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# FUNskills

Stephanie  
Diamond-Bayir



Student's Book

6

with Home Booklet and A2 Flyers Mini Trainer

Bridget  
Kelly



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# FUNskills



Student's Book

6

Stephanie Dimond-Bayir • Bridget Kelly

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Download the audio for all the activities in the Student's Book and Home Booklet from [www.cambridge.org/funskillsresources](http://www.cambridge.org/funskillsresources)

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# Map of the book

Unit	Topic	Skills focus	Can do	
<b>1</b> Team time! page 6	Teamwork	<b>Speaking</b> Answer basic personal questions <b>Listening</b> Listen for words and colours Colour and write	Talk briefly about self Understand simple spoken descriptions	Think Big
<b>2</b> Around the house page 10	Household objects	<b>Reading and Writing</b> Match descriptions to objects <b>Speaking</b> Understand statements, look at pictures and respond with differences	Match descriptions to objects Understand simple spoken descriptions Give simple descriptions of objects, pictures and actions	
Review Units 1–2 page 14				
<b>3</b> Cool clubs page 16	Hobbies and leisure	<b>Listening</b> Listen for names, spelling and numbers Complete notes <b>Reading and Writing</b> Read and complete a dialogue	Understand simple spoken descriptions Read and understand short dialogues	
<b>4</b> All about animals page 20	Animals	<b>Speaking</b> Respond to questions with short answers Answer questions about people/objects <b>Reading and Writing</b> Read for gist and specific information Complete gapped text	Understand and answer simple questions Ask simple questions Understand a short factual text	
Review Units 3–4 page 24				
<b>5</b> Our perfect picnic page 26	Food	<b>Reading and Writing</b> Read a text and choose missing words to fill gaps <b>Speaking</b> Tell a story	Understand and complete a short factual text Understand a simple short story Tell a simple short story using pictures or own ideas	
<b>6</b> In the jungle page 30	Wild animals and their environments	<b>Reading and Writing</b> Write a simple story <b>Listening</b> Listen for words, names and detailed information Match pictures and words	Write a short simple story using pictures or own ideas Understand simple spoken descriptions of objects, people or events	Think Big
Review Units 5–6 page 34				

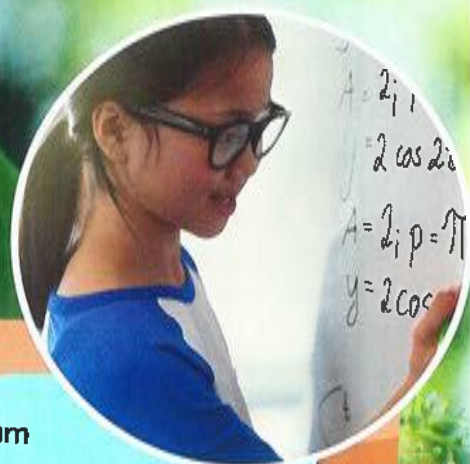




Unit	Topic	Skills focus	Can do	
<b>7</b> Planning a holiday page 36	Holidays	<b>Listening</b> Listen for specific information Tick the correct picture <b>Speaking</b> Understand the beginning of a story and continue	Understand simple spoken descriptions Understand simple short stories Tell a simple short story using pictures or own ideas	
<b>8</b> I want to be a firefighter! page 40	Jobs	<b>Reading and Writing</b> Read and understand a short story Complete a text by selecting and copying the correct words in gaps. Complete a gapped text with one, two, three or four words	Read and understand simple stories	
Review Units 7–8 page 44				
<b>9</b> Famous faces page 46	Celebrities	<b>Listening</b> Understand descriptions and match to pictures Answer personal questions.	Understand simple descriptions	
<b>10</b> Let's go to space! page 50	Space	<b>Reading and Writing</b> Read and understand a short story Complete a gapped text with one, two, three or four words	Read and understand simple stories	Song
Review Units 9–10 page 54				
<b>11</b> The Winter Olympics page 56	The Olympic Games	<b>Reading and Writing</b> Read and understand a text Complete a gapped text	Read and understand a short text	
<b>12</b> Comics! page 60	Comic strips	<b>Reading and Writing</b> Write a story based on pictures	Write a short, simple story using pictures or own ideas	
Review Units 11–12 page 64				
Pairwork and song pages 66–69		Skills checklists pages 78–81		
Grammar fun! pages 70–75		Word list pages 82–85		
Grammar fun pairwork! pages 76–77		Meet the characters pages 86–87		



# 1 Team time!



## North Road School Teams

### 1 gym team

Do you love moving? Why not join our team and jump, dance and move your body? Come with us and dance in exciting competitions. Get stronger and make new friends at the same time.

We practise on Mondays at 5 pm and go to competitions at the weekends.

### 3 garden team

Do you hate being inside all day? Are you interested in the environment? Then why not come and help us? We meet two lunchtimes a week and work hard to grow amazing plants that win prizes. Last year we won a prize in a fruit competition for growing a really big watermelon!

We meet on Tuesdays and Thursdays at 1 pm. The fruit and vegetable competitions are usually in the summer.

### 2 maths team

Do you think about numbers every morning, afternoon and night? Do you dream of thousands and millions? Then join our team and make some new friends! Come to interesting competitions with us and win lots of prizes!

We practise number puzzles on Thursdays at 1 pm. We go to competitions once a month.

### 4 art team

Are you interested in taking photographs and learning how to paint pictures? Do you love drawing things and choosing colours? Then come and have fun with cameras and paint. Make beautiful posters and take amazing photographs to win competitions.

We meet on Wednesdays at 5 pm. We always have a 'best-picture-of-the-week' competition that you can join.

1 Look, read and label the school teams.

maths gardening gym art

2 Read the texts again and listen to the school children. Which team can they join? Then complete the sentences.

1



**Helen Jones**  
12

Helen wants to get stronger and

3



**Sophia Price**  
10

Sophia \_\_\_\_\_ and isn't busy on Mondays.

2



**Harry Lane**  
11

Harry likes drawing and he's good at

4



**Aziz Patel**  
11

Aziz wants to learn something new. He's \_\_\_\_\_ growing plants.





3 Which team would you like to join? Tell a friend.

I'd like to join the maths team.

Why?

Because I love numbers and puzzles. And you?  
Which team would you like to join?

4 Complete the questions using the correct form of the verbs in brackets.

- 1 Are you good at making (make) food?
- 2 Do you dream of \_\_\_\_\_ (win) a big chess competition?
- 3 Do you hate \_\_\_\_\_ (sit) on a chair all day?
- 4 Are you interested in \_\_\_\_\_ (learn) a new sport like ice skating and winning prizes?

5 Work with a friend. Match these answers to questions in task 4.  
Then give each team a name.

- ☐ A Join our team and make new friends! Learn everything you need to know to dance on frozen water! Try to win first prize in the winter sports competition.
- ☐ B Why not join our team? We have lots of great players for you to practise with. We enjoy playing other board games, too!
- ☒ C Join the school cooking team and learn to cook delicious meals for you and your friends. Next year, we're going to cook a meal in a competition on TV! Can you help us win?
- ☐ D Why not join our running team and get moving fast? We often race other school teams and we win lots of prizes.

6 Look at the flags. Which teams  
A-D in task 5 are they for?

## THINK BIG

Why join a team?

- you get free drinks and snacks
- you get out of the house more
- you're not alone

What else?







## Which team?

1 **03** Listen and complete the table for Helen.

Name	Surname	Age	Team	Why would you like to join the team?	What are you good at?
Helen	Jones	12			

2 **03** Ask and answer with a friend. Make a table that is true for you and your friend using task 1 as an example.

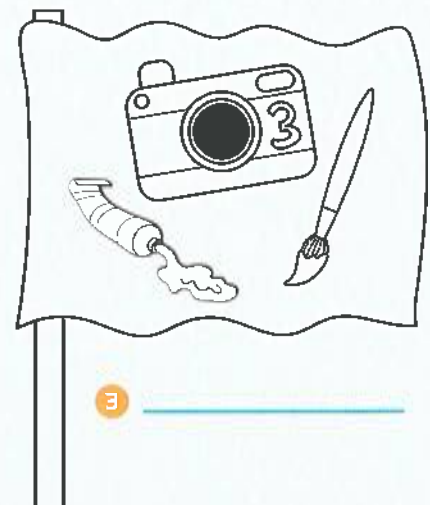
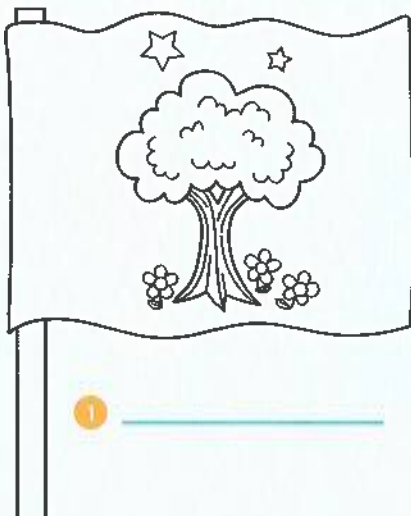
Hi Peter! What's your surname and how old are you?

My surname's ... and I'm ...

Which team would you like to join?

I'd like to join the ... team, because I like ... and I'm good at ...

3 **04** Look at the flags. Listen and colour. Then write a name for the team.



4 05 Listen and colour and write. There is one example.







- 1 95 Listen to the children. Circle the differences they talk about.





2 Find six more differences. Tell a friend. Did you find the same differences?

In this picture there's a ... /  
the ... is eating / taking /  
playing / wearing ...

In this picture, the ... is ... /  
he's / she's eating / taking /  
playing / wearing ...

3 Look at the words around the box in task 4. Match the words to the places in the box.

kitchen bathroom your bag outside



4 Look and read the sentences. Write the correct words on the lines.  
There is one example.

shampoo

You can put food like milk and butter  
in here to keep them cold.

fridge

stamps

towel

1 You can use it to open a door.  
It's quite small and made of metal.

cushions

combs

2 People put these on envelopes,  
when they post letters.

~~fridge~~

telephone

3 You can use this to cook food.  
You make bread and cakes in it.

gate

toothbrush

4 People clean their teeth with this.

5 You use this to speak to someone  
who is in another place.

swings

6 This is a book where you can write  
about your day and your ideas.

7 You use it to wash your hair.

8 Children have fun on these in  
the park!

oven

soap

9 These are soft and people put  
them on chairs to sit on.

key

diary

10 These are long pieces of wood  
or plastic on the wall. People put  
things like cups, books or photos  
on them.

shelves

5 Circle the four words that you did not use.  
Choose one and write a sentence about it.  
Show a friend. Can they guess what it is?

**TIP!** Be careful when you  
copy a word. Check if it is  
plural.





1 Look at the words in the box, then write them on the correct line.

China wood USA Italy cook king brick stone queen metal

Country: China

Made of: \_\_\_\_\_

Person: \_\_\_\_\_

2  Listen and number the photos.

A



B



C



How old?

How old?

How old?

*3,000 years*

Where from?

Where from?

Where from?

Made of?

Made of?

Made of?

Who used it?

Who used it?

Who used it?

What for?

What for?

What for?

3  Listen again and complete the information for each photo.

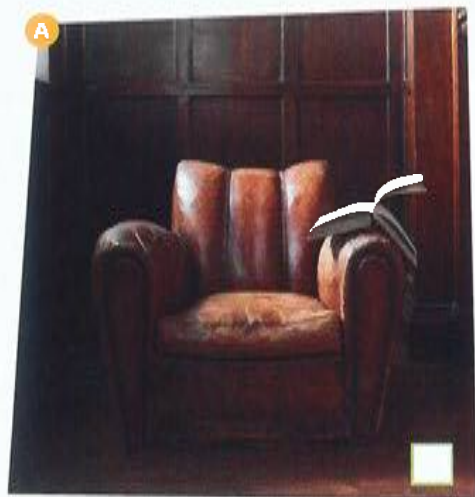
4  Ask and answer with a friend.

Which thing is the oldest /  
the most beautiful /  
the most interesting?

I think the ... is the oldest /  
the most beautiful / the most  
interesting because ...

- 5 Look at the armchairs. Where do you think they are? Who do you think lives there? Make notes and tell the class.

We think A is in an old house in the countryside.  
A farmer lives there. She likes reading.



- 6 Read the story about an armchair quickly and tick (✓) the correct photo. Read again and complete the text.

### The story of our armchair

This armchair is the oldest thing in our 1 home. It's about 70 years old and it 2 \_\_\_\_\_ from Italy. It's in the living room and it's made of 3 \_\_\_\_\_ and blue leather. My grandmother uses it to watch TV, sit and 4 \_\_\_\_\_ the newspaper. She bought it when she was 20 years 5 \_\_\_\_\_.

- 7 Choose one of the other armchairs from task 5 to complete the table. Use your own ideas.

How old?	
Where from?	
Where is it now?	
Made of?	
Who uses it?	
What do they use it for?	
Some more information	

- 8 Write the story of this armchair in about 50 words.



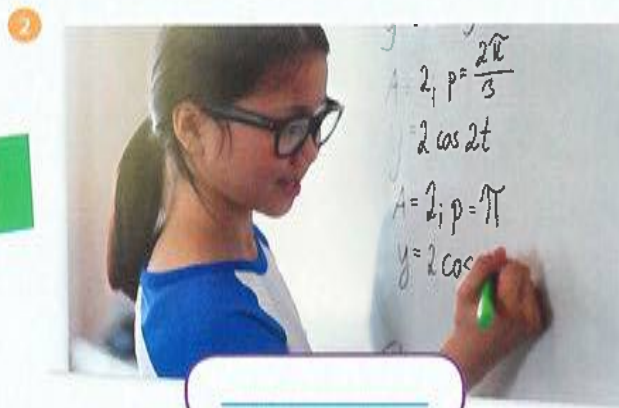
# Review Unit 1



## Skills: Listening and Speaking

- 1 08 Which competition did they enter? Listen and write the names under the photos. There is one extra name.

Betty Robert Sarah Alice Holly



Mark: \_\_\_ / 3

- 2 08 Listen again and write T (true) or F (false).

- 1 Betty won the competition that she entered. \_\_\_\_\_
- 2 Betty got a horse for her birthday. \_\_\_\_\_
- 3 Alice went to a competition by the sea. \_\_\_\_\_
- 4 Alice's uncle came to watch her in the competition. \_\_\_\_\_
- 5 Robert is not very good at sport. \_\_\_\_\_
- 6 Sarah's team won a big box of strawberries last weekend. \_\_\_\_\_

Mark: \_\_\_ / 6

- 3 Can you correct the false sentences? Try to remember and tell a friend.

Betty got a ... for her birthday.

Mark: \_\_\_ / 4

Total: \_\_\_ / 13







## Skills: Reading and Writing

1 Read and complete the sentences with the correct words.

restaurant comb telephone stone metal oven

1



2



3



This 1 \_\_\_\_\_ is about 3,000 years old. It's made of a beautiful, brown 2 \_\_\_\_\_ and it comes from China. A rich person, like a king or queen, used it to tidy their hair.

You can see this 3 \_\_\_\_\_ in Italy. It's almost 2,000 years old. It's made of bricks. A cook used it to make bread to sell to people in a 4 \_\_\_\_\_.

This 5 \_\_\_\_\_ is made of wood and 6 \_\_\_\_\_ and it's called a 'wall telephone'. It's about 120 years old and it's from the USA.

Mark: \_\_\_\_ / 6

2 Look at the picture and write about six things that you can see.

1 *There's some honey on the shelf.*

2 *The woman is eating pizza.*

Mark: \_\_\_\_ / 12



Total: \_\_\_\_ / 18

### CHECKLIST

- ☐ I used capital letters and full stops.
- ☐ I checked my spelling.
- ☐ My handwriting is clear.





## 3

## Cool clubs

To Frank

Hi Frank!

How are you? I'm fine.

I went to Adventure Club

yesterday and it is really cool –

we do a lot of different games and sports

and try new hobbies. I'm not very good at

some of them, but I have a lot of fun, and I

am getting braver every week. Last week

I climbed to the top of a special climbing

wall and I was so happy. But games are my

favourite because I like to try out different

games. I played chess last week. It was

really interesting, but it sounded horrible!

Shall we start a club too?

Love Sophia ☺



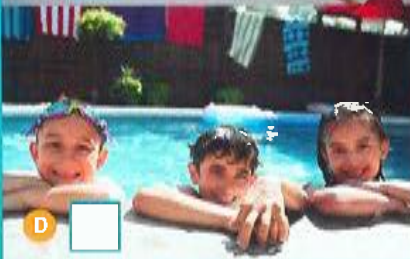
A



B



C



D



E

- 1 What does Sophia enjoy doing most at Adventure Club?

Tick (✓) the box next to the correct photo A–E.

- 2 1 Look at the photos of things she does at the club. Find the words in the puzzle.

skateboardingswimmingclimbingchessplayingvolleyball

- 2 Say the club activities and point to the photos in task 1.

- 3 Sophia and Frank are thinking about different types of club they can start. Complete the table with the words from the box.

design rocket geography business drum

1	We draw pictures of things we want to make or houses we want to live in.	<i>design</i>	club
2	We learn about different countries, climate change and how the environment works.		club
3	We are noisy but we have fun! Our music is great.		club
4	We think of ideas to make money and we learn how to plan well.		club
5	We find out about space and what astronauts do.		club

- 4 Which club from task 3 is best for these things? Why? There may be more than one answer. Talk to a friend.

1 Using your body

3 Making friends


5 Learning how to plan

2 Working in a team

4 Finding answers to problems



5  Listen. What kind of club do Sophia and Frank choose?

6  Listen again and write. There is one example.



- 1 They will learn: about different countries.
- 2 Name of club: the \_\_\_\_\_ club
- 3 Time of meeting: \_\_\_\_\_ on Fridays
- 4 Place of meeting: room \_\_\_\_\_
- 5 People will bring: a \_\_\_\_\_ to the first meeting.



**TIP!** Make sure you know the letters of the alphabet in English.

7  Work with a friend. Choose one of the clubs from page 16 and complete the table.

Name of the club:	
What you will do:	
Time of the club:	
Place:	
What to bring?	

8  Talk to another friend. Ask questions about their club and tell them about your club.

What's the name of your club?

It's called Drum Crazy!

Where is it?

It's on the sports field so no one can hear!



- 1 **10** Listen to the first part of the story. What does each person want to do? Write a name under each photo. Use one name twice.

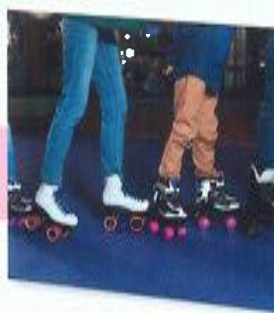
Emma Harry Richard



1



2



3



4

- 2 **11** Listen to the second part of the story. Why were Emma, Harry and Richard the best in the circus show? Read some of the story in the poster below.

# CIRCUS SHOW

The circus club was very exciting. It was in a field and there was a big circus tent with red and white stripes. There were people outside juggling balls in the air and standing on the backs of horses when they jumped. There were people walking on their hands. There was even a woman who was eating fire.



First they tried roller skating. The teacher showed them how to move on the roller skates. But they all fell over a lot.

Later that day the show began. Emma, Harry and Richard were the best! They rode unicycles and stood on balls and walked on ropes but they fell over a lot. Everyone laughed. They were the best three clowns in the circus!



- 3 **12** Listen again. What did they say? Match the sentences. Now listen and check.

- 1 We should join the circus club.
- 2 Ouch!
- 3 I'm not doing that in the air!
- 4 This is terrible.
- 5 It's OK.

- A That hurts!
- B It's too dangerous!
- C I have an idea.
- D A circus club? That sounds amazing!
- E What are we going to do in the show?

- 4  Read and listen to the dialogue between Sophia and Frank. Draw lines between the sentences.



SOPHIA



FRANK

- |                               |  |
|-------------------------------|--|
| 1 How are you?                | Yes, I am. It's going to be great!       |
| 2 What time shall we meet?    | There are quite a lot. I think about 14. |
| 3 Where is it?                | Let's go at five o'clock.                |
| 4 How many people are coming? | In room 11.                              |
| 5 Are you excited?            | I'm OK, thanks. Just a bit tired.        |

- 5  Sophia is asking Frank some questions about the next club meeting. Read the conversation. Write a letter A–H for Frank's answer.

1 Sophia: We had a great first meeting, didn't we?

Frank: C

2 Sophia: When shall we have the next one?

Frank: \_\_\_\_\_

3 Sophia: Do you want to talk about volcanoes?

Frank: \_\_\_\_\_

4 Sophia: What do we need to prepare?

Frank: \_\_\_\_\_

5 Sophia: Shall we take some food and drinks again?

Frank: \_\_\_\_\_

6 Sophia: Where shall we meet?

Frank: \_\_\_\_\_

A Yes, I'll talk about them and show some pictures.

B I think we can use room 6A this time.

C Yes, it was amazing! (example)

D OK. But you did it last time, so I'll bring some fruit and biscuits this time.

E No, we can't.

F Let's meet next Wednesday at the same time.

G We should get some pictures of volcanoes.

H I didn't go there.

- 6  Talk about your own club with a friend. Ask and answer questions.



## ANIMAL



## WORLD

Insect World

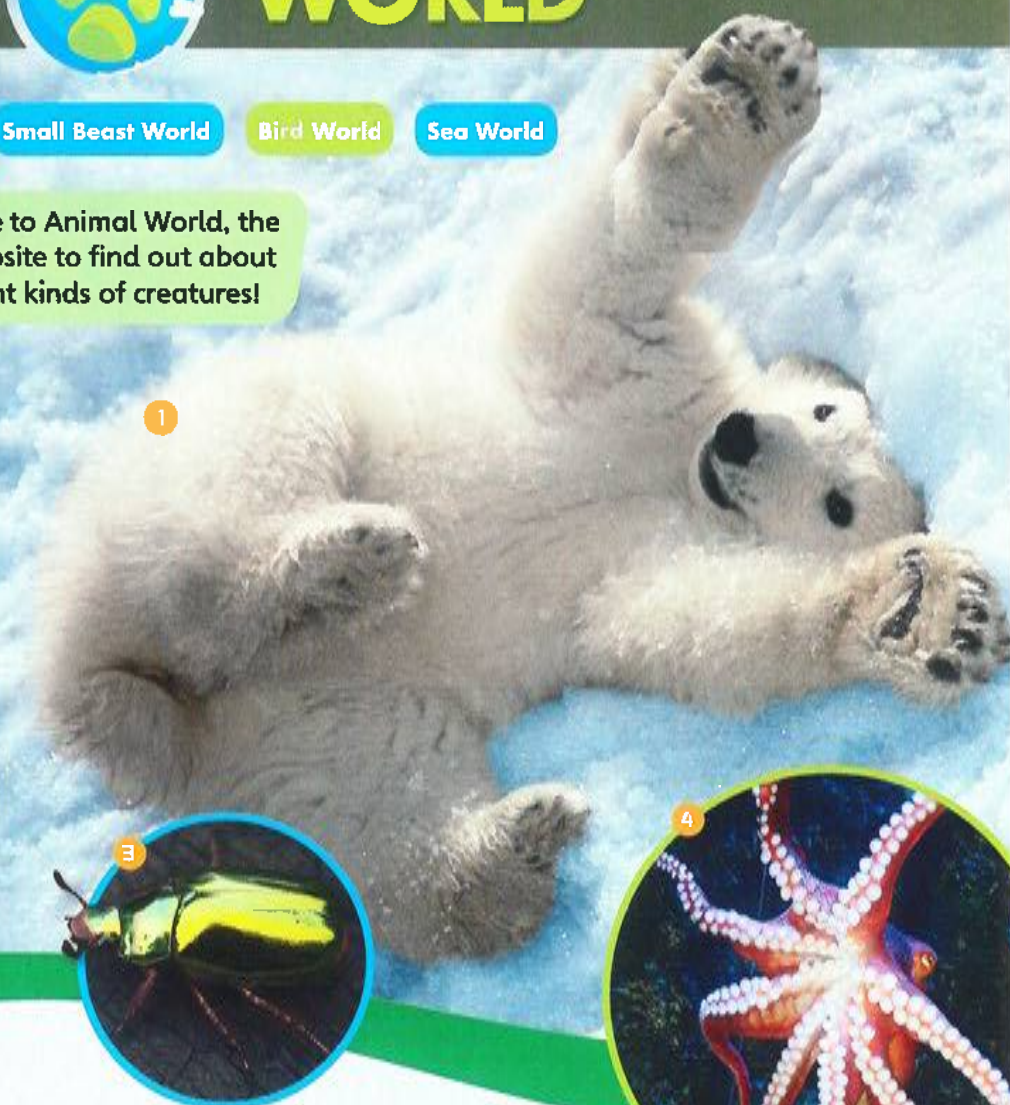
Big Beast World

Small Beast World

Bird World

Sea World

Welcome to Animal World, the best website to find out about different kinds of creatures!



- 1 Look at the website about animals. Where can you find information about each one? Use the five tabs to help you. Ask and answer questions.

What's this animal?

It's an eagle.

Where's it from?

It's from Bird World, of course!

- 2 Look at the numbers. Make sentences using a number and an animal from the website in task 1.

2 3 8 40

Example: 2 - A swan has two wings!

- 3 Betty is visiting a wildlife park with her father. Listen and write numbers.

1 An octopus has \_\_\_\_\_ arms.

3 An eagle can see for \_\_\_\_\_ miles.

2 An octopus lives for about \_\_\_\_\_ years.

4 There are nearly \_\_\_\_\_ thousand kinds of spider.






4 Look at the picture and read the sentences. Write the animals' names on the signs.

- 1 The penguins have got a pond in their home near the café. There's a man with a hat watching them.
- 2 The camels are opposite the penguins. They've got sand, lots of trees and some pyramids.
- 3 The beetles are in the insect cage next to the home for the camels. There is a small girl looking at them through the glass window.
- 4 The octopus is in an aquarium near the café. There is a boy with binoculars looking for the octopus.
- 5 The eagles are sitting in trees near the café. They are high up.





# Food chains

- 1  Work with a friend. Look at the information about two animals. Ask and answer questions and complete the information. Student A's information about two animals is below. Student B's information about two animals is on page 66.

	Penguins	Camels
Like eating	Fish	Grass and plants
Where	On the ice in cold places	In the desert
Dangerous for people?	No	Not usually
Like eating		
Where		
Dangerous for people?		



- 2 Work with a friend. Look at the photos. What animal is it? What do you think it eats? Use *might*.



Photo A might be a giraffe.  
It might eat leaves.

I think giraffes eat plants.  
They might eat leaves from  
trees too.



- 3   Read the text. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example. Then write the correct animal name A–D to complete the food chain.



A \_\_\_\_\_

eats



B \_\_\_\_\_

eats



C \_\_\_\_\_

eats



D \_\_\_\_\_

vegetables corners nests view extinct  
empty problem top important leaf

Animals all need food to live. Some animals only eat 0 vegetables and plants. Others eat meat.

A food chain shows us what different animals eat. For example, some snakes catch and eat birds or take eggs from their 1 \_\_\_\_\_. Birds eat insects and spiders – they can see them from far away and fly down to catch them. Spiders often catch butterflies and flying insects in their webs. But butterflies don't eat other creatures. They drink nectar, a kind of sugary water, from flowers and they eat other parts of plants.

The butterfly is below all the other animals in the food chain because it doesn't eat any of the other creatures. The snake is at the 2 \_\_\_\_\_ of the chain above the other animals.

Sometimes animals in the food chain become 3 \_\_\_\_\_. This 'breaks' the food chain, which is a 4 \_\_\_\_\_ because some animals don't have enough of the food they usually eat. They have to find other food. So all the different animals are 5 \_\_\_\_\_ parts of the food chain.



- 4 Now choose the best name for the text. Tick (✓) the box.

Insects love flying

☐

Food chains

☐

Flowers and plants

☐





## Skills: Writing and Speaking

- 1 Richard goes to university. He studies a lot now. But he had a lot of hobbies when he was 12 years old. Look at the picture of his room. What two instruments and two sports does he like?



- 2 Complete the sentences.

- 1 Richard liked music because \_\_\_\_\_
- 2 He enjoyed reading books about \_\_\_\_\_
- 3 He also liked reading \_\_\_\_\_
- 4 He played \_\_\_\_\_
- 5 He \_\_\_\_\_

Mark: \_\_\_\_ / 10

- 3 What hobbies do you have? Draw a picture and label it with 5 things to show your hobbies. Show your friend.

Mark: \_\_\_\_ / 5

- 4 Which types of club and verbs to do with clubs can you remember from Unit 3? Complete the table.

name of club	<i>design</i>
verbs about clubs	<i>join</i>

Mark: \_\_\_\_ / 5

Total: \_\_\_\_ / 20

# Skills: Reading and Speaking

1 Find the words in the puzzle. Draw lines to the picture.



F	S	O	O	C	T	O	P	U	S
E	W	C	C	A	I	C	W	E	P
B	U	T	T	E	R	F	L	Y	I
U	B	O	G	A	E	W	P	L	D
J	A	R	E	G	A	K	N	M	E
D	E	T	U	L	A	C	Y	Y	R
A	R	O	B	E	E	T	L	E	L
N	T	I	A	S	W	B	U	Y	E
E	O	S	W	A	N	T	U	W	P
L	A	E	Y	A	C	A	M	E	L

Mark: \_\_\_ / 8

2 Look at the pictures of animals in task 1. Which animals:

- 1 eat meat or other creatures?
- 2 only eat plants or grass?
- 3 live in a nest?
- 4 can get to the top of a tree?

Mark: \_\_\_ / 8

3 Talk to a friend. Use with *might* if you are not sure.

I think eagles eat meat because they catch small animals.

Yes. But I'm not sure about camels. They might eat meat. Do you know?

4 Work in small groups. Play a guessing game.

Do you build a nest?

Yes.

You might be a swan!

No I'm not.

Mark: \_\_\_ / 4

Total: \_\_\_ / 20



## 5

## Our perfect picnic



sandwiches



OLIVER



KATY



- 1 Look at the photos of food in task 2.  
Label photos 1–8 with words from the box.

~~sandwiches~~ chocolate strawberries yoghurt  
chicken and pasta salad biscuit jam pizza olives

- 2 What foods are Katy and Oliver bringing to their picnic? Listen and draw lines.

- 3 Look at the food pyramid and Katy's and Oliver's picnics in task 2. Then answer the questions.

- Who has something from every food group?
- Who has the most food from the yellow food group?
- Who has the most food from the red food group?
- Who has the most fruit and vegetables?
- Who do you think has a healthy picnic? Why?

This food pyramid shows the five different food groups. It can help us to choose healthy foods to eat.

## Food groups

We should only eat these foods two or three times a day

We should only eat a little of these foods every day

We should eat lots of these foods every day





4 Read the text in task 5 and answer the questions.

- 1 Why isn't eating sugar healthy?
- 2 How much sugar can we eat every day?
- 3 Which foods have sugar hiding in them?
- 4 What can we do to eat less sugar?

5 Choose the right words and write them on the lines. There is one example

## SUGAR

- 0 Do you know how much sugar you eat?  
It's more than you think.
- 1 Sugar is delicious and we \_\_\_\_\_ it in lots of different foods. We put it in cakes, biscuits, ice cream and some
- 2 yoghurts to make \_\_\_\_\_ taste sweet. But eating a lot of
- 3 sugar isn't healthy. It can hurt \_\_\_\_\_ teeth and make us sick. So we shouldn't eat more than 25 grams of sugar every day. But there's a problem. There's also sugar in food which doesn't taste sweet. We can sometimes find sugar in bread,
- 4 soup \_\_\_\_\_ even cheese. Some people
- 5 \_\_\_\_\_ add sugar to the tomato sauce on pizzas.
- 6 So, how can we \_\_\_\_\_ the quantity of sugar we are eating? One way is to read the bottles and boxes of the
- 7 food \_\_\_\_\_ we eat. They have information about how much sugar there is so we can choose healthy food. Another
- 8 way \_\_\_\_\_ eat less sugar, is to make our own bread, soup and pizza. Then we can add as little sugar as we like or
- 9 \_\_\_\_\_ at all. Of course, the best way to be healthy
- 10 is to stop eating \_\_\_\_\_ sweets, ice creams and cakes.  
But that's very difficult because they taste so good!
- much*    *many*    *few*  
*used*    *uses*    *use*  
*them*    *it*    *they*  
*ours*    *our*    *us*  
*and*    *but*    *not*  
*also*    *too*    *else*  
*know*    *knew*    *knows*  
*what*    *that*    *who*  
*for*    *to*    *it*  
*no*    *none*    *not*  
*they*    *any*    *each*

- 6 Choose six foods you would like to have for a picnic. Make a list. How much sugar do you think they have?



Picnic list	Sugar
1 piece of pizza	4g
1 Chicken salad	3g
2 chocolate biscuits	7g
1 box of strawberries	3g
1 fruit yoghurt	10g
1 small bottle lemonade	12g
Total:	39g!





- 1 **16** Listen to the first part of the story and write the names. Point and say where each child wants to eat.

**Where shall we have our picnic?**



- 2 **17** Talk with a friend. Where do you think the children will eat their picnic? Now listen to the second part of the story and check your answer.


- 3 **17** Listen again to the second part and draw the correct food on the plates.

**The fun picnic**



- 4 **17** Look at the pictures again. The children wanted to have a picnic. On the bus, they talked about where to eat. Now you tell the story.



- 5  Read the invitation. Talk with a friend.  
Why is Eva having a picnic?



Subject: My picnic!

Hi Pedro,

Can you come to my 1 birthday picnic? It's this Saturday afternoon by the lake. You can get there by bus or bike.

We'll have lots of 2 \_\_\_\_\_ food like rainbow fruit bowls, salads and of course a big birthday cake! You should bring some food too,

but don't bring too many cookies or sweets. Let's be 3 \_\_\_\_\_ !

Bring your guitar and play us a song! And bring your swimsuit and an umbrella.

It could be 4 \_\_\_\_\_ or rainy!

We'll have blankets to sit on, kites to fly if it's 5 \_\_\_\_\_ , footballs to kick and

6 \_\_\_\_\_ games to play. But don't forget to help me clean up at the end.

We should leave the lake as tidy as we find it.

See you there!

Eva


- 6  Read the invitation again and write the correct word on the lines.

delicious sunny healthy funny ~~birthday~~ windy

- 7 Now use the information in the invitation to complete the table about Eva's picnic.

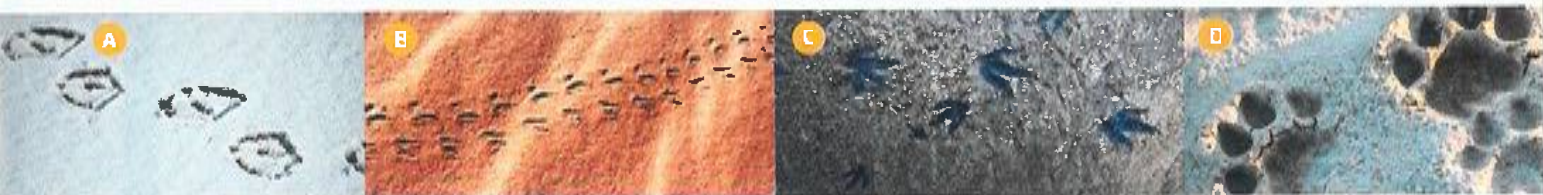
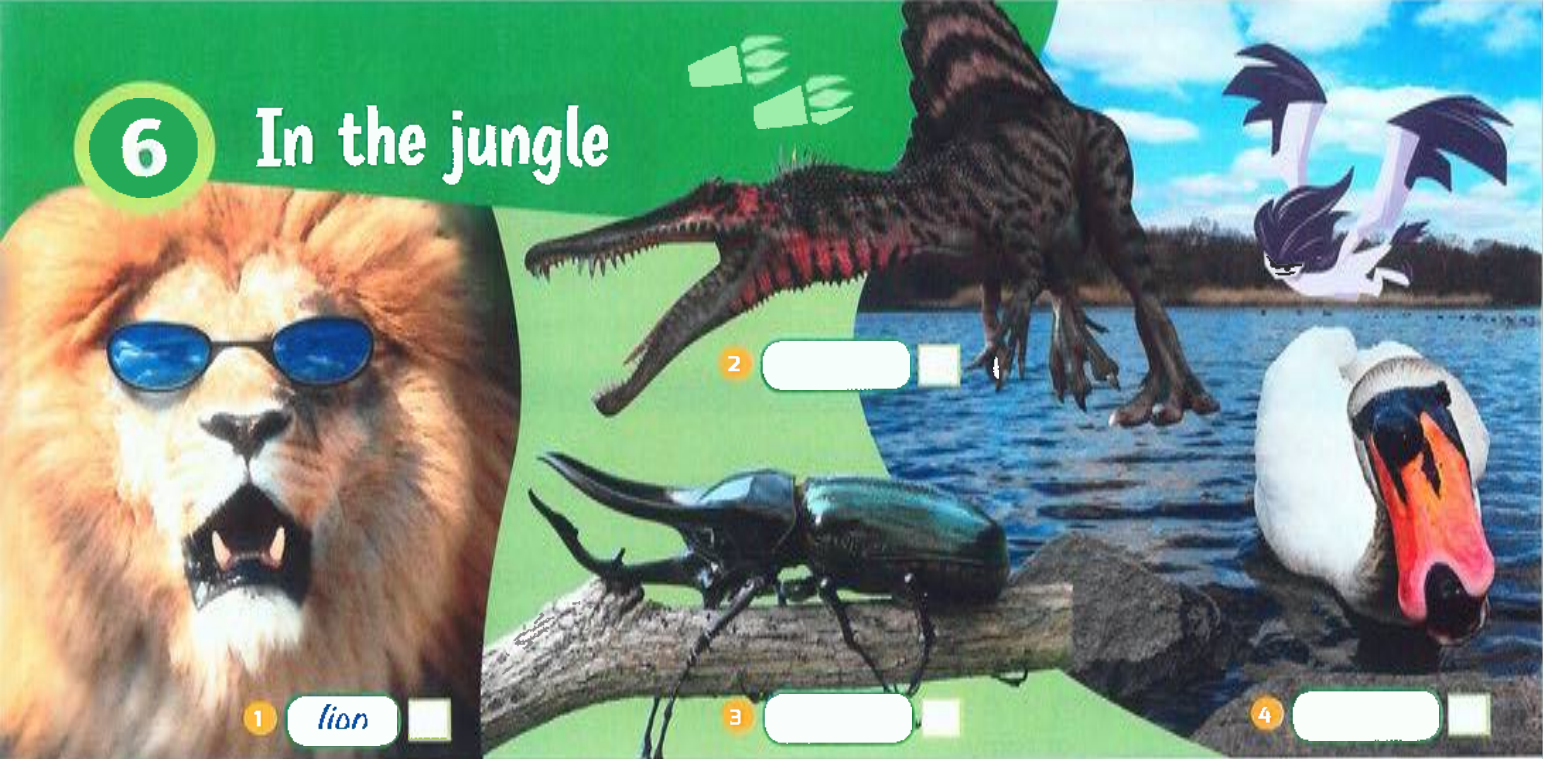
	Eva	Your name
When		
Where		
Food		
Food not to bring		
What else to bring		
Things to do		
Don't forget to		

- 8 Work in groups to plan your birthday picnic. Use the table to help you.

- 9  Write your invitation. Use some words about the weather, the food and having fun.



## 6 In the jungle

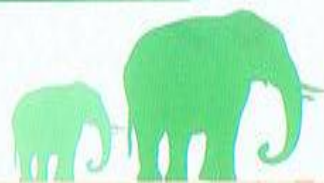


1 Write the names of the animals then tell a partner.

beetle lion swan dinosaur

2 18 Match the footprints to the animals. Listen and check.

3 Read the magazine article about Janet. Does she enjoy her job?



Janet has a very unusual job. She works in a big nature park in Africa as a wild animal tracker. She knows what the footprints of different wild animals look like so that she can track or follow them and learn how to keep them safe.

Janet's job can be difficult. Sometimes it's very hot and she has to walk for a long time to find the animals that she is tracking. She often follows the footprints of big animals like elephants. Elephants

can walk hundreds of kilometres and they can be frightening when they are angry. Because of this, Janet doesn't usually work alone. She works with a team of trackers, who can help each other if an animal becomes dangerous.

Janet loves her job because she is very interested in wild animals and what they do every day. Her favourite animals are giraffes and lions. She thinks it's very important to look after the environment.

4 Can you remember what these adjectives describe? Cover the article and write a sentence for each adjective. Read the article again and check.

1 unusual Janet's job is unusual.

2 safe

3 difficult

4 angry

5 dangerous

6 important

5 Would you like to be a tracker? Why? / Why not? Tell a friend.





- 6 Look at the three pictures and choose some words from the box to make notes about what happened in each picture.

forest jungle surprised excited enormous large dinosaur follow felt thought  
tracker guessed fun costume chicken was cat lion found friendly special  
unusual footprint(s) boy frightened were birthday party followed



- 7 Tell a friend what happened in the pictures. Circle the words in the box that your friend uses.

- 8 Write about this story. Write 20 or more words.

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### CHECKLIST

After you write, show your story to a friend. Tick (✓) the boxes.

- ☐ Is the spelling correct?
- ☐ Is the story more than 20 words?
- ☐ Does the story talk about all three pictures?
- ☐ Is the handwriting clear?





- 1 Look at the photos in task 3. Complete the table with the animals' names. Which animals have fur, wings, spots or a shell? Tick (✓) the correct box.

	animal	fur	wings	spots	shell
0	butterfly		✓		
1					
2					
3					
4					
5					

- 2 19 Listen and answer the questions.

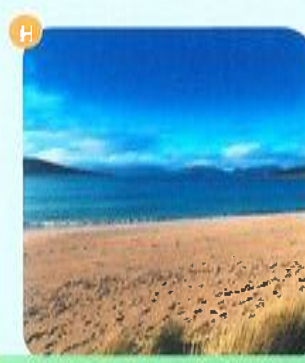
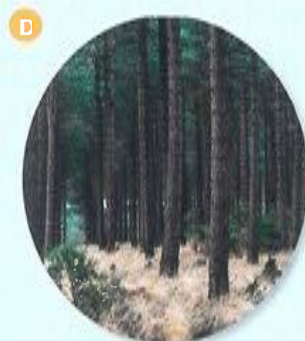
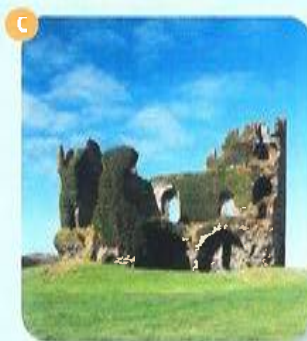
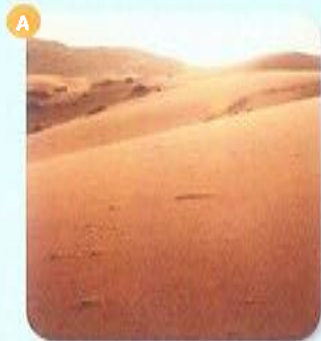
- 1 Why does Maria take photos? \_\_\_\_\_ 3 How long do tortoises live? \_\_\_\_\_  
 2 What do camels like eating? \_\_\_\_\_ 4 What are eagles good at? \_\_\_\_\_



- 3 19 Where did Maria take each of these photos? Look at the photos on page 33. Listen and write a letter in each box. There is one example.



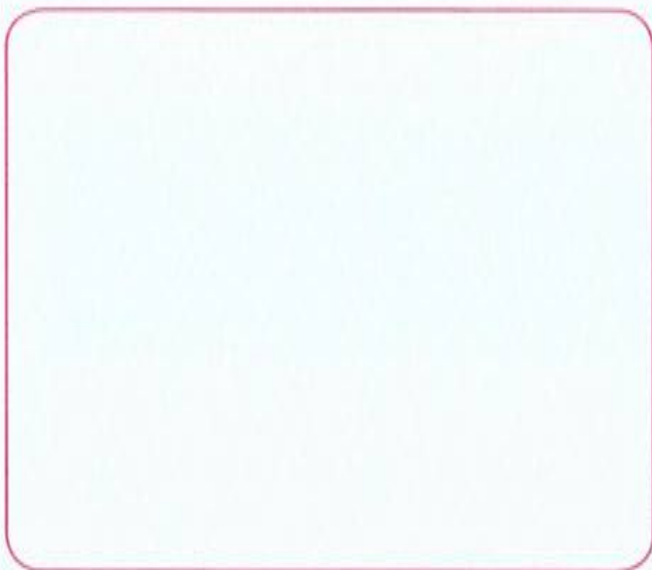




**TIP!** Listen to the whole dialogue before you choose your answer.

4 Read the questions and match them to the answers.  
What animal do you think it is? Draw a picture.

- |  |  |
|--|--|
| 1 Where's your home? <u>  D  </u>            | A No, I haven't got those things but I have got wings.             |
| 2 What's your favourite food? <u>      </u>  | B I usually fly and walk, but I can swim when I have to.           |
| 3 What are you frightened of? <u>      </u>  | C Nothing, because I'm fast, strong and brave.                     |
| 4 Do you walk, swim or fly? <u>      </u>    | D I live in a nest in a tree.                                      |
| 5 Have you got fur or a shell? <u>      </u> | E I can see things that are very far away. I can fly very quickly. |
| 6 What are you good at? <u>      </u>        | F Rabbits are delicious!   |
| 7 What colour are you? <u>      </u>         | G Sometimes I can live for 50 years.                               |
| 8 How long do you live? <u>      </u>        | H I can be brown, white or black. I often have yellow eyes.        |



### THINK BIG

Which animals help humans?

- transportation
- guide the blind
- company for the old







Skills: Writing and Speaking

1 Choose six foods that you would like to have in a picnic. Draw and label your picnic.

2 Now look at your picnic and make notes.

Mark: \_\_\_\_ / 6

- 1 Which food groups are in your picnic?
- 
- 2 Which foods in your picnic have sugar in them?
- 
- 3 Could you make your picnic healthier? How?
- 

3 Find out about a friend's picnic and make notes in the table.

Mark: \_\_\_\_ / 3

	What food is in your picnic?	There are cheese sandwiches, tomatoes and ...
Find out about ...	My friend's picnic	
the food in his or her picnic.		
the food groups in his or her picnic.		
the foods with sugar in his or her picnic.		
how his or her picnic could be healthier.		

Mark: \_\_\_\_ / 8

4 What else are you going to take to your picnic? Write three things. Tell your friend.

I'm also going to take an umbrella to my picnic.

umbrella

Mark: \_\_\_\_ / 3

Total: \_\_\_\_ / 20





## Skills: Listening and Reading

1 **20** Listen to Harry talking about his pets and complete the sentences.

- 1 Harry would really like to have a pet \_\_\_\_\_.
- 2 Harry has two pets: a \_\_\_\_\_ and a \_\_\_\_\_.
- 3 Their skin is cold and \_\_\_\_\_ – a bit like a dinosaur.
- 4 Harry has to keep his pets \_\_\_\_\_.
- 5 Harry's friends think his pets are \_\_\_\_\_.

Mark: \_\_\_\_ / 6

2 **20** What's wrong? Read, think and remember what Harry said. Can you correct the words in red?

Harry has lots of <sup>books</sup> ~~0 DVDs~~ about dinosaurs. There ~~1 are~~ lots of dinosaurs living now. Harry's ~~2 brother~~ said, 'How about getting a pet that ~~3 sounds~~ like a dinosaur instead?' Harry thought that was a great idea so he did some ~~4 running~~ and he decided to get a pet lizard and a pet tortoise. They both look a bit like a dinosaur because they don't have ~~5 feet~~. Harry's ~~6 dinosaur~~ is called Fred and he's quite small. His tortoise is bigger and she's called Pat. Lizards often live in ~~7 lakes~~ and tortoises often live in ~~8 nests~~. Fred and Pat like eating fruit and cheese. Harry feeds them ~~9 five~~ times a day. Harry thinks that Fred and Pat are ~~10 fun~~! They are very ~~11 dangerous~~ and they are beautiful. Fred has ~~12 orange~~ spots on his ~~13 legs~~ and Pat has brown stripes on her ~~14 head~~. They aren't dinosaurs but they are Harry's perfect friends!

3 **20** Listen to Harry again and check your answers.

Mark: \_\_\_\_ / 14



Total: \_\_\_\_ / 20



## 7

## Planning a holiday



- 1 Look at the photos of two places you can choose for a holiday. What can you see? Say and point.

countryside city centre museum mountains tent field stone grass building statue

- 2 Photo A is in the South of France. Photo B is in Rome, Italy. In which place can you usually find these things? Write A or B.

- |                          |       |                   |       |
|--------------------------|-------|-------------------|-------|
| 1 a police station       | _____ | 5 woods or forest | _____ |
| 2 a bridge over a stream | _____ | 6 wild animals    | _____ |
| 3 a busy restaurant      | _____ | 7 a university    | _____ |
| 4 a fire station         | _____ | 8 a farm          | _____ |

- 3 Read about Oliver and Sarah. Decide which place they might like best, A or B? Why? Tell a friend.

Oliver is very quiet. He likes drawing and seeing old places. History is his favourite subject and he loves finding out about how people lived in different times. He is happy outside but he likes going into museums and castles and other places where he can learn about life in the past.



Sarah is very friendly. She likes meeting people and doing lots of sports. She has a lot of energy. She enjoys exploring new places especially outside. Last year she went on safari in South Africa and saw lots of wild animals.



- 4 Oliver and Sarah are going on holiday with their mum and dad. Here is the list of their plans. Put the plans in the correct order.

1 Choose a place to go to.







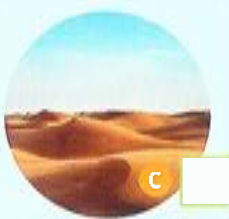













- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

- \_\_\_\_\_ - Pack your bags.
- \_\_\_\_\_ - Go to the airport or station and start your journey!
- \_\_\_\_\_ - Find out how to travel there (for example by plane/bus).
- \_\_\_\_\_ - Buy tickets.
- \_\_\_\_\_ - Check you have important things (your passport/currency) ready to pack.
- \_\_\_\_\_ - Choose a place to go to.



5 Look at the photos. Write the words on the lines.

taxi theatre museum plane desert tent skyscraper mountains  
snowboarding ocean castle farm restaurant hotel

1	 A <input type="text"/>	 B <input type="text"/>	 C <input type="text"/>	 D <input type="text"/>
	taxi	train	bus	
2	 A <input type="text"/>	 B <input type="text"/>	 C <input type="text"/>	 D <input type="text"/>
	city	countryside		
3	 A <input type="text"/>	 B <input type="text"/>	 C <input type="text"/>	 D <input type="text"/>
		factory		
4	 A <input type="text"/>	 B <input type="text"/>	 C <input type="text"/>	 D <input type="text"/>
5	 A <input type="text"/>	 B <input type="text"/>	 C <input type="text"/>	 D <input type="text"/>
				swim at the beach

6 21 Listen to Sarah and her grandfather talking about a holiday. Is Sarah going to France or Italy?

7 22 Listen again. Which things hasn't Sarah done yet? Listen and tick (✓) the boxes in task 5.

8 Write about you using the pictures from lines 1–5 in task 5. Then tell a friend.

I'd like to travel by 1 \_\_\_\_\_. I haven't been to 2 \_\_\_\_\_ before. I want to see 3 \_\_\_\_\_. I'd like to visit 4 \_\_\_\_\_ and 5 \_\_\_\_\_.



1 How do you say hello to someone new in your country? Tick (✓) the best photo.



a bow



b shake hands



c put your hands together



d smile



e something else?

2 Holly went on holiday to visit her friend. Read about her trip and answer the questions.

- 1 Where did Holly go?
- 2 Did she enjoy the holiday?
- 3 Did Holly think culture shock was a good thing?

### Holly's adventure in Malaysia

Last year Holly went to Malaysia to visit her friend Nur. 'You will have a great time,' said her mum. 'But you might feel some culture shock!'

'What's that?' said Holly.

'Well, our culture is the way we live – our food, our hobbies, our everyday life,' said her mum. 'But when you go somewhere very different, everything seems strange. So you can feel a bit worried or surprised.' So Holly read a lot about Malaysia and it helped.

For example, she knew that she could shake hands to say hello but she used two hands, not just one. Nur's mother and father were very pleased. 'You've learned about Malaysian culture!' they said. 'That's great!'

The first morning Nur gave her rice in banana leaves for breakfast. 'Rice!' said Holly. 'I read that you sometimes have rice for breakfast here. And now I'm trying it!' She was happy.



In the street Holly wasn't surprised when she couldn't read everything because the signs were in different languages. And her favourite part of the holiday was watching a special Malaysian dance and trying on a Malaysian dress.

When Holly got home her mother asked, 'Was Malaysia very different?' 'Yes,' said Holly. 'I loved Malaysia and I loved the culture shock. It wasn't too bad because I read about it before I went. I learned a lot about a different country. And I feel more confident now. I've learned I can do new things on my own!'

3 Read the text again. Put the photos in the correct order.



4 Draw another picture from the story in the last box. Show a friend. Can they guess which part of the story it is?

5 Work with another friend. Tell the story again, using the photos.



6 ... When Holly was in Malaysia she had an adventure.  
Look at the pictures below. What can you see?

7 Which words might go with each picture?

train station platform forgot friendly remembered worried happy



## Adventure in Malaysia



**TIP!** Say a few words about each picture. Use action verbs e.g. come, go, buy, carry, lose, find.



8 ... Look at the pictures again. Holly and Nur were going on a day trip. Holly had made a plan. They were going by train. At the station ... Now you tell the story.





## What I want to do!

Welcome to my blog ... all the things I'm thinking and doing!

- Example:** Hi everyone. This week I'm thinking about jobs and what I want to do in the future. Do you know which job you might want to do one day?! It's really difficult to choose – there are \_\_\_\_\_ interesting jobs.
- 1 At school we're learning about different skills. Skills are things you can do well because you have practised a lot or \_\_\_\_\_ them. For example, cooking is a useful skill because you can make yourself good food. Yesterday, our teacher talked about two kinds of skills. Hard skills are things you learn at school like maths and using a computer program. You probably need a teacher to help \_\_\_\_\_. Soft skills are things like listening well or working in a team. We practise those skills at school, too but I also learn them at home, with my sister and brother. We have to do things together and learn to speak and listen to each other. It's good practice!
- 2 For most jobs you need some hard and soft skills. Mechanics needs to be good \_\_\_\_\_ fixing things and working with machines. But they also have to talk to people about problems, so they have to be good at speaking to people too.
- 3 When I'm older I want to be a firefighter. I think I \_\_\_\_\_ need to understand science and how fires happen. But I'm also good at speaking to people – I'll need to tell people what to do in a fire, so they are safe. If you know the skills you do best, it might help you choose the type of job you want to do one day. Good luck!

**Katy**

### 1 Read Katy's blog about jobs. Answer the questions.

- 1 What is she learning about at school this week?
- 2 Which hard skills does a mechanic need? Which soft skills?



### 2 Read the blog again and write the correct words on the lines. There is one example.

<b>Example:</b>	at	in	on	3	you	your	them
1	much	a lot of	none	4	in	on	at
2	learn	learning	learned	5	will	can	did

### 3 Are these soft skills or hard skills? Look at the table and write the words from the box in the correct place.

~~listening well~~ ~~fixing machines~~ working in a team speaking clearly working hard  
maths using a computer reading Italian helping other people understanding science

**Hard skills**

*fixing machines*

**Soft skills**

*listening well*



- 4 Choose a job. Which hard skills and which soft skills does this person need?  
Talk to a friend.

A doctor needs to be good at science. She or he needs to listen well and explain things clearly. She or he needs to be good at helping people.

- 5 Look at the sentences. Can you think of a job for each one?

- 1 I work in an office.
- 2 I wear a uniform.
- 3 I'm interested in art and music.
- 4 I like maths and science.

- 6 Do you know the names of the jobs in the photos? Circle the words in the word snake.

dentist pirate teacher astronaut doctor police officer singer pilot firefighter

- 7 Helen, Katy and Robert are talking about jobs. What do they want to do? Listen and tick (✓).

1 Katy



2 Helen



3 Robert



- B Complete the sentences with jobs.

- 1 I've flown to a lot of different countries in my job. I'm a pilot.
- 2 I've travelled up into space. I'm an \_\_\_\_\_.
- 3 I've stopped a lot of houses from burning and helped a lot of people. I'm a \_\_\_\_\_.
- 4 I've worked on TV and in the theatre. People like my music. I'm a \_\_\_\_\_.
- 5 I've helped people and caught many bad people. I'm a \_\_\_\_\_.



- 1 Look at the places. Who works in each place?  
Write the correct word on the lines.



1 farmer



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

~~farmer~~ waiter  
ambulance driver actor  
business person

- 2 George is talking about the job he likes best. Which job does he want to do most now?

These jobs are all good, but I want a job that's interesting and different every day. My dad wants me to be an engineer, 1 \_\_\_\_\_ I think my maths is really bad, so I don't want to do that job.

I'd like to be 2 \_\_\_\_\_ ambulance driver most. If you're an ambulance driver, you 3 \_\_\_\_\_ drive faster than the other cars, because you are helping people who are very ill. I think I have the right skills for this job. I'm very calm and I like helping people. My teacher says I can speak well and I'm friendly and kind 4 \_\_\_\_\_ people. I'm also good 5 \_\_\_\_\_ science. I've learned a lot about the human body. I don't know if I will do this because I'm too young to choose yet.




- 3 Listen and write the words on the lines in task 2.


to but can an at

- 4 Complete the sentences with your ideas.

I'd like to be \_\_\_\_\_ because \_\_\_\_\_  
I'm good at \_\_\_\_\_  
\_\_\_\_\_



- 5  Look at the photo of William. What kind of hobbies do you think he has? Read the story. What is William's hobby? Why aren't his family happy about it?

- 6  Read the story again. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

## William's business plan

William was playing a computer game. 'William!' called his mother from the kitchen. 'Can you come and help me?' But William didn't hear. 'What are you doing?' said his mother. 'I'm winning all the golden coins at the top of the mountain!' said William. His mother was not very happy. 'You're playing too many games,' she said. 'Don't play any more tonight.'

The next day the family were all in the garden ... except one! 'William,' said his father, 'the picnic is ready. Come out and have some sandwiches.'

'OK,' said William, 'but can I come in ten minutes? I haven't finished my game!' His father was not very happy. 'You're playing on the computer too much. It isn't good for you.'

In the evening William did his homework. His eyes ached and he was very tired. He couldn't do his homework very well. The next day his teacher talked to him. 'I know you are very good at using computers,' she said, 'but you need to learn about lots of different things and you need to spend time with other people too. How will you find a good job when you are older if you only play games all alone?'

William went home. He sat down at his computer. His mother and father were both angry.



'William!' they said. 'Do something different!'

'I am doing something different!' said William. 'Look!'

Later that day his sister came home. 'Is William playing games again?' she asked.

'No,' said their mother. She was smiling. 'He's working!'

'I decided to use my skills in a better way!' said William. 'Look! I have my own website – William's Gaming World! I'm writing about the different games and how good they are. And I'm going to start a game club with my friends. When I'm older I want to be a journalist – so this is great practice. I'm even writing a business plan.'

'That's great!' said his sister. 'Shall we play a game now?'

William shook his head. 'No,' he said. 'I think we should go to the park. Working on the computer makes me feel tired. Let's do something different!'

### Examples:

William didn't listen to his mother.

His mother was angry because he was playing too many games.

- 1 She told him to \_\_\_\_\_ playing.
- 2 The next day his family \_\_\_\_\_ picnic in the garden.
- 3 William wanted to \_\_\_\_\_ game before he went to the garden.
- 4 William did his homework badly because he felt very \_\_\_\_\_.
- 5 William showed his sister his \_\_\_\_\_.
- 6 She thought it was \_\_\_\_\_.
- 7 William didn't want to \_\_\_\_\_ with her.





# Review Unit 7



## Skills: Writing and Speaking

1 How many places can you see in the word cloud? Draw circles.

Mark: \_\_\_\_ / 5



2 Which other words can you see about holidays?

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3 Answer the questions. Use the places from task 1.

Mark: \_\_\_\_ / 5

- 1 This is a big building for lots of people and I can watch actors here. \_\_\_\_\_
- 2 This place has a lot of old things in it. I can learn about history here. \_\_\_\_\_
- 3 This is like a small river. \_\_\_\_\_
- 4 This is a big building and kings sometimes lived in them. \_\_\_\_\_
- 5 I can eat dinner here. It is where a waiter works. \_\_\_\_\_

Mark: \_\_\_\_ / 5

4 Choose three other words from the word cloud and write a clue for each one. Ask and answer with a friend.

5 Write the names under each photo.

Mark: \_\_\_\_ / 3



1 \_\_\_\_\_



2 \_\_\_\_\_



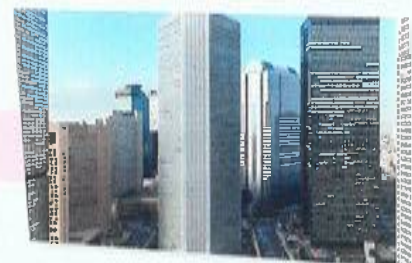
3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

Mark: \_\_\_\_ / 6

Total: \_\_\_\_ / 24



# Skills: Reading and Speaking

1 Write the names of the jobs under the photos.

## COOL JOBS! WHAT DO YOU WANT TO BE?



A \_\_\_\_\_

There are a lot of interesting jobs in the world. Do you know what you want to do? Would you like to be a singer 1 \_\_\_\_\_ a police officer for example? They are interesting 2 \_\_\_\_\_ remember, a job that sounds fun might not be the best one for you. Firefighters have exciting jobs, 3 \_\_\_\_\_ if you don't like danger, you won't enjoy it. Instead, think about your skills 4 \_\_\_\_\_ you can find jobs that are interesting 5 \_\_\_\_\_ that you will be good at.



B \_\_\_\_\_



C \_\_\_\_\_



D \_\_\_\_\_



E \_\_\_\_\_



F \_\_\_\_\_

Mark: \_\_\_\_ / 6

2 Look at the words in the box. They are used to join sentences. Draw lines to the meanings.

1 gives two things to choose from

3 shows why something happens

so but and or

2 shows two ideas that don't agree

4 adds a new idea

Mark: \_\_\_\_ / 4

3 Now read the text above and complete the sentences with the words from task 2.

Mark: \_\_\_\_ / 5

4 Talk to a friend. Say three sentences. Do you have the same ideas?

1 I'd like to be a \_\_\_\_\_ or a \_\_\_\_\_ because \_\_\_\_\_.

2 I think \_\_\_\_\_ sounds interesting but I don't want to do it because \_\_\_\_\_.

3 I think you're good at \_\_\_\_\_, so you could be a \_\_\_\_\_.

Mark: \_\_\_\_ / 3

Total: \_\_\_\_ / 18





### ANNA PAVLOVA

Have you ever eaten a pavlova? You should try it – it's a delicious dessert that's made of cooked eggs, sugar, cream and fruit. But most people don't know that the cook who invented it, named it after a real person. Anna Pavlova was a Russian ballet dancer. She started dance school when she was ten and worked very hard to become a brilliant dancer. She travelled all over the world, dancing in lots of different countries. Don't you think her beautiful, light, white dress looks like the pavlova?



### Lionel Messi

Lots of people think that Lionel Messi is the best ever footballer because he was the youngest player to win four Ballons d'Or. The Ballon d'Or is a prize for the best footballer each year. Messi has scored the most goals for his home country, Argentina – 65 goals! He also scored the most goals ever in one year (2012) – he scored 91 goals in just 69 games of football! Messi lives in Spain and loves playing video games with his son.



### Edward Jenner

Would you like to save people's lives? Some people think that the work of Edward Jenner has saved 530 million lives! This scientist is famous for helping to stop a dangerous illness called *smallpox*. He saw that people who worked with cows didn't catch smallpox and he used this information to learn more about the illness. Soon, he found a way to stop people getting smallpox at all. He was an amazing scientist!

- 1 When do you think they lived? Read, look and match the people to the dates. Then say why they are famous.

1749–1823    1881–1931    1987–still living

- 2 Read the texts again. Use the words in the box to write the questions for the answers.

What ~~When~~ Who Why Where What

- 1 When she was ten years old. When did Anna Pavlova start dance school?
- 2 It's a dangerous illness. \_\_\_\_\_
- 3 He was an amazing scientist who wanted to help sick people. \_\_\_\_\_
- 4 Because he was the youngest player to win four Ballons d'Or. \_\_\_\_\_
- 5 Cooked eggs, sugar, cream and fruit. \_\_\_\_\_
- 6 Spain. \_\_\_\_\_

- 3 Ask and answer with a friend.

- 1 What kind of food would you like to take your name? Why?
- 2 Would you prefer to be a famous dancer, a famous footballer or a famous scientist? Why?
- 3 What else would you like to be famous for? Why?



4 Read the questions and match them to the answers A–F. Answer the questions for you.

- 1 What's your favourite food?
- 2 Where would you like to go on holiday?
- 3 What makes you laugh?
- 4 What kind of clothes do you usually wear?
- 5 Do you prefer music, reading or walking in the countryside?
- 6 What is in your pockets right now?

B	_____
	_____
	_____
	_____
	_____
	_____

- A Some sweets, my phone and a pencil.  
 B That's easy. Strawberry yoghurt.  
 C That's difficult, but I think I love playing the piano the most.  
 D Mm, let me think. My school uniform!  
 E To a beach where I can swim and sail.  
 F Mm, I don't know. Maybe it's my dog. He's very silly!



5 Ask and answer with a friend.

What's your favourite food?

That's difficult. I think I like pasta salad the most.

**TIP!** When you need more time to think, try saying:

*Mm, let me think.  
 Mm, I don't know. Maybe it's ...  
 That's difficult but ...*



6 Now choose a famous person and think about him or her. Write his or her answers to the questions in task 4. They don't have to be true.

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____

7 Interview a friend. Which famous person do you think he or she is?







1 Listen and draw lines. There is one example.

Sue

Paul

Amy

Asma

John

Sally

Peter

2 Which name didn't you use? Who do you think it is? What do you think they are famous for?

I think this person is called ...  
He/she might be famous for playing the guitar.



- 3 Read about Serena Williams. Which facts do you think are the most important and the least important? Number the facts from 1 (most important) to 5 (least important).

Name: Serena Williams

Lived from: 1981 to still living.

Famous for: being one of the best tennis players in the world.

## Five facts



☐ E Her favourite animals are dogs and tigers.

☒ 1 D Serena Williams has won the most women's tennis competitions ever.



☐ A She was 14 when she played in her first tennis competition.



☐ B She has also won four Olympic gold medals.

☐ C Serena's a fashion designer when she isn't playing tennis. She loves clothes.



### 4 Read and match the sentence halves.

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 1 Serena won her first big          | A won the World Cup.             |
| 2 Messi has lived in Spain          | B for most of his life.          |
| 3 When Anna Pavlova wasn't dancing, | C competition when she was 17.   |
| 4 Messi has never                   | D she was travelling and acting. |

### 5 Pairwork. Student A go to page 67. Student B go to page 68. Ask and answer questions.



# 10 Let's go to space!



I want to be an **1** \_\_\_\_\_ ,  
 And fly around the **2** \_\_\_\_\_ .  
 I want to take a **3** \_\_\_\_\_ to the stars.  
 I want to see all of the **4** \_\_\_\_\_ .  
 In just one afternoon,  
 And take photos of Jupiter and Mars.  
 I think I will be fine,  
 But how will I feel?  
 Alone in a **5** \_\_\_\_\_ ?  
 Looking down at planet **6** \_\_\_\_\_ far away?  
 How sad will I be,  
 When all that I can see  
 Is **7** \_\_\_\_\_ , on my space holiday?  
 I think I will be fine,  
 I still want to be a space-girl,  
 I just need to take a friend,  
 Travelling with a friend is always fun.  
 I think I will be fine,  
 With a favourite friend of mine,  
 When I'm flying past the hot, red **8** \_\_\_\_\_ .

**1** **25** Listen to the song and write the missing words. Then look and number the photos in the order you hear them.

sun clouds astronaut spaceship moon rocket Earth stars planets aliens

**2** **25** Listen again and answer the questions.

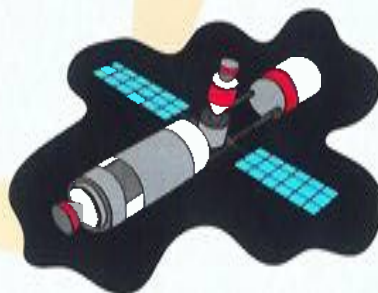
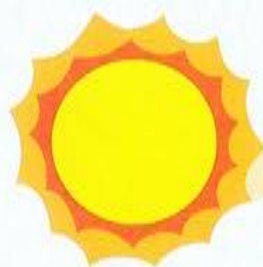
- 1** What does the singer want to do?
- 2** What does she worry about?
- 3** What does she decide to do at the end of the song?


**3** **25** Sing the song.



4   Read the sentences with a friend. Write T (true) or F (false).

- 1 The moon is the only thing astronauts have walked on in space. \_\_\_\_\_
- 2 Space begins 5 km above planet Earth. \_\_\_\_\_
- 3 There's no air in space, so astronauts take air with them from Earth. \_\_\_\_\_
- 4 A space station is a place where astronauts can live and work in space. \_\_\_\_\_
- 5 People invented rockets about 100 years ago. \_\_\_\_\_
- 6 The sun is a planet like Earth or Mars. \_\_\_\_\_



5  26 Listen and check your answers. What other information did you hear? Can you write any of it in your notebook?

6  Work with a friend to complete the table. Write a sentence about what you think will happen in 2025 or 2050.

What happened  
in 1942?


In 1942, the first ...  
travelled into space.

What will happen  
in 2025?

In 2025 the first ... will ...

Date	What happened/What will happen?
1942	
1947	
1961	
1969	
1998	
2001	
2025	
2050	



7  Would you like to go on holiday to space? Why? / Why not? Write a sentence.

I wouldn't like to go on holiday to space because it might be very cold and there aren't any people there.

I would like to go on holiday to space because ...





- 1 Look at the picture and read the story. Write some words to complete the sentences on page 53 about the story. You can use 1, 2, 3 or 4 words.

## An amazing adventure



Last Saturday, Holly and Michael visited their cousin June. June is a scientist who studies space. When they arrived, June said, 'Let's have an adventure. Where shall we go?' 'The beach!' said Michael. 'How about a museum?' said Holly. They were surprised when June said, 'Those places are boring. Let's go to the moon!'

June showed them her space rocket. 'I built this last year,' she said. Holly and Michael felt excited, but a bit worried about travelling to the moon in it. 'Don't worry!' said June. 'It's very safe.' They put on special clothes and helmets and they got into the rocket. June pushed 'Start' and they quickly flew off.

When the rocket landed, they jumped onto the moon. 'Wow!' said Holly. 'Space is beautiful! Look at all the stars and planets.' 'You can use the cameras in your helmets,' said June.

Holly and Michael took lots of photos. They were sad when June told them it was time to go home. 'We've just got here!' said Michael. 'Actually, we've been here for hours,' said June. 'And I'm hungry.'

They got into the rocket and flew back to Earth. They were tired that evening, but they were happy, too. They ate pizza and looked at their photos. 'What an amazing adventure!' said Holly. 'Thank you, June!'





### Examples:


Holly and Michael's cousin is called June.

June is a scientist and she's interested in space.

### Questions

- 1 Last Saturday, June wanted to take her cousins to \_\_\_\_\_.
- 2 June made her \_\_\_\_\_ last year.
- 3 They put on \_\_\_\_\_ before they got in the rocket.
- 4 The rocket travelled \_\_\_\_\_ into the sky.
- 5 There were \_\_\_\_\_ in the helmets and they took photos.
- 6 June wanted to go home because she \_\_\_\_\_.
- 7 They had \_\_\_\_\_ for dinner that evening.



- 2 How are they feeling? Read the text again in task 1 and underline seven *feeling* words. Draw an emoji for each word.
- 3 What's it *like*? Read the story again and circle five words for what things are *like* in the story.
- 4  Read the short story and complete the sentences with words from task 2 and 3.


## MY TRIP TO SPACE

Last weekend, my mum said, 'Let's visit a new planet in space!' 'OK,' I said, but I felt a bit 1 \_\_\_\_\_.

We put on some 2 \_\_\_\_\_ clothes and got into our 3 \_\_\_\_\_ spaceship. I felt 4 \_\_\_\_\_ before we left. We travelled quickly through the sky and I was very 5 \_\_\_\_\_ when we landed.

The planet was 6 \_\_\_\_\_ and 7 \_\_\_\_\_. There were some 8 \_\_\_\_\_ plants on it and we could see some 9 \_\_\_\_\_ planets in the sky near us. We played football and had a picnic and then my mum felt 10 \_\_\_\_\_. We got back into the rocket and flew home. 'What a(n) 11 \_\_\_\_\_ adventure,' said my mum. 'Yes,' I said. I was very 12 \_\_\_\_\_.



- 5  Imagine you have been on a trip to space. Write a short story about it. Use the questions to help you.
  - When did you go?
  - What did you wear?
  - What did you do there?
  - Who did you go with?
  - How did you travel there?
  - How did you feel?



# Review Unit 9



## Skills: Reading and Speaking

1 Read about Marta, John and Tessa's hobbies and write the correct words in the gaps.

make taking went going visited sell



MARTA

My favourite hobby is 1 \_\_\_\_\_ photographs. I often go to the forest or the beach and take photos of animals and birds. Sometimes I 2 \_\_\_\_\_ them to magazines or enter competitions. My friends think I'm a brilliant photographer, but I'm never happy with my photos. I think they could be better.

My parents have a restaurant and they taught me to cook when I was really young. Now I help them 3 \_\_\_\_\_ food in the kitchen at the weekends. Sometimes I also work as a waiter in the restaurant. People always think it's funny that a 12-year-old boy is their waiter! I'm also in a band and sometimes we play at my parents' restaurant. We're called the Skating Dolls. We're 4 \_\_\_\_\_ to be famous!



JOHN



TESSA

I've been playing tennis for eight years. My mum gave me my first racket when I was four! Then, when I was eight, I 5 \_\_\_\_\_ to a famous tennis camp in Spain. This really helped me to get better at tennis. I learned a lot and I won my first competition there. I practise every day and I've 6 \_\_\_\_\_ lots of interesting places to play tennis. I want to be the best in the world!

Mark: \_\_\_\_ / 6

2 Answer the questions.

- 1 How old was Tessa when she won her first competition? \_\_\_\_\_
- 2 Which three different ways does John help at the restaurant to make it successful?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 Who has travelled a lot? \_\_\_\_\_
- 4 Who is interested in the environment? \_\_\_\_\_
- 5 What important present did Tessa get when she was younger? \_\_\_\_\_
- 6 Does Marta think she is an amazing photographer? Why? / Why not?  
\_\_\_\_\_  
\_\_\_\_\_

Mark: \_\_\_\_ / 6

3 Read the texts again and tell a friend.

- 1 Who do you think has the most interesting hobby? Why? / Why not?
- 2 Who do you think will be famous? Why? / Why not?
- 3 Would you like to be famous? Why? / Why not?

Mark: \_\_\_\_ / 3

Total: \_\_\_\_ / 15





## Skills: Listening and Writing

1 **27** Listen to the story about Ben the astronaut and draw lines.

1 spaceship	2 Ben the astronaut	3 planet	4 alien	5 space	6 Moo	7 Earth
-------------	---------------------	----------	---------	---------	-------	---------

excited	surprised	amazing	special	worried	strange	beautiful
---------	-----------	---------	---------	---------	---------	-----------

2 **27** Listen again and complete the sentences. You can use 1, 2 or 3 words.

- Ben the astronaut found \_\_\_\_\_ in his garden.
- The spaceship was orange with \_\_\_\_\_.
- The planet had lots of \_\_\_\_\_ and yellow grass on it.
- Ben met an alien who had long \_\_\_\_\_.
- Ben decided to \_\_\_\_\_ back to Earth to find Moo.
- Moo \_\_\_\_\_ in Ben's garden.

Mark: \_\_\_\_ / 6

3 Why do you think Moo was worried? Write one sentence.

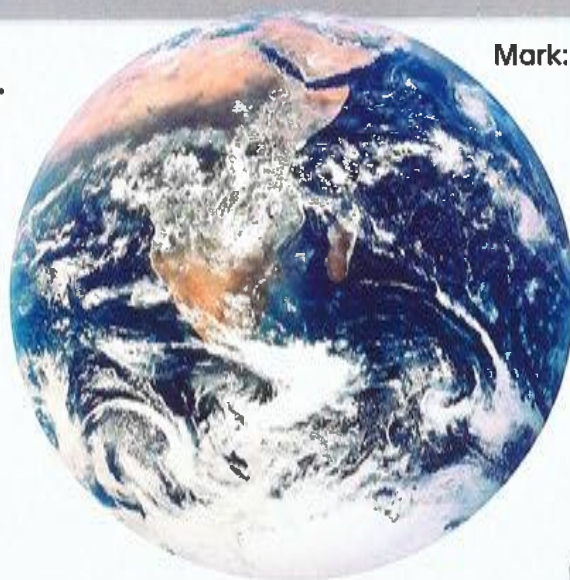
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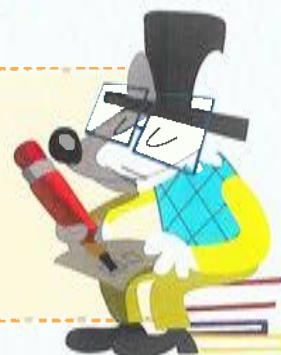
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Mark: \_\_\_\_ / 6

### CHECKLIST

- ☐ I checked my spelling.
- ☐ My handwriting is clear.
- ☐ My answer makes sense.



Mark: \_\_\_\_ / 3

Total: \_\_\_\_ / 15



# 11 The Winter Olympics



1 Look at the picture. What can you see?

2 Draw lines from the words to the picture.

runner

stadium

ice

Olympic rings

torch

3 Read about the Olympic Games.

The Olympic Games first started in Ancient Greece nearly 2,700 years ago. The games were held in the city of Olympia and a fire was burnt during the days that the Games happened. Now a 1 \_\_\_\_\_ still brings the Olympic 2 \_\_\_\_\_ to the Games and lights a fire. The symbol for the Olympics is the 3 \_\_\_\_\_: these are five coloured circles. Each ring is there to show a different continent in the world and the rings are all joined together for the Games. At the Olympics, sports include running, high jump and swimming. The first Winter Olympics was in 1924. At the Winter Olympics people compete in sports on snow and 4 \_\_\_\_\_. The main 5 \_\_\_\_\_ has an ice rink for these kinds of sports and has seats for over 35,000 thousand people.

4 Write the words from task 2 on the lines.

5 Look at the numbers. Write questions. There is one example.

1 How many circles are there in the Olympic symbol ? Five.

2 When \_\_\_\_\_ ? 2,700 years ago.

3 When \_\_\_\_\_ ? 1924.

4 How many \_\_\_\_\_ ? Over 35,000

6 Cover the questions and try to remember the information in task 5. Ask and answer with a friend.



7 Put the letters in the correct order to make words. Then match them to the pictures.

1



4



oofbtall wosningobrad nnnurig  
keyhcoeci likgn ceikstiagn

2

5



3



6



8 Read the first part of the TV guide. What happens at 9 am?

9.00 am

### The opening ceremony

Remember to join us on Channel Five tomorrow for the opening ceremony of the Olympic

**1 Races / Games** The competition starts when the Olympic **2 torch / light** arrives. It is carried **3 on / in** to the stadium by a runner and used to light a fire. This will continue to **4 burn / fire** until the end of the Winter Games. **5 See / Join** us in the amazing new Olympic **6 field / stadium** where there are enough seats for 35,000 people.

9 28 Circle the correct words. Then listen and check.

10 29 Read the rest of the TV guide. Write the red words on the red lines and the blue words on the blue lines. Then listen and check.

winner ski race gold fall over clap

2.00 pm

Our first **1** \_\_\_\_\_ of the Games begins! Watch the competitors  
**2** \_\_\_\_\_ down the beautiful mountains at high speed. Will any of them  
**3** \_\_\_\_\_? Who will be the fastest? Who will be the **4** \_\_\_\_\_?

4.00 pm

**5** \_\_\_\_\_ and cheer as the winner gets the **6** \_\_\_\_\_ medal!

11 Match the words.

- |         |                      |
|---------|----------------------|
| 1 on    | A the sports stadium |
| 2 for   | B 2 pm               |
| 3 in    | C the ice            |
| 4 at    | D three weeks        |
| 5 since | E last year          |

12 Answer the questions with a friend.


- Where do you do sports at or after school?
- How long have you done your favourite sport?
- When is your next sports lesson or game?





- 1 Look at the picture of the 'skeleton'.  
What do you think happens in this sport?



- 2  Alex does the skeleton at the Winter Olympic Games. Read Alex's diary and answer the questions.

- 1 How does Alex stop the sledge?
- 2 How fast does it go?
- 3 When did Alex start doing the skeleton?
- 4 Why is it important to keep your hands on the top?



- 3  Read the text again and write the missing words. Write one word on each line.

### Alex's diary

Example: Today I am practising the skeleton. It is quite a dangerous sport, but I enjoy it. I need to be strong and healthy because it is hard work.

- 1 I lie down on a sledge. It \_\_\_\_\_ very small and I have to make it go left or right by moving my body. The sledge moves down a hill on the ice to the finish line.
- 2 If I want the sledge \_\_\_\_\_ stop I put my feet on the ice to slow it down. It can move very fast – over 125 kilometres per hour. I have
- 3 \_\_\_\_\_ a sportsman since I was 10 so I am not frightened. I have done lots of sports that are fast before – for example skiing.
- 4 The sledge has metal parts underneath \_\_\_\_\_ move over the ice quickly so it is important to keep your hands on top. I would like to go
- 5 faster \_\_\_\_\_ anyone else in the competition and win the gold medal!

**TIP!** When you have completed the gaps, make sure you re-read the text and check your answers.

- 4  Would you like to try the skeleton?  
Why? / Why not? Tell a friend.

- 5 Choose three or four sports from the Winter Olympics. Do a survey. Which is most popular?



- 6 Look at the pictures of Olympic mascots and read the description. Which do you like best? Why? Tell a friend.

A mascot is an animal or character used to advertise an event. Some people think mascots are lucky, so they are often used in sport.



- 7 Read Boyao's message to a friend. Answer the questions.

Hello Eun!

Look at my photo of the White Tiger mascot! Isn't it great? I was visiting the sports stadium to watch ice skating. It was standing in the street and I stopped and took a photo. It looked amazing and it was very friendly. It's white and black and it has the Olympic rings on its chest. Its name is Sooho. This means 'protect' because it protects the Games and all the people there. I hope you like it!

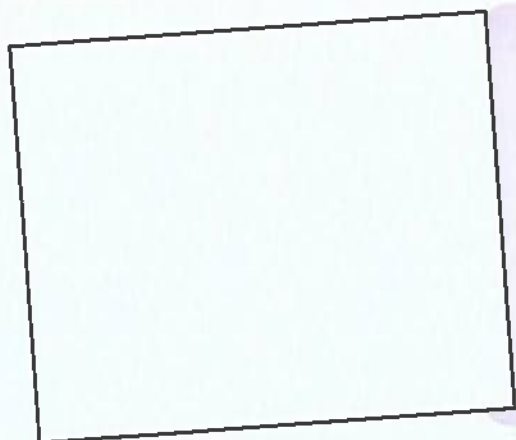
See you soon,

Boyao ☺



- 1 Why did she like the mascot?
- 2 What does it look like?
- 3 Where did she take the photo?

- 8 Work in a group. Can you draw a new Winter Olympics mascot? Think about colours and symbols.



Dear \_\_\_\_\_

Look at my photo of \_\_\_\_\_.

I was \_\_\_\_\_ and I stopped and took a photo. She/he/it looked \_\_\_\_\_.

\_\_\_\_\_. Its name is \_\_\_\_\_ because \_\_\_\_\_.

I hope you like it. See you soon!

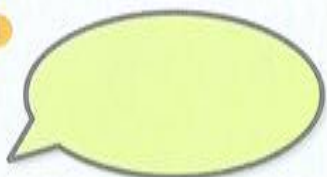
- 9 Now write a message to another group about your mascot. Say where you took the photo, what your mascot looks like and what it was like.





- 1 You see these shapes in comic strips and sometimes in cartoons. What do they show? Draw lines.

1



2




3



A Someone is thinking

B Wow! A surprise!

C Someone is saying something

- 2  Look at the comic strip about Emma and Katy. Put the pictures into the correct order. Then listen and check.

- 3 Read the story below. Can you complete it? Write the words on the lines.

~~bedroom~~ tennis bored idea playing wearing

Emma was in her 1 bedroom with her friend Katy. 'What's wrong?' asked Katy. I'm 2 \_\_\_\_\_! said Emma. Katy thought carefully. 'How about a game of 3 \_\_\_\_\_?' she said. 'Or we could read a magazine?' But Emma didn't want to. 'I don't like 4 \_\_\_\_\_ tennis,' she said. 'And I don't like reading magazines. I only like reading comics or playing computer games. And I like fish.' Katy and Emma thought hard. 'Ah!' they said. 'I know!' They both had a good 5 \_\_\_\_\_.

Emma opened her dressing up box. Ten minutes later she was ready. 'Watch out!' she said. 'Here comes 'Superfish' to save the day!' Emma was 6 \_\_\_\_\_ her Superfish clothes. 'You look great!' said Katy. 'Let me take a picture of Superfish for your blog!' They weren't bored any more.

- 4  Work with a friend. Tell the story again using the pictures.



5 Look at the picture. Which country do you think this comic book is from?

6 Listen to Emma talking about comics and computer games. Answer the questions.

- 1 When was the first comic strip made?
- 2 Which country sells the most comic books?
- 3 Which superheroes are in computer games too?

7 Listen again. Which is Emma's favourite character from a computer game? Tick (✓) the correct picture.



8 Work with a friend. Think of your own superhero for a comic or computer game. Complete the table with information about your superhero.

Name of the character:

What he/she looks like:

What he/she wears:

Super skill:

9 Talk to another friend. Ask questions about their character and tell them about your character.

What's the name of your character?

He's called Metal Man!

What is his super skill?

He's big and strong.  
He can lift cars!



- 1  **Look at the pictures. Where did Emma and Katy go? Do you think they enjoyed it?**  
**Now read, listen and check.**

Emma and Katy were bored. They tried watching TV, but there weren't any interesting programmes. They tried playing volleyball, but it was too hot. They even tried reading Emma's old 'Superfish' comics, but she had read them all before.



They decided to go to the aquarium. The aquarium was a big building near the river and it was full of interesting sea creatures. There were a lot of different fish and animals there. 'I'm glad we came!' said Emma. 'It's a great idea!'

Emma liked the dolphins and the spotted fish. Katy liked the sharks. They both wanted to see the octopus, but it was behind some plants and they couldn't.

'Let's go to the café,' said Emma. 'I'm thirsty'. They bought some lemonade and some pizza and they sat down at a table. The café was very nice because there were windows all along the wall and they could see into the tanks where the fish lived. They could watch the fish while they were eating and drinking.



'I had a great time,' said Katy. 'But it's a shame we didn't see the octopus.' Emma was smiling. 'Look!' she said to Katy. She was pointing at the window. Katy turned around. The octopus was in the window very close up. It was next to them. 'Wow!' said Emma and Katy. 'We have the best view!'



- 2  **Read and listen to the story again. Answer the questions.**

- 1 Why did they go to the aquarium?
- 2 What did they both want to see?
- 3 Why was the café a good place to go?

- 3  **Read the story again and write one word on each line.**

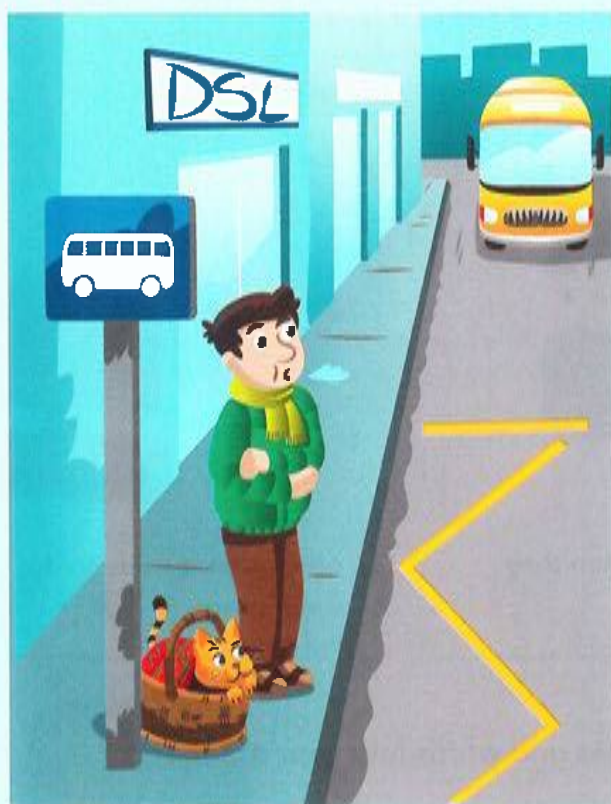
- 1 Emma and Katy were bored so they went to the \_\_\_\_\_ to see the fish.
- 2 Emma liked the dolphins and Katy liked the sharks but they both wanted to see the \_\_\_\_\_.
- 3 They couldn't see it because it was behind some \_\_\_\_\_.
- 4 They decided to go to the café and get some food and \_\_\_\_\_.
- 5 While they were in the café, they saw the octopus through the \_\_\_\_\_.
- 6 They were both very \_\_\_\_\_.

- 4  **Work with a friend. Tell the story again using the pictures.**





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



6  Work with a friend. Tell your story.

### CHECKLIST

- ☐ I looked at the pictures first to understand the story.
- ☐ I wrote one or two sentences about each picture.
- ☐ I wrote between 20 and 30 words.





# Review Unit 11



## Skills: Writing and Speaking

1 Which hobby do Sam, Jo and Pat have? Number the pictures 1, 2, 3.

reading magazines   watching cartoons   playing volleyball



1 loves reading and learning.  
Sam likes \_\_\_\_\_

2 enjoys this when they are on TV.  
Jo likes \_\_\_\_\_

3 often goes outside to do some sport.  
Pat likes \_\_\_\_\_

Mark: \_\_\_\_ / 6

2 Which words can go together? Copy the 3 shapes and words into your notebook and write the words around the correct shape.

~~football~~   ice hockey   interesting   competition   volleyball   amazing   cartoon   race   fun

football

play

exciting

game

Mark: \_\_\_\_ / 8

3 Can you add two more words to each group? Work in pairs. What kind of word did you add to each group – a verb, noun or adjective?

Mark: \_\_\_\_ / 6

4 Match the beginning and ends of the sentences to make questions. Then ask and answer with a partner.

1 Have you ever

2 Which competition is more

3 What is your favourite cartoon or

A computer game?

B exciting, football or ice skating?

C won a race?

Mark: \_\_\_\_ / 6

Total: \_\_\_\_ / 26














## Skills: Reading and Speaking

- 1 Read about 'Winter Adventure Land' and write words on the lines.

Welcome to Winter Adventure Land! Come along for a fun weekend in the

0 snow  . You can stay in an amazing 1                       and eat some good food. You can try 2                       or you might prefer 3                       . You could even make a 4                       . In the evening, you can watch a 5                       on TV or read a 6                       . If you prefer, you can play 7                       by the 8                       . You'll have a great time, so come soon!

- 2 Work with a friend. What kind of 'Adventure Land' would you like? Make notes in the table.

Mark:      / 8

**Name of place:**

**Place to stay:**

**Things to do in the day:**

**Things to do in the evening:**

- 3 Find a new friend. Ask and answer.

Mark:      / 4

What's the name of your place?

It's called Game Land.

Oh great! It sounds fun. Do you have a hotel?

No, but you can stay in a game tent. It has comics in it and some computer games ...

Mark:      / 5

- 4 How many new words do you remember? Choose three words from unit 11 and 12. Write down an example for each one. Test a friend. Can they guess your word?

Mark:      / 3

Total:      / 20



# Pairwork

## Unit 4 page 22

Student B

Look at the information about two animals.

Ask and answer questions and complete the information.

	Octopus	Beetles
Like eating	Small sea creatures	Leaves, fruit, wood
Where	In the ocean	Dark places – forests, gardens
Dangerous for people?	Some are dangerous	Not usually

Like eating		
Where		
Dangerous for people?		



## Unit 9 page 47

Student A

Look at the information about famous people. You have information about Lionel Messi but you don't know anything about Serena Williams. Ask and answer questions with Student B.

### Lionel fun facts

<b>Surname</b>	Messi
<b>Nationality</b>	Argentinian
<b>Colour / like</b>	Red
<b>Hobbies</b>	Video games and music
<b>Like eating</b>	Escalope Milanese and salad

### Serena fun facts

<b>Surname</b>	?
<b>Nationality</b>	?
<b>Colour / like</b>	?
<b>Hobbies</b>	?
<b>Like eating</b>	?



# Pairwork

## Unit 9 page 47

Student B

Look at the information about famous people. You have information about Serena Williams but you don't know anything about Lionel. Ask and answer questions with Student A.

### Serena fun facts

Surname	Williams
Nationality	American
Colour / like	Gold
Hobbies	Reading and watching movies
Like eating	Fried chicken and sushi

### Messi fun facts

Surname	?
Nationality	?
Colour / like	?
Hobbies	?
Like eating	?



## Unit 10 page 50

I want to be an astronaut,  
And fly around the moon.  
I want to take a rocket to the stars.  
I want to see all of the planets  
In just one afternoon,  
And take photos of Jupiter and Mars.  
I think I will be fine  
But how will I feel?  
Alone in a spaceship?  
Looking down at planet earth far away?  
How sad will I be,  
When all that I can see  
Is stars on my space holiday?  
I think I will be fine  
I still want to be a space-girl,  
I just need to take a friend,  
Travelling with a friend is always fun.  
I think I will be fine  
With a favourite friend of mine,  
When I'm flying past the hot, red sun.



## Unit 1

### Tag questions

It looks wonderful, <del>doesn't</del> it?	Yes, it does.
It <del>doesn't</del> look fun, <del>does</del> it?	No, it looks scary.
That's Holly's bike, <del>isn't</del> it?	Yes, I think it is.
That <del>isn't</del> Holly's bike, <del>is</del> it?	No, it's Emma's.

You aren't doing your homework, are you?  
 We cooked the noodles, didn't we?  
 They were playing golf, weren't they?  
 She hasn't visited London, has she?

#### 1 Match the questions to the tags.

- |  |               |
|--|---------------|
| 1 Oliver went home early,              | A don't they? |
| 2 Maria and Marco like pancakes,       | B do they?    |
| 3 Betty's at the theatre,              | C isn't she?  |
| 4 Nick and Elif don't study geography, | D is she?     |
| 5 Richard didn't join the club,        | E didn't he?  |
| 6 Helen isn't in the library,          | F did he?     |

#### 2 Write tags for the questions.

- George and Frank don't have sunglasses, \_\_\_\_\_?
- Your sister Sarah's 13 now, \_\_\_\_\_?
- You've entered the competition, \_\_\_\_\_?
- George and Katy weren't in the playground, \_\_\_\_\_?
- Sophia was watching TV, \_\_\_\_\_?
- It isn't raining, \_\_\_\_\_?

## Unit 2

### Adverbs of frequency: usually, much

It's usually small.  
 Usually, it's small.  
 It's small usually.  
 Frank usually stays at home. He doesn't go out much.

#### 1 Match the sentences.

- Helen's busy all week.
- She's good at snowboarding.
- Her cat's always hungry.
- Her house is far away from school.
- She lives in a hot country.
- A She feeds her three times every day.
- B She usually gets up late at the weekend.
- C It doesn't snow much.
- D Usually, she catches a bus.
- E She doesn't fall over much.

#### 2 Correct the words or word order.

- Betty's baby brother has grown much.  
\_\_\_\_\_
- Sarah brushes her usually teeth before breakfast.  
\_\_\_\_\_
- Richard and Robert don't much go to the park.  
\_\_\_\_\_
- William goes usually to the playground after school.  
\_\_\_\_\_
- Katy much goes swimming.  
\_\_\_\_\_



## Unit 3

### What time ...?

What time shall we meet?  
 What time is it?  
 What time is lunch?  
 What time does the football match start?  
 What time do Harry and Charlie get up?  
 What time did you get up today?

#### 1 Put the questions in the correct order.

- 1 is / what / art / time / club?  
 \_\_\_\_\_
- 2 what / we / time / dinner? / shall / have  
 \_\_\_\_\_
- 3 parents / time / come home? / do / your / what  
 \_\_\_\_\_
- 4 wake up? / time / you / what / did  
 \_\_\_\_\_
- 5 time / start? / what / does / school  
 \_\_\_\_\_

#### 2 Choose the correct word.

- 1 What time is / does the show?
- 2 What time do / are Mattia and Katy go swimming?
- 3 What time did / was the test yesterday?
- 4 What time did / was your friends arrive?
- 5 What time does / is the train leave?

## Unit 4

### 'Where is it / Where's it from?'

This is where polar bears live.  
 I've forgotten where I put my phone.

#### 1 Look and complete the sentences. Use the words in the box.

~~birds~~ pandas penguins rabbits  
 dolphins camels



This is where birds live.



This is \_\_\_\_\_.



This is \_\_\_\_\_.



This is \_\_\_\_\_.



This is \_\_\_\_\_.



This is \_\_\_\_\_.

## Unit 5

### Verbs: *be going to*

✓	✗
I'm going to be hungry. He/She/It's going to be hungry. You/We/They're going to be hungry.	I'm not going to be hungry. He/She/It isn't going to be hungry. You/We/They aren't going to be hungry.

- Is it going to rain?
- Yes, it is. / No, it isn't.

### 1 Look and complete the sentences with *going to* and an expression from the box.

finish first   be late   watch a film   rain



He \_\_\_\_\_.



It \_\_\_\_\_.



They \_\_\_\_\_.

### 2 Complete the sentences. Use *be going to* and the words in brackets.

- George wants a new comic book.  
He \_\_\_\_\_. (ask his mum)
- Betty and Helen have forgotten their scissors.  
They \_\_\_\_\_.  
(borrow Harry's)
- Be careful! Your bag \_\_\_\_\_. (break)

## Unit 6

### Adverbs: *away*

The eagle saw us and flew **away**.  
Go **away**!  
David hates spiders, so he looked **away**.  
Our teacher isn't at school. She's **away** today.

How far **away** is the theatre?  
I live five minutes **away** from school.

### 1 Match the sentences to the photos.

- 1 It's flying away.

A



- 2 They're running away.

B



- 3 She's looking away.

C



- 4 They're going away.

D



- 5 She's taking the food away.

E



### 2 Put the sentences in the correct order.

- far / house? / is / away / your / how  
\_\_\_\_\_
- away / school. / lives / far / Franco / his / from  
\_\_\_\_\_
- so / was / it / I / away. / scary / looked  
\_\_\_\_\_
- away / me. / cycled / from / David  
\_\_\_\_\_
- moved / tree. / panda / the / away / the / from  
\_\_\_\_\_



## Unit 7

### Adverbs: *yet, already, ever, just*

Have you **ever** been to a castle?  
No, I haven't been to a castle **yet**. I hope we'll have time to go.

Would you like to go to the castle?  
I've **already** been to the castle. I went there last summer.

I've **just** been to the castle. I went there this morning. But I've **never** been to the castle museum!

### 1 Complete the sentences with *yet, already* or *just*.



The plane's \_\_\_\_\_ landed.



They haven't finished \_\_\_\_\_.



She's \_\_\_\_\_ scored a goal.



They haven't paid \_\_\_\_\_.



He \_\_\_\_\_ knows the answer.

### 2 Add the word in brackets to the sentences.

- 1 I haven't bought my sister's birthday present. (yet)
- 2 Have you played chess? (ever)
- 3 The rain's stopped. (just)
- 4 David's finished the snowman. (already)

## Unit 8

### Verbs: *shall* for suggestions

What shall we do?  
Shall we play a game?  
Shall I call you later?

### 1 Match the sentences with the suggestions.

- 1 I'm afraid of the dark.
  - 2 This question's difficult.
  - 3 It's warm and sunny.
  - 4 This film's boring.
  - 5 What shall we do at the zoo?
- A Shall I ask the teacher?
  - B Shall we listen to some music instead?
  - C Shall I turn on the light?
  - D Shall we find the lions?
  - E Shall we have a picnic in the park?

### 2 Put the sentences in the correct order.

- 1 forest? / the / we / shall / explore
- 2 we / puzzle? / shall / a / do
- 3 play / we / board game? / a / shall
- 4 a / shall / snowman? / build / we
- 5 shall / what / do / school? / we / after

## Unit 9

### Make somebody/something + adjective

The smell **made** me hungry.  
Running **makes** you thirsty.  
What **makes** you laugh?

#### 1 Match the sentence halves.

- |                     |                             |
|---------------------|-----------------------------|
| 1 Swimming          | A makes you excited.        |
| 2 Going to bed late | B makes you tired.          |
| 3 Practising        | C makes you worried.        |
| 4 Having fun        | D makes you wet.            |
| 5 Having a problem  | E makes you good at tennis. |

#### 2 Complete the sentences. Use the words in brackets.

- Katy loves music. It \_\_\_\_\_ . (make / her / happy)
- The party was great. The games \_\_\_\_\_ . (make / it / exciting)
- I loved the pasta! Harry's sauce \_\_\_\_\_ . (make / it / delicious)
- That film \_\_\_\_\_ . (make / the actor / famous)
- What \_\_\_\_\_ ? (make / you / late)  
- The bus didn't come, so I had to walk.

## Unit 10

### Adverbs: *actually*

- Have you just arrived?  
- **Actually**, we've been here for hours. / We've **actually** been here for hours. / We've been here for hours, **actually**.

- Do you like football?  
- Yes, **Actually**, I like lots of sports. / I **actually** like lots of sports. / I like lots of sports, **actually**.

#### 1 Complete the conversations. Use *actually* and an expression from the box.

I dropped it   I've been to lots   I haven't started  
I prefer puzzles   the shop was closed  
it's sunny now   I went to the beach  
I'd love an ice cream

- Would you like some food?  
\_\_\_\_\_
- Have you finished the homework yet?  
\_\_\_\_\_
- Did you do anything nice at the weekend?  
\_\_\_\_\_
- Is it going to rain?  
\_\_\_\_\_
- Did you catch the ball?  
\_\_\_\_\_
- Do you like board games?  
\_\_\_\_\_
- Did you buy some sweets?  
\_\_\_\_\_
- Have you ever been to a castle?  
\_\_\_\_\_



# Grammar fun!

## Unit 11

See you soon/later/tomorrow, etc.

See you soon, Eun!  
See you later, George!  
See you tomorrow, David!  
See you on Friday!  
See you at the weekend!  
See you next week/month/year!

1 Make sentences. Use the words in the correct order.

- 1 \_\_\_\_\_!  
(later / see / you)
- 2 \_\_\_\_\_!  
(you / soon / see)
- 3 \_\_\_\_\_!  
(month / see / next / you)
- 4 \_\_\_\_\_!  
(tomorrow / you / see)
- 5 \_\_\_\_\_!  
(next / you / see / week)

2 Look at the calendar below. What will you say to the people? Complete the sentences.

- 1 See you later \_\_\_\_\_, Oliver!
- 2 \_\_\_\_\_, Katy!
- 3 \_\_\_\_\_, Fatima!
- 4 \_\_\_\_\_, José!
- 5 \_\_\_\_\_, William!

Monday 14th	Tuesday 15th	Wednesday 16th	Thursday 17th	Friday 18th	Saturday 19th	Sunday 20th
		Meet Oliver	Katy	Meet Fatima		Meet José
Monday 21st	Tuesday 22nd	Wednesday 23rd	Thursday 24th	Friday 25th	Saturday 26th	Sunday 27th
			Meet William			

## Unit 12

Adverbs: before

She **had** read them all **before**.  
Have you been here **before**?  
Frank hasn't been to the beach **before**.  
I've seen her **before**.

1 Complete the sentences. Use an expression from the box and **before**.

tried   been here   seen this film   met  
heard it   played tennis

- 1 Sarah hasn't \_\_\_\_\_. She doesn't know where the bathroom is.
- 2 Holly doesn't know Robert. They haven't \_\_\_\_\_.
- 3 William knows that song. He's \_\_\_\_\_.
- 4 Helen hasn't \_\_\_\_\_. She's not very good yet.
- 5 George can't skate. He's \_\_\_\_\_, but he kept falling over.
- 6 Betty and David are bored. They've \_\_\_\_\_.

## Unit 1+10

...○ Tag questions & Adverbs: *actually*

- 1 Ask and answer the questions with a friend. Use tag questions in your questions. Use *actually* in your answers.

You like football,  
don't you?

Actually, I don't like  
football.

You like football, You go out on Saturdays,	don't you?
You aren't 16, You aren't tired,	are you?
You've been to the circus, You've seen a lion,	haven't you?
You haven't seen my phone, You haven't joined the club,	have you?

## Unit 7

...○ Adverbs: *yet, already, ever, just*

- 2 Ask and answer questions with a friend. Use *Would you like to ...* and the expressions in the box in your questions. Use *yet* or *already* in your answers.

go to the castle go shopping have lunch  
watch the film cook the noodles  
play the board game go roller skating in the park

Would you like to  
go to the castle?

No. I've already been to the castle. /  
Yes. I haven't been to the castle yet.

## Unit 3

### Student A

...○ What time ...?

- 5 Look at Katy's diary for last Saturday. Ask Student B what time Katy did the things in the box. Fill in the diary.

play tennis go to the cinema go to bed  
have dinner

### SATURDAY

8 am get up

10 am

12 pm meet Holly

2 pm

4 pm go roller skating

6 pm

8 pm do some homework

10 pm

What time did Katy play tennis?

She played tennis at ...



# Grammar fun pairwork!

## Unit 8

...○ Verbs: *shall* for suggestions

3 Decide with a friend what to do. Make suggestions with *shall*.

It's cold outside.  
What shall we do?

Shall we play a  
board game.

OK, good idea!



It's cold outside.



I'm hungry.



Our bike's broken.



It's a lovely day.



School's finished.

## Unit 9

...○ Make somebody/something  
+ adjective

4 Ask and answer questions with a friend.  
Use *What makes you ...* and the words in  
the box in your questions.

happy sad hungry thirsty excited  
bored worried

What makes you happy?

Skipping makes me happy. And you?  
What makes you happy?

## Unit 3

### Student B

...○ What time ...?

5 Look at Katy's diary for last Saturday. Ask  
a friend what time Katy did the things in  
the box. Fill in the diary.

go roller skating meet Holly get up  
do some homework

### SATURDAY

8 am

10 am go to the cinema

12 pm

2 pm play tennis

4 pm

6 pm have dinner

8 pm

10 pm go to bed

What time did Katy  
go roller skating?

She went roller skating  
at ...

# Listening Checklist

Circle  , if your answer is Yes!



I can read and recognise English names when I hear them.



I listened to children talking about sports teams and filled in the information in task 1 on page 8.



I can write down names correctly when I hear them spelt out.



I listened to someone talking about a school club and filled in all the information in task 6 on page 17.



I can choose the correct picture when I hear it talked about.



I chose the correct place for each photo in task 3 on page 32.



I can understand all the colour words when I hear them.



I listened to Sarah talking about her holiday and chose the correct pictures of the things she hasn't done yet in task 7 on page 37.



I can draw things in the right place in a picture when I hear it described.



I answered questions about a song I heard about a girl who wants to be an astronaut in task 2 on page 50.



*How many magic squirrels did you get?*



# Reading & Writing Checklist

Check your progress, colour the stars!

OK

Great

I can read a definition of a word and match it to the right word.



I know more than ten words about school.



I can read and understand sentences and put them in the right gaps in a dialogue.



I like reading stories in English.



I fill in the missing words in a text when I have the words to choose from.



I know more than ten words about animals.



I am good at matching expressions that go together in dialogues.



I can write a good ending to a story I have read.




I am good at grammar.





# Reading & Writing Checklist

Circle  , if your answer is Yes!



I wrote a description of a fun team with my friends in task 7 on page 7.



I matched the everyday objects words to their definitions in task 4 on page 11.



I matched the questions to the correct answers in task 5 on page 19.



I read and understood the text about food chains and chose the correct words and title in tasks 3 and 4 on page 23.



I chose the right words to fill in the gaps in the text about sugar in task 7 on page 27.



I wrote about my ideas for a picnic in task 1 on page 34.



I matched all the task 2 words to the correct photos in task 5 on page 37.



I read the story about Holly's holiday and put the photos in the correct order in tasks 2 and 3 on page 38.



I wrote the questions in the past tense to the answers about the famous people in task 2 on page 46.



I wrote an interesting message describing my sports mascot in task 9 on page 59.



*How many magic squirrels did you get?*



# Speaking Checklist

Check your progress, colour the stars!

OK

Great

I can say how pictures are different by describing them carefully.



I found six differences in the pictures of a kitchen and told my friend about them in task 2 on page 11.



I can ask yes/no and wh- questions.



I talked with my friend about what the animals in the pictures might be and what they might eat in task 2 on page 22.



I can tell a story about pictures I see.



I told a story about the pictures in the jungle using lots of words from the box in task 7 on page 31.



I can answer questions about myself now, in the past and the future.



I talked with my friend about jobs we would like in task 4 on page 45.



I am very happy to speak in English.



I did a survey about winter sports and asked lots of my classmates about their favourites in task 5 on page 58.



# Word list

## Unit 1

chess *n* \_\_\_\_\_  
competition *n* \_\_\_\_\_  
delicious *adj* \_\_\_\_\_  
environment *n* \_\_\_\_\_  
fast *adv* \_\_\_\_\_  
flag *n* \_\_\_\_\_  
gym *n* \_\_\_\_\_  
hate *v* \_\_\_\_\_  
information *n* \_\_\_\_\_  
interested *adj* \_\_\_\_\_  
invent *v* \_\_\_\_\_  
join (a club) *v* \_\_\_\_\_  
meal *n* \_\_\_\_\_  
meet *v* \_\_\_\_\_  
million *n* \_\_\_\_\_  
month *n* \_\_\_\_\_  
prize *n* \_\_\_\_\_  
puzzle *n* \_\_\_\_\_  
race *v* \_\_\_\_\_  
remember *v* \_\_\_\_\_  
student *n* \_\_\_\_\_  
summer *n* \_\_\_\_\_  
team *n* \_\_\_\_\_



thousand *n* \_\_\_\_\_

## Unit 2

butter *n* \_\_\_\_\_  
comb *n* \_\_\_\_\_  
cushion *n* \_\_\_\_\_  
diary *n* \_\_\_\_\_  
envelope *n* \_\_\_\_\_  
fridge *n* \_\_\_\_\_  
gate *n* \_\_\_\_\_  
key *n* \_\_\_\_\_  
king *n* \_\_\_\_\_  
letter (as in mail) *n* \_\_\_\_\_  
metal *adj+n* \_\_\_\_\_  
newspaper *n* \_\_\_\_\_  
oven *n* \_\_\_\_\_  
plastic *n* \_\_\_\_\_  
post *v* \_\_\_\_\_  
queen *n* \_\_\_\_\_  
shampoo *n* \_\_\_\_\_  
shelf *n* \_\_\_\_\_  
soap *n* \_\_\_\_\_  
soft *adj* \_\_\_\_\_  
speak *v* \_\_\_\_\_  
stamp *n* \_\_\_\_\_

1000





stone *n* \_\_\_\_\_  
swing *n* \_\_\_\_\_  
telephone *n* \_\_\_\_\_  
toothbrush *n* \_\_\_\_\_  
wood *n* \_\_\_\_\_

### Unit 3

adventure *n* \_\_\_\_\_  
astronaut *n* \_\_\_\_\_  
biscuit *n* \_\_\_\_\_  
business *n* \_\_\_\_\_  
club *n* \_\_\_\_\_  
design *n+v* \_\_\_\_\_  
drum *n* \_\_\_\_\_  
excited *adj* \_\_\_\_\_  
geography *n* \_\_\_\_\_  
hear *v* \_\_\_\_\_  
horrible *adj* \_\_\_\_\_  
meeting *n* \_\_\_\_\_  
money *n* \_\_\_\_\_  
noisy *adj* \_\_\_\_\_  
rocket *n* \_\_\_\_\_  
space *n* \_\_\_\_\_



### Unit 4

beetle *n* \_\_\_\_\_  
butterfly *n* \_\_\_\_\_  
camel *n* \_\_\_\_\_  
desert *n* \_\_\_\_\_  
eagle *n* \_\_\_\_\_  
insect *n* \_\_\_\_\_  
nest *n* \_\_\_\_\_  
octopus *n* \_\_\_\_\_  
pond *n* \_\_\_\_\_  
swan *n* \_\_\_\_\_  
tortoise *n* \_\_\_\_\_  
wing *n* \_\_\_\_\_

### Unit 5

cookie (UK biscuit) *n* \_\_\_\_\_  
forget *v* \_\_\_\_\_  
group *n* \_\_\_\_\_  
invitation *n* \_\_\_\_\_  
jam *n* \_\_\_\_\_  
olives *n* \_\_\_\_\_  
pizza *n* \_\_\_\_\_  
pyramid *n* \_\_\_\_\_  
sugar *n* \_\_\_\_\_  
tidy *adj* \_\_\_\_\_  
umbrella *n* \_\_\_\_\_  
yoghurt *n* \_\_\_\_\_



## Unit 6

costume *n* \_\_\_\_\_

dinosaur *n* \_\_\_\_\_

enormous *adj* \_\_\_\_\_

follow *v* \_\_\_\_\_

frightening *adj* \_\_\_\_\_

fur *n* \_\_\_\_\_

job *n* \_\_\_\_\_

kilometre *n* \_\_\_\_\_

large *adj* \_\_\_\_\_

magazine *n* \_\_\_\_\_

spot *n* \_\_\_\_\_



police station *n* \_\_\_\_\_

popular *adj* \_\_\_\_\_

restaurant *n* \_\_\_\_\_

skyscraper *n* \_\_\_\_\_

snowboarding *n* \_\_\_\_\_

south *n* \_\_\_\_\_

stream *n* \_\_\_\_\_

taxi *n* \_\_\_\_\_

tent *n* \_\_\_\_\_

university *n* \_\_\_\_\_

visit *v* \_\_\_\_\_

worried *adj* \_\_\_\_\_



## Unit 7

airport *n* \_\_\_\_\_

bridge *n* \_\_\_\_\_

castle *n* \_\_\_\_\_

factory *n* \_\_\_\_\_

fire station *n* \_\_\_\_\_

hotel *n* \_\_\_\_\_

journey *n* \_\_\_\_\_

language *n* \_\_\_\_\_

museum *n* \_\_\_\_\_

ocean *n* \_\_\_\_\_

platform *n* \_\_\_\_\_



## Unit 8

actor *n* \_\_\_\_\_

ambulance *n* \_\_\_\_\_

engineer *n* \_\_\_\_\_

fire *n* \_\_\_\_\_

firefighter *n* \_\_\_\_\_

journalist *n* \_\_\_\_\_

mechanic *n* \_\_\_\_\_

minute *n* \_\_\_\_\_

office *n* \_\_\_\_\_

pilot *n* \_\_\_\_\_





planet *n* \_\_\_\_\_

science *n* \_\_\_\_\_

singer *n* \_\_\_\_\_

spend *v* \_\_\_\_\_

tonight *n* \_\_\_\_\_

uniform *n* \_\_\_\_\_

waiter *n* \_\_\_\_\_

### Unit 9

date *n* \_\_\_\_\_

designer *n* \_\_\_\_\_

gold *adj* \_\_\_\_\_

pocket *n* \_\_\_\_\_

save *v* \_\_\_\_\_

strawberry *n* \_\_\_\_\_

### Unit 10

arrive *v* \_\_\_\_\_

Earth *n* \_\_\_\_\_

hour *n* \_\_\_\_\_

land *v* \_\_\_\_\_

missing *adj* \_\_\_\_\_

push *v* \_\_\_\_\_

spaceship *n* \_\_\_\_\_

study *v* \_\_\_\_\_

thank *v* \_\_\_\_\_



### Unit 11

burn *v* \_\_\_\_\_

fast *adj* \_\_\_\_\_

high *adj* \_\_\_\_\_

hill *n* \_\_\_\_\_

lie down *v* \_\_\_\_\_

race *n+v* \_\_\_\_\_

ring *n* \_\_\_\_\_

ski *n+v* \_\_\_\_\_

sledge *n+v* \_\_\_\_\_

stadium *n* \_\_\_\_\_

torch *n* \_\_\_\_\_

winner *n* \_\_\_\_\_



### Unit 12

bored *adj* \_\_\_\_\_

cartoon *n* \_\_\_\_\_

programme *n* \_\_\_\_\_

sell *v* \_\_\_\_\_

spotted *adj* \_\_\_\_\_

surprise *n* \_\_\_\_\_

view *n* \_\_\_\_\_

volleyball *n* \_\_\_\_\_



# In your book ...



Jo

Likes: homework, surprises

Dislikes: cats, milk



Kira

Likes: milk, stories

Dislikes: mice, watching TV



Himmy

Likes: maths, science

Dislikes: sports, rain



Jones

Likes: flying very high, fruit

Dislikes: swimming in the sea, vegetables



Clunk

Likes: computers, noodles

Dislikes: the sea, football



Sky

Likes: ice cream, purple

Dislikes: crocodiles

## ... from kids around the world



Lena, 11



Sezai, 12



Verity, 15



Mosés, 11



Jim Jung, 11



Leonor, 11





Hunter



Likes: apples, pizza

Dislikes: spiders, snails

Checklist  
buddy



Likes: pizza, apple juice,  
playing ball

Dislikes: ice cream,  
burgers, mice, cats

Exam Professor



Likes: science, music,  
interesting animals,  
playing basketball

Dislikes: disorder, meat,  
destruction, black



Think Big Giraffe

Likes: plants

Dislikes: meat, lions

Sage



Likes: reading, eating,  
joking, art

Dislikes: pickles, flies,  
the dark, cockroaches



Anna, 10



Mariya, 8



Mario, 11



Adriana, 7



Edith, 11





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Key: GR = Grammar; U = Unit.

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