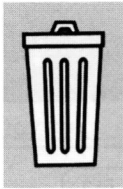
pipe



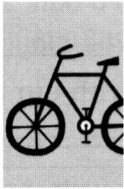
idea



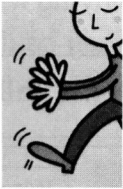
instruments



dustbin



bike



rhythm



five

guitar _____ /i/

/ai/ _____

4 Listen and check. Then listen and repeat. 2.41

5 Listen to the chant. Then say. 2.42



chant

Switch on the microphone! Switch on the lights!
 Let's swing the rhythm at the jazz club tonight.
 There are singers and musicians,
 There are trumpets and guitars.
 Let's swing the rhythm under the stars.



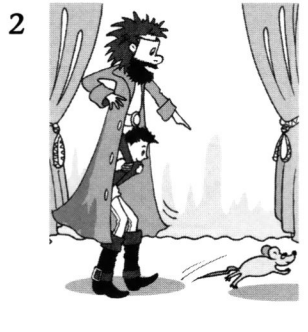
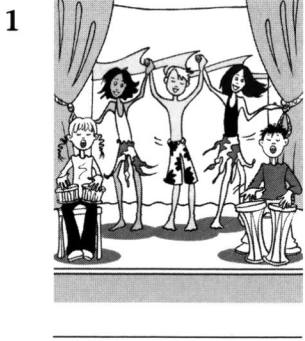
Tip

We often spell the /ai/ sound with **i** + consonant + **e** or with the letters **igh**.
 We usually spell the /i/ sound with **i** but sometimes we spell it with the letter **y**.

Writing

1 Write the words and phrases under the correct picture.

dance ribbons guitars
swimming costumes monkey masks
different countries mask flags
giant drums recorders mouse



2 Read the texts. Match the missing sentences to the gaps.

- a saw the mouse.
- b they danced in a circle round the pole.
- c it looked very pretty.
- d wore monkey costumes.
- e played their guitars.
- f on the drums.
- g from Kenya best.
- h about an enormous giant
- i They played different songs from different countries.
- j sang a song about the sea

The school concert was on the 20th May.

The children in Year 1 ¹ []. They wore swimming costumes and made waves. Another group played a rhythm ² []. It was great.

Some children from Year 2 performed a play ³ []. He was scared of mice. It was very funny. We all laughed when the giant ⁴ [].

The children in Year 3 sang songs. Some children played their recorders. ⁵ [] They had flags from the countries too. I liked the song ⁶ [].

Then the children in Year 4 did a Maypole dance. Maypole dancing is an English tradition. The children held ribbons and ⁷ []. I liked it because ⁸ [].

The children in Year 5 performed *The Jungle Book* and ⁹ []. Others ¹⁰ []. Everybody loved the show.

- 3 Write about a school show.
- 1 Write some words connected to the show.
 - 2 Write your composition. Check it carefully. Check your work carefully.
 - 3 Draw a picture. Copy your composition neatly.

Tip Describe the act.
Add your opinion.
Make your writing interesting.

1 Write the words.

tune double bass notes saxophone



notes



2 Read and write *true* or *false* next to the sentences below.

Ella Fitzgerald was born in 1917. She was a very popular jazz singer in the USA. She had an amazing voice and could sing many different styles of jazz, and she could imitate any instrument in the orchestra as well. She sold more than 40 million records and she won 14 Grammy music awards.



She loved singing and dancing when she was a child. She first sang on stage at a competition when she was 16. Life was difficult for black people in the USA because of racial discrimination, but everyone wanted to hear Ella sing. She worked hard and sang in clubs, concert halls and theatres all over the world. She appeared on television and in films. She was 74 when she gave her final concert. She died in 1996.

- 1 Ella Fitzgerald was a piano player. _____
- 2 She could sing like a trumpet or a double bass. _____
- 3 Her records were very popular. _____
- 4 She started singing on stage when she was 16. _____
- 5 She sang in many different countries. _____
- 6 She gave her final concert in 1996. _____

3 Guess the answers to the quiz.

Then listen and check.))) 2.49

Jazz Quiz

1 When was Miles Davis born?

a in 1899 b in 1926 c in 1940

2 When was Duke Ellington born?

a in 1899 b in 1926 c in 1940

3 What instrument did Charlie Parker play?

a the trumpet b the saxophone
c the piano

4 What instrument did Duke Ellington play?

a the trumpet b the saxophone
c the piano

5 'Dizzy' is a nickname. What was Dizzy Gillespie's real first name?

a William b John c James

6 What was Charlie Parker's nickname?

a Bird b Cat c Frog


1 2 3 4 5 6

4 Who are these famous jazz musicians?

Rearrange the letters in the names.


- 1 ZYDIZ SIGELILEP _____
- 2 KUDE LOGNINETL _____
- 3 RELHACI REPRAK _____
- 4 ASTF ALLWRE _____
- 5 ISELM VSDAI _____
- 6 ALLE ZARIDGETFL _____

You can find the answers on CB pages 50 and 51.

5 Read and answer the questions. 

My favourite song at the moment is called *Street Rhythm*. It is by a singer called Jessica James. She is German and she comes from Berlin. She has won lots of music competitions and she has her own television programme. She sings really well and she plays the keyboards too. She sometimes sings in English and she sometimes sings in German. *Street Rhythm* is in English. I like it because it has nice words and it is good to dance to.

- | | |
|-------------------------------------|---|
| 1 What's her favourite song called? | 4 What instrument does the singer play? |
| 2 Who's it by? | 5 Why does she like the song? |
| 3 Where's the singer from? | |

6 Write about your favourite song. 

Self-evaluation

Look back at the unit. What can you do? Think and colour.

- I can remember the concert words from CB page 45.
- I can act out my version of the story.
- ◆ I can talk about a person's experiences.
- ▲ I know how to use modals of deduction.
- I can say some words with these sounds: /ɪ/ and /aɪ/.
- I can do a role play about going to the theatre.
- I can write about a school show.
- I can remember the music words from CB pages 50 and 51.
- I can talk about the history of jazz.

Not at all Very well

Grammar

- The Past simple and the Past continuous
- *will / won't*
- *must / can't / might / could*

Vocabulary

- Extreme weather
- Working on a film
- Musical instruments and musicians


1 Write the past forms of the verbs.

go	<u>went</u>
have	_____
start	_____
explode	_____
drop	_____
break	_____
bang	_____
fall	_____



2 Complete Jess's diary.

microphone speakers guitar drums
stage lights

Dear Diary,

Jim and I (go) went to a  concert in


the park yesterday. We (have) ¹ _____ a
terrible time. It (start) ² _____ raining and then


the  ³ _____ and the  ⁴ _____

(explode) ⁵ _____ ! The lead singer (drop)


⁶ _____ her  ⁷ _____.

The guitarist's strings (break) ⁸ _____ on his

 ⁹ _____. The drummer (bang)

¹⁰ _____ his head on his  ¹¹ _____


and the keyboard player (fall) ¹² _____ off the


 ¹³ _____.


3 Write sentences.


start break drop fall

strings raining stage microphone

1  He was playing his guitar when
the strings broke.

2  She was watching the concert when

3  She was singing when

4  He was playing the keyboard when

4 Now write questions.

1 What was the guitarist doing when the
strings broke?

2 _____

3 _____

4 _____

5 Ask and answer.

What was the guitarist doing
when the strings broke?

He was playing
his guitar.

6 Match the sentence halves.

- 1 We were playing football
- 2 I was making sandwiches
- 3 I was having a bath
- 4 I was skateboarding
- 5 We were sitting in the park

- a when the storm started.
- b when we broke the window.
- c when the telephone rang.
- d when I cut my finger.
- e when I fell and broke my arm.

7 Change the verbs into the Past simple or the Past continuous.

Last Sunday Jess and Jim decided (decide) to meet some friends in the park. They ¹ _____ (walk) to the park when they ² _____ (see) a cat run across the road. A man ³ _____ (drive) his car along the road when he ⁴ _____ (see) the cat in front of him. He ⁵ _____ (stop) his car very quickly but a lorry behind him ⁶ _____ (not stop). It ⁷ _____ (crash) into his car. The two drivers ⁸ _____ (talk) when the police ⁹ _____ (arrive). The police ¹⁰ _____ (speak) to the two drivers. Everybody was OK so they ¹¹ _____ (not call) an ambulance.

8 Order the words in the sentences.



A reporter is interviewing Steve Swamp, the rock guitarist. These are his questions and Steve's answers:

1 band month the in ? next Will be Paris

, be we'll on . tour world a No

2 in London play Will you ?

will we . Yes ,

3 ? in New York you play Will

, No in New York won't we play .

4 your number one hit ? you play Will

, will we Yes .

5 make you Will ? a new DVD

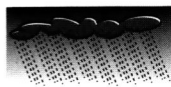
. , won't we No

9 Circle the words. Write.

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



thunder and _____



_____ storm _____



_____ _____



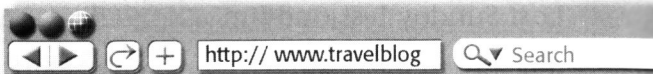
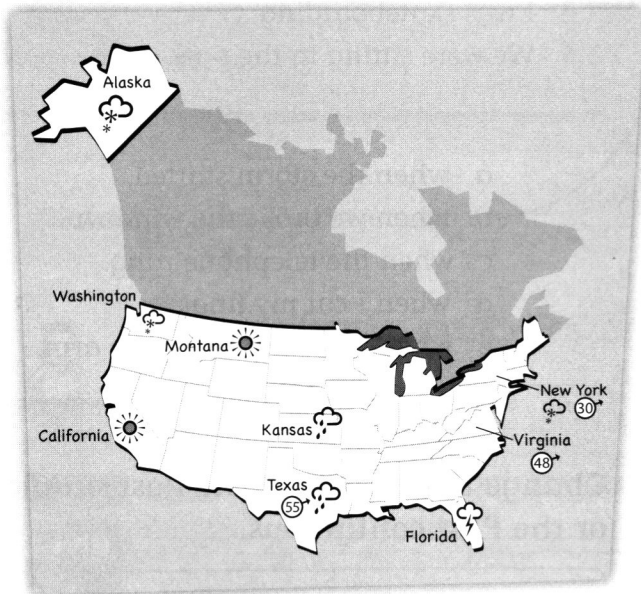
_____ _____



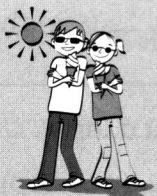
10 Write sentences about each picture.

must be could be might be can't be

Jim and Jess are in the United States.



1
They could be in Kansas.
They can't be in California.
They must be in _____



2
_____ Texas.
_____ Montana.
_____ California.





3
_____ Alaska.
_____ Florida.
_____ Washington.






4
_____ Montana.
_____ Texas.
_____ Virginia.


11 Solve the riddle.



band stuntman cup dry fan guitar wind microphone lights
hundred ten wave drummer singer

My fourth letter is in  fan and in  wind



My first letter is in  _____ and in **10** _____.

My sixth letter is in  _____ and in  _____.

My second letter is in  _____ and in **100** _____.

My fifth letter is in  _____ and in  _____.

My third letter is in  _____ and in  _____.

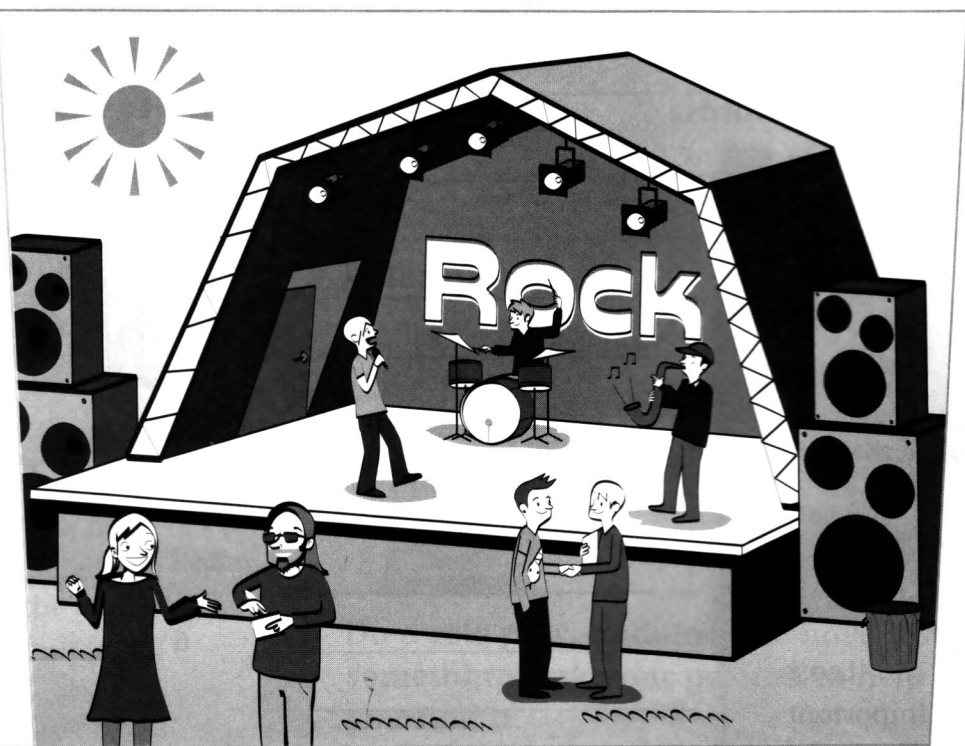
My seventh letter is in  _____ and in  _____.

What am I? _ _ _ n _ _ _

12 Look at the picture. Find, circle and write.

7 things beginning with s
shake hands

3 things beginning with d



13 Now do the activities in the PMB. PMB6 pages 30 and 31

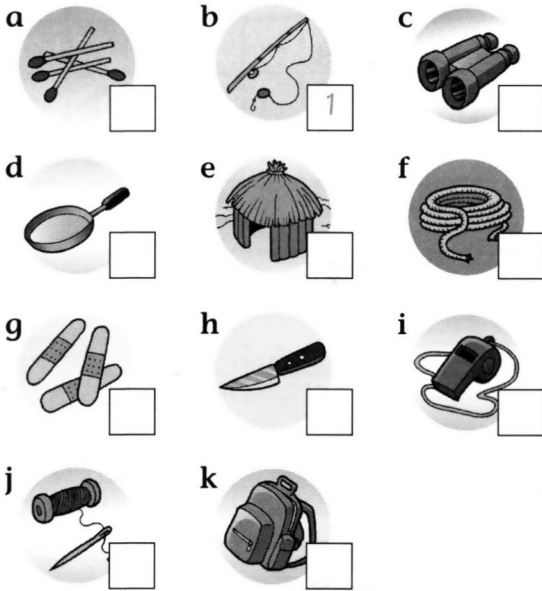
7

At the survival camp

Vocabulary

1 Number the pictures.

- 1 fishing line 2 knife 3 whistle
 4 frying pan 5 rope 6 matches
 7 shelter 8 plasters 9 needle and thread
 10 rucksack 11 binoculars



2 Order the words.

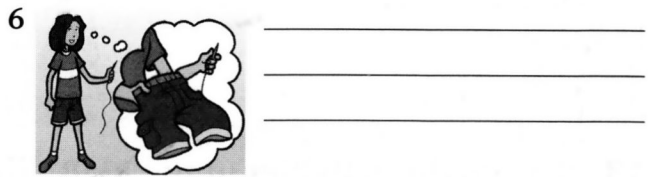
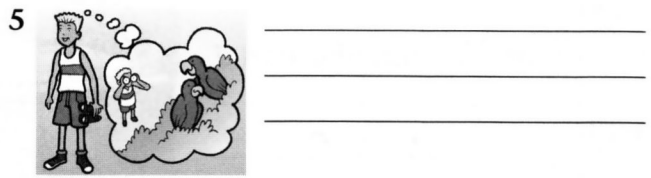
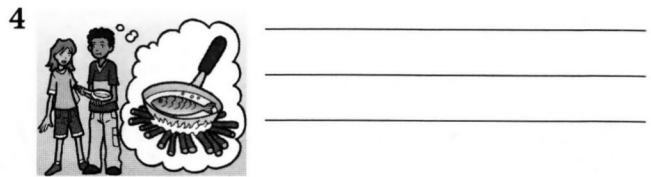
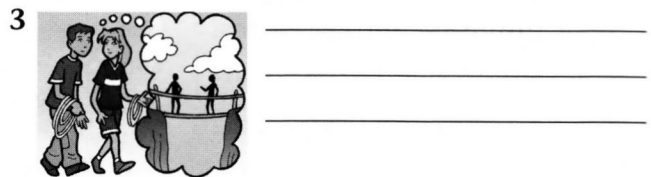
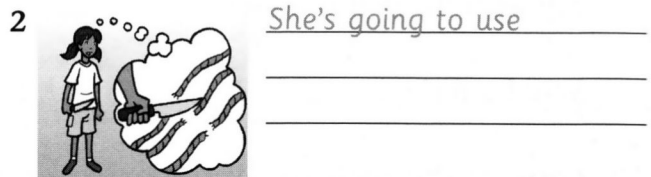
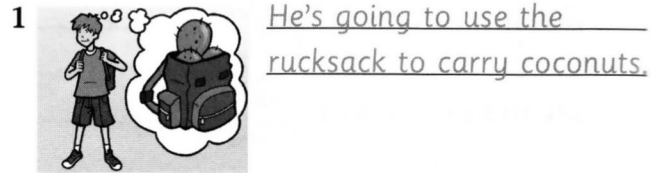
Most
important
for survival

Least
important
for survival

3 Write sentences.

- binoculars needle and thread
 rucksack coconuts knife rope rope
 frying pan parrots fish
 shorts bridge

make mend cook cut watch carry



Vocabulary and speaking

I can't find the matches.

I've lost my whistle.

Have you seen the knife?

It isn't there.

Have you looked in your rucksack?

Why don't you check in your tent?

I've found it!

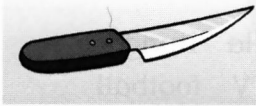
pockets

tent

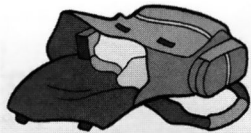
box

1 Where are the items? Listen and match. 3.2

1



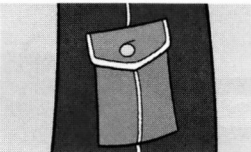
a



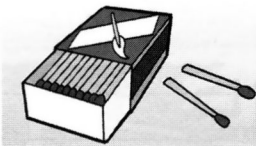
2



b



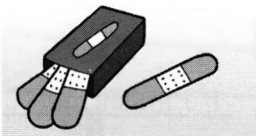
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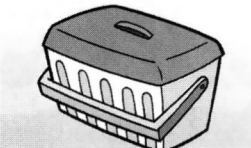
c



4



d



2 Order the dialogues. Then listen again and check. 3.2

- 1 1 Have you seen my knife?
 2 Why don't you check in your pocket?
 3 OK. ... I've found it! Thanks.
 4 No, I haven't. Have you looked in your rucksack?
 5 Yes, I have. It isn't there.

- 2 1 I can't find the frying pan.
 2 It isn't in the tent. I've already checked.
 3 Why don't you check in the tent?
 4 No! Good idea. ... I've found it!
 5 Have you looked in the box?

3 Write questions and answers. Use different expressions in the questions and answers.

1

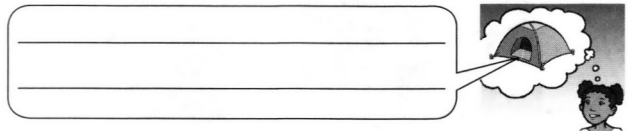


Have you seen the needle and thread?

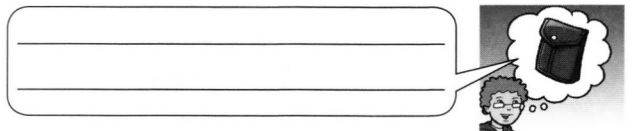
No, I haven't. Have you looked in the rucksack?



2



3



4 Listen and repeat. 3.3



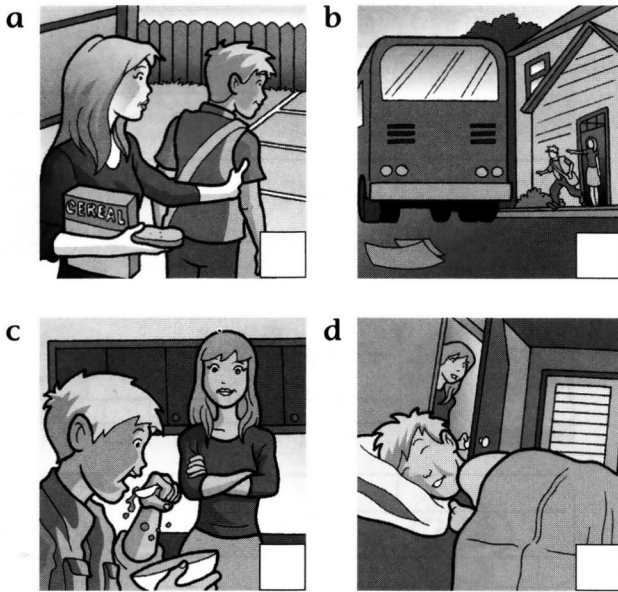
Have you seen my whistle?
 I can't find the fishing line.
 Have you looked in your rucksack?
 Why don't you check in your pockets?

5 Do a role play. Imagine you have lost something. Ask your partner to help you find it.

Grammar

Condition (with <i>if</i>)	Consequence (with <i>will</i>)
<u>If</u> I see Rav,	I'll invite him to my party.
<u>If</u> it rains,	I won't play football.
<u>If</u> he eats too much chocolate,	he'll be sick .
<u>If</u> she runs,	she won't miss the bus.

1 Listen and number. 3.6



2 Make sentences. Match them to the pictures in Activity 1.

1 **have breakfast** you **If** **be hungry** later , you **won't** .

If you _____
_____ Picture a

2 , I'll **late** for school I **miss** the bus **be** . If

_____ Picture _____

3 . you **won't** you **If** **run** quickly , **miss** it

_____ Picture _____

4 **now** **have** time **If** **get** up you , you'll **for** breakfast

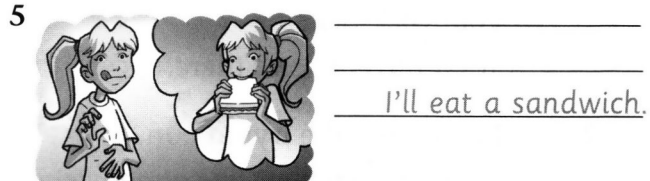
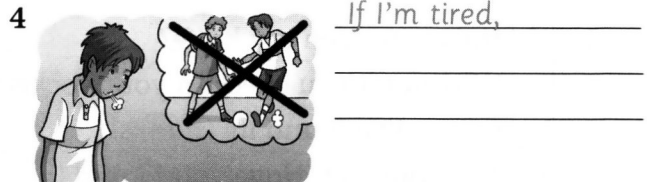
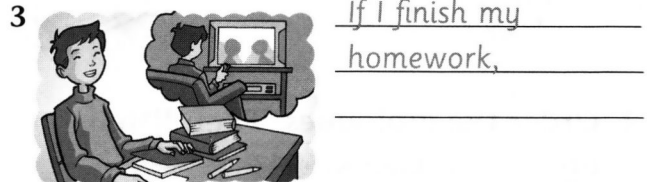
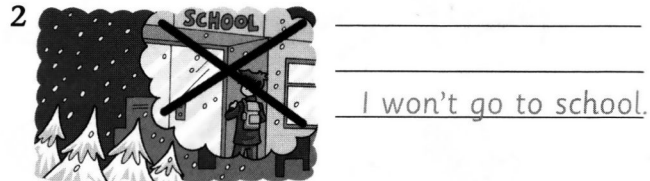
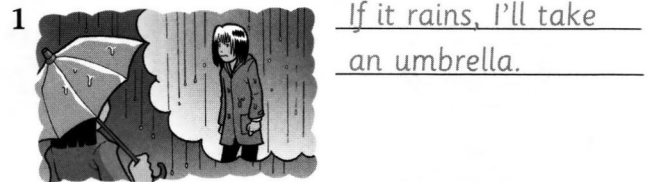
_____ Picture _____

3 Now listen and check. 3.6

4 Write sentences.

watch snow play
am rain miss take

an umbrella hungry
the bus TV football



Grammar

5 Ask your partner.

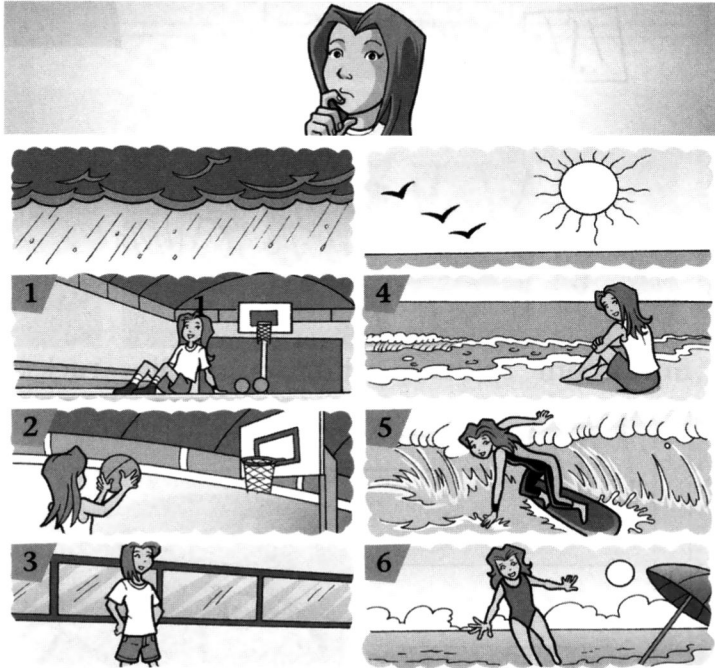


What will she do if it rains?



She'll go to the sports centre.

wear a swimming costume be sunny
 go to the beach go surfing
 rain go to the sports centre
 wear a T-shirt and shorts play basketball



6 Write about the pictures in Activity 5.

- 1 *If it rains, she'll go to the sports centre.*
- 2 *If she goes to the sports centre,*
- 3 *If she plays basketball,*
- 4 *If it's sunny,*
- 5 *If she goes to the beach,*
- 6 *If she goes surfing,*

Story

7 Read the story again. CB page 54 3.4

8 Match. Then cover the sentence endings and tell the story.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 The teams had to stay on 2 The clouds were dark and 3 They needed to build 4 Rav cut down leaves and 5 When they finished the shelter 6 They went fishing and 7 They started to build a fire 8 When they were building the fire, Oli | <ol style="list-style-type: none"> a they were hungry. b to cook the fish. c they were worried about rain. d caught some fish for dinner. e a desert island for the night. f Meg and Oli built the shelter. g suddenly got the answer. h a shelter to sleep in. |
|---|---|


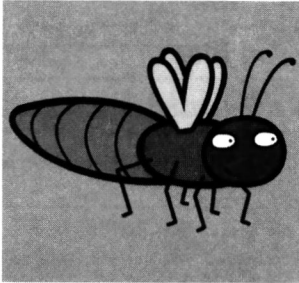
9 Complete the story playscript. PMB page 33



Pronunciation and spelling


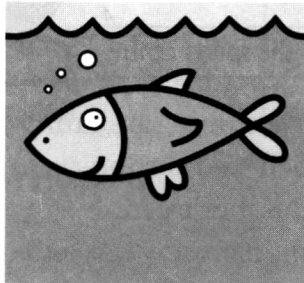
1 Listen and repeat. 3.7

2 Listen. Which sound do you hear? Hold up your left hand or your right hand. 3.8

insect


/s/






fish


/ʃ/

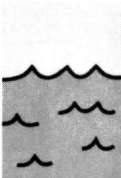
3 Write the words next to the correct picture.

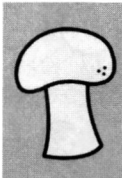

snake

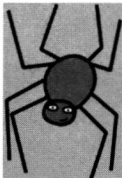

shade



shout

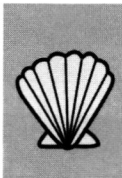

whistle



sea


mushroom

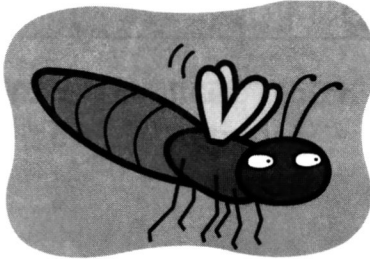

spider


shark

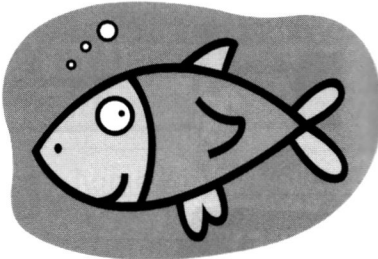

shell


rucksack

snake _____ /s/



/ʃ/ _____



4 Listen and check. Then listen and repeat. 3.9

5 Listen to the chant. Then say. 3.10



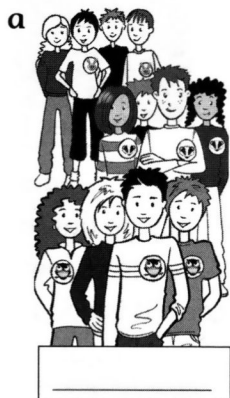
chant

I was fishing in the shade.
 A snake was whistling in the sea.
 'Quick!' I shouted, 'Shelter here!
 In my rucksack. Can't you see?
 A shark!' 'A shark? Oh, he's OK.
 He eats mushrooms every day.
 Shells and insects, spiders too.
 He won't eat me but he might eat you!

Tip We often spell the /ʃ/ sound with the letters **sh**.

Writing

1 Read the diary. Then look at the pictures and label them: Day 1, Day 2 or Day 3.



Day 1 at survival camp.

We caught the train to Eastvale this morning and then walked to the campsite. We had to carry everything! My rucksack was really heavy. When we arrived we put up the tents and then we collected wood for a fire. We made our dinner on the fire. It was delicious. We're going to tell stories round the fire before we go to bed tonight. It's going to be fun.

Day 2 at survival camp.

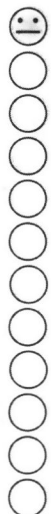
We got up early. It was my turn to make breakfast. It was difficult to cook for 30 people, but I think I made a good meal! Then the leaders divided us into three teams - I'm in the Owls. Then they gave us a challenge. We had to cross the river without swimming. Our team used plastic bottles to make a raft. It wasn't brilliant because it didn't float very well. But we had a good time.

Day 3 at survival camp.

Today was the best day so far. We went rock climbing in the morning. I was scared at first, but then I discovered I really liked it. We had a picnic lunch and then we did water sports in the afternoon. Canoeing was my favourite. We learned how to turn the canoe over. It was quite difficult!

2 Are these opinions positive 😊, neutral 😐 or negative ☹️? Draw faces by the sentences.

- 1 The activities were OK.
- 2 It wasn't any fun.
- 3 It was brilliant.
- 4 Our team is going to win.
- 5 We had a nice time.
- 6 I didn't like it at all.
- 7 It wasn't bad.
- 8 Abseiling is really horrible.
- 9 I loved it.
- 10 It was the best day so far.
- 11 I'm no good at cooking.
- 12 Rock climbing is OK.



3 Read the diary entries again. Circle the opinions in each entry.

4 Imagine you are on holiday. Write a diary entry.






- 1 Plan your writing with a concept map. Decide what happened each day.
- 2 Write your diary entries.
- 3 Check your work carefully.
- 4 Draw pictures for your diary. Copy your entries neatly.

Tip Include facts and opinions in your diary.

Survival features

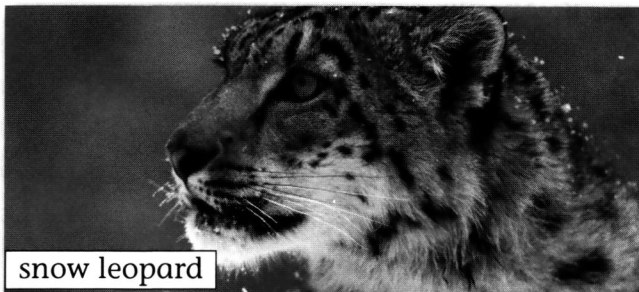
1 Write the words.

fur claws skin tongues
webbed feet beaks

-  Anteaters use their long tongues to catch ants.
-  Tigers have striped _____. It's good camouflage in the jungle.
-  Eagles hunt with their strong _____ and _____.
-  Elephants have grey _____. They don't have fur.
-  Ducks can swim fast because they have _____.

2 Complete the sentences.

day snow darker warm
feet cool dark spots temperature
sand-coloured big camouflage



snow leopard






Snow leopards live in high mountains in Asia. It is cold and dry in the mountains, and there is ¹ _____ in the winter. In winter its coat is light-coloured with ² _____. Its coat is good ³ _____ against the snow. In summer the snow melts and the leopard's coat changes to a ⁴ _____ colour. They are hunters so they have strong legs and sharp claws. Their ⁵ _____ are big so they can walk easily on the snow.

Fennec foxes live in the desert in Arizona. The desert is hot in the ⁶ _____ and cold at night. They are nocturnal and they sleep in tunnels underground in the day. Their ⁷ _____ ears help keep them ⁸ _____ too. They go out into the desert at night when the ⁹ _____ is lower. They have a thick ¹⁰ _____ coat. It is good camouflage and keeps them ¹¹ _____ at night.



fennec fox

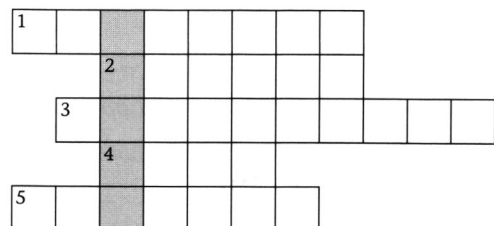
3 Match the sentence halves.

-  Long beaks **a** are good for digging.
-  Strong claws **b** are useful for finding food.
-  Strong beaks **c** is good camouflage.
-  Webbed feet **d** are good for opening nuts
-  Spotted fur **e** are good for swimming.

4 Find the mystery word.

You can find the answers on CB pages 58 and 59.

- Birds' _____ are sometimes good camouflage.
- A _____ is a hot, dry environment.
- A _____ is a warm, wet environment.
- Polar bears live near the North _____.
- Humans can't survive in _____ environments.



The mystery word is: _____

5 Read about this invented animal. Draw it.

A new animal!

This is my animal. It's called a Desert Binker. It lives in the desert and it eats cactus flowers. It's got long legs and a long neck. It needs long legs because the flowers are high up on the cactus plant. Its skin is very thick and it's got thick lips too. They're protection against the spikes on the cactus plants. It's got big ears which help to keep it cool. It's got big paws so it can walk on the sand.

6 Invent an animal, name it and write about it.



Self-evaluation

Look back at the unit. What can you do? Think and colour.

Not at all

Very well

- I can remember the survival items from CB page 53.
- I can ask about something I've lost.
- ◆ I can make sentences using the First conditional.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /s/ and /ʃ/.
- I can do a role play about how to survive.
- I can write a diary.
- I can remember the survival features from CB pages 58 and 59.
- Ⓛ I can identify animals' survival features.

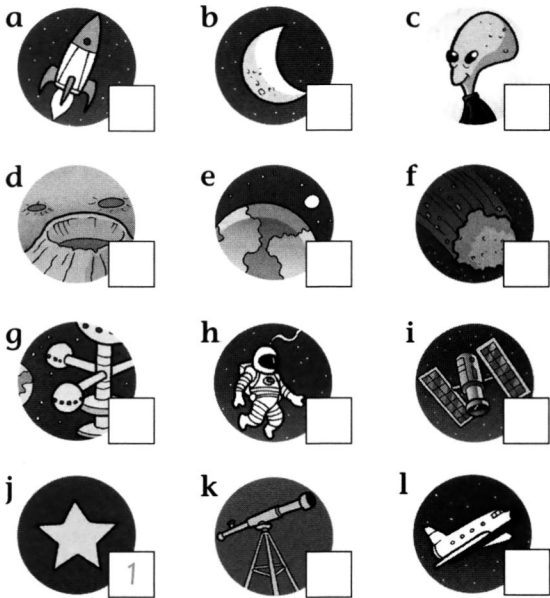
8

At the planetarium

Vocabulary

1 Number the pictures.

- 1 star 2 telescope 3 moon
 4 alien 5 rocket 6 space shuttle
 7 astronaut 8 satellite 9 crater
 10 Earth 11 meteorite 12 space station



2 Write the words.

Man-made things in space:

Natural things in space:

3 Write true sentences about you.

- look through meet meet see
 see visit fly
- space station telescope alien meteorite
 satellite astronaut space shuttle

1 I've never met an alien.

2 I've seen a

3 _____

4 _____

5 _____

6 _____

7 _____

Vocabulary and speaking

I think the answer is the car.

Because an elephant can't fly.

It could be the elephant.

I agree with Tom.

I don't agree.

Why?

Because a car has got four wheels.

1 Listen and write a, b, or c. 3.18



The boy thinks the odd one out is _____.

The girl thinks the odd one out is _____.



The boy thinks the odd one out is _____.

The girl thinks the odd one out is _____.

2 Order the dialogue. Then listen again and check. 3.18

- I don't agree. I think it's the rocket.
- Because a rocket can travel in space.
- Why do you think it's the rocket?
- 1 A plane, a car, and a rocket. Which is the odd one out?
- Because a car can't fly.
- Oh yes! That's right too!
- 2 I think it's the car.
- 3 Why?

3 Listen and repeat. 3.19



I think it's the rocket.
It could be the moon.
I agree.
I don't agree.

4 Look and match the sentence halves.

1 Which is the odd one out?



- | | |
|----------------------------|--------------------------------------|
| 1 I think it's the star | a because you can't sit on it. |
| 2 I'm sure it's the moon | b because there aren't any in space. |
| 3 It could be the elephant | c because it goes round the Earth. |

2 Which is the odd one out?



- | | |
|----------------------------------|-----------------------------------|
| 1 I think it's the space shuttle | a because it can be made of wood. |
| 2 It could be the boat | b because it's got wheels. |
| 3 I'm sure it's the lorry | c because it can travel in space. |

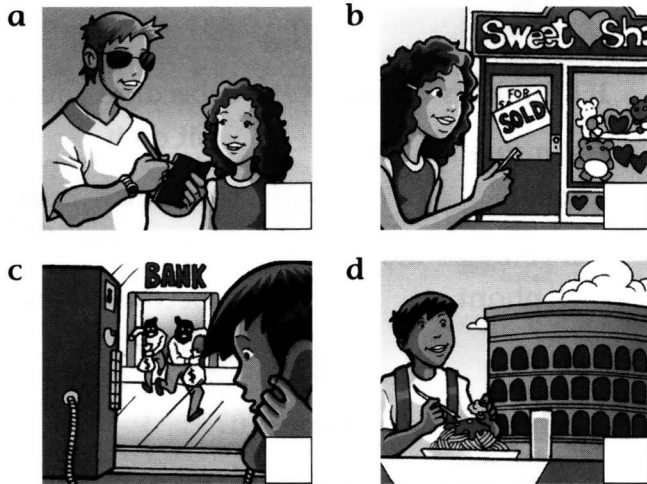
5 Play the game.



- 1 Work in groups.
- 2 You will get three items.
- 3 Which is the odd one out and why? How many can you find?

	Asking about a consequence (<i>would</i> + infinitive)	Improbable condition (Past simple)
Question	What would you do	if you saw a tarantula?
	Improbable condition (Past simple)	Consequence (<i>would</i> + infinitive)
Long answer	If I had a lot of money,	I'd buy a house.
Short answer		I'd travel around the world.

1 Listen and number. 3.22



2 Make sentences. Match them to the pictures in Activity 1.

1 if met would you do ? a famous film star you What

Picture ____

2 I'd first . to Italy go

Picture ____

3 a sweet shop . I'd a lot of money If had , buy I

Picture ____

4 would you do a bank robbery ? if you saw What


Picture ____


3 Now listen and check. 3.22


4 Look and complete the sentences.


phone ask for visit
eat find live see


an autograph the pyramids the fire brigade
pizza a lot of money a shark
on a desert island


1  If he saw a fire, he'd phone the fire brigade.


2  If he went to Egypt, _____

3  If she met a famous film star, _____

4  If he went to Italy, _____

5  _____, she'd be frightened.

6  _____, he'd take it to the police.

7  _____, she'd swim in the sea every day.

Grammar

5 Complete the questions. Then ask and answer. Circle your partner's answers.

go see have win

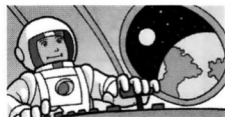
a cobra to Egypt
a rocket £1,000

1 What would you do if you
_____?



a I'd go on holiday. b I'd put it in the bank.

2 Where would you go if you
_____?



a I'd fly to the moon. b I'd fly to Mars.

3 What would you do if you
_____?



a I'd run away. b I'd play music to it.

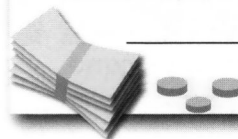
4 What would you like to do if you
_____?



a I'd visit the pyramids. b I'd ride a camel.

6 Write about your partner.

If Jenny won £1,000, she'd go on holiday.



Story

7 Read the story again. CB page 62 3.20



8 Match. Then cover the sentence endings and tell the story.


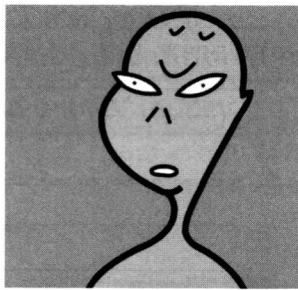
- | | |
|--|--|
| 1 The teams went to _____ | a many moons Mars has got. |
| 2 They needed to know how _____ | b 'The voyage around the solar system'. |
| 3 They looked at a model of the solar system but _____ | c a planetarium. |
| 4 They went to 'The Mars Experience' | d the solar system on a big screen. |
| 5 Then they went on _____ | e and they counted two moons. |
| 6 They watched beautiful pictures of _____ | f when the Incredible Reds phoned in the answer. |
| 7 They saw Mars _____ | g they couldn't see the moons. |
| 8 The other teams were still looking _____ | h but it was closed. |

9 Complete the story playscript. PMB page 37

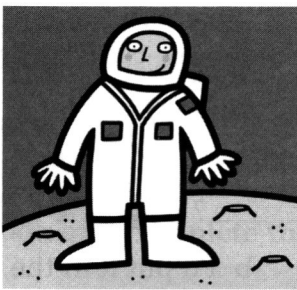

Pronunciation and spelling

1 Listen and repeat. 3.23

2 Listen. Which sound do you hear? Hold up your left hand or your right hand. 3.24

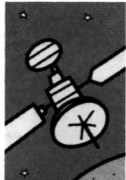

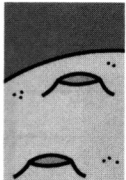

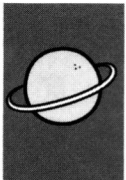
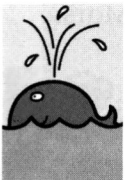
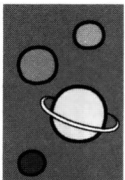

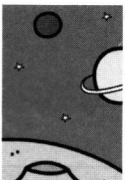




alien /ei/

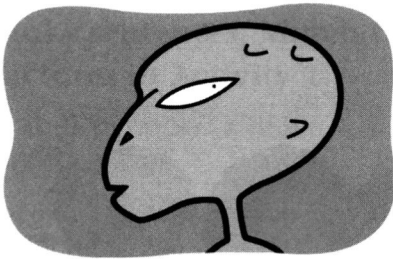
/æ/ astronaut

3 Write the words next to the correct picture.

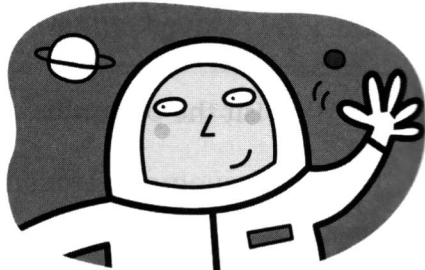











satellite
gravity
crater
volcano
Saturn
whale
planets
plane
space
axis

/ei/



/æ/ satellite _____



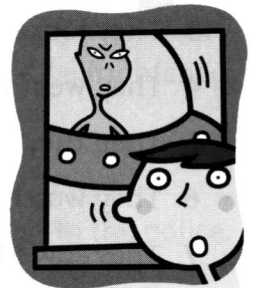
4 Listen and check. Then listen and repeat. 3.25

5 Listen to the chant. Then say. 3.26



It's great here at SpacePort, I love the games we play!
 Low gravity's fantastic – you can float all day!
 I want to be an astronaut and explore our atmosphere.
 But help! I might see aliens! Maybe I'll stay here.

chant



Tip

Be careful! We sometimes spell the /ei/ sound and the /æ/ sound with the letter **a**.

Writing

1 Read the leaflet. Then complete the missing sections of the concept map.

Welcome to the Moon!

What to see

- Visit the Lunar Museum and learn all about the Moon!
- Go to the 3D cinema and watch the first Moon landing!
- Visit the Lunar Zoo! Learn about animals and plants that live in zero-gravity conditions.
- See our art at the Moon Art Centre and make a rock sculpture to take home!

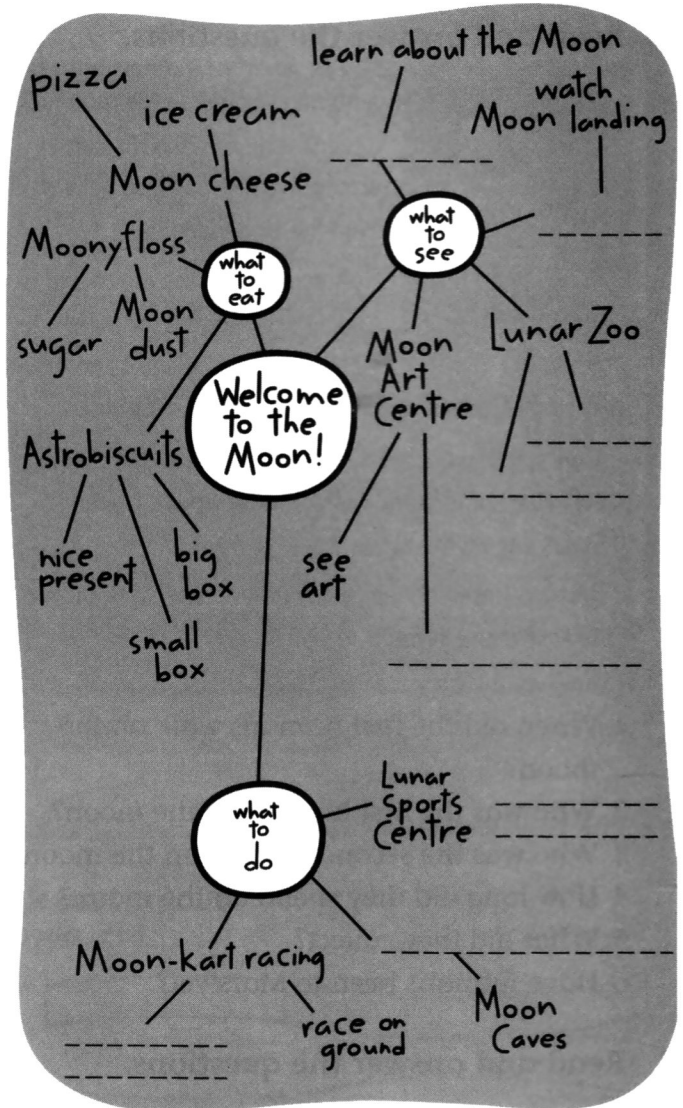
What to do

- Visit the Lunar Sports Centre and try some low-gravity sports!
- Go on the Three Craters trek. Go into one of the craters and see the Moon Caves!
- Try Moon-kart racing! Moon-karts can jump for twenty metres as well as race on the ground. Have the experience of a lifetime!

What to eat

- 1 _____ is famous in all the Universe. Try it on 2 _____, and in our famous 3 _____!
- 4 _____ is a very special sweet. It is made from 5 _____ and 6 _____.
- Astrobiscuits are a 7 _____ to take home. Buy a big box for your family and a small box for yourself!

2 Complete the missing sections in the leaflet. Use the information in the concept map.



3 Write a leaflet about a holiday on a planet.

- 1 Plan your writing. Make a concept map.
- 2 Write the text and check it carefully.
- 3 Design your leaflet and add the text.
- 4 Decorate the leaflet.



Tip

Imperative phrases like these make your text sound exciting:

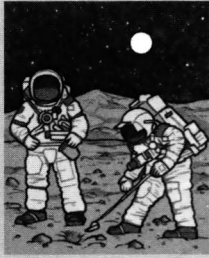
Go to ... ! Try ... !
 Visit ... ! Buy ... !
 See ... !

The solar system

1 Write the words.

1 2 3 4 5 6 7 8

2 Read and answer the questions.



A human walked on the moon for the first time in 1969. His name was Neil Armstrong and he was from the United States.

He stepped onto the moon and said 'One small step for man, one giant leap for mankind.' Another

astronaut, Edwin Aldrin, climbed down after him.

They spent two and a half hours on the moon. They collected some moon rocks and they put a United States flag on the moon.

Humans haven't been to any other planets yet, but we have sent small robots to visit Mars.

- When did the first humans walk on the moon?
- Who was the first human on the moon?
- Who was the second human on the moon?
- How long did they spend on the moon?
- What did they collect?
- Have humans been to Mars yet?

3 Read and answer the questions.

A year is the time it takes a planet to go once round the Sun. A year on Earth is 365 days. We have our birthdays on the same day every year. So on Earth we have a birthday once every 365 days.

Years on different planets are longer or shorter than years on Earth. Mercury has got a shorter orbit and a shorter year. If you lived on Mercury you would have a birthday more often. Jupiter has got a longer orbit and a longer year. If you lived on Jupiter you would have a birthday less often.

Ages on different planets

Earth	1	2	3	4	5	6	7	8	9	10
Mercury	4	8	12	16	20	24	28	33	37	41
Mars	>1	1	1	2	2	3	3	4	4	5

- Sarah is 6 on Earth, how old would she be if she lived on Mars? _____
- Rosie is 9 on Earth, how old would she be if she lived on Mars? _____
- Charlie is 1 on Earth, how old would he be if he lived on Mercury? _____
- Max is 10 on Earth, how old would he be if he lived on Mercury? _____

4 Calculate the ages of people you know on different planets.


Example: My sister is 13 years old on Earth.
She would be $41 + 12 = 53$ years old on Mercury.
She would be $5 + 1 = 6$ years old on Mars.

5 Write the name of the planet next to each sentence.

You can find the answers on CB pages 66 and 67.

- This planet is red. _____
- This is the smallest planet. _____
- This planet's day is 243 Earth days.

- It takes 12 years for a space rocket to travel to this planet. _____
- This is the biggest planet. _____
- This planet has 56 moons. _____
- This planet is the third planet away from the Sun. _____
- This planet's year is 84 years and 1 month on Earth. _____

6 Read and answer the questions. 


A new planet!



This is my new planet. It is called Trilon. It is between the Earth and Mars. It is about 170 million kilometres from the Sun. It is a small planet. It is purple and it has got three moons. It has got a long day - its day is the same as 36 hours on Earth. It has got a long year too - it is the

same as 500 days on Earth. There are plants on Trilon, but there aren't any animals. It is a beautiful place, the rocks are transparent. Tourists can visit Trilon. The best time is the summer because there are terrible storms in winter.

- 1 What is the planet called?
- 2 Where is it?
- 3 What size is it?
- 4 What colour is it?
- 5 Has it got any moons?
- 6 How long is a day?
- 7 How long is a year?
- 8 Is there life on it?
- 9 What is it like?
- 10 What's the weather like?

7 Invent a planet and describe it. 

Use the questions in Activity 5 to design your planet.

Self-evaluation

Look back at the unit. What can you do? Think and colour.

- I can remember the space words from CB page 61.
- I can give an opinion about something.
- ◆ I can make sentences using the Second conditional.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /ei/ and /æ/.
- I can do a role play about travelling to space.
- I can write a leaflet about a holiday destination.
- I can remember the planets from CB pages 66 and 67.
- ▶ I can find information about planets in a table.

Not at all	Very well		

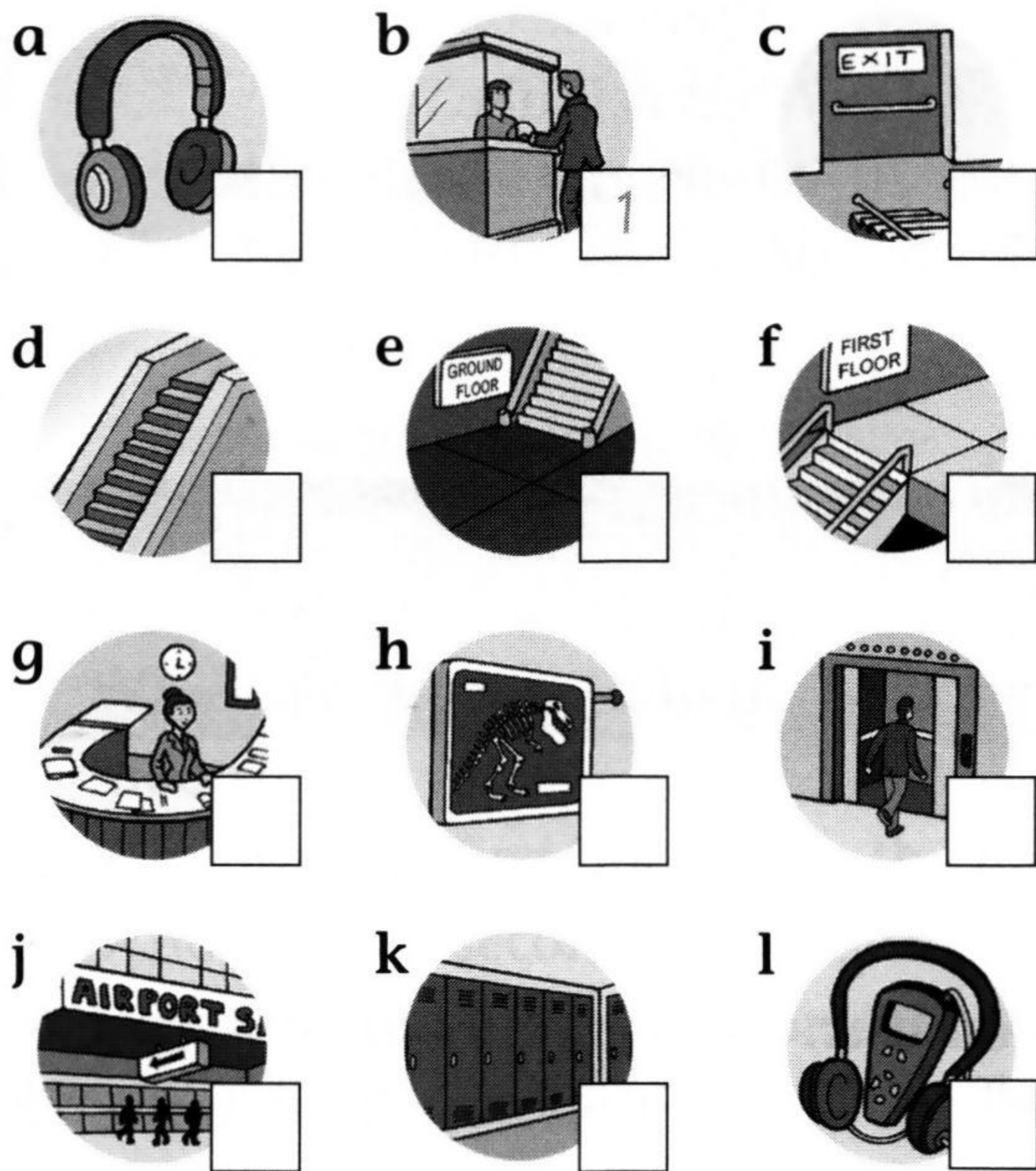
9

At the museum

Vocabulary

1 Number the pictures.

- 1 ticket office 2 information desk 3 display
 4 stairs 5 lift 6 exit 7 entrance
 8 lockers 9 audio guide 10 headphones
 11 ground floor 12 first floor



2 Write the words.

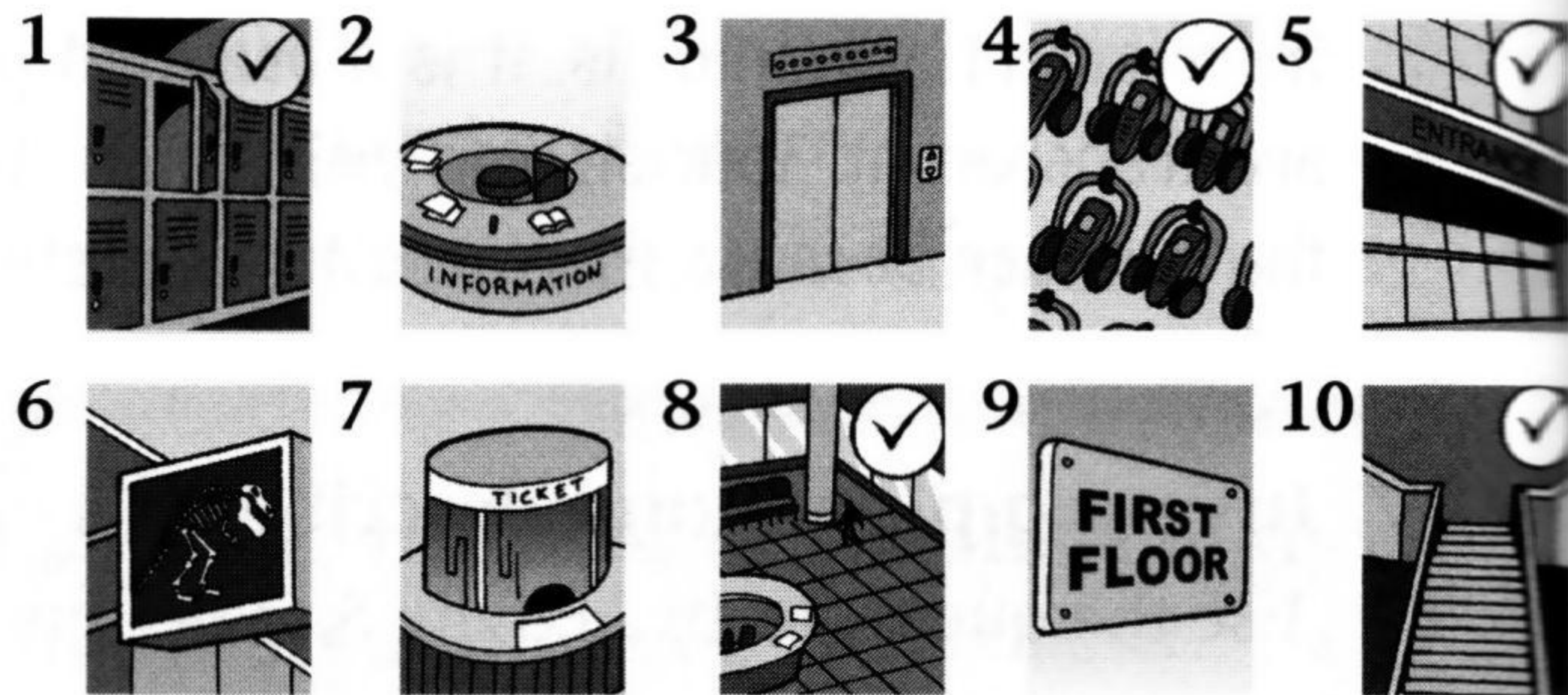
Things we can only find in a museum or art gallery:

Things we can find in all big buildings:

3 Write sentences.



This is the cleaner at the museum. It's night-time and everybody has gone home but she's very busy. What has she already cleaned? What hasn't she cleaned yet?



- 1 She's already cleaned the lockers.
 2 She hasn't cleaned the information desk yet.

3 _____
 4 _____
 5 _____
 6 _____
 7 _____
 8 _____
 9 _____
 10 _____

Vocabulary and speaking

Excuse me, where's the information desk?

Excuse me, where are the toilets?

On the first floor.

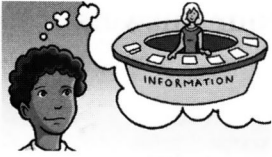
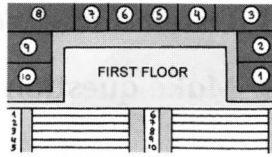
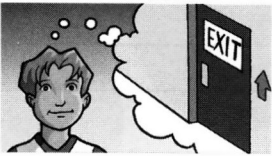
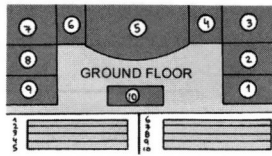



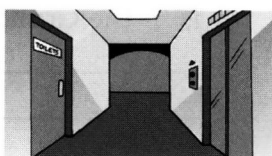
On the ground floor.

Over there on the left.

Next to the shop.

Opposite check-in.

1 Listen and match. 3.34

1		a	
2		b	
3		c	
4		d	

2 Order the dialogues. Then listen again and check. 3.34

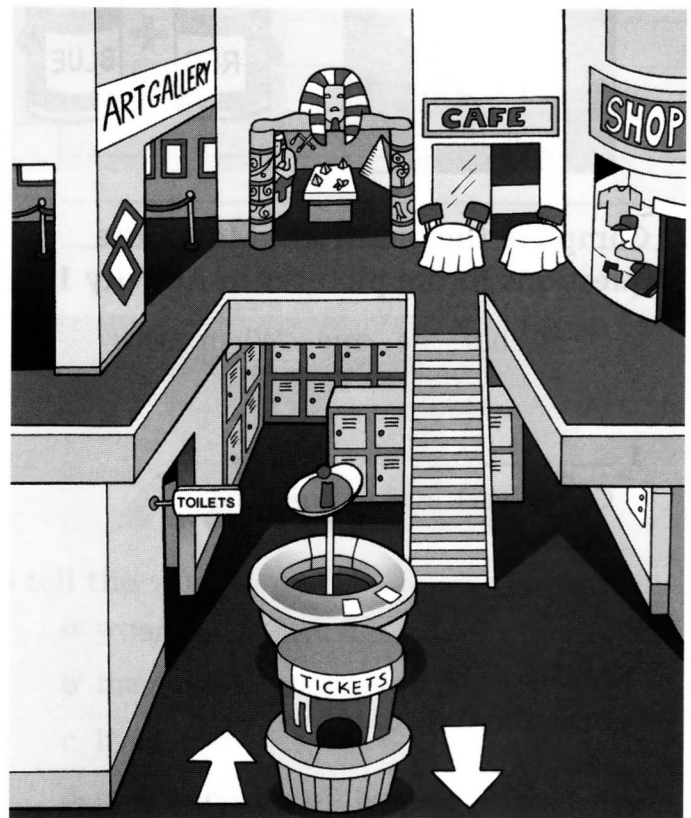
- It's on the ground floor.
 That's OK.
 Excuse me, where's the information desk?
 Thanks very much.
- Where? I can't see it.
 There - look! It's next to the café.
 The exit? It's over there.
 Excuse me, where's the exit?
- Excuse me, where are the toilets?
 The toilets? They're opposite the lift.
 Look, over there.
 Oh, but I can't see the lift.
- The stairs are over there.
 The shop? It's on the first floor.
 How do I get to the first floor?
 Excuse me, where's the shop?

3 Listen and repeat. 3.35



Excuse me, where are the toilets?
 They're on the first floor.
 Excuse me, where's the exit?
 It's over there.

4 You are at the information desk. Ask your partner how to go to different places in this museum.



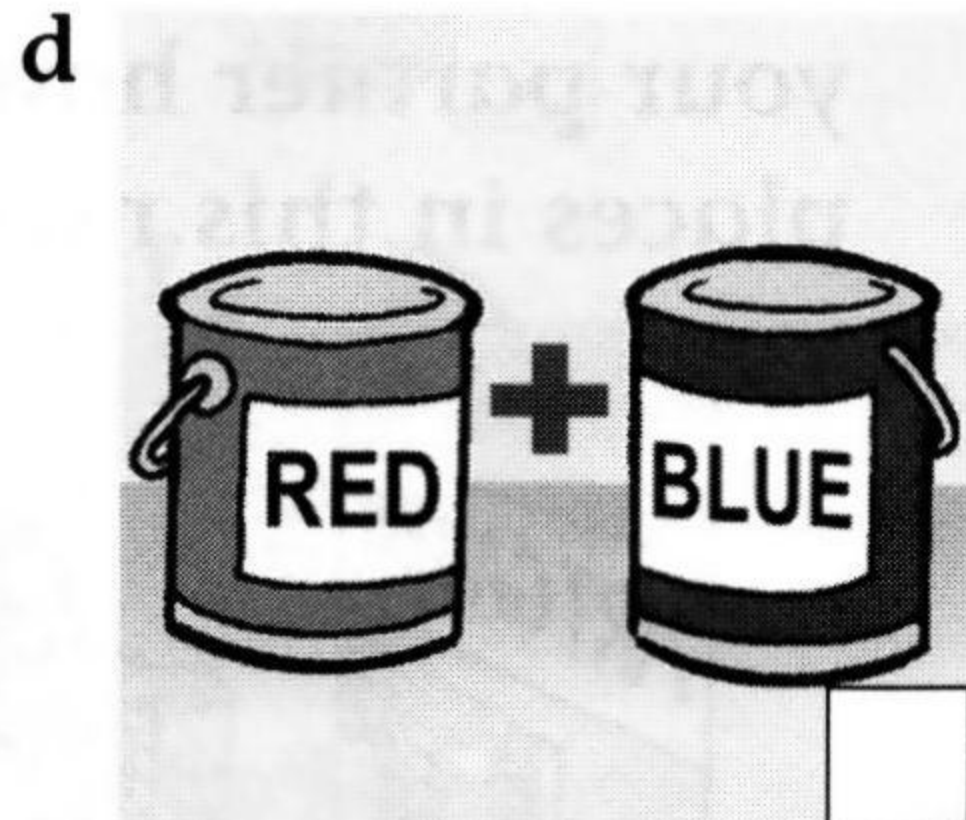
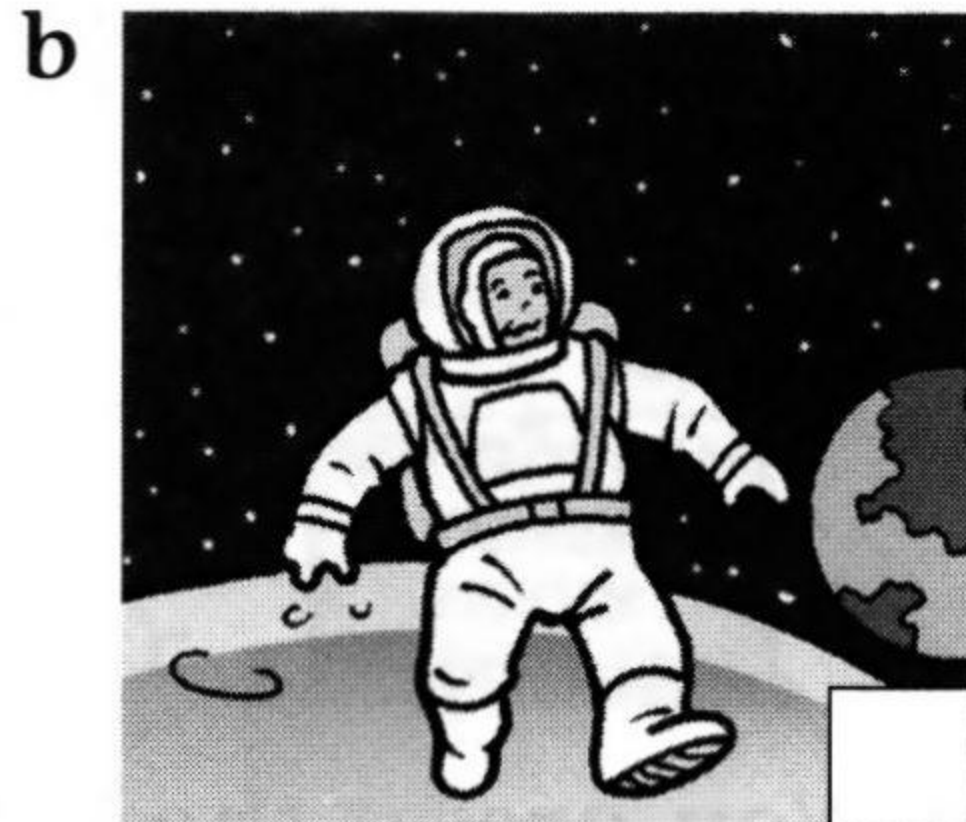
Excuse me, _____

Thank you.

5 Now act out your dialogue.

	Questions with <i>be</i>	Questions with other verbs
Present	What is the capital of Italy? What colour are penguins?	When does summer start? What do Koala bears eat?
Past	Who was Cleopatra? When were the last Olympic Games?	Where did the Aztecs live?

1 Listen and number. 3.38



2 Complete the questions. Match the questions to the pictures in Activity 1.

What do are When was
did Where Who

- _____ the first man on the moon?
Neil Armstrong.
Picture _____
- _____ the Andes?
In South America.
Picture _____
- _____ red and blue make?
Purple.
Picture _____
- _____ Columbus travel to America?
In 1492.
Picture _____

3 Listen and check your answers. 3.38

4 Make questions.

- ? is Where the Suez Canal

- What invent ? Thomas Edison did

- is ? the Grand Canyon Where

- did When sink ? the Titanic

- live did ? Where the Mayan tribes

- the author was ? Who of *Don Quijote*

- is in the world ? the biggest ocean What

- do Where live ? penguins usually

Grammar

5 Ask and answer. Use the questions from Activity 4.

The light bulb.

In Egypt

The Pacific.

In the USA.

Antarctica.

In Guatemala.

In 1912.

Cervantes.

Where is the Suez Canal?

In Egypt.

6 Now write questions to ask your friends in a quiz. Use Activity 4 to help you.

Topics

History

Geography

Famous people

General knowledge

Story

7 Read the story again. CB page 70  3.36



8 Match. Then cover the sentence endings and tell the story.

- 1 The Incredible Reds and the Cool Greens
- 2 First they ran to the wildlife display
- 3 Then they went to a display of inventions
- 4 Then they found that the Aztecs
- 5 For the last question they went to
- 6 The Cool Greens were looking at
- 7 The eagle that went to the moon
- 8 The Incredible Reds were


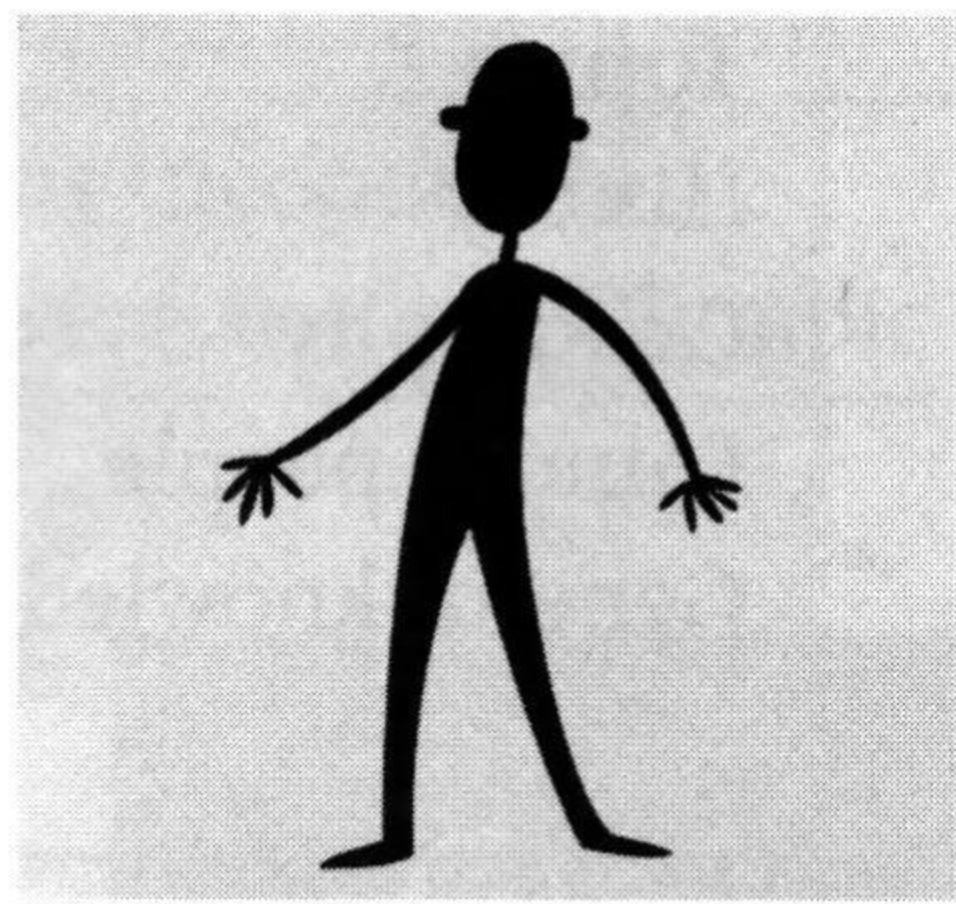
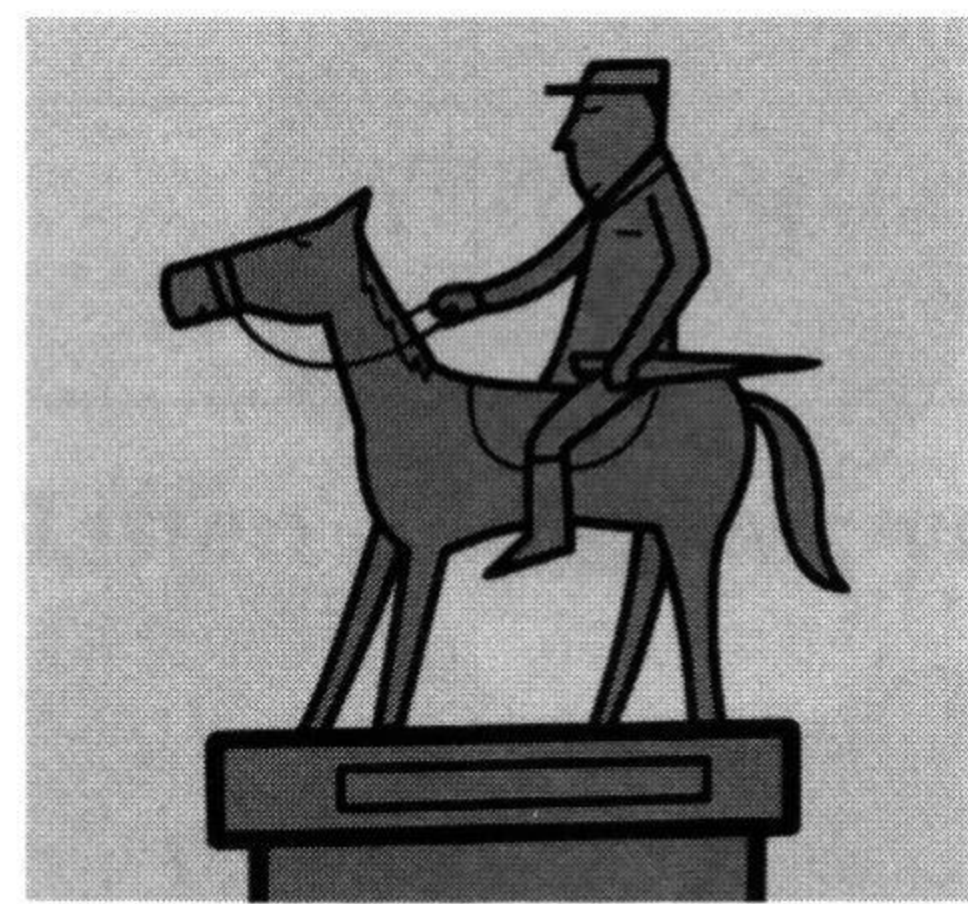

- a was a spaceship.
- b the national champions.
- c lived in Mexico.
- d and found a polar bear.
- e the wrong eagle.
- f were the best two teams.
- g the Space display.
- h and found the first record player.

9 Complete the story playscript. PMB page 41

Pronunciation and spelling



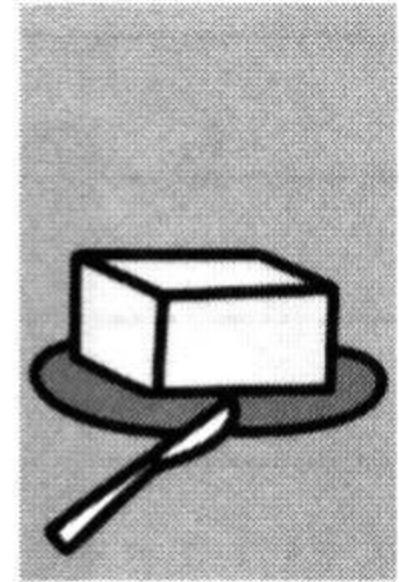
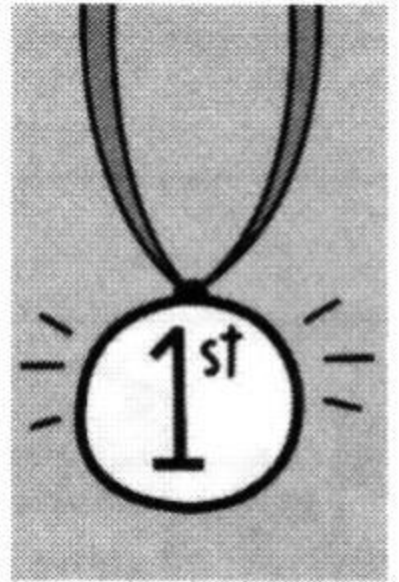
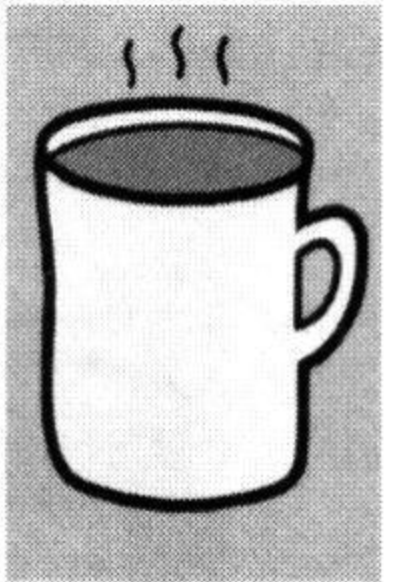
1 Listen and repeat. 3.39

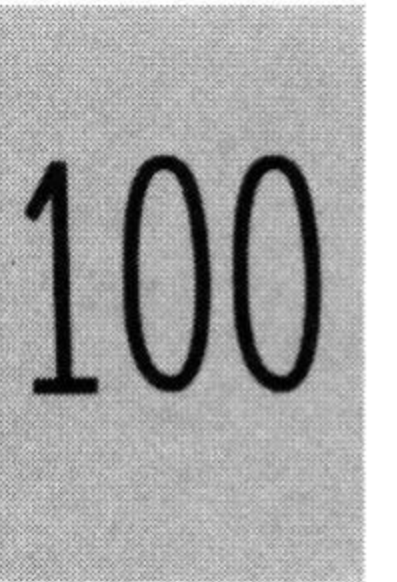
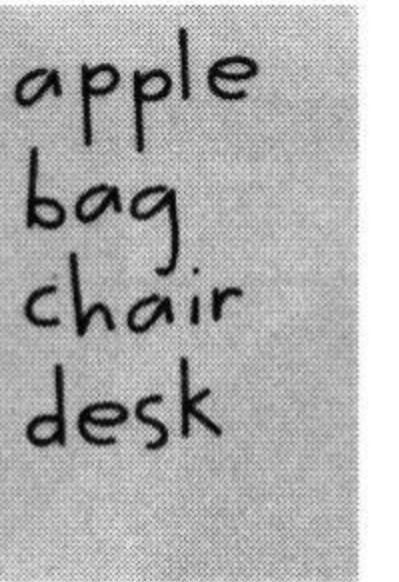

2 Listen. Which sound do you hear? Hold up your left hand or your right hand. 3.40

person /3:/ /ʌ/ sculpture

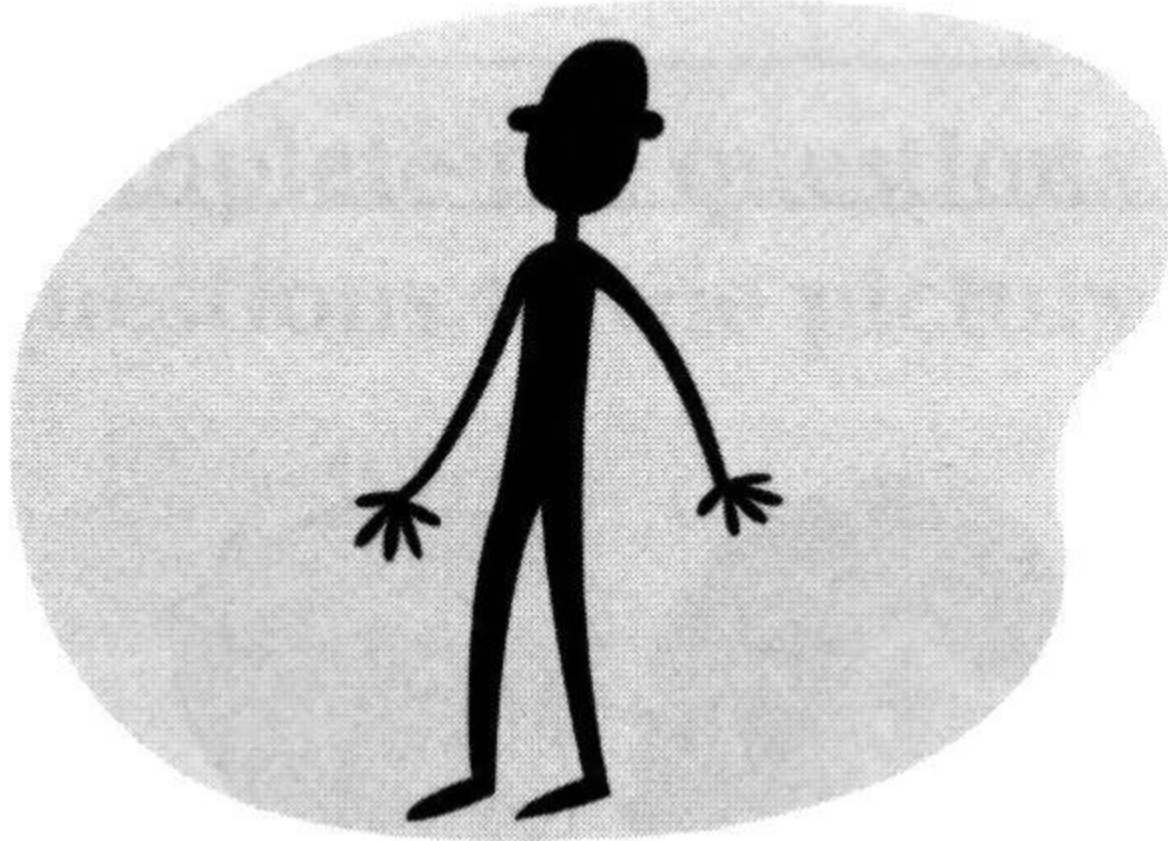
3 Write the words next to the correct picture.


world Mum butter first mug Thursday hundred words onions worm

world /3:/

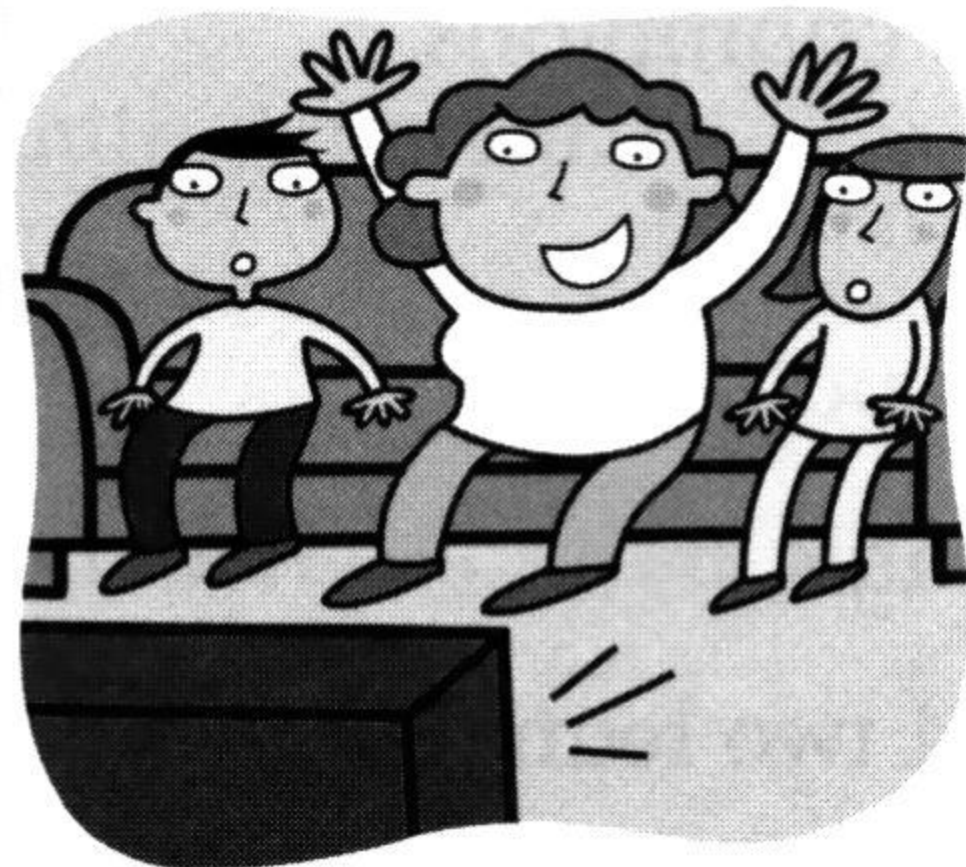


/ʌ/ _____



4 Listen and check. Then listen and repeat. 3.41

5 Listen to the chant. Then say. 3.42



On Sunday night we watched a quiz.
Mum knew all the answers!

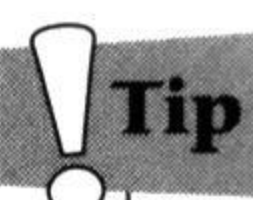
On sculpture, music, works of art ...
Mum knew all the answers.

She answered things about the world
before the person on the show!

'I saw it first on Thursday!'
'Oh Mum, we didn't know!'



chant



Tip

After the letter **w** we spell the /3:/ sound with the letters **or**.

Writing

1 Write the words by the correct set of pictures.

seaweed notebook photo candles
 straw certificate wrapping paper
 starfish picture balloon shell
 ice cream stick

1 Another year



2 Memories



seaweed

3 End and beginning



2 Read and match the texts to the pictures.

a My grandmother made a collage about her last year at school. There's a photo of her class, her school certificate and a notebook in her collage. There's also a picture of her school. She drew the picture and later she studied Art. When I see this collage I feel amazed that my grandmother made it so many years ago.

b

This is a collage about my last birthday. I was twelve. I put the candles from the cake, some balloons, some wrapping paper and a special straw in the collage. I made a collage because my twelfth birthday was very special - it was my last birthday in primary school. I feel happy and sad at the same time when I look at my collage.

c

This is a collage about my summer holiday last year. We went to the beach. It was a fantastic holiday. I went to the beach everyday, and I learned how to surf. I put some of the things I found on the beach in my collage: some seaweed, a shell, a starfish and an ice cream stick. My collage makes me feel excited, because the summer holidays are nearly here again.

3 Read again and answer the questions for each text.

- 1 What is in the collage?
- 2 What is the collage about?
- 3 Why is it special to him/her?
- 4 How does it make him/her feel?

4 Write about a special place.

- 1 Think of a time or place that is special to you.
- 2 Make a list of three or four things for your collage or picture.
- 3 Make a collage or draw a picture of your special place.
- 4 Answer these questions:
 - What is in the collage?
 - What is it about?
 - Why is it special to you?
 - How does it make you feel?
- 5 Write about your collage.

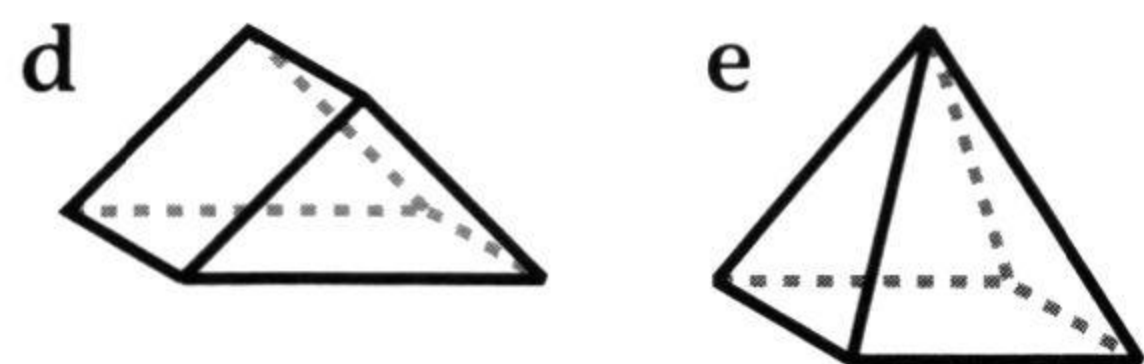
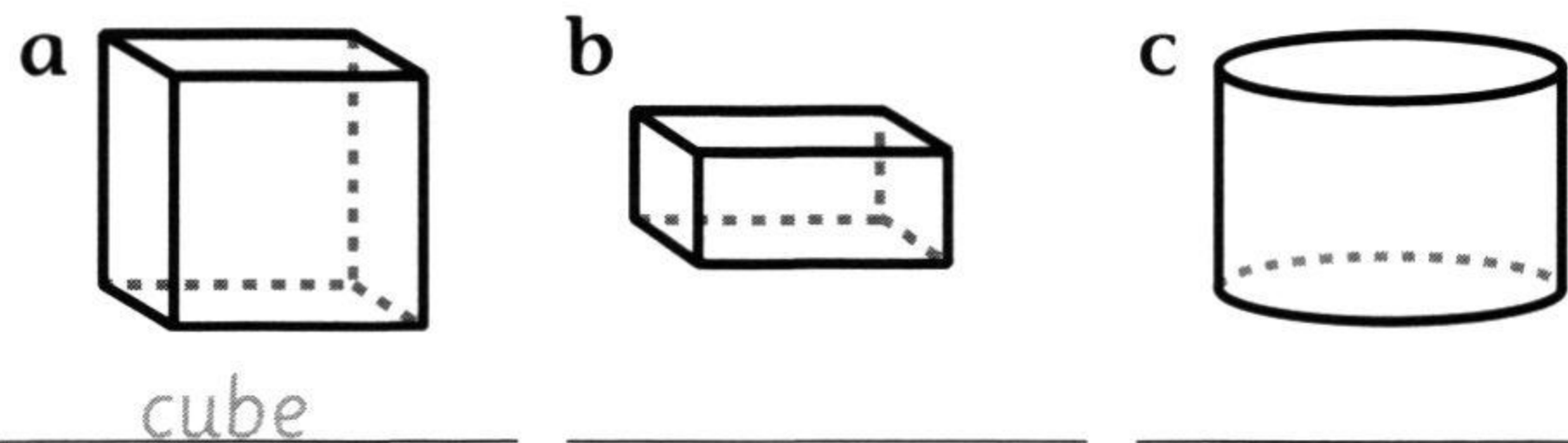
Tip



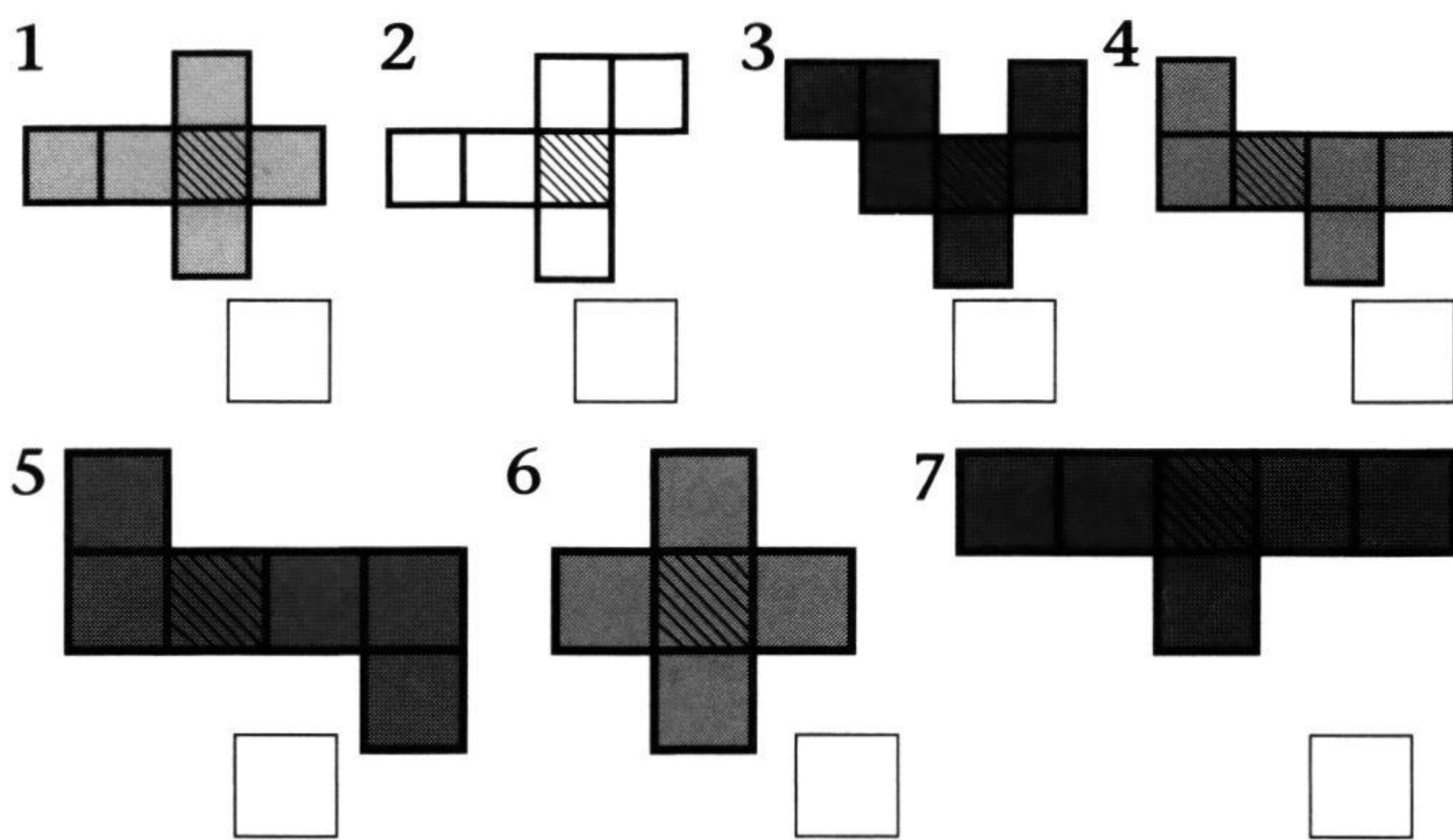
Remember to write about how you feel. This makes your text more interesting.

1 Write the words.

pyramid cube triangular prism
cuboid cylinder



2 Tick the nets which would make a cube. Imagine this is the bottom of the cube.



3 Write the number of the incorrect net.

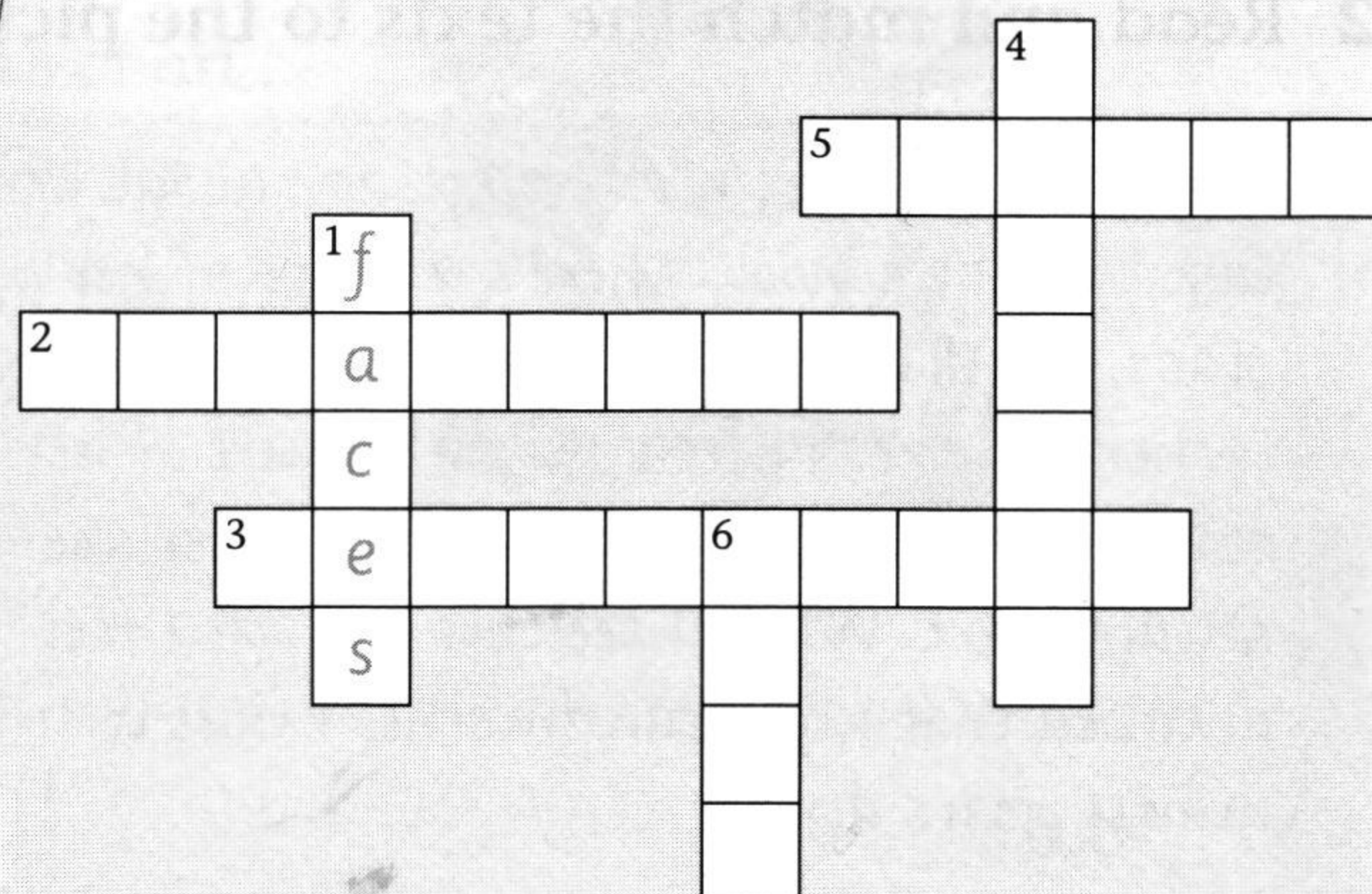
This net wouldn't make a cube because ...

- 1 ... it has only got five squares. _____
- 2 ... it has got seven squares. _____
- 3 ... it would have one side missing, and it would have two tops. _____

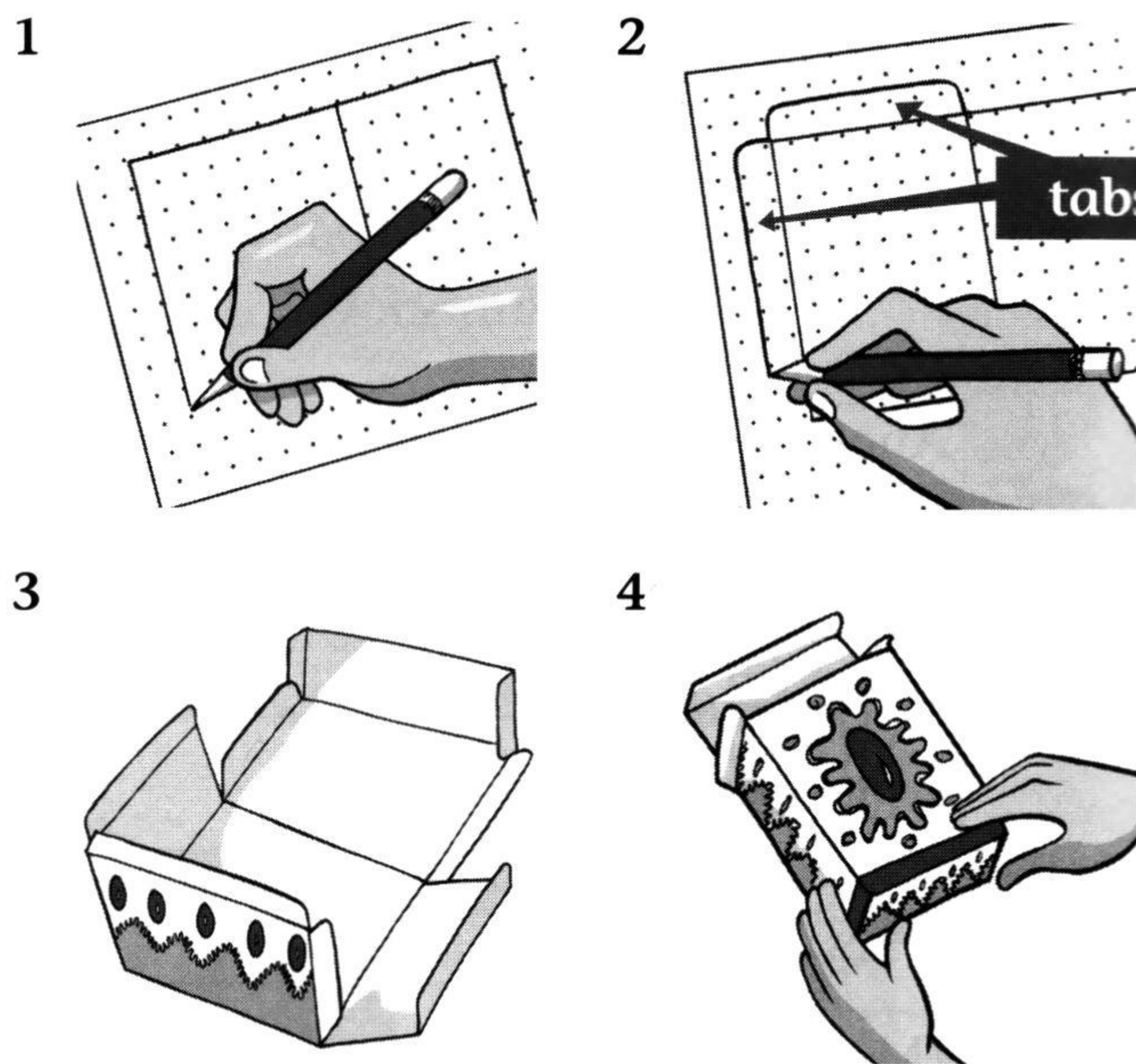
5 Complete the crossword.

You can find the answers on CB pages 74 and 75.

- 1 A cube has six _____.
- 2 The sides of a pyramid are _____.
- 3 A cuboid's faces are squares or _____.
- 4 The top and base of a cylinder are _____.
- 5 Roofs are often in the shape of triangular _____.
- 6 Architects and designers often use _____ to design things.



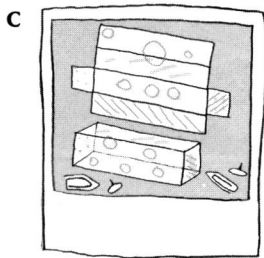
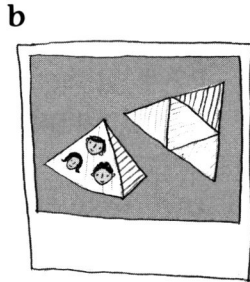
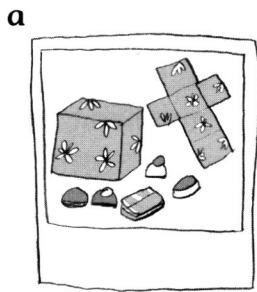
4 Look at the pictures and number the texts.



How to make a box:

- a Add tabs to your net. You will need tabs when you stick the box together. Remember you only need one tab for each edge.
- b Put a little glue on the tabs and stick the edges together.
- c Cut out the box. Fold the edges carefully. Decorate the box now. It will be very difficult to decorate when you have made it!
- d Draw a net of the box. Make sure the edges are the correct length.

6 Match the pictures to the sentences.



- 1 It is for keeping paperclips and drawing pins. _____
- 2 It is a chocolate box. _____
- 3 It is decorated with flowers. _____
- 4 It is a decoration. _____
- 5 It is decorated with lines and circles. _____
- 6 My box is a cube. _____
- 7 It is a pyramid with a triangular base. _____
- 8 It is a cuboid. _____
- 9 It is decorated with pictures of my best friends. _____

7 Make a net for a box. Write about it.



Self-evaluation

Look back at the unit. What can you do? Think and colour.

Not at all

Very well

- I can remember the museum words from CB page 69.
- I can give and ask for directions in a building.
- ◆ I can ask questions using *What*, *Where*, *When* and *How many*.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /3:/ and /Λ/.
- I can do a role play about visiting an unusual museum.
- I can write a description of a collage.
- I can remember the 3D shapes from CB pages 74 and 75.
- I can describe 3D shapes.

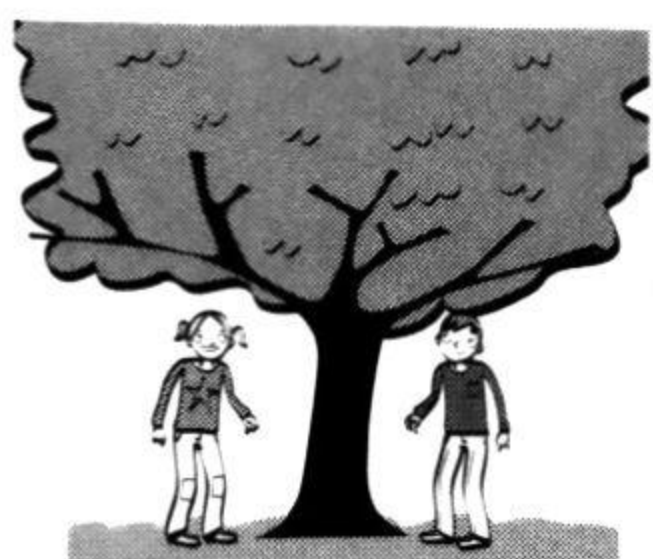
Grammar

- If + Present simple + will (First conditional)
- If + Past Simple + would (Second conditional)
- Question forms

Vocabulary

- Survival equipment
- Space
- Places in a gallery or museum.

1 Choose the correct words.



What would you do if you are stuck at the top of a big tree?

If I am stuck at the top of a big tree, I'd scream.

What would happen if you scream?

Somebody would hear me.

What would you do if somebody didn't hear you?

If somebody didn't hear me, I'd use my mobile phone.

2 Write the answers.

go to put it in ~~buy~~ buy buy

her moneybox the cinema with friends
~~some sweets~~ a dress a DVD

1 What would Jess do if she had £2?



She'd buy some sweets.

2 What would Jess do if she had £5?



3 What would Jess do if she had £10?



4 What would Jess do if she had £20?



5 What would Jess do if she had £40?



3 Read and answer.



If I had a million pounds, I'd buy a new car for my grandad. I'd buy my mum and dad a nice house by the sea. If I had a million pounds, I'd go to the USA and I'd visit Disneyland. If I had a million pounds, I'd live in a palace with a giant swimming pool. Every day I'd swim in the pool. If I had a million pounds, I'd have a party every Saturday night with all my friends. At the party we'd eat lots of ice cream and play games.

1 What would Jim do for his grandad?

He'd

2 What would Jim do for his mum and dad?

3 What would Jim do in the USA?

4 Where would Jim live?

5 What would Jim do every day?


6 What would Jim do for his friends?

7 What would Jim and his friends eat?

4 Match the sentence halves.

- 1 If you listen in class,
- 2 If you run quickly,
- 3 If you brush your teeth,
- 4 If you travel to other countries,
- 5 If you play on the computer too much,
- 6 If you eat too many sweets,

- a you'll get a headache.
- b you won't be late.
- c you won't get toothache.
- d you'll be sick.
- e you'll pass your exams.
- f you'll see lots of interesting things.

5 Complete the conversation. Then listen and check.  3.49



the camp food is horrible If we have
if you want to talk to me we'll phone you
what will you do If you're at the shops
Will you we'll eat chocolate

Oh dear. What will you do if
the camp food is horrible?

Don't worry, Mum. If the food is horrible,

Oh dear. What will you do

Don't worry, Mum. If we want to talk to you,

Oh dear, _____
if I'm at the shops?

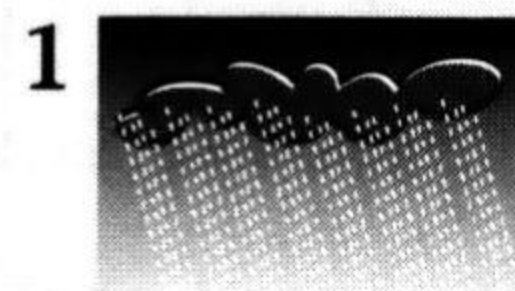
Don't worry, Mum. _____,
we'll phone again later.

Oh dear. _____ phone
me if you have any problems?

Yes, Mum. _____
any problems, we'll phone you.

6 Continue the conversation between Jess, Jim and their mum.

hot make a fire sit in the tent cold
put on sun cream rain



What will you do if it rains?



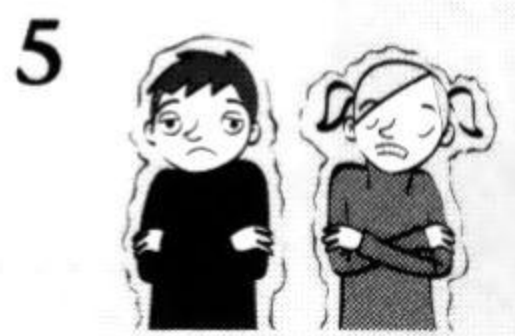
If it rains,



What



If



7 Ask and answer.

What will they do if it's cold?

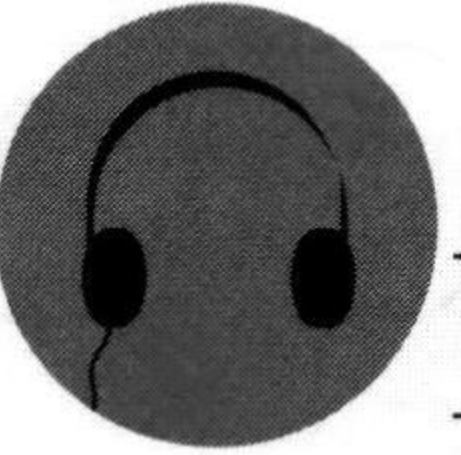
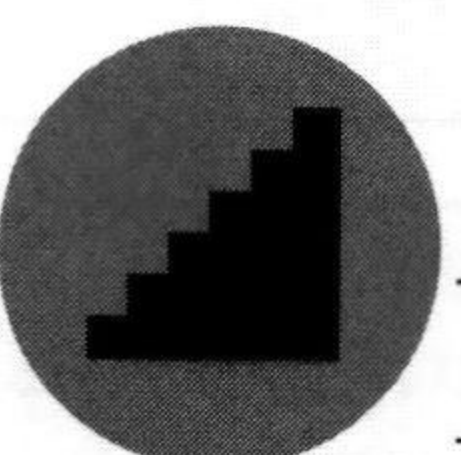
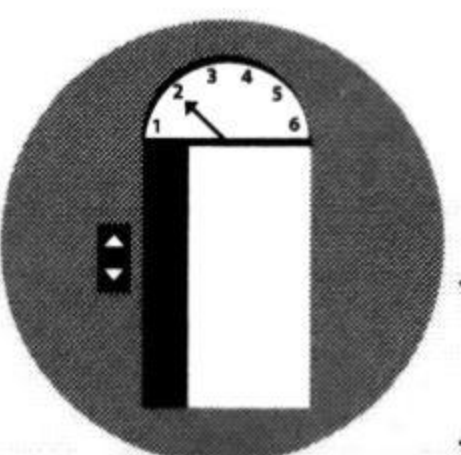
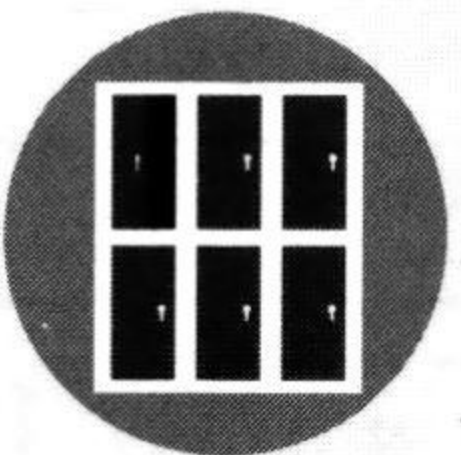
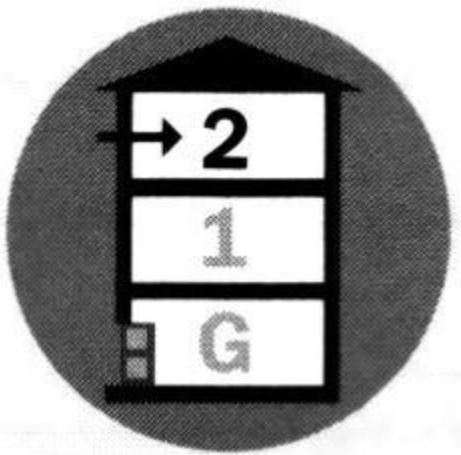
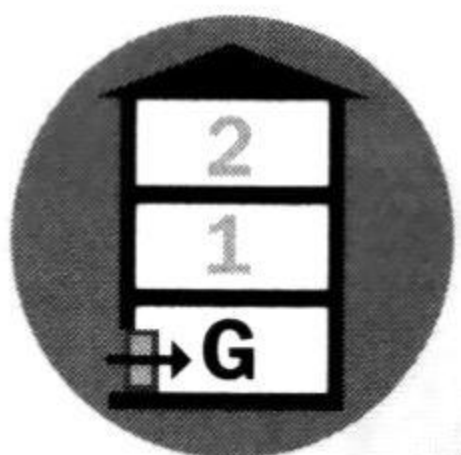
They'll make
a fire.

8 Circle the words. Write.

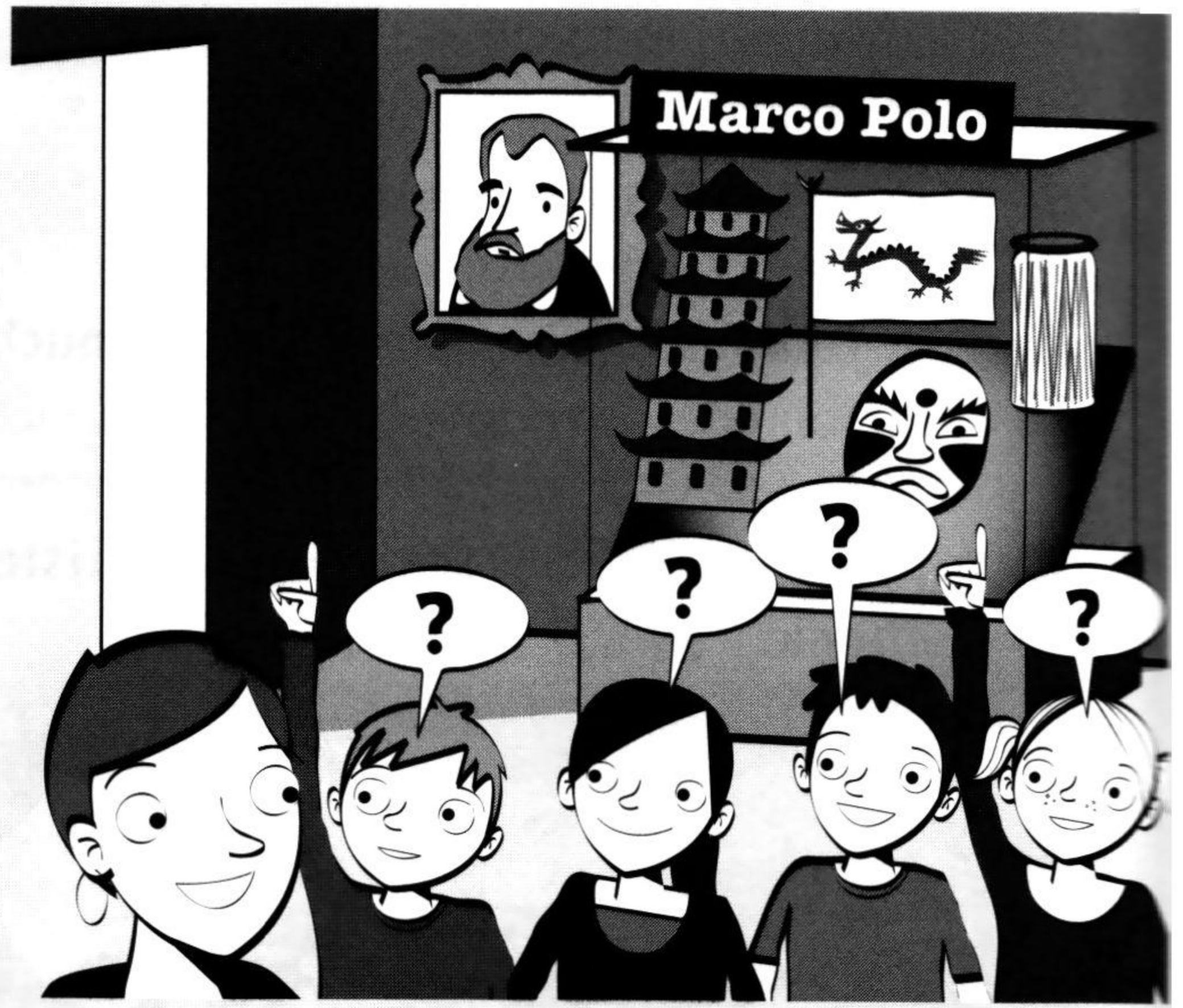
g	r	o	u	n	d	f	l	o	o	r	o
a	u	d	i	o	g	u	i	d	e	o	n
s	c	p	e	e	w	a	l	i	f	t	e
d	y	e	s	t	a	i	r	s	a	u	n
n	l	o	c	k	e	r	s	p	f	s	t
o	s	e	c	o	n	d	f	l	o	o	r
e	o	m	a	g	a	z	i	a	e	m	a
x	p	a	p	e	s	o	c	y	t	o	n
i	h	e	a	d	p	h	o	n	e	s	c
t	i	c	k	e	t	o	f	f	i	c	e



audio guide



9 Make questions.



Marco ? Who Polo was

1 He was an Italian traveller.

born When he was ?

2 He was born in 1254.

from was ? Where he

3 From Venice.

he Where go did ?

4 He was one of the first Europeans to travel to China.

How many years in China he stay ? did

5 He stayed for 17 years.

die When ? he did

6 In 1324



10 Take it in turns to cover the page. Now ask and answer.



11 Solve the riddle.

stairs ticket office sick rucksack exit lift rope moon
 entrance knife lockers astronaut



My third letter is in  entrance and in  sick.

My sixth letter is in  _____ and in  _____.

My first letter is in  _____ and in  _____.

My second letter is in  _____ and in  _____.

My fourth letter is in  _____ and in  _____.

My fifth letter is in  _____ and in  _____.

What am I? _ _ _ c _ _ _

12 Look at the picture. Find, circle and write.

6 things beginning with <i>s</i> <u>shelter</u>	3 things beginning with <i>a</i> <u>audio guide</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	2 things beginning with <i>r</i>
_____	_____
_____	_____
2 things beginning with <i>m</i>	



13 Now do the activities in the PMB. PMB6 pages 46 and 47

Grammar reference

The Present simple

Affirmative	I You We They	sometimes always	eat pizza at the weekend. go to school on the bus. cry at sad films.
	He*		eats pizza at the weekend. goes to school on the bus. cries at sad films.
Negative	I You We They	don't	like basketball. play on the computer.
	He*	doesn't	
Questions	Do	I / you / we / they	like Maths? live here?
	Does	he*	speak Italian?

Questions with question words

What	do	I you we they	do have	on Sundays? for breakfast?
	does	he*		

The Present continuous

Affirmative	I	'm	eating a sandwich taking a photograph lying on the beach sitting in the garden	now.
	You We They	're		
	He*	's		
Negative	I	'm not	shopping in the centre sitting on the beach	now.
	You We They	aren't		
	He*	isn't		
Questions	Am	I	washing the car	this week.
	Are	you / we / they	walking home from school	
	Is	he*	having a picnic	

Questions with question words

What	are	you	doing with that brush?
	's	he	saying on the phone?

The Past simple

Affirmative	I / You We They He*	pushed the red button lived in the USA tried duck travelled to Germany	yesterday. in 2003. last summer.
Negative	I / You / We / They / He*	didn't	go to the cinema have time for dinner snow here last week. last year.
Questions	Did	I / you / he* / we / they	talk to the policeman ask a question recently?

Questions with question words

How	did	she	travel to France?
When		the storm	begin?
Where		they	go?

*Note: *She* and *it* always use the same form of the verb as *he*.

The Present perfect

Affirmative	I / You / We / They	've	already	finished dinner. closed the window. stopped the race.	
	He*	's			
Negative	I / You / We / They	haven't		finished dinner closed the window studied Music stopped the race	yet.
	He*	hasn't			
	I / You / We / They	've	never	been to China.	
	He*	's			
Questions	Have	I / you / we / they	finished dinner closed the window stopped the race	yet?	
	Has	he*			
	Have	I / you / we / they	ever	seen the Olympics?	
	Has	he*			

Questions with question words

What	have	you	eaten done learned	today? with the book? today?
-------------	-------------	-----	---	---------------------------------------

The Past continuous

Affirmative	I/He*	was	talking on the phone. driving to the city. washing the dishes.
	You/We They	were	
Negative	I/He*	wasn't	working very hard. preparing for the party. watching TV.
	You/We They	weren't	
Questions	Was	he*	reading a book?
	Were	you / we / they	

Questions with question words

What	was	I He*	doing	at 2.00 on Friday? last month? yesterday?
Where			going	
Why	were	you we they	painting pictures	

The future with *will* / *won't*

Affirmative	I / You / He* / We / They	'll	call him. be in Canada. get his autograph.
Negative	I / You / He* / We / They	won't	have time to do the homework. have a birthday party this year. catch the bus.
Questions	Will	I / you / he* / we / they	arrive in time? call me? be in the film? make a cup of tea?

Questions with question words

What	will	I you he* we they	call the baby?
How			get to the football match?
When			arrive ?

*Note: *She* and *it* always use the same form of the verb as *he*.

must, can't, might, could - Modal verbs of deduction

True	That	must	be	someone rich and important.
	He			tired by now.
	They			sleeping – it's completely quiet!
Not true	It	can't		true!
	You			serious!
	She			eating again!
Not sure	It	might could		a burglar!
	We			there before it gets dark!
	She			doing her homework.

The First conditional

Affirmative	If	I	arrive on time,	she	'll be pleased.
		you / we / they	come for lunch,	I	won't eat a big breakfast.
		he*	sees my new bike,	he*	'll be jealous.
		it	rains tomorrow,	we	won't have a picnic.
Negative	If	I	don't find the book,	I	'll buy another one.
		you / we / they	don't cook the lunch,	we they	won't have anything to eat.
		he*	doesn't leave now,	he*	'll miss the bus.
		the weather	isn't good tomorrow,	we	won't go to the beach.

Note: We can also put the *if* part of the sentence second.

The teacher will be pleased if I arrive on time. We won't go to the beach if the weather isn't good tomorrow.

Questions with question words

What	will	happen	if	we	don't arrive on time?
Who		hear them		they	shout?
Where		we go		we	get lost?

The Second conditional

Affirmative	If	I	had a phone,	I	'd call my friend.
		you / we / they	lived in Iceland,	we	wouldn't see each other very often.
		he*	went to the film set,	he	'd meet lots of famous people.
		it	wasn't so late,	I	wouldn't be so tired.
Negative	If	I	didn't have a phone,	I	'd write more letters.
		you / we / they	weren't good friends,	we they	wouldn't share everything.
		it	didn't take so long	I	'd walk to school.
		she	couldn't dance,	she	wouldn't be a dancer.

Note: We can also put the *if* part of the sentence second.

He 'd meet lots of famous people if he went to the film set. She wouldn't be a dancer if she couldn't dance.

Questions with question words

What	would	you	say	if	you	met the Queen of England?
			do			

*Note: *She* and *it* always use the same form of the verb as *he*.

Questions with question words

be + subject

Where	are	they?
What	is	the name of your favourite actor?
How	are	you?

verb + subject + verb

Who	is	he	meeting?
Why	will	they	be late?
When	will	you	see him again?

do + subject + verb

When	do	you	celebrate Christmas?
What	did	Mr Biro	invent?
Where	do	polar bears	live?
How many hours	did	the journey	take?

Irregular verbs

Infinitive

bend /bend/
 build /bɪld/
 catch /kætʃ/
 cost /kɒst/
 cut /kʌt/
 dig /dɪg/
 feed /fi:d/
 feel /fi:l/
 fight /faɪt/
 find /faɪnd/
 get /get/
 have /hæv/
 hear /hɪə(r)/
 hit /hɪt/
 hold /həʊld/
 hurt /hɜ:t/
 keep /ki:p/
 leave /li:v/
 make /meɪk/
 meet /mi:t/
 pay /peɪ/
 put /pʊt/
 read /ri:d/
 say /seɪ/
 sell /sel/
 send /send/
 shoot /ʃu:t/
 sit /sɪt/
 sleep /sli:p/
 smell /smel/
 spend /spend/
 stand /stænd/
 tell /tel/
 think /θɪŋk/
 win /wɪn/

Past form and past participle

bent /bent/
 built /bɪlt/
 caught /kɔ:t/
 cost /kɒst/
 cut /kʌt/
 dug /dʌg/
 fed /fed/
 felt /felt/
 fought /fɔ:t/
 found /faʊnd/
 got /gɒt/
 had /həd/
 heard /hɜ:d/
 hit /hɪt/
 held /held/
 hurt /hɜ:t/
 kept /kept/
 left /left/
 made /meɪd/
 met /met/
 paid /peɪd/
 put /pʊt/
 read /red/
 said /sed/
 sold /səʊld/
 sent /sent/
 shot /ʃɒt/
 sat /sæt/
 slept /slept/
 smelled /smelt/
 spent /spent/
 stood /stʊd/
 told /təʊld/
 thought /θɔ:t/
 won /wɒn/

Infinitive

be (am/is/are) /bi:/
 blow /bləʊ/
 break /breɪk/
 come /kʌm/
 do /du:/
 draw /drɔ:/
 drink /drɪŋk/
 drive /draɪv/
 eat /i:t/
 fall /fɔ:l/
 fly /flaɪ/
 forget /fə'get/
 give /gɪv/
 go /gəʊ/
 grow /grəʊ/
 hide /haɪd/
 know /nəʊ/
 learn /lɜ:n/
 ride /raɪd/
 run /rʌn/
 see /si:/
 sew /səʊ/
 shake /ʃeɪk/
 show /ʃəʊ/
 sing /sɪŋ/
 speak /spi:k/
 swim /swɪm/
 take /teɪk/
 throw /θrəʊ/
 wear /weə(r)/
 wake (up) /weɪk/
 write /raɪt/

Past form

was/were /wɒz, wɜ:/
 blew /blu:/
 broke /brəʊk/
 came /keɪm/
 did /dɪd/
 drew /dru:/
 drank /dræŋk/
 drove /drəʊv/
 ate /et/
 fell /fel/
 flew /flu:/
 forgot /fə'gɒt/
 gave /geɪv/
 went /went/
 grew /gru:/
 hid /hɪd/
 knew /nju:/
 learned /lɜ:nd/
 rode /rəʊd/
 ran /ræn/
 saw /sə:/
 sewed /səʊd/
 shook /ʃʊk/
 showed /ʃəʊd/
 sang /sæŋ/
 spoke /spəʊk/
 swam /swæm/
 took /tu:k/
 threw /θru:/
 wore /wɔ:(r)/
 woke /wəʊk/
 wrote /rəʊt/

Past participle

been /bi:n/
 blown /bləʊn/
 broken /brəʊkən/
 come /kʌm/
 done /dʌn/
 drawn /drɔ:n/
 drunk /drʌŋk/
 driven /drɪvən/
 eaten /i:tən/
 fallen /fɔ:lən/
 flown /fləʊn/
 forgotten /fə'gɒtn/
 given /'gɪvən/
 gone /gɒn/
 grown /grəʊn/
 hidden /hɪdn/
 known /nəʊn/
 learnt /lɜ:nt/
 ridden /'rɪdn/
 run /rʌn/
 seen /si:n/
 sewn /səʊn/
 shaken /'ʃeɪkən/
 shown /ʃəʊn/
 sung /sʌŋ/
 spoken /'spəʊkən/
 swum /swʌm/
 taken /'teɪkən/
 thrown /θrəʊn/
 worn /wɔ:n/
 woken /'wəʊkən/
 written /'rɪtn/

How to ...

How to talk about size:	<p>How long is it? How high is Gravel Hill? How wide is the Clearwater River? How deep is it?</p>	<p>It's 10 metres long. Gravel Hill is 300 metres high. It's 15 metres wide. Greenway Lake is 20 metres deep.</p>
How to make and respond to suggestions:	<p>Shall we go on the bumper cars? Why don't we go on the big wheel? Let's have an ice cream! How about going on the roller coaster?</p>	<p>OK. No, I don't want to. No, I don't like roller coasters. Good idea.</p>
How to have a phone conversation:	<p>Hello, this is Julia Hi, it's Petra. Hello, who's that? Can I speak to Frank, please? I'll call back later. Bye.</p>	<p>Sorry, he isn't here. Goodbye.</p>
How to talk about changes in the weather:	<p>It's getting colder. It's getting darker. I think there's going to be a storm. I think there's going to be a blizzard. I think it's going to rain. I think it's going to snow.</p>	
How to describe a person:	<p>What's he like? What does he look like? He's tall. He's got a moustache. He's bald. I think he looks mean. He looks intelligent.</p>	
How to talk about a person's experience:	<p>She's played in ten different countries. She's made three albums. She's had two number ones.</p>	
How to ask about something you've lost:	<p>I can't find the matches. I've lost my whistle. Have you seen the knife? Have you looked in your rucksack? Why don't you check in your tent? It isn't there. I've found it!</p>	
How to give an opinion:	<p>I think the answer is the car. It could be the elephant. I agree with Tom. I don't agree. Why? Because a car has got four wheels. Because an elephant can't fly.</p>	
How to give and ask for directions in a building:	<p>Excuse me, where's the information desk? Excuse me, where are the toilets? On the ground floor. Over there on the left. Next to the shop. Opposite check-in.</p>	

Wordlist

Core language items are in bold. Other language (e.g. from stories and texts) are non-bold.

Note that this list doesn't include irregular verbs that are listed on page 91.

Unit 1

(at the) top /tɒp/
(in the) mornings /'mɔːnɪŋz/
(the sun) set /set/
(this) morning /'mɔːnɪŋ/
(have a) shower /'ʃaʊə(r)/
accident /'æksɪdənt/
agriculture /'ægrɪkʌltʃə(r)/
ankle /'æŋkl/
anorak /'ænərək/
bank (of a river) /bæŋk/
bark /bɑːk/
broken (leg) /brəʊkən (leg)/
business /'bɪznəs/
cave /keɪv/
charge (a phone) /tʃɑːdʒ/
clean (adj) /kliːn/
come first / last /kʌm fɜːst, lɑːst/
communication /kəmjuːnɪ'keɪʃn/
compete /kəm'piːt/
dark cave /dɑːk keɪv/
deep lake /diːp leɪk/
electricity /elek'trɪsɪti/
factory /'fæktəri/
flash (of light) /flæʃ/
flat (adj) /flæt/
flood plains /flʌd pleɪnz/
flow /fləʊ/
get into trouble /get ɪntə 'trʌbl/
get lost /get lɒst/
Help! /help/
high waterfall /haɪ 'wɔːtəfɔːl/
hurt /hɜːt/
hydroelectric plant /haɪdrəʊ'lektrɪk plɑːnt/
I've got no idea! /aɪv got nəʊ aɪ'diə/
jumper /'dʒʌmpə(r)/
long bridge /lɒŋ brɪdʒ/
lower course /'ləʊə kɔːs/
luckily /'lʌklɪ/
middle course /'mɪdl kɔːs/
mouth /maʊθ/
narrow stream /'nærəʊ strɪm/
Phew! /fjuː/
plan /plæn/
port /pɔːt/
rescue /'reskjʊː/
route /ruːt/
scared /skeəd/
shallow /'ʃæləʊ/
shiver /'ʃɪvə(r)/
slowly /'sləʊli/
small island /smɔːl 'aɪlənd/
steep hill /stiːp/
steps /steps/
stream /striːm/
student /'stjuːdənt/
suddenly /'sʌdənlɪ/

tent /tent/
today /tədeɪ/
transparent /træns'pærənt/
transport route /'trænspɔːt ruːt/
upper course /'ʌpə kɔːs/
village /'vɪlɪdʒ/
water sports centre /'wɔːtə spɔːts 'sentə(r)/
whistle /'wɪsl/
wide river /waɪd 'rɪvə(r)/
worried /'wʌrɪd/

Unit 2

attraction /ə'trækʃn/
bar /bɑː/
bar chart /bɑː tʃɑːt/
big wheel /bɪg wiːl/
bouncy castle /'baʊnsiː 'kɑːsl/
bumper cars /bʌmpə kɑːz/
candyfloss /kændɪflɒs/
capsule /kæpsjuːl/
chewing gum /tʃuːɪŋ ɡʌm/
cocoa /'kəʊkəʊ/
coffee /'kɒfi/
compare /kəm'peə/
cross (n) /krɒs/
desert /dɪ'sɜːt/
durian fruit /'dʊəriən fruːt/
everyone /'evriwʌn/
funfair /'fʌnfɛə(r)/
insect /'ɪnsɛkt/
label /'leɪbl/
lighthouse /'laɪthaʊs/
line graph /laɪn ɡrɑːf/
merry-go-round /'merɪgəʊraʊnd/
percentage /pə'sentɪdʒ/
pictogram /'pɪktəɡræm/
pie chart /'paɪ tʃɑːt/
pineapple /'paɪnæpl/
popular /'pɒpjələ(r)/
prize /praɪz/
rapids /'ræpɪdʒ/
represent /reprə'zent/
rides /raɪdʒ/
roller coaster /'rəʊlə kəʊstə(r)/
scary /'skeəri/
section /'sekʃn/
sets of data /sets əv 'deɪtə/
symbol /'sɪmbəl/
That sounds fun. /ðæt saʊndz fʌn/
That's interesting! /ðæts 'ɪntrestɪŋ/
toffee apple /'tɒfi æpl/
tower /'taʊə(r)/
view /vjuː/
waterslide /'wɔːtəslaɪd/
young, younger /jʌŋ, jʌŋgə(r)/

Unit 3

arrivals /ə'raɪvəlz/
background /'bækgraʊnd/
board the plane /bɔːd ðə plæn/
check in your luggage /tʃek ɪn jɔː 'lʌɡɪdʒ/
cliff /klɪf/
closer /'kloʊə(r)/
connect /kə'nekt/
craftsman /'krɑːftsmən/
daughter /'dɔːtə(r)/
departures /dɪ'pɑːtʃə(r)/
distance /'dɪstəns/
escape /ɪs'keɪp/
famous /'feɪməs/
feather /'feðə(r)/
flight attendant /flaɪt ə'tendənt/
float /fləʊt/
foreground /'fɔːgraʊnd/
further away /'fɜːðə(r) ə'weɪ/
get your boarding card /get jɔː 'bɔːdɪŋ kɑːd/
glue /ɡluː/
go hang-gliding /ɡəʊ 'hæŋɡlaɪdɪŋ/
go in a hot air balloon /ɡəʊ ɪn ə hɒt eə
bə'luːn/
go parachuting /ɡəʊ 'pærəʃuːtɪŋ/
go through security /ɡəʊ θruː sɪ'kjʊːrɪti/
go to your gate /ɡəʊ tə jɔː geɪt/
hide /haɪd/
horizon /hə'reɪzən/
horizontal /hɒrɪ'zɒntl/
impossible /ɪm'pɒsəbl/
land (v) /'lænd/
last week /lɑːst wiːk/
luggage /'lʌɡɪdʒ/
melt /melt/
once /wʌns/
Ouch! /aʊtʃ/
parrot /'pærət/
passenger /'pæsɪndʒə(r)/
perspective /pə'spektɪv/
pilot /'paɪlət/
rock star /rɒk stɑː/
scenery /'siːnəri/
security guard /sɪ'kjʊːrɪti ɡɑːd/
show your passport /ʃəʊ jɔː 'pɑːspɔːt/
sight lines /saɪt laɪnz/
solution /sə'luːʃn/
son /sʌn/
take place /teɪk pleɪs/
the only way /ðə 'əʊnli weɪ/
two years ago /tuː jɪəz ə'ɡəʊ/
vanishing point /'vænɪʃɪŋ pɔɪnt/
vertical /'vɜːtɪkl/
wax /wæks/
wings /wɪŋz/
wood /wʊd/

Unit 4

All at once... /ɔ:l ət wʌns/
amazed /ə'meɪzɪd/
area /'eəriə/
ball lightning /bɔ:l 'laɪtnɪŋ/
blizzard /'blɪzəd/
cable /'keɪbl/
candle /'kændl/
cellar /'selə(r)/
Cheer up! /tʃiə ʌp/
cold /kəʊld/
cold front /kəʊld frʌnt/
cool /ku:l/
dark clouds /dɑ:k klaʊdz/
disappear /dɪs'əpiə/
dry /draɪ/
extreme /ɪk'tri:m/
Finally... /'feɪnəli/
freezing temperatures /'fri:zɪŋ 'temprətʃəz/
hail /heɪl/
hate /heit/
heatwave /'hi:tweɪv/
heavy rain /'hevi reɪn/
heavy snow /'hevi snəʊ/
high pressure /haɪ 'preʃə(r)/
high temperatures /haɪ 'temprətʃəz/
hot /hɒt/
huge /hju:dʒ/
In the end... /ɪn ðə end/
in the middle /ɪn ðə 'mɪdl/
low pressure /ləʊ 'preʃə(r)/
measure /'meʒə(r)/
mend /mend/
phenomenon /fə'nɒmɪnən/
pole /pəʊl/
precipitation /prə'sɪpɪteɪʃn/
rare /reə(r)/
snow /snəʊ/
storm /stɔ:m/
strong winds /strɒŋ wɪndz/
sunny /'sʌni/
temperature /'temprətʃə(r)/
terrified /'terɪfaɪd/
the size of a ... /ðə saɪz əv ə/
thunder and lightning /'θʌndə(r) ənd
'laɪtnɪŋ/
tornado /tɔ:'neɪdəʊ/
tunnel /'tʌnl/
warm /wɔ:m/
warm front /wɔ:m frʌnt/
wave (n) /weɪv/
wet /wet/
wind speed /wɪnd spi:d/
zigzag /'zɪgzæg/

Unit 5

actor /'æktə(r)/
animated /'ænɪmeɪtɪd/
audience /'ɔ:diəns/
average height /'ævərɪdʒ haɪt/
bald /bɔ:ld/
bear /beə(r)/
beard /bɪəd/
bodyguard /'bɒdɪgɑ:d/
boring /'bɔ:rɪŋ/
camera /'kæmərə/
camera operator /'kæmərə ɒpəreɪtə(r)/
cartoon /'kɑ:tu:n/
castle /'kɑ:sl/

curly /'kɜ:li/
dancing /'dɑ:nsɪŋ/
date /deɪt/
dialogue /'daɪəlɒɡ/
director /daɪ'rektə(r)/
Don't miss it! /dɒnt mɪs ɪt/
dragon /'dræɡən/
extra /'ekstrə/
fan /fæn/
fire /'faɪə(r)/
frame /freɪm/
funny /'fʌni/
Go and see it! /gəʊ ənd si: ɪt/
good-looking /gʊd 'lʊkɪŋ/
history /'hɪstri/
human /'hju:mən/
in the future /ɪn ðə 'fju:tʃə(r)/
intelligent /ɪn'telɪdʒənt/
jazz /dʒæz/
jungle /'dʒʌŋɡl/
karate /kə'reɪti/
made of /meɪd əv/
mean (adj) /mi:n/
moustache /mə'stəʃ/
movie star /'mu:vi stɑ:z/
name /neɪm/
nice /naɪs/
ogre /'əʊɡə/
opinion (of)... /ə'pɪnjən/
Oscar /'ɒskə(r)/
planet /'plæɪt/
pony-tail /'pɒni:teɪl/
pretty /'prɪti/
princess /'prɪnses/
prisoner /'prɪzənə(r)/
projector /prə'dʒektə(r)/
release /ri:'li:s/
reporter /rɪ'pɔ:tə(r)/
review /ri'vju:z/
safe /seɪf/
shake hands /sheɪk hændz/
shoot a film /ʃu:t ə fɪlm/
sign an autograph /saɪn ən 'ɔ:təgrɑ:f/
smile /smaɪl/
stuntman /'stʌntmən/
subtitle /'sʌbtɪtl/
swamp /swɒmp/
tall /tɔ:l/
ugly /'ʌɡli/
version /'vɜ:ʃn/
voice /vɔɪs/
wave /weɪv/
wolves /wʊlvz/
You're right. /jə: raɪt/

Unit 6

(at) the beginning of /ðə brɪ'ɡɪnɪŋ əv/
(have a) **number one hit** /nʌmbə wʌn hɪt/
album /'ælbəm/
America /ə'merɪkə/
award /ə'wɔ:d/
ballet /'bæleɪ/
band /bænd/
bank robber /bæŋk 'rɒbə(r)/
broom /bru:m/
busker /'bʌskə(r)/
clarinet /k'lærɪnet/
club /klʌb/
concert hall /'kɒnsət hɔ:l/

costume /'kɒstju:m/
develop /dɪ'veləp/
double bass /'dʌbl beɪs/
drummer /'drʌmə(r)/
drums /drʌmz/
dustbin /'dʌstbɪn/
electric guitar /ɪ'lektrɪk ɡɪtɑ:z/
emotion /ɪ'məʊʃn/
equipment /ɪ'kwɪpmənt/
express /ɪk'spres/
final /'faɪnl/
guitarist /ɡɪ'tɑ:rɪst/
hammer /'hæmə(r)/
Hang on a second! /hæŋ ɒn ə 'sekənd/
have a cold /hæv ə kəʊld/
imitate /ɪ'mɪteɪt/
improvise /ɪ'mprəvaɪz/
instrument /ɪnstrəmənt/
joke /dʒəʊk/
junk /dʒʌŋk/
keyboard player /'ki:bɔ:d pleɪə(r)/
keyboards /'ki:bɔ:dz/
language /'læŋɡwɪdʒ/
lead singer /li:d 'sɪŋə(r)/
lights /laɪts/
matchbox /mætʃbɒks/
microphone /'maɪkrəfəʊn/
million /'mɪljən/
musical (n) /'mju:zɪkl/
musician /'mju:zɪʃn/
New Orleans /nju: ɔ:'li:ənz/
noisy /'nɔɪzi/
notes /nəʊts/
on stage /ɒn steɪdʒ/
orchestra /'ɔ:rkestrə/
park /pɑ:k/
performer /pə'fɔ:mə(r)/
personal /'pɜ:sənəl/
piece of music /pi:s əv 'mju:zɪk/
pipe /paɪp/
poster /'pəʊstə(r)/
practise (v) /'præktɪs/
President /'prezɪdənt/
professional /prə'feʃənəl/
programme /'prəʊɡræm/
record (n) /'rekɔ:d/
rhythm /'rɪðm/
rock and roll /rɒk ənd rɔ:l/
saxophone /'sæksəfəʊn/
singer /'sɪŋə(r)/
slave /slɑ:v/
speakers /'spi:kəz/
stage /steɪdʒ/
style /stɑɪl/
tambourine /'tæmbəri:n/
tap /tæp/
trumpet /'trʌmpɪt/
tune /tju:n/
Wait a moment! /weɪt ə 'məʊmənt/
workshops /'wɜ:kʃɒps/

Unit 7

abseiling /'abseɪlɪŋ/
beak /bi:k/
binoculars /bɪ'nɒkjələz/
blocks of ice /blɒks əv aɪs/
camouflage /'kæməflɑ:dʒ/
carnivore /'kɑ:nɪvɔ:/
CD /si:di/

claws /klɔːz/
environment /ɪn'veɪrəmənt/
fennec fox /fenek fɒks/
fish /fɪʃ/
fishing line /'fɪʃɪŋ laɪn/
frying pan /'fraɪɪŋ pæn/
fur /fɜː/
go out (fire) /gəʊ aʊt/
golden eagle /'gəʊldən 'i:gl/
horrible /'hɒrɪbl/
humming bird /'hʌmɪŋ bɜːd/
hunt /hʌnt/
hut /hʌt/
insect /ɪnsekt/
knife /naɪf/
liquid /'lɪkwɪd/
matches /'mætʃɪz/
meal /mi:l/
midday mɪd'deɪ/
midnight /'mɪdnɑɪt/
needle and thread /'ni:dl ənd θred/
no way! /nəʊ weɪ/
nocturnal /nɒk'tɜːnəl/
paw /pɔː/
penguin /'penɡwɪn/
plasters /'plɑːstəz/
pocket /'pɒkɪt/
polar bear /'pəʊlə beə(r)/
practice /'præktɪs/
rope /rəʊp/
rucksack /'rʌksæk/
shade /ʃeɪd/
shelter /'ʃeltə(r)/
skin /skɪn/
snow leopard /snəʊ 'lepəd/
snowy owl /'snəʊiː əʊl/
spots /spɒts/
stone /stəʊn/
strong /strɒŋ/
sun bear /sʌn beə(r)/
tongue /tʌŋ/
webbed feet /webd fi:t/
whistle /'wɪsl/
world tour /wɜːld tɔː/

Unit 8

alien /'eɪliən/
astronaut /'æstrɔːnɔːt/
centre /'sentə(r)/
collect /kə'lekt/
crater /'kreɪtə(r)/
crocodile /'krɒkədail/
Earth /ɜːθ/
edge /edʒ/
erupt /ɪ'rʌpt/
exactly /ɪk'zæktli/
far away /fɑː ə'weɪ/
gravity /'grævɪti/
guide (n) /gaɪd/
gymnast /'dʒɪmnæst/
Jupiter /'dʒʊpɪtə(r)/
land (v) /lənd/
length /leŋθ/
Mars /mɑːz/
Mercury /'mɜːkjəri/
meteorite /'mi:tɪərɪt/
moon /muːn/
Neptune /'neptjuːn/
odd one out /ɒd wʌn aʊt/

out of this world /aʊt əv ðɪs wɜːld/
rocket /'rɒkɪt/
satellite /'sætələɪt/
Saturn /'sætɜːn/
scream /skriːm/
sculpture /'skʌlptʃə(r)/
solar system /'səʊlə 'sɪstəm/
space shuttle /speɪs ʃʌtl/
space station /speɪs steɪʃn/
star /stɑːr/
take off /teɪk ɒf/
telescope /'teləskəʊp/
Uranus /'jʊərənəs, ju'reɪnəs/
Venus /'vi:nəs/
voyage /'vɔɪdʒ/
zero /'zɪərəʊ/

Unit 9

architect /'ɑːkɪtekt/
audio guide /:ə'diəʊ gaɪd/
base /beɪs/
breadth /bredθ/
champion /'tʃæmpɪən/
coach /kəʊtʃ/
collage /'kɒlə:dʒ/
cube /kjuːb/
cuboid /'kjuːbɔɪd/
cylinder /'sɪlɪndə(r)/
depth /depθ/
designer /dɪ'zɪnə(r)/
dice /daɪs/
display /dɪ'spleɪ/
drawers /drɔːz/
entrance /'entrens/
exhibit /eg'zɪbɪt, ek'sɪbɪt/
exit /eg'zɪt, ek'sɪt/
faces /'feɪsɪs/
first floor /fɜːst flɔː/
gold /gəʊld/
ground floor /graʊnd flɔː/
headphones /'hedfəʊnz/
height /haɪt/
how /haʊ/
how many /haʊ 'meni/
information desk /ɪnfə'meɪʃn desk/
lift /lɪft/
light bulb /laɪt bʌlb/
lockers /'lɒkəz/
mammal /'mæml/
memory /'meməri/
mine (n) /maɪn/
net /net/
ocean /'əʊʃn/
panning /'pænɪŋ/
person /'pɜːsn/
pyramid /'pɪrəmɪd/
sculpture /'skʌlptʃə(r)/
seaweed /'si:wi:d/
shape /ʃeɪp/
sieve /sɪv/
sink /sɪŋk/
spaceship /'speɪʃɪp/
stairs /steəz/
straw /strɔː/
ticket office /'tɪkɪt ɒfɪs/
triangular prism /traɪ'æŋɡjələ prɪzəm/
tribe /traɪb/
what /wɒt/
when /wen/

where /weə/
who /huː/
why /waɪ/
wrapping paper /'ræpɪŋ peɪpə(r)/
wrong /rɒŋ/

Children around the world

celebrate /'seləbreɪt/
energy-saving /'enədʒɪ 'seɪvɪŋ/
English /'ɪŋɡlɪʃ/
enjoy /ɪn'dʒɔɪ/
French /frentʃ/
inside /ɪn'saɪd/
instead /ɪn'sted/
lunch /lʌntʃ/
rainwater /'reɪnwɔːtə(r)/
raise money /'reɪz 'mʌni/
remind /rɪ'maɪnd/
sewing /'seʊɪŋ/
shadow puppets /'ʃædəʊ 'pʌpɪts/
sheet /ʃi:t/
sponsored walk /'spɒnsəd wɔːk/
switch off /swɪtʃ ɒf/
teddy bear /'tedi beə(r)/
toy /tɔɪ/

Starter Unit

another /ə'nʌðə(r)/
assistant /ə'sɪstənt/
at the end /æt ðə end/
call /kɔːl/
challenge /'tʃælɪndʒ/
charity /'tʃærɪti/
chess /tʃes/
competition /kɒmpə'tɪʃn/
concert /'kɒnsət/
cross country /krɒs 'kʌntri/
finals /'faɪnəls/
hip hop /'hɪphɒp/
kayaking /'kaɪækɪŋ/
Ladies and Gentlemen /'leɪdɪz ənd
'dʒentlmən/
local /'ləʊkl/
most importantly /məʊst ɪm'pɔːtəntli/
mountain climbing /'maʊntɪn 'klaɪmɪŋ/
national /'næʃənəl/
nature park /'neɪtʃə pɑːk/
organiser /'ɔːgənaɪzə(r)/
other /'ʌðə(r)/
planetarium /plæni'teəriəm/
point /pɔɪnt/
press (n) /pres/
problem solving /'prɒbləm 'səʊlvɪŋ/
regional /'rɪdʒənəl/
secret /'si:kret/
supervisor /'sʊpəvaɪzə(r)/
team /ti:m/
theme park /θi:m pɑːk/
trekking /'trekɪŋ/

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