

CAMBRIDGE

# SUPER Minds

Teacher's Resource Book 5

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# Introduction

The Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and students following *Super Minds* Level 5. In addition, for each of the ten Student's Book units there are two progress tests, one based on listening and one on reading and writing. They cover the same content as the photocopiable worksheets.

## What do the photocopiable worksheets provide?

The photocopiable worksheets have been carefully designed to reinforce and provide extra practice of the work done in class. They focus on the language introduced in each unit of Level 5 of the course and do not introduce any additional or unfamiliar language.

Each worksheet has accompanying teacher's notes with suggestions for exploitation in the classroom, together with suggested Optional follow-up activities.

There are three worksheets for use with the Introductory Unit: The Science lesson. In addition, there are four worksheets for each main unit in Level 5.

**Worksheet 1:** This worksheet focuses on the key vocabulary presented on the opening page of each unit in the Student's Book. The vocabulary area is identified at the foot of the worksheet and the items listed at the start of the teacher's notes.

**Worksheet 2:** This worksheet focuses on the language presented and practised in the first grammar lesson of each unit (on the second page of each unit in the Student's Book). The grammar focus is explained at the start of the teacher's notes.

**Worksheet 3:** This worksheet focuses on the language presented and practised in the second grammar lesson of each unit (on the fourth page of each unit in the Student's Book). Once again, the grammar focus is explained at the start of the teacher's notes.

**Worksheet 4:** This worksheet is based on the CLIL focus of each unit (covered on pages nine and ten of each unit in the Student's Book).

## How can the worksheets be used?

The worksheets can be used in a number of ways:

- **The first three worksheets in each unit** have been designed so that students can either work on them individually or as part of pair or class activities. For individual work, the worksheets could be used by those students who finish class activities more quickly than others. Alternatively, they can be set for homework. For pair or class activities, the worksheets can be used when additional practice is necessary, for revision, or as an alternative activity when there is a gap or change in your usual lesson routine. Suggestions on how to use the worksheets in different ways are included in the accompanying teacher's notes. You may find it useful to keep a record of the worksheets each student has completed.

- **The fourth worksheet in each unit** (the CLIL worksheet) is intended to be used communicatively, for pair, small group or class activities. These worksheets include games, quizzes and research activities. Suggestions on how to use these worksheets are also included in the accompanying teacher's notes.

## What activity types do the worksheets provide?

The worksheets provide a range of games, puzzles and activities which require the students to read and write words, phrases, sentences and questions. They also provide a range of matching activities.

All the activities on the worksheets (apart from the Progress tests) are designed to be used without an audio accompaniment.

The teacher's notes and Optional follow-up activities contain games which can be used again and again to practise different areas of language. They are described below.

**The sticker game** Choose words that you want to practise and write them on sticky notes. Stick these notes on students' backs and ask the students not to tell each other the words. Students mingle, asking each other Yes/No questions to find out what the words are.

**Bingo** Get each student to draw a grid with six or eight cells. Revise the grammar or vocabulary that you want to practise with the class and make a list on the board. Get students to choose a word from the list to copy into each cell and adapt it in some way. For example, if you want to practise past simple verb forms, write a list of infinitives on the board, and ask the students to write three regular and three irregular verbs from the list in the past simple in the cells. Clean the board. Then read out your list of verbs in random order, but in the present simple rather than the past simple. If you call out a verb and the student has the past tense form of it in their table, they can cross off the word. The first student to cross off all their verbs correctly calls out *Bingo!* and wins the game. You can play this game with any vocabulary set.

**Spelling bee** Divide the class into two teams. Make a list of an even number of words from a vocabulary set, e.g. the ancient world. Say a word, e.g. *fountain*, and ask a student from one team to spell it out loud or write it on the board. If the spelling is correct, the student scores two points for their team. If it is incorrect, a volunteer from the other team can correct the spelling and score a point. Continue, alternating between teams, until all the words have been spelt correctly.

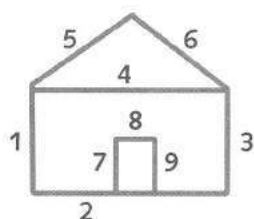
**The sentence memory game** This game practises complex sentences. Students work in groups of four or five. If possible, they should sit in a circle. The first student starts to make the first half of a sentence, e.g. *While I was watching TV, ...*. The next student in the

circle repeats and adds to the sentence, e.g. *While Lola was watching TV, I was reading a book*. The next student repeats the sentence and adds their own activity, e.g. *While Lola was watching TV, Christian was reading a book, and I was playing football*. The game continues in this way with students repeating and adding to the sentence. If a student cannot add to the sentence or makes a mistake, he or she drops out.

**Find new words** Write a long word or phrase, e.g. *rainforest*, on the board and ask students to work in pairs and use the letters to make new words, e.g. *ran*, *in*, *for*. The pair of students who find the most new words win. Ask this pair to choose another word or phrase from the unit and write it on the board for the class to play again.

**Hit the word** Before starting this game, write about 20 words on the board in random places. Put students into two teams. Invite the teams to come up to the front of the class near the board. Give the first student in each team a rolled-up newspaper. Say one of the words on the board or give a definition. The first student to hit that word with their newspaper wins a point for their team. Continue until you have said all the words. The team with the most points at the end of the game wins.

**House** Choose one student to come to the front of the class and draw dashes on the board to represent a word or phrase. The other students call out letters to try to guess the word. Every correctly guessed letter is inserted above the relevant dash in the word. For every incorrect letter, draw a part of a simple house on the board.



The first student who guesses the whole word comes up to the board and chooses the next word. If no one guesses the word before the house is complete, the original student chooses the next word.

**Double drawing** Draw a line down the middle of the board. Put the class into two teams. Ask a student from each team to come to the front of the class. Show them a word. Make sure the rest of the class do not see the word. The students at the board then each draw the word for their team to guess. Continue in this way, with different students coming to the board in turn. Teams win a point for each word they guess correctly.

**Three things** Put students into two groups. Write a category on the board, e.g. *Things made of wood*. The first group to think of three things made of wood wins a point. Then continue the game using these

categories: things made of plastic, things made of cotton, things made of leather. The team with the most points at the end of the game wins. Bonus points can also be won for the most surprising objects chosen.

**What comes next?** This game practises spelling. You need a piece of paper screwed up into a ball. Ask the class to stand in a circle or stand at their desks or tables. Say a word and the first letter, e.g. *engineer*, e. Throw the paper to a student, who has to say the next letter, i.e. *n*, and then throw the paper to another student. This continues until the complete word has been spelled correctly. The student who completes the word chooses a new word and the process begins again.

**Pictionary** Ask a volunteer to slowly draw an object, e.g. a bass guitar, on the board. The first student to guess the word takes the next turn. Students can also play the game in groups.

### What are the end-of-unit tests?

There are two progress tests for each unit in the Level 5 Student's Book. The first test is a listening test and the second is a reading and writing test. There are two activities in each test, covering the vocabulary, and grammar presented on the first, second and fourth pages of each unit in the Student's Book. The first activity in each test usually covers the vocabulary, and the second covers grammar.

There are five questions and an example in each of the two activities, which means that each test is marked out of ten and should take about 20 to 30 minutes of class time. The total mark for both progress tests in a unit is, therefore, 20.

The progress tests can be used in a number of ways. You might choose to do one of the two progress tests once students have completed the first half of each unit in the Student's Book and then save the other progress test until students have completed the entire unit. Alternatively, you might choose to do one of the two progress tests at the end of each unit and then save the other progress test until the end of term. This staged approach will help you to see what students have learnt and understood in the short term and what they can remember in the long term. It will also give students an opportunity to revise and/or ask for help between tests in order to improve their marks.

At the back of the book, from page 75 onwards, you will find tapescripts and answer keys to help you plan and mark the tests.



# The Science lesson

## Worksheet 1: In the Science lesson

### Using the worksheet

- This worksheet revises science-related vocabulary: *shelf, goggles, instructions, apron, explosion, bubbles, test tube, liquid, gloves, powder*. It also develops the students' ability to work with anagrams.
- Students work individually or in pairs to solve the anagrams, then match the words to the pictures.
- Students then read the sentences and decide whether they are true or false.

**KEY:** Activity 1: 2a goggles, 3e instructions, 4i shelf, 5c powder, 6j gloves, 7f bubbles, 8g liquid, 9b explosion, 10h apron; Activity 2: 2 f, 3 f, 4 f, 5 t, 6 t

**Optional follow-up activity:** Demonstrate how to play *The sticker game*. Write the science vocabulary on sticky notes. Stick these notes on students' backs and then tell students to mingle. Students ask Yes/No questions to different students each time to find out what the words are, e.g. *Do I wear this thing? / Is this thing dangerous?*

## Worksheet 2: In the past

### Using the worksheet

- This worksheet practises positive and negative sentences in the past simple.
- Students work individually to complete the sentences using a verb from the box in the correct past simple form.
- Students work in pairs to say which information in Activity 1 is false. They then correct the false information. Students can use the Internet to research their answers.

**KEY:** Activity 1: 2 played, 3 was, 4 lost, 5 wrote, 6 lived; Activity 2: 2 Pelé didn't play football for Argentina. He played for Brazil. 3 Charles Darwin wasn't Scottish. He was English. 4 John McEnroe didn't win two Wimbledon finals and lose three. He won three finals and lost two. 5 William Shakespeare didn't write *Oliver Twist*. Charles Dickens wrote it. 6 Galileo Galilei didn't live in the 19<sup>th</sup> century. He lived in the 16<sup>th</sup> and 17<sup>th</sup> centuries.

**Optional follow-up activity:** Tell students to draw a grid like this in their notebooks:


Write on the board the infinitives of about 20 verbs, with four regular and 16 irregular verbs. Ask students to work alone or in pairs and choose six verbs from the list. They then write the past simple form, e.g. *sang*, of each verb they have chosen in a separate cell on the grid. Keep a list for yourself of the verbs that were on the board, then clean the board. Read out the infinitives, in random order, one at a time. As students

hear the infinitive of one of the verbs on their grid, they put a cross through that verb. When a student or pair have crossed off all six of their verbs, they shout *Bingo!* Ask them to call out their past simple forms. If they are all correct and match your list, they are the winners. If they have written a past simple form wrongly or crossed off a verb that you have not said, play continues.

## Worksheet 3: What did you ... ?

### Using the worksheet

- This worksheet practises past simple questions with *Did*. It also practises the question words *When, Where, What* and *How*.
- Students read the questions and complete them using *Did* or a question word, then match the questions to the answers by drawing lines.
- Students order the words to form questions in the past simple. They then work in pairs to ask and answer the questions.

**KEY:** Activity 1: 2d How, 3a Where, 4b What, 5f Did, 6e When; Activity 2: 2 Where did you go? 3 How did you get there? 4 Who did you go with? 5 What did you do there? 6 Did you have a good time?

**Optional follow-up activity:** Students work in pairs. They write down five things they did last week. They must not show what they have written to their partner. Students then take turns to try to guess what their partner did, by asking '*Did you ... ?*' questions, e.g. *Did you see your friends? Did you play computer games?* Students have two minutes to question their partner and find out the five activities.

# Worksheet 1: In the Science lesson

## 1 Write the science words under the correct pictures.

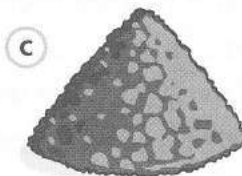
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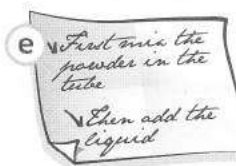
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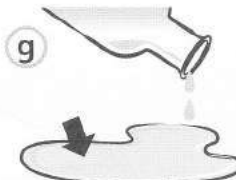
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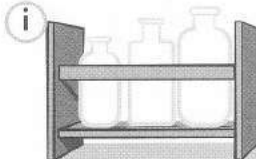
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8 iuqdl



9 sonipolex

10 norap



## 2 Read and write *t* (true) or *f* (false).

1 Explosions are dangerous.

t

2 We wear goggles on our feet.

—

3 We wear gloves on our eyes.

—

4 We wear aprons on our heads.

—

5 Water is a liquid.

—

6 We put things on shelves.

—

Vocabulary: Experiments



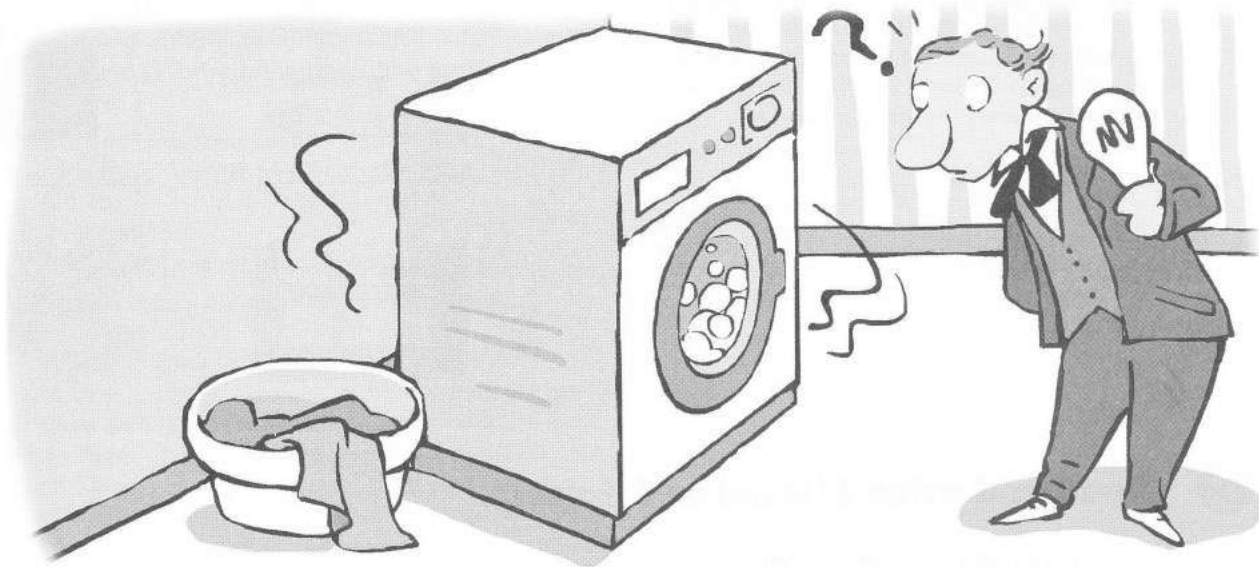
## Worksheet 2: In the past

### 1 Complete the sentences with a verb from the box in the past simple.

lose write play be invent live

- 1 Thomas Edison was a scientist. He was born in the 19<sup>th</sup> century and died in the 20<sup>th</sup> century. He invented many things, including the washing machine.
- 2 Pelé was a very famous sportsman of the 20<sup>th</sup> century. He \_\_\_\_\_ football for Argentina and helped them to win the World Cup three times.
- 3 Charles Darwin \_\_\_\_\_ a Scottish scientist in the 19<sup>th</sup> century. He said that human beings evolved from apes.
- 4 John McEnroe is one of the most successful tennis players ever. He played in five Wimbledon finals from 1980 to 1984. He won two of them and \_\_\_\_\_ three.
- 5 William Shakespeare is one of the most famous English writers. He died in 1616. He \_\_\_\_\_ a famous story called *Oliver Twist*.
- 6 Italian scientist, Galileo Galilei \_\_\_\_\_ in the 19<sup>th</sup> century. He was one of the fathers of modern science.

### 2 Find out which information in Activity 1 is false. Correct the false sentences.



- 1 Thomas Edison didn't invent the washing machine. He invented the lightbulb.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

Grammar 1: Past simple revision

## Worksheet 3: What did you ... ?

- 1** Complete the questions with *Did*, *Where*, *What*, *When* or *How*. Then match the questions with the answers.

- 1 What did you do last Sunday?
- 2 \_\_\_\_\_ did you get to school last year? On the bus?
- 3 \_\_\_\_\_ did you go on holiday with your family last year?
- 4 \_\_\_\_\_ time did you get up this morning?
- 5 \_\_\_\_\_ you go swimming at the weekend?
- 6 \_\_\_\_\_ did you first go to England?

- a We went to Florida.
- b Very early! At six o'clock.
- c I went to the park.
- d No. By bike.
- e A long time ago. When I was ten.
- f No, I didn't. I don't like it.

- 2** Make questions about last summer. Then ask your classmates.

- 1 do / last / did / what / summer / you?  
What did you do last summer?
- 2 did / where / go / you?  
\_\_\_\_\_
- 3 there / how / you / get / did?  
\_\_\_\_\_
- 4 you / go / with / did / who?  
\_\_\_\_\_
- 5 do / there / did / you / what?  
\_\_\_\_\_
- 6 you / did / a / have / time / good?  
\_\_\_\_\_





# Disaster!

## Worksheet 1: Around Pompeii

### Using the worksheet

- This worksheet practises words to describe the ancient world: *smoke, volcano, temple, columns, fountain, theatre, horse and cart, servant, statue, vase.*
- Students label the pictures. Then they find the words in the word search and check their spelling.
- Students can then make their own word search to swap with a partner.

**KEY:** Activity 1: 2 vase, 3 theatre, 4 fountain,  
5 volcano, 6 horse and cart, 7 temple, 8 column,  
9 servant, 10 statue

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

### Activity 2: Students' own answers

**Optional follow-up activity:** Play *Spelling bee* using the words from Activity 1 (for detailed instructions, see page 4).

## Worksheet 2: What were you doing?

### Using the worksheet

- This worksheet practises the past continuous.
- Pre-teach *stole*, *prove* and *safe* (n.). Students work alone to read the story about the stolen money, then match the sentences to the pictures.
- Students think about the answers, then work with a partner to decide who stole the money.

**KEY:** Activity 1: 2d, 3f, 4a, 5b, 6e; Activity 2: 1 Sam was with her friends in a café. / Karl was having dinner with Eva. 2 The people who were with others and also: John is on the CCTV film at the pool. / Claire can show her cinema ticket to the police. / Lauren was talking to someone on the phone. 3 Mick. 4 Mick probably stole the money from the bank because he can't prove what he was doing at the

time. If you look closely at the picture, there isn't a person in the bed!

**Optional follow-up activity:** Students work in pairs. They take turns to mime the activities from Activity 1. Their partner says what they were doing at the time of the robbery and which character they are, e.g. *You were talking to your friends in a café. You're Sam.*

### Worksheet 3: A day with my family

### Using the worksheet

- This worksheet practises the use of the past continuous with *while*.
- Students look at the pictures and complete the story using the past continuous.
- Students then circle the words to complete the sentences.

**KEY:** Activity 1: 2 was listening, 3 was playing, 4 was dancing, 5 were singing, 6 was cutting;  
Activity 2: 1 playing, 2 dancing, making, 3 washing, reading, 4 playing, eating, 5 sleeping, listening

**Optional follow-up activity:** Play *The Sentence memory game* using sentences in the past continuous (for detailed instructions, see pages 4 and 5).

## Worksheet 4: Famous volcanoes

### Using the worksheet

- This worksheet encourages students to find out about a famous volcanic eruption.
- Students work in three groups. Each group chooses a volcano and finds the answers to the questions about it. Students share what they already know and do research on the Internet or in the library to complete the *My volcano* column of the table. You could suggest these links to help:  
[http://www.geology.sdsu.edu/how\\_volcanoes\\_work/Paricutin.html](http://www.geology.sdsu.edu/how_volcanoes_work/Paricutin.html)  
[http://education.nationalgeographic.com/education/encyclopedia/volcanic-cone/?ar\\_a=1&ar\\_r=3](http://education.nationalgeographic.com/education/encyclopedia/volcanic-cone/?ar_a=1&ar_r=3)  
<http://news.bbc.co.uk/1/hi/sci/tech/4972522.stm>  
<http://www.history.com/this-day-in-history/krakatoa-erupts>
- Students work with a member of another group. They take turns to ask and write answers to the questions in the *My partner's volcano* column.

**KEY:** Activity 2:

	Mount St Helens	Krakatoa	Paricutin
What country is it in?	the USA	Indonesia	Mexico
When did it erupt?	1980	1883	1943
How long did the eruption last?	6 years	4 months	9 years
How many people died?	57	36,417	3

**Optional follow-up activity:** Students work with their original group to make a short poster presentation about their volcano to show to the class.

# 1

## Worksheet 1: Around Pompeii

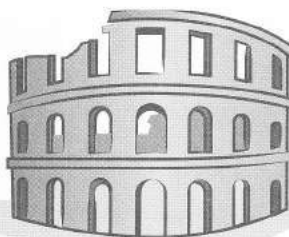
1 Look and write the words. Then find them in the word search.



1 smoke



2



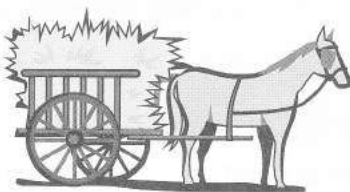
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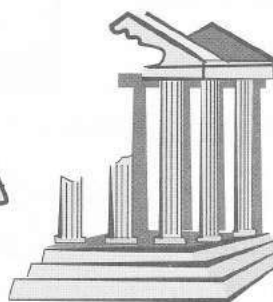
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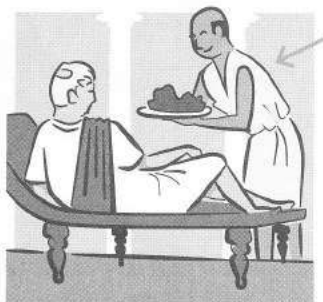
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7



8



9



10

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

2 Make a new word search.

Vocabulary: Around Pompeii



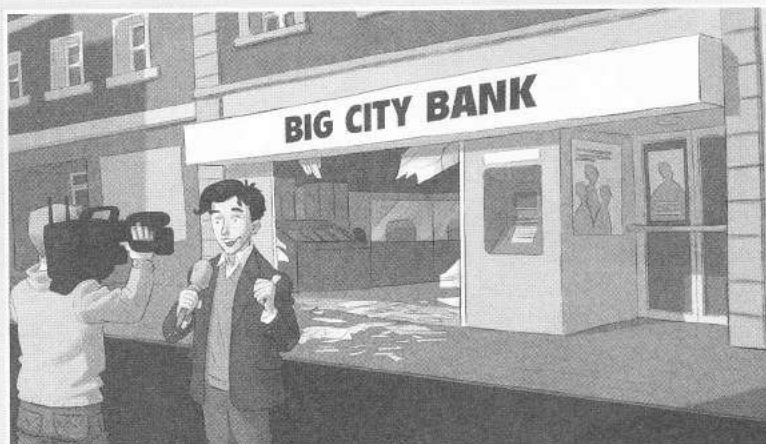
# 1

## Worksheet 2: What were you doing?

1

Read the story and match the sentences with the pictures.

Yesterday, at 6:30 pm, someone broke into the Big City Bank and stole £10,000 from the safe. The police are questioning six people. This is what they told the police.



- 1 I was talking to my friends in a café.
- 2 I was watching a film at the cinema.
- 3 We were having dinner at a restaurant.
- 4 I was swimming.
- 5 I was sleeping.
- 6 I was talking on the phone.



John



Mick



Sam



Claire



Lauren



Karl and Eva

2

Answer the questions. Then talk to your partner.

Who stole the money?

1 Who was with other people?

\_\_\_\_\_

3 Who can't prove what they were doing?

\_\_\_\_\_

2 Who can prove what they were doing?

\_\_\_\_\_

4 Who stole the money from the bank?

\_\_\_\_\_

Grammar 1: Past continuous revision

# 1

## Worksheet 3: A day with my family

- 1 Look and complete the story in the past continuous. Use the words from the box.

listen cut sing dance ~~do~~ play



Yesterday was a crazy day! While I <sup>1</sup> was doing my Maths homework, my friends were sending me text messages. While I was trying to multiply 36 by 89 in my head, my eldest sister <sup>2</sup> \_\_\_\_\_ to her favourite song. How could I work in my noisy house? While my brother <sup>3</sup> \_\_\_\_\_ computer games and shouting, my mother <sup>4</sup> \_\_\_\_\_ in her bedroom. While my twin sisters <sup>5</sup> \_\_\_\_\_ in the garden, my father <sup>6</sup> \_\_\_\_\_ the grass. I thought, 'That's it. I've had enough!' I put my books in my bag, walked to the park, and finished my homework there.

- 2 Read and circle the correct words.

- While my cat was washing / drinking milk, my brother was buying / playing basketball.
- While my sister was dancing / writing to her favourite music, my cousin was watching / making a sandwich.
- While my father was washing / looking the car, my mother was reading / cooking a book.
- While my dog was playing / drinking with a ball, I was eating / dancing a pizza.
- While my grandfather was sleeping / shopping under a tree, my grandmother was laughing / listening to the radio.

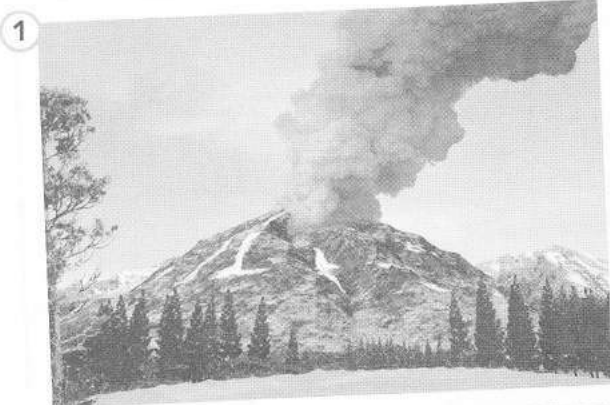
Grammar 2: Two simultaneous actions with *while*



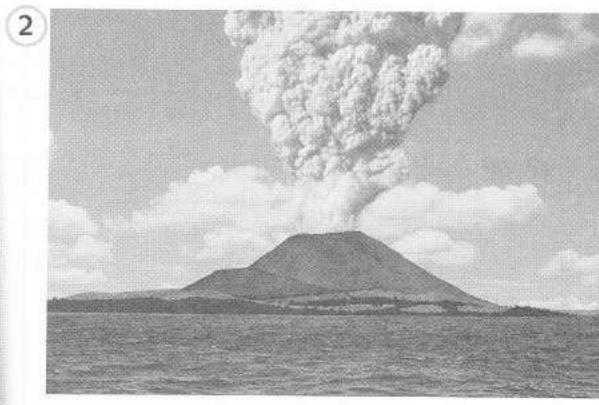
# 1

## Worksheet 4: Famous volcanoes

1 Work in small groups. Choose a volcano.



Mount St Helens



Krakatoa



Parícutin

2 Write the name of the volcano and find out about it.

	My volcano	My partner's volcano
What country is it in?		
When did it erupt?		
How long did the eruption last?		
How many people died?		
Find out more facts about your volcano.		

3 Ask your partner about their volcano. Write the answers.

**Worksheet 1: Life in the jungle****Using the worksheet**

- This worksheet practises rainforest words: *creeper, beak, toucan, sloth, branch, anaconda, pool, jaguar, anteater*.
- Students work individually or in pairs and use the clues to help them find the words. Check that they know the word *syllables* and how to identify the number of syllables in a word.
- Students then read the sentences and decide whether they are true or false.

**KEY:** Activity 1: 2 jaguar, 3 beak, 4 pool, 5 creeper, 6 branch, 7 anaconda, 8 anteater, 9 toucan; Activity 2: 2 f Toucans can fly. 3 f Anteaters like eating ants. 4 t. 5 f Anacondas are very large snakes, 6 f Creepers aren't part of a tree and they don't have the same roots.

**Optional follow-up activity:** Demonstrate how to play *Find new words*. Write *the Amazon rainforest* on the board. Ask students to work in pairs and use the letters to make new words, e.g. *star, train*. The pair of students who find the most new words win. Ask this pair to choose another word or phrase from the unit and write it on the board for the class to play again.

**Worksheet 2: Numbers****Using the worksheet**

- This worksheet practises large numbers.
- Students work individually or in pairs to complete the activity. Encourage them to think carefully and logically to work out the rule governing each of the number sequences.
- Students then write words for the numbers that were missing in Activity 1.

**KEY:** Activity 1: 2 1,000,000, 3 5,000, 4 200,000, 5 15,000, 6 1,000,000; Activity 2: 2 one million, 3 five thousand, 4 two hundred thousand, 5 fifteen thousand, 6 one million

**Optional follow-up activity:** Demonstrate how to play *Hit the number*. Before starting this game, write about 20 large numbers on the board in random places. Put students into two teams. Invite the teams to come up to the front of the class near the board. Give the first person in each team a rolled-up newspaper. Say one of the numbers on the board. The first student to hit the number with the newspaper wins a point for their team. The newspaper passes to the second person in each team. Continue until you have said all the numbers. The team with the most points at the end of the game wins.

**Worksheet 3: Crazy house rules****Using the worksheet**

- This worksheet practises *have to* and *had to*.
- Students work individually or in pairs to write sentences about the aliens, Splodge and Murdle.
- They then work in small groups and write their own crazy house rules in the present tense using *have to*. Encourage students to be imaginative.

**KEY:** Activity 1: 2 Murdle had to eat a sandwich with his feet. 3 Splodge had to cut the grass with scissors. 4 Murdle had to clean the floor with a/the dog. 5 Splodge had to sleep under the bed. 6 Murdle had to do his homework in/with ketchup.; Activity 2: Students' own answers

**Optional follow-up activity:** Students present their crazy house rules to the class. The class take a vote on which of the rules they think is the craziest.

**Worksheet 4: Amazon adventure****Using the worksheet**

- This worksheet practises following instructions in a game based on what might happen in a jungle adventure.
- Read through the phrases in the language box. Make sure students know how to use the phrases during the game.
- Students work in groups of four. Give each group a board (Worksheet 4), a dice (or a spinner) and a counter (or coin) for each person. Students put their counters on *Start*. The first player to throw 6 starts. If students land on the bottom of a ladder, they can go to the top. If they land on the head of a snake, they must go down to its tail. If they stop in the centre of a ladder or a snake, they can stay where they are and wait for their next turn. Students follow the instructions on the other squares.
- The first student to get to *Finish* is the winner.

**Optional follow-up activity:** Students work in groups and make their own Amazon adventure game. Monitor and help as necessary. Make copies of the board games and play them in class.

# 2

## Worksheet 1: Life in the jungle

1 Write the word for something in the picture that ...



- |                             |              |                               |       |
|-----------------------------|--------------|-------------------------------|-------|
| 1 has five letters.         | <u>sloth</u> | 6 ends in the letters ch.     | _____ |
| 2 starts with the letter j. | _____        | 7 has four syllables.         | _____ |
| 3 is a bird's mouth.        | _____        | 8 does what its name says.    | _____ |
| 4 is a small area of water. | _____        | 9 starts with the letters to. | _____ |
| 5 grows round a tree.       | _____        |                               |       |

2 Read and write *t* (true) or *f* (false). Correct the false sentences.

- |  |                                     |                                 |
|--|-------------------------------------|---------------------------------|
| 1 Sloths move very quickly.                            | <input checked="" type="checkbox"/> | <u>Sloths move very slowly.</u> |
| 2 Toucans can't fly.                                   | <input type="checkbox"/>            | _____                           |
| 3 Anteaters do not like eating ants.                   | <input type="checkbox"/>            | _____                           |
| 4 Jaguars are part of the cat family.                  | <input type="checkbox"/>            | _____                           |
| 5 Anacondas are very small snakes.                     | <input type="checkbox"/>            | _____                           |
| 6 Creepers are part of a tree and have the same roots. | <input type="checkbox"/>            | _____                           |

Vocabulary: Rainforest life



# 2

## Worksheet 2: Numbers

### 1 Write the missing numbers.

1	100	200	300	<u>400</u>	500
2	100	1,000	10,000	100,000	_____
3	5,000,000	500,000	50,000	_____	500
4	300,000	275,000	250,000	225,000	_____
5	27,000	21,000	_____	9,000	3,000
6	125,000	250,000	500,000	_____	2,000,000

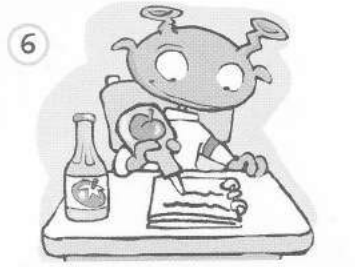
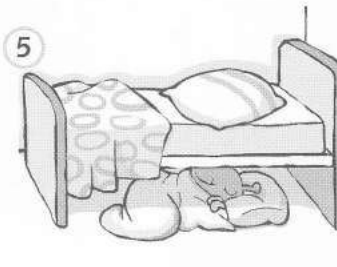
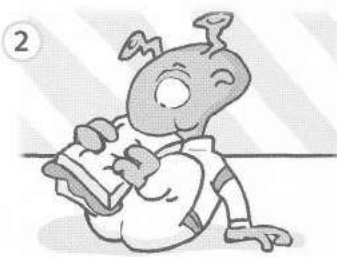
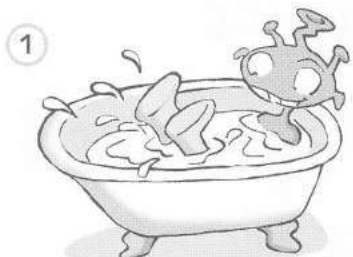
### 2 Write the missing numbers from Activity 1 in words.

1	<u>four hundred</u>	4	_____
2	_____	5	_____
3	_____	6	_____



## 1 Read, then complete the sentences with the words from the box.

Splodge and Murdle live in a crazy house and they have lots of crazy house rules. This is what they had to do yesterday.



cut sleep do  
clean eat wear

grass bed scissors shoes  
homework ketchup sandwich  
floor dog feet bath

- 1 Yesterday, Splodge had to wear his shoes in the bath.
- 2 Yesterday, Murdle \_\_\_\_\_
- 3 Yesterday, Splodge \_\_\_\_\_
- 4 Yesterday, Murdle \_\_\_\_\_
- 5 Yesterday, Splodge \_\_\_\_\_
- 6 Yesterday, Murdle \_\_\_\_\_









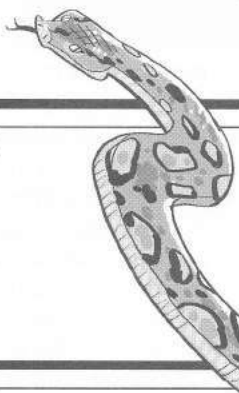








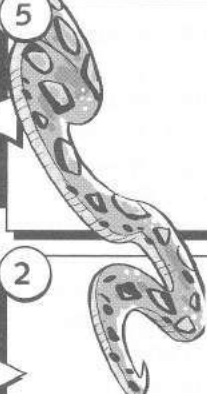




## 2 Write your own everyday crazy house rules!

- 1 In our house you have to wear your trousers on your head.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

1

Play the game. Use the phrases from the box.

You start. Throw the dice. It's your turn. Move your counter three spaces.  
Whose turn is it? Go down the snake. Go up the ladder. I've won!

<b>Finish</b>	22 	21 	20 
16 	17 You have no water. Go back to square 15. 	18 	19  You make a tree house. Go to square 21.
15 	14 	13 It rains for three days. Go back to square 4. 	12 You discover a new plant. Go to square 15. 
8 	9 	10 A crocodile eats your bag. Go back to square 1. 	11 
7  A spider bites you. Go back to square 4.	6 You discover a new bird. Go to square 9. 	5 	4 
<b>Start</b>	1 You find a boat on the river. Go to square 5. 	2 	3 

Environmental studies: Amazon adventure

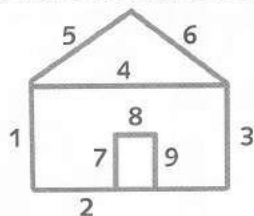


**Worksheet 1: Making music****Using the worksheet**

- This worksheet practises music words: *spotlight, bodyguards, fans, electric guitar, bass guitar, backing singers, dancer, drum kit, stage*.
- Students complete the words with the missing vowels, then match them to the picture by writing letters in the boxes.
- Students then complete the email using words from Activity 1.

**KEY:** Activity 1: 2e backing singers, 3d drum kit, 4i bass guitar, 5a bodyguards, 6b stage, 7h fans, 8f dancers, 9g spotlight; Activity 2: 2 stage, 3 spotlight, 4 backing, 5 guitar, 6 fans, 7 bodyguards

**Optional follow-up activity:** Demonstrate how to play *House*. Choose one student to come to the front and draw dashes on the board to represent a word from Activity 1 – one dash for each letter. The other students call out letters to try to guess the word. Each correct letter is filled in above the appropriate dash. For every incorrect letter, draw one line of a house, and write that letter on the board. First draw the walls of the house, then the roof, then the door, as shown below.



If another student guesses the word, they come to the board and choose the next word. If no one guesses the word before the house is complete, the original student chooses the next word.

**Worksheet 2: What are they going to do?****Using the worksheet**

- This worksheet practises *going to*.
- Students work in pairs to match the descriptions to the speech bubbles.
- Students then work alone to write sentences about the people in Activity 1.

**KEY:** Activity 1: 2b, 3a, 4f, 5d, 6e; Activity 2: 2 Sue and Sam are going to see the new *Spiderman* film. 3 Simon's / Simon is going to read a book (that's) called *Frankenstein*. 4 Joe's / Joe is going to watch the new comedy (on TV). 5 Maria's / Maria is going to read a story about Ancient Rome. 6 Wendy and Walter are going to listen to Beethoven and Bach.

**Optional follow-up activity:** Students organise a birthday party for a friend. They work in groups and choose music and food. Students can also decide where to have the party and what clothes to wear. Each group tells the class about their plans, e.g. *At our party, we're going to listen to ...*

**Worksheet 3: A busy day****Using the worksheet**

- This worksheet practises the time with *past* and to the hour.
- Students read the story of Lucy's day and then work individually or in pairs to work out when Lucy does the activities.
- Students then work individually to complete the sentences with the times when they themselves do the activities listed. Make sure that students write the times in words rather than numbers.

**KEY:** Activity 1: 2 She catches the bus to school at ten past seven. 3 She gets to school at ten to eight. 4 She has her lunch at ten past twelve. 5 She has dinner at ten to five. 6 She starts talking to her friends online at five past six.;

Activity 2: Students' own answers

**Optional follow-up activity:** Students work in pairs or small groups and take turns to ask and answer what time of day they do the things in Activity 2, e.g. *What time do you get up?*

**Worksheet 4: Rap and rhythm****Using the worksheet**

- This worksheet practises recognising rhythm in a basic rap. It also encourages students to be creative with language.
- Students read the lines of *The Summer Rap* and match them to the rhythm patterns. Check, then practise saying each line of the rap with the correct rhythm. Get students to click their fingers or clap to help them stay in time.
- Discuss the winter picture with the class. Ask them to find the four pairs of rhyming words in the box: *old/cold; laugh/scarf; snow/go; fire/choir*. Students work in small groups to write their own rap about the winter, using the rhythms in Activity 1. Encourage students to use some of the rhyming words from the box to help them.

**KEY:** Activity 1: 1b, 2a, 3c, 4a; Activity 2: Students' own answers

**Optional follow-up activity:** Students perform their raps for the class.

# 3

## Worksheet 1: Making music

- 1 Complete the words. Then match them with people and things in the picture.

1 e\_l\_e\_c\_t\_r\_i\_c g\_u\_i\_t\_a\_r

c

6 s\_t\_g\_

2 b\_c\_k\_n\_g s\_n\_g\_r\_s

7 f\_n\_s

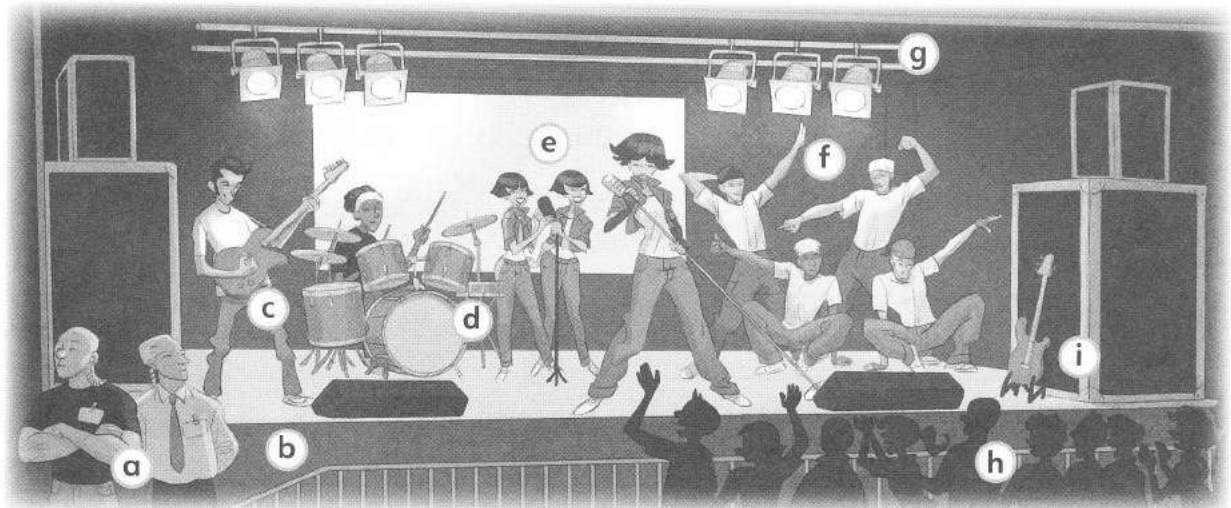
3 d\_r\_m k\_t

8 d\_n\_c\_r\_s

4 b\_s\_s g\_\_t\_r

9 s\_p\_t\_l\_g\_h\_t

5 b\_d\_y g\_\_rds



- 2 Read and complete Ella's email with words from Activity 1.

Hi Yasmin,

We saw Missy RaRa last night. It was fantastic! There were so many musicians and <sup>1</sup> dancers on the <sup>2</sup> \_\_\_\_\_. When it started, it was completely dark and then just one <sup>3</sup> \_\_\_\_\_ came on and there she was! Missy Ra Ra's a great singer and her <sup>4</sup> \_\_\_\_\_ singers were really good, too.

Everybody knows that Missy plays the piano, but did you know that she also plays the bass <sup>5</sup> \_\_\_\_\_? She plays it really well.

There were so many people at the concert. Missy has lots of <sup>6</sup> \_\_\_\_\_ and we were all shouting! But the <sup>7</sup> \_\_\_\_\_ didn't let us go near her.

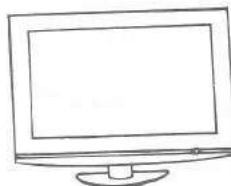
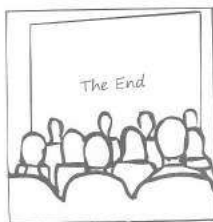
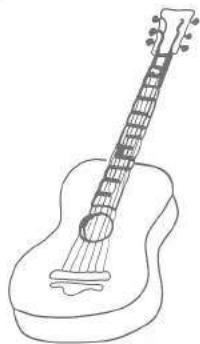
Let's meet soon and listen to Missy's new songs!

Love,

Ella

Vocabulary: At a rock concert

## 1 Read and match the sentences with what the people say.



- 1 Mark likes music from the 1960s. He plays the guitar.
- 2 Sue and Sam's favourite thing is the cinema. They watch a lot of films.
- 3 Simon enjoys reading. He likes novels about monsters and vampires.
- 4 When he has some free time, Joe watches the TV. He loves laughing.
- 5 Maria loves reading. She likes historical novels.
- 6 Wendy and Walter play the violin. They love jazz and classical music.

C

a I'm going to read my book.  
It's called *Frankenstein*.

d I'm going to read a story about  
Ancient Rome.

b We're going to see the new  
*Spiderman* film.

e We're going to listen to  
Beethoven and Bach.

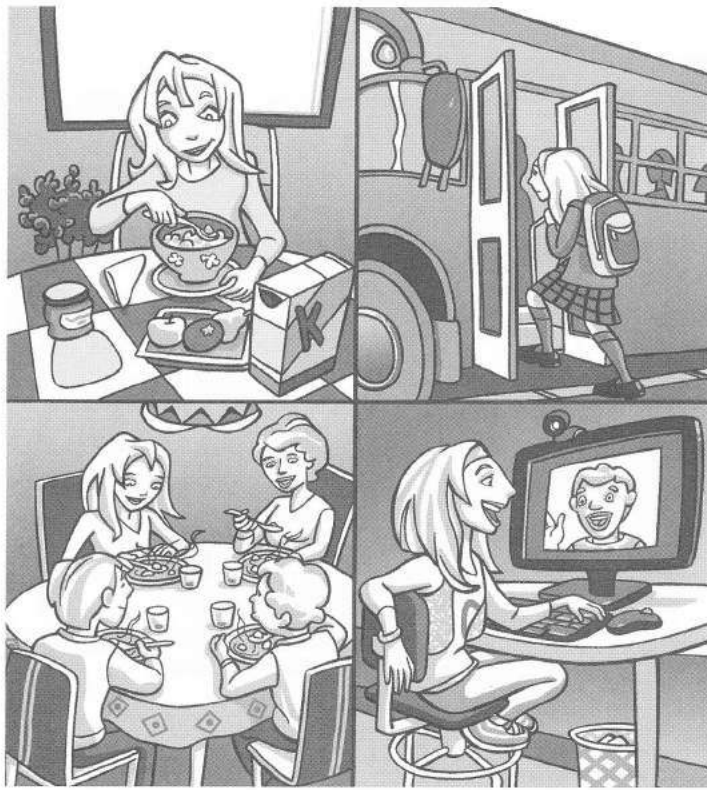
c I'm going to learn to play some  
old Beatles songs.

f I'm going to watch the new  
comedy this evening. My friend  
says it's really funny.

## 2 Write sentences about the people in Activity 1.

- 1 Mark 's going to learn to play some old songs by the Beatles.
- 2 Sue and Sam \_\_\_\_\_.
- 3 Simon \_\_\_\_\_.
- 4 Joe \_\_\_\_\_.
- 5 Maria \_\_\_\_\_.
- 6 Wendy and Walter \_\_\_\_\_.

**1 Read and answer the questions about Lucy's busy day.**



Lucy has a very busy life! She gets up at six. Half an hour after that, she has breakfast. Forty minutes after her breakfast, she catches the bus to school. She gets to school one hour and fifty minutes after she gets up. She has her lunch four hours and twenty minutes after she gets to school. She works hard at school all day. She gets home at ten past four and does her homework. She has her dinner forty minutes after she gets home. An hour and fifteen minutes after that she starts talking to her friends online.

- 1 What time does Lucy have breakfast?
- 2 What time does she catch the bus to school?
- 3 What time does she get to school?
- 4 What time does she have her lunch?
- 5 What time does she have dinner?
- 6 What time does she start talking to her friends online?

She has breakfast at half past six.

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**2 Complete the sentences about your busy day.**

- |                              |                              |
|------------------------------|------------------------------|
| 1 I get up at _____.         | 6 I have English at _____.   |
| 2 I have breakfast at _____. | 7 I come home at _____.      |
| 3 I go to school at _____.   | 8 I do my homework at _____. |
| 4 I have lunch at _____.     | 9 I have dinner at _____.    |
| 5 I have Maths at _____.     | 10 I go to bed at _____.     |

Grammar 2: Time: *past* and *to the hour*



- 1 Match each line of the rap with one of the three rhythms (a, b or c).



- 2 Write a rap about winter. Use the rhyming words from the box.

old snow scarf cold fire choir go laugh



### The Winter Rap

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Music: Rap and rhythm

**Worksheet 1: Eating out****Using the worksheet**

- This worksheet revises restaurant vocabulary: *waiter, biscuits, salt, pepper, napkin, chopsticks, fork, spoon, knife.*
- Students work individually or in pairs to solve the anagrams, then match the words to the pictures.
- Students then read and correct the sentences.

**KEY:** Activity 1: 2e chopsticks, 3f pepper, 4g knife, 5b napkin, 6i fork, 7c biscuits, 8h spoon, 9a salt;  
 Activity 2: 2 We use a spoon to eat soup. 3 We use a fork to pick up meat and vegetables.  
 4 We use a knife to cut our food. 5 We put salt and pepper on our food. 6 We eat biscuits cold.

**Optional follow-up activity:** Demonstrate how to play the *Double drawing* game. Put students into two teams. Draw a line down the middle of the board. Ask one student from each team to come to the front of the class. Show them one of the words from Student's Book page 46. Make sure the rest of the class do not see the word. The students at the board then draw the word for their team to guess. The first team to shout out the correct word wins a point. Continue in this way, with different students coming to the board in turn.

**Worksheet 2: First, second or third?****Using the worksheet**

- This worksheet practises ordinal numbers.
- Students work individually or in pairs to solve the puzzle. They read the clues and then decide where each of the runners in the race finished.
- Students then answer the questions about the dates on which there are special celebrations in the year.

**KEY:** Activity 1: 1 Tanya comes first in the race. 3 Holly comes third in the race. 4 Anna comes fourth in the race. 5 Sarah comes fifth in the race. 6 Claire comes last/sixth in the race.; Activity 2: 2 the 14<sup>th</sup> of February, 3 the 4<sup>th</sup> of July, 4 the 31<sup>st</sup> of October, 5 Students' own answers, 6 Students' own answers

**Optional follow-up activity:** Students make their own puzzle using ordinal numbers, using Activity 1 as a model to follow. Students can then swap puzzles with a partner.

**Worksheet 3: If ...****Using the worksheet**

- This worksheet practises the zero conditional.
- Students work alone to read the sentences and match each to one of the three pictures by writing the letters *a, b* or *c* in the boxes.
- Students then work alone or in pairs to write sentences using the zero conditional, describing what happens if it's your birthday.

**KEY:** Activity 1: 2a, 3b, 4a, 5b, 6c; Activity 2: Students' own answers

**Optional follow-up activity:** Students work in pairs. They write the beginnings of zero conditional sentences. They then swap their sentences with a partner and complete them.

**Worksheet 4: Make a healthy meal****Using the worksheet**

- This worksheet practises following a recipe. It also encourages students to make and eat healthy food.
- Students match the words for the ingredients to the pictures, then list the ingredients under the correct food group. You may wish to explain that olive oil is made from the fruit of the olive tree.
- If possible, bring in the ingredients for a chicken salad, including part of a cooked roast chicken, salad, wholemeal bread, butter and olive oil. Show students how to make the chicken salad. Students then use the verbs in the box to complete the recipe. If you don't make the salad in class, students can make it at home after the lesson.

**KEY:** Activity 1: 2d, 3h, 4e, 5b, 6c, 7g, 8f;

Activity 2:

Protein	Vegetables	Dairy	Fruit	Grain
chicken	lettuce	butter	olive oil	bread
	cucumber		tomatoes	
			avocado	

Activity 3: 2 Chop, 3 Pour, 4 Slice, 5 Spread

**Optional follow-up activity:** Students write a recipe for a healthy meal with a partner. Have a class vote on which recipe students would most like to try at home. Students can then try making the meal and report back to the class in the next lesson.

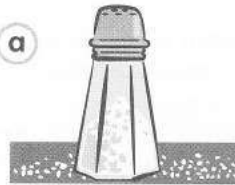
1

Write the words under the correct pictures.

① -wraite-

② ssotpchick

a



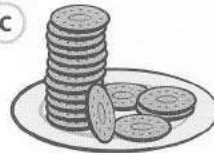
b



③ preepp

④ finek

c



d

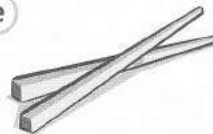


waiter

⑤ naknip

⑥ rofk

e



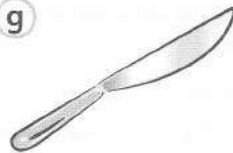
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⑦ scitiubs

⑧ nopos

g

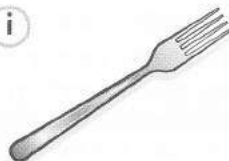


h



⑨ tals

i



2

Correct the sentences.

1 We eat our food with one chopstick.

We eat our food with two  
chopsticks.

2 We use a napkin to eat soup.

3 We use a waiter to pick up meat  
and vegetables.

4 We use a fork to cut our food.

5 We put salt and pepper in our  
water.

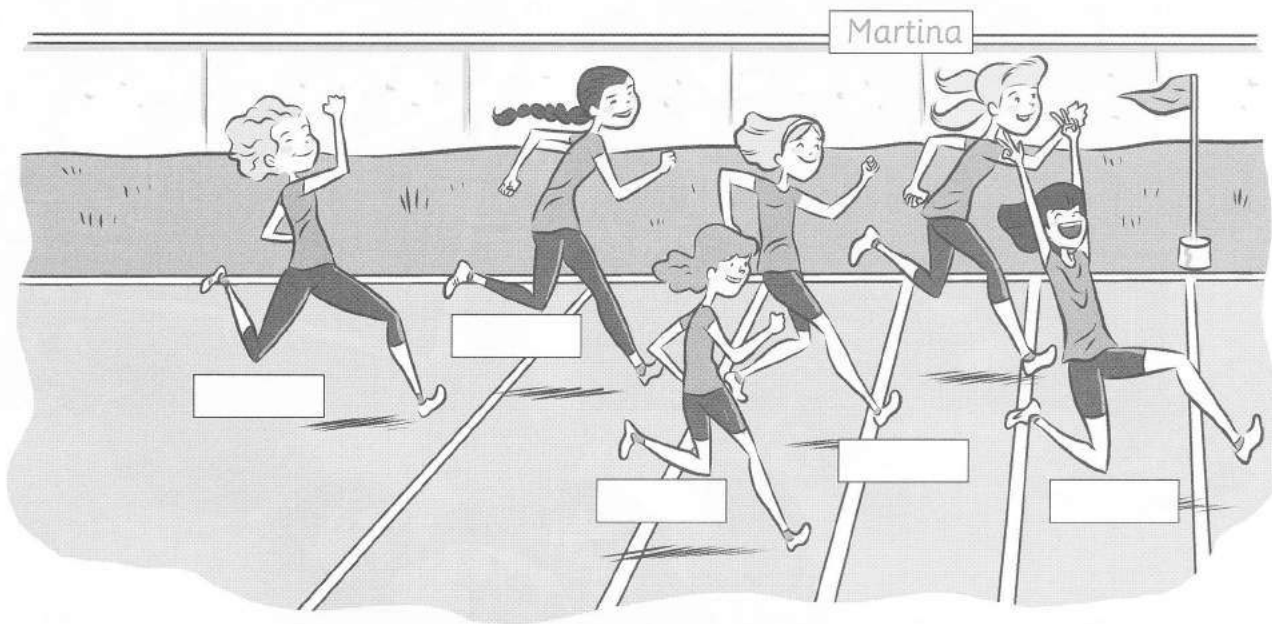
6 We cook biscuits and eat them hot.

Vocabulary: In a restaurant

# 4

## Worksheet 2: First, second or third?

1 Look, read and write the girls' names. Then write sentences.



Martina finishes second.

The girl running just behind Holly is called Anna.

Claire finishes behind Sarah.

Tanya finishes two places in front of Holly.

No one finishes behind Claire.

Holly finishes two places in front of Sarah.

- 1 \_\_\_\_\_
- 2 Martina comes second in the race.
- 3 \_\_\_\_\_

- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

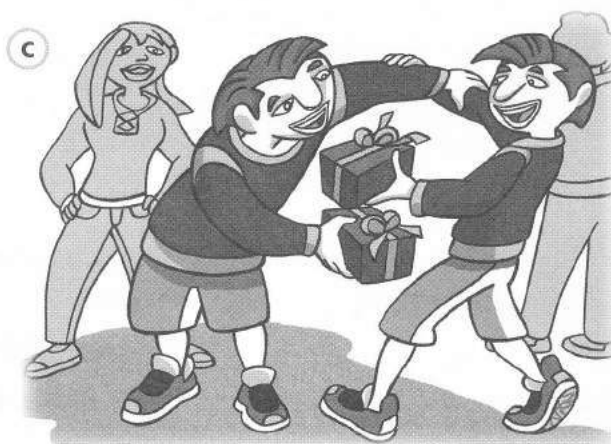
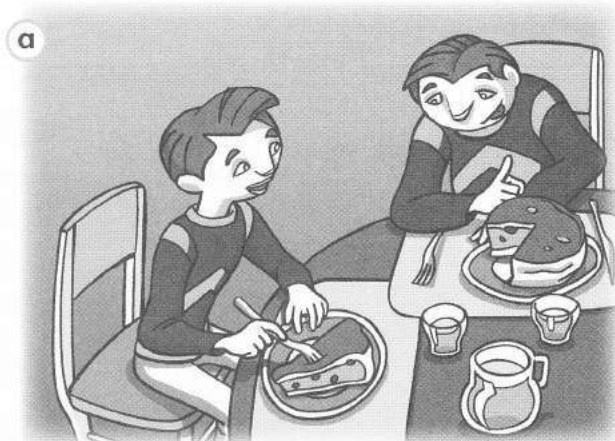
2 Answer the questions.

- 1 What date is Christmas Day?
- 2 What date is Valentine's Day?
- 3 What date is American Independence Day?
- 4 What date is Halloween?
- 5 What date is your birthday?
- 6 What date is your best friend's birthday?

the 25<sup>th</sup> of December



1

Look, read and write *a*, *b* or *c*.

- 1 If it's your brother's birthday, you give him a present.
- 2 If you don't eat enough, you get hungry.
- 3 If you lose the game, you feel sad.
- 4 If you eat too much, you get sick.
- 5 If you win the game, you feel happy.
- 6 If it's your birthday, your brother gives you a present.

c

2

Write five sentences about what happens if it's your birthday.

If it's your birthday, you can eat lots of cake.

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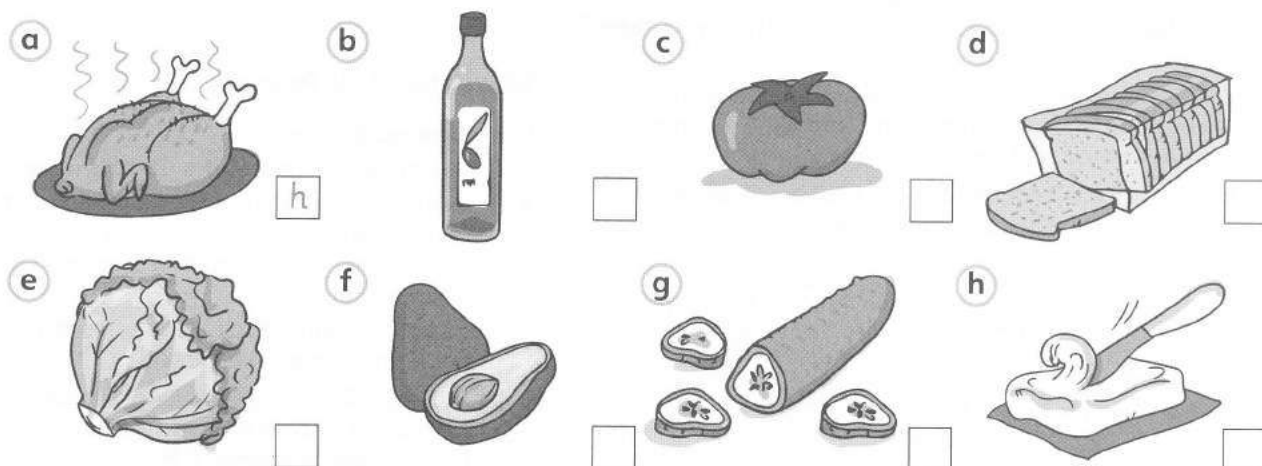
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# 4

## Worksheet 4: Make a healthy meal

### 1 Match the ingredients with the pictures.

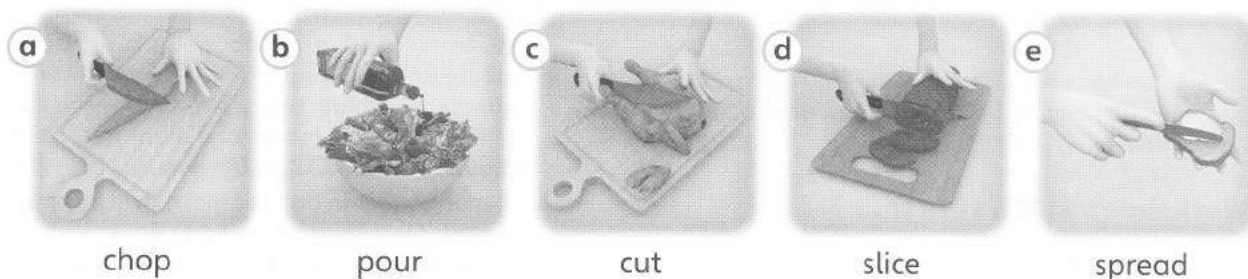
- 1 cooked chicken      3 butter      5 olive oil      7 cucumber  
2 wholemeal bread      4 lettuce      6 tomato      8 avocado



### 2 Write the ingredients from Activity 1 in the correct food groups.

Protein	Vegetables	Dairy	Fruit	Grain

### 3 Complete the recipe with the words under the pictures.

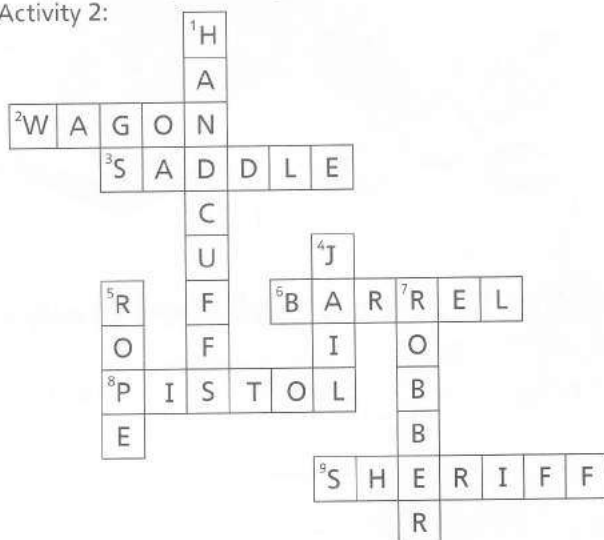


- 1 Cut the chicken into pieces on a chopping board.
- 2 \_\_\_\_\_ your favourite fruit and vegetables and put them in your salad with some lettuce.
- 3 \_\_\_\_\_ olive oil on your salad.
- 4 \_\_\_\_\_ your wholemeal bread.
- 5 \_\_\_\_\_ butter on the bread.

**Worksheet 1: The cowboy days****Using the worksheet**

- This worksheet practises vocabulary about the American Wild West: *jail, sheriff, robbers, wagon, handcuffs, barrel, pistol, saddle, rope*.
- Students work individually or in pairs. They write the words under the pictures.
- They then read the definitions and complete the crossword. Check that students know the meaning of *pull along* and *wrist*.

**KEY:** Activity 1: 2 saddle, 3 rope, 4 robber, 5 pistol, 6 handcuffs, 7 jail, 8 wagon, 9 sheriff;  
Activity 2:



**Optional follow-up activity:** Demonstrate how to play a *Spelling bee* game. Divide the class into two teams. Make a list of an even number of words from the unit. Say a word, e.g. *handcuffs*, and ask a student from one team to spell it out loud or write it on the board. If the spelling is correct, the student scores two points for their team. If it is incorrect, a volunteer from the other team can correct the spelling and score a point. Continue, alternating between teams, until all the words have been spelt correctly.

**Worksheet 2: What is it ... ?****Using the worksheet**

- This worksheet practises *made of* and *used for* + *-ing*. It also revises vocabulary from the first five units of the Student's Book.
- Students work individually or in pairs to complete the sentences using the words from the box.
- Students then read the descriptions and write the names of the objects.

**KEY:** Activity 1: 2 metal, cooking, 3 made of, looking, 4 used for, wood, 5 leather, used for carrying, 6 made of wood, drawing; Activity 2: 2 gloves, 3 vase, 4 chopsticks, 5 knife, 6 barrel

**Optional follow-up activity:** Demonstrate how to play the *Three things* game. Put students into two

groups. Write a category on the board, e.g. *things made of wood*. The first group to think of three things made of wood wins a point. Then continue the game using the following categories: things made of plastic, things made of cotton, things made of leather. Bonus points can also be given for the most surprising objects chosen.

**Worksheet 3: Possession****Using the worksheet**

- This worksheet practises the possessive apostrophe.
- Students work individually to read and correct the sentences. Make sure that students look at the pictures to help them with this. Students can then compare their answers.
- Students work individually or in pairs to write the plural forms of the sentences.

**KEY:** Activity 1: 2 Julie's scarf was a birthday present. 3 The robbers' pistols are new. 4 The cowboy's saddle is made of leather. 5 My brother's bass guitar is old; Activity 2: 2 The children's games are exciting. 3 The babies' hats are black. 4 The men's smartphones are clever. 5 The women's books are in French.

**Optional follow-up activity:** Students work in pairs. They describe objects that they can see in the class belonging to other students, but they must say things that are not true. Their partner listens carefully to the description and then corrects it, e.g. Student 1: *Pablo's bag is black*. Student 2: *No, that's not true. Pablo's bag is white*.

**Worksheet 4: The Olympic Games****Using the worksheet**

- This worksheet develops the theme of gold.
- Students read the text about the history of gold medals in the Olympic Games and answer the questions. Explain that a *wreath* is a circular band of flowers or the leaves of a plant that can be worn around the head, as in the picture.
- Students work in pairs to match the facts to the athletes. They will need to do research on the Internet in order to complete this activity. Alternatively, this activity can be done at home.
- Students then work in small groups to research three more facts about gold medals at the Olympics and tell the class what they have discovered.

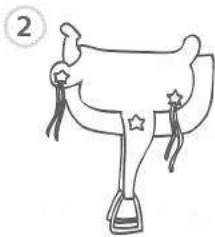
**KEY:** Activity 1: 1 an olive wreath, 2 a silver medal, 3 They did not receive a medal. 4 the 1904 games in St Louis; Activity 2: 1d, 2b, 3a, 4c

**Optional follow-up activity:** Students work in pairs to research information about the Olympics and find five more interesting facts.

## 1 Look and complete the words.



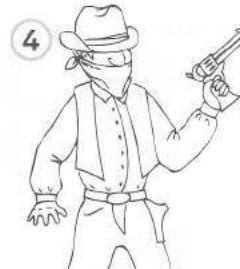
b arrel



s



r



r



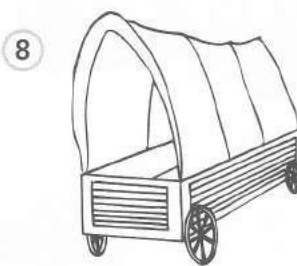
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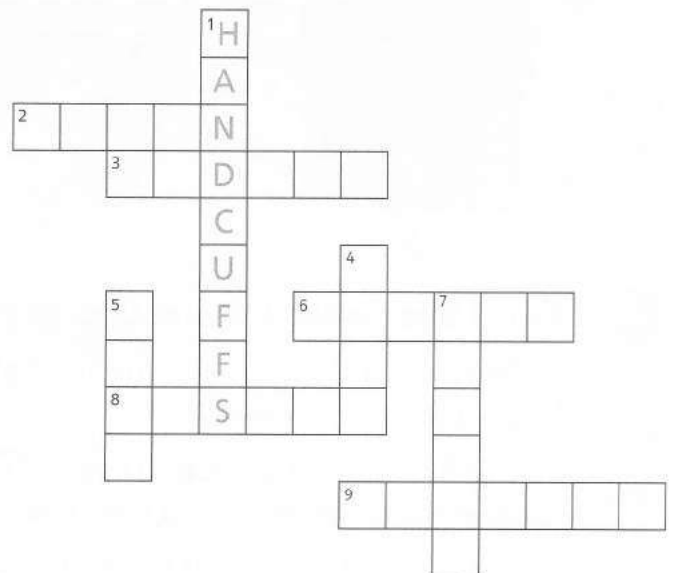
## 2 Do the crossword.

## Across

- 2 People sat in this and horses pulled it along.
- 3 This is a seat that people sit on when they ride a horse.
- 6 This is wooden. You can put powder or liquid in it.
- 8 This is a small gun that you hold in one hand.
- 9 This person was like a police officer in towns in the Wild West.

## Down

- 1 These are metal. Police officers put them around people's wrists.
- 4 This is another word for a prison.
- 5 This is something you use to tie things together.
- 7 This is a person who takes things from shops and banks.



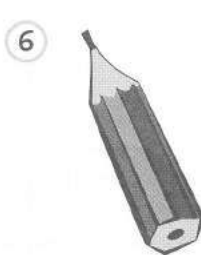
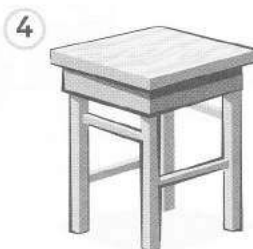
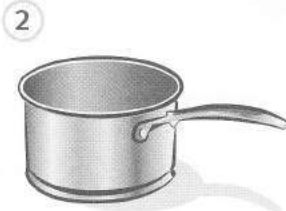


## 1 Complete the sentences with the words from the box.

metal ~~leather~~ wood  
wood leather

~~used for~~ made of  
used for made of  
used for

draw look cook  
carry protect



1 These are made of leather. They are used for protecting your feet.

2 This is made of \_\_\_\_\_. It's used for \_\_\_\_\_ food like spaghetti.

3 This is \_\_\_\_\_ glass. It's used for \_\_\_\_\_ at your face.

4 This is \_\_\_\_\_ putting things on. It's made of \_\_\_\_\_.

5 This is made of \_\_\_\_\_. It's \_\_\_\_\_ things.

6 This is \_\_\_\_\_. It's used for \_\_\_\_\_ and writing.

## 2 Read the descriptions and write the words.

1 This is long and thin and made of glass. It's used for doing experiments.

test tube

2 These are made of wool. They are used for keeping your hands warm in cold weather.

3 This is made of glass. It's used for holding flowers.

4 These are made of wood. They are long and thin and are used for eating food.

5 This is made of metal. It's used for cutting food.

6 This is made of wood. It's big and round. It's used for keeping liquid or powder in.

# 5

## Worksheet 3: Possession

### 1 Look, read and correct the sentences.

- 1 The sheriffs horse is beautiful.  
The sheriff's horse is beautiful.
- 2 Julies' scarf was a birthday present.  
\_\_\_\_\_
- 3 The robber's pistols are new.  
\_\_\_\_\_
- 4 The cowboys' saddle is made of leather.  
\_\_\_\_\_
- 5 My brothers bass guitar is old.  
\_\_\_\_\_

1



2



3



4



5



### 2 Look, read and correct the sentences. Use plural forms.



- 1 The girl's dog is very funny.  
The girls' dogs are very funny.
- 2 The child's game is exciting.  
\_\_\_\_\_
- 3 The baby's hat is black.  
\_\_\_\_\_
- 4 The man's phone is clever.  
\_\_\_\_\_
- 5 The woman's book is in French.  
\_\_\_\_\_

1

Read the article and answer the questions.

In the original Olympic Games, in Ancient Greece, winners received an olive wreath. The tradition of giving medals to athletes began at the first modern Olympic Games in Athens in 1896.



But did you know that athletes who finished first at those games only won silver medals?

Athletes who finished second won bronze and those who finished third won nothing at all! Everything changed

at the 1904 games in St Louis in the United States, when gold, silver and bronze medals were awarded for first, second and third place.



- 1 What did winning athletes in the Olympics of Ancient Greece receive as a prize?  
\_\_\_\_\_
- 2 What medal did winning athletes receive at the 1896 Olympic Games?  
\_\_\_\_\_
- 3 What medal did athletes in third place receive at the 1896 Olympic Games?  
\_\_\_\_\_
- 4 At which Olympic Games were gold, silver and bronze first awarded?  
\_\_\_\_\_

2

Read and match the facts with the athletes.

1 At the 2008 games in Beijing, this swimmer won eight gold medals.

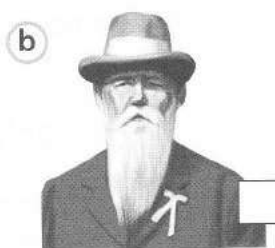
2 At the age of 72, this athlete is the oldest person to win a gold medal. The medal was won at the 1912 Olympics in Stockholm.

3 This diver is the youngest athlete to win an Olympic gold medal, at the age of 13. The medal was won in 1936 in Berlin.

4 This athlete won gold in the 100m, 200m, long jump and the 4x400m relay at the Los Angeles Olympics.



Marjorie Gestring



Oscar Swahn



Carl Lewis



Michael Phelps

History: The Olympic Games

**Worksheet 1: Away from home****Using the worksheet**

- This worksheet practises words connected to souvenirs: *flag, sunglasses, earrings, carpet, basket, ring, cup and saucer, cushion, plate, soap, comb.*
- Students look at the pictures and work individually or in pairs to label them. Then they find the words in the word search and check their spelling. (The words go across, down and diagonally.)
- Students can then make their own word search to swap with a partner.

**KEY:** Activity 1: 2 flag, 3 plate, 4 earrings, 5 basket, 6 comb, 7 soap, 8 ring, 9 sunglasses, 10 cushion, 11 cup and saucer

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

**Optional follow-up activity:** Students use the Internet or the library to research some famous places in Istanbul, e.g. The Blue Mosque, The Bosphorus Bridge, The Spice Market. Students find out where these places are, what they are famous for, and why tourists visit them. Students present what they find out about their place to another student or to the class.

**Worksheet 2: Problems, problems****Using the worksheet**

- This worksheet practises *should* and *shouldn't*.
- Students work individually or in pairs. They read the problems and match them to the advice.
- Students then write advice to go with the 'drama school' problem.

**KEY:** Activity 1: 1d, 2a, 3b 4c; Activity 2: Students' own answers

**Optional follow-up activity:** Students read their advice from Activity 2 to the class. The class vote on the best advice.

**Worksheet 3: Asking****Using the worksheet**

- This worksheet practises *Could I, Could you show/tell me, Do you mind if I, Of course, Not at all.*
- Students work alone to complete the dialogue using the words from the box. They can then read the completed dialogue in pairs.
- Students then look at the pictures and write what the people could be saying.

**KEY:** Activity 1: 2 Not, 3 Could, 4 Of, 5 mind, 6 all, 7 you, 8 tell, 9 course; Activity 2: (possible answers: 2 Could you tell me the time, please? Yes, of course. It's half past two. 3 Do you mind if I open the window? No, not at all. 4 Could I see that computer, please? Yes, of course.)

**Optional follow-up activity:** Ask students to work in pairs to adapt the dialogue in Activity 1 so that they are shopping for different items. Students then practise saying their dialogues.

**Worksheet 4: A new town****Using the worksheet**

- This worksheet develops the theme of town planning and gives further practice of *should* and *shouldn't*. It also develops discussion and debating skills.
- Students read the ideas for how to organise a new town and discuss them in groups of four.
- Students think of four more ideas for a new town and present them to the class.

**KEY:** Activity 1, 2, 3: Students' own answers

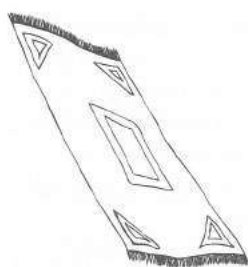
**Optional follow-up activity:** Students discuss the new town ideas and vote on the four best suggestions. They could then design a map or model of their new town.



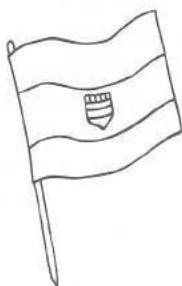
# 6

## Worksheet 1: Away from home

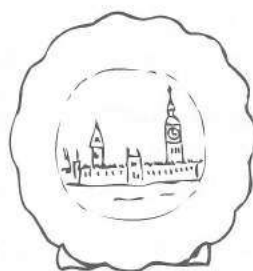
1 Look and write the words. Then find them in the word search.



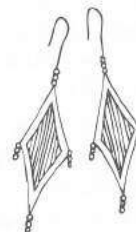
1 carpet



2 \_\_\_\_\_



3 \_\_\_\_\_



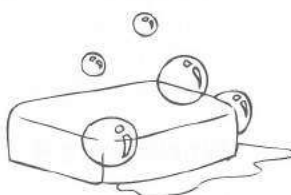
4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_

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

2 Make a new word search.

Vocabulary: Souvenirs

## 1 Read and match the problems with the advice.



## Penny's Problematic Problem Page

1

☐

Dear Penny,

I share a bedroom with my brother. We are very different. Sharing a room with him makes me crazy. There is another room in the house that I would like to move to, but my parents say it's for visitors. What should I do?

2

☐

Dear Penny,

My little brother won't let me do my homework. Every time I sit down at my desk, he comes into my room and says, 'Come and play with me.' I tell him that I'm busy but he doesn't listen. What should I do?

3

☐

Dear Penny,

I don't think my teacher likes me. She always gives me bad marks. She thinks that I'm lazy, but I'm not! I work very hard and I always do my best. What should I do?

4

☐

Dear Penny,

I've got a problem. I don't think my friend likes me any more. We used to have lunch together every day, but now she's started playing football at lunchtime and doesn't want to eat with me. I like football but I'm not very good at it. I'm so angry. What should I do?

a

I think you should tell your parents about the problem. Tell them that you really need to be quiet in your bedroom. Ask your parents to talk to your brother. Say that you need to study alone. You shouldn't get angry with your brother. He doesn't understand. Good luck!  
Love, Penny

b

I think you should tell your teacher how you feel. Explain that you are not very happy. Tell your teacher how hard you work and how disappointed you are with your marks. You shouldn't worry too much. Your teacher should help you.  
Love, Penny

c

I think you should talk to your teacher. Tell him that you are unhappy. Perhaps he can give you some extra football practice. You should also talk to your friend. Tell her that you miss her. Good luck!  
Love, Penny

d

I think you should tell your parents how you feel. They should understand. You need to have some space now that you are getting older. Ask your parents why you can't move to the other room and listen carefully to what they say.  
Love, Penny

2 Read and write some advice with *should* and *shouldn't*.

Dear Penny,

My favourite school subject is Drama. I want to be an actor. I'd love to go to drama school. But my parents don't like the idea. They want me to study medicine and be a doctor. What should I do?

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# 6

## Worksheet 3: Asking

### 1 Read and complete the conversation with the words from the box.

mind ~~if~~ could not all of tell you course

Customer: Good morning. Do you mind <sup>1</sup> if I try on this T-shirt?

Shop assistant: <sup>2</sup> \_\_\_\_\_ at all.

Customer: <sup>3</sup> \_\_\_\_\_ you show me the changing room, please?

Shop assistant: <sup>4</sup> \_\_\_\_\_ course.

Customer: Ah, this is very small. Do you <sup>5</sup> \_\_\_\_\_  
if I use a bigger changing room?

Shop assistant: Not at <sup>6</sup> \_\_\_\_\_.

Customer: Could <sup>7</sup> \_\_\_\_\_ give me a smaller  
T-shirt? I think this one is too big for me.

Shop assistant: I'll get one for you.

Customer: One moment, before you go. Could you  
<sup>8</sup> \_\_\_\_\_ me the price of the T-shirt, please?

Shop assistant: Of <sup>9</sup> \_\_\_\_\_. That's £19.99, sir.

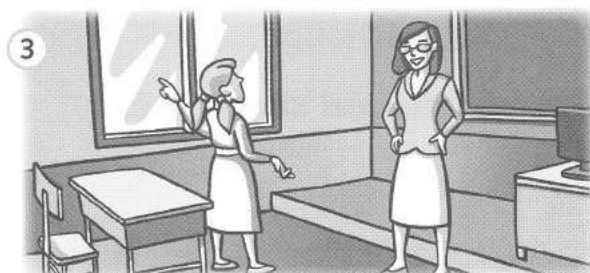


### 2 Look and write what the people are saying.



Could you give me six apples, please?

Yes, of course.



Grammar 2: Could I/you ... / Do you mind if I ...



**1 Work in groups of four. Read and discuss the ideas.**

a

There shouldn't be any cars in the town. People should travel by bus.

b

There shouldn't be a library. There should be a computer with the Internet in every home.

c

There shouldn't be one big school. There should be lots of small schools.

d

There shouldn't be any houses with gardens. People should all live in blocks of flats surrounded by a big park.

**2 Write four more ideas about a new town. Use *should* or *shouldn't*.**

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**3 Present your ideas to the class.**

Geography: Town planning



**Worksheet 1: In the theatre****Using the worksheet**

- This worksheet practises vocabulary related to the theatre: *audience, candles, mask, lute, actor, wig, costume, tights*.
- Students work individually or in pairs. They read the sentences, then find the people in the picture and write the letters next to the sentences.
- Students then read the clues and write the words in the boxes. The highlighted boxes spell out the name of a famous play by William Shakespeare (vertically).

**KEY:** Activity 1: 2b, 3d, 4g, 5e, 6f, 7c; Activity 2: 2 tights, 3 candle, 4 wig, 5 lute, 6 costume, 7 audience, 8 actor. Name of the play: King Lear

**Optional follow-up activity:** Shakespeare wrote three different types of play: comedies, tragedies and histories. Briefly explain the differences between them (comedies are funny and end happily, tragedies are sad and end badly, histories are based on the life of a historical figure like a king or queen). Students work in pairs to write a brief plot for a comedy, tragedy or a history play. Students present their plot to the class.

**Worksheet 2: I'll do it.****Using the worksheet**

- This worksheet practises *will* in offers and promises.
- Students work individually and read the sentences to decide whether they are offers or promises.
- Students then read the sentences, choose which options are the offers and write them into the speech bubbles.

**KEY:** Activity 1: 2 offer, 3 offer, 4 offer, 5 promise, 6 promise; Activity 2: 2b, 3a, 4b

**Optional follow-up activity:** Students work in pairs and write six promises about school, e.g. *We'll read more books in English.*

**Worksheet 3: Just a moment ago****Using the worksheet**

- This worksheet practises *has/have just* + past participle.
- Students work individually or in pairs. They look at the picture and decide who has just done what. They complete the questions and write the answers.
- Students then work alone to write sentences about what they imagine members of their family have just done before dinner at six o'clock, then draw a picture to illustrate their sentences.

**KEY:** Activity 1: 2 painted, Al and Andy have just painted their room. 3 drunk, Holly's/has just drunk a bottle of orange juice. 4 dropped, Tanya's/has just dropped her bag on her foot. 5 got, Anna's/has just got a text message.; Activity 2: Students' own answers

**Optional follow-up activity:** Demonstrate how to play *Pictionary*. Ask a volunteer to imagine something they have just done and to draw it on the board. The first student to guess the action that is being drawn by asking the question, *Have you just ... ?* takes the next turn. Students can also play the game in groups.

**Worksheet 4: Haiku****Using the worksheet**

- Students read about Haiku.
- Students then read the example Haiku about learning English. Ask them to talk to their partner about what the example Haiku makes them think and feel.
- Students then work in pairs to write their own Haiku about one of the topics in the box.

**Optional follow-up activity:** Students perform their Haiku to the class or in groups. The other students say what the Haiku makes them think and feel.

# Worksheet 1: In the theatre

- 1** Look and match the sentences with the people in the picture. Write letters.

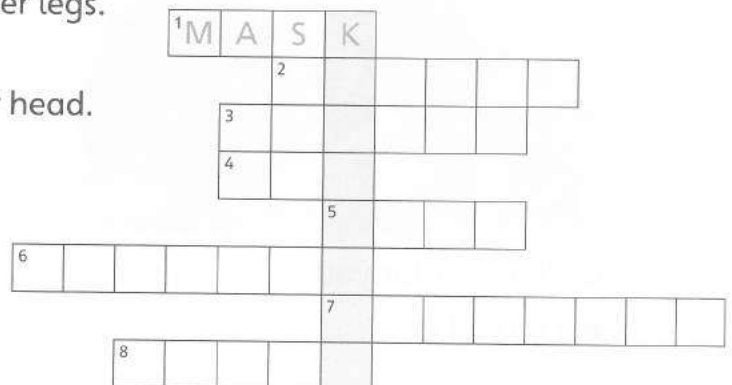


- 1 This girl is playing the lute.
- 2 This boy's wig is falling off his head.
- 3 This girl is pulling up her tights.
- 4 These people are watching the play.
- 5 This girl is wearing a mask.
- 6 This boy is holding a candle.
- 7 This boy is wearing an animal costume.

a

- 2** Do the puzzle and find the name of one of Shakespeare's plays.

- 1 An actor wears this on his or her face.
- 2 An actor wears these on his or her legs.
- 3 This is used to give light.
- 4 An actor wears this on his or her head. It is not real hair.
- 5 This is a musical instrument.
- 6 An actor wears this on his or her body.
- 7 These people watch the plays.
- 8 This person performs in a play.



Vocabulary: Shakespeare's Globe

1 Read the sentences and write *offer* or *promise*.

- 1 I'll do my homework before I watch TV.
- 2 I'll help you carry those bags. They look heavy.
- 3 I'll make breakfast. You're tired and need to sleep.
- 4 I'll close the door for you.
- 5 I'll keep your secret, don't worry.
- 6 I'll stop eating chocolate every day. I'll eat fruit instead.

promise

## 2 Look and read. Which replies are offers? Complete the dialogues.

1

I'm hungry.

I'll make you  
a sandwich.

- a I'll make you a sandwich.
- b I'll eat a banana.

2

I'm hot.



- a I'll take my sweater off.
- b I'll open the window.

3

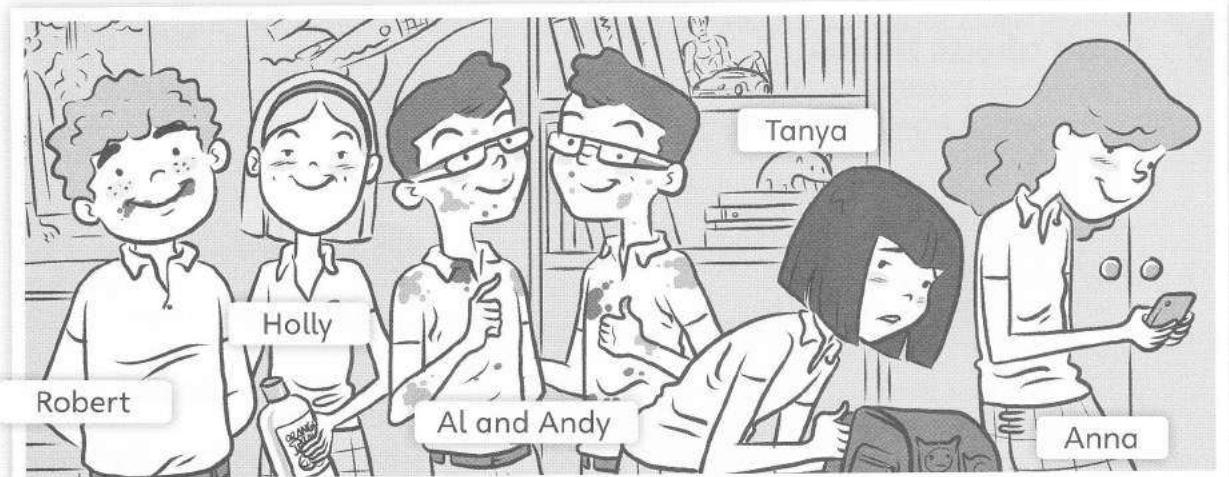
I love that  
book.

- a I'll buy it for you.
- b I'll read it.

4

Oh no! My  
bike's broken.

- a I'll cycle home.
- b I'll take you on my bike.



**1 Complete the questions. Then look and write the answers.**

1 Who's just eaten (eat) some chocolate?

Robert has just eaten some chocolate.

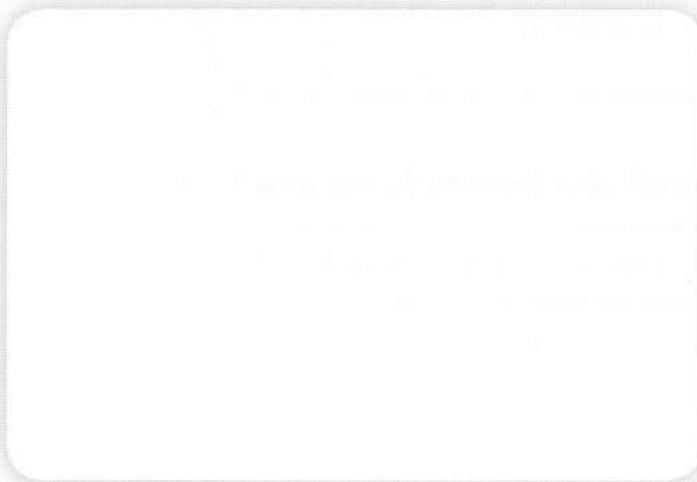
2 Who's just \_\_\_\_\_ (paint) their room?

3 Who's just \_\_\_\_\_ (drink) a bottle of juice?

4 Who's just \_\_\_\_\_ (drop) her bag on her foot?

5 Who's just \_\_\_\_\_ (get) a text message?

**2 It is six o'clock in your house. It's time for dinner. Write about what the people in your family have just done. Draw a picture.**



It's dinner time and we are all  
coming to the table. I've just  
finished my homework. My

Present perfect with *just*



## 1 Read about Haiku.



**A Haiku** is a special type of poem from Japan. It has three lines. The first and third lines always have five syllables and the second line always has seven. Haiku are often quiet poems which make people think about the meaning of something.

## 2 Read the Haiku. What does it make you think and feel?

**A Haiku for English students**

Learning English, oh  
Verbs and nouns and adjectives  
Why's the past simple?

## 3 Write a Haiku about one of the topics from the box.

music family friends school

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**Worksheet 1: Jobs****Using the worksheet**

- This worksheet revises jobs vocabulary: *businessman, cleaner, engineer, dentist, businesswoman, artist, farmer, mechanic, computer programmer.*
- Students work individually or in pairs to match the jobs to the descriptions.
- Students then order the sentences and decide whether they are true or false.

**KEY:** Activity 1: 2 businesswoman, 3 computer programmer, 4 artist, 5 engineer; Activity 2: 2 An engineer works with machines. t. 3 A dentist looks after people's teeth. t. 4 A farmer works in a school. f. 5 A mechanic repairs cars. t. 6 A cleaner builds bridges. f

**Optional follow-up activity:** To practise the spelling of these long words, play *What comes next?* You need a piece of paper screwed up into a ball. If possible, get the class to stand in a circle. If not, they can stand at their desks or tables. Say one of the words from Student's Book page 94 and the first letter, e.g. *engineer* e. Throw the paper to a student, who has to say the next letter, *n*, and then throw the paper to another student. This continues until the complete word has been spelled correctly. The student who completes the word then chooses a new word and the process begins again.

**Worksheet 2: Promises****Using the worksheet**

- This worksheet practises *If you ... , I'll ...* when making promises.
- Students work individually or in pairs to match the sentence halves.
- Students then look at the pictures and use the words in the box to complete the fairy godmother's promises.

**KEY:** Activity 1: 2d, 3e, 4a, 5f, 6c; Activity 2: 2 lose, find, 3 feel, make, 4 get, clean, 5 want, fly

**Optional follow-up activity:** Students work in pairs and think of four promises that they would like their fairy godmother to make.

**Worksheet 3: What if ... ?****Using the worksheet**



- This worksheet practises *What if* and first conditional questions.
- Students work individually or in pairs to read the story about Dylan and complete it with the words from the box.
- Students then work alone to write their own answers to the questions.

**KEY:** Activity 1: 2 What, 3 do, 4 stop, 5 worry, 6 pass; Activity 2: Students' own answers

**Optional follow-up activity:** Students work in pairs to ask and answer the questions from Activity 2.

**Worksheet 4: Fractionally****Using the worksheet**

- This worksheet practises fractions in the context of a game.
- Students work in groups. Give each group a board (Worksheet 4), dice (or a spinner) and a counter (or coin) for each person. Students put their counters on *Start*. The first player to throw a 6 starts. Students follow the instructions on the squares as they land on them.
- The first student to get to *Finish* is the winner.

**KEY:** Activity 1: 2  $\frac{3}{4}$ , 3  $\frac{1}{2}$ , 4  $\frac{5}{8}$ , 5  $\frac{1}{4}$ , 6 five eighths, 7 25, 10 , 12 60, 15 one fifth, 17 one quarter, 18  $\frac{2}{5}$ , 20  $\frac{7}{4}$ , 22 eight ninths, 23 , 25 150, 26  $\frac{1}{9}$

**Optional follow-up activity:** Students work in groups and make their own maths game. Monitor and help as necessary. Make copies of the board games and play them in class.

## 1 Read the descriptions and match them with the jobs.

artist   businesswoman   businessman   ~~computer programmer~~   engineer

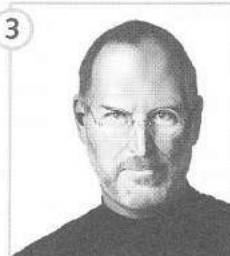


1 **Alan Turing** was English. He helped invent computer science and artificial intelligence. His idea of the 'Turing Machine' was the beginning of our modern age of computers.

computer programmer



2 **Anita Roddick** was English. She died in 2007 at the age of 64. She started the natural cosmetics company, The Body Shop. It became very successful. There are Body Shop shops all over the world.



3 **Steve Jobs** was from San Francisco in the USA. He died in 2011 at the age of 56. He was one of the most important people in the computer industry. His company designed the iPhone, the iPad and the iPod. He made millions of dollars.



4 **Michelangelo Merisi da Caravaggio** was Italian. He was born in the 16<sup>th</sup> century and died in the 17<sup>th</sup> century. His paintings are famous for their use of light and dark.

5 **Isambard Kingdom Brunel** was English. He lived in the 19<sup>th</sup> century. He designed and built bridges and the first railway in the UK.

2 Make sentences. Then write *t* (true) or *f* (false).

1 an / works / businesswoman / office / a / in

A businesswoman works

in an office.

☒ t

2 with / engineer / machines / an / works

\_\_\_\_\_

☐

3 teeth / after / people's / dentist / looks / a

\_\_\_\_\_

☐

4 farmer / a / a / works / school / in

\_\_\_\_\_

☐

5 cars / a / repairs / mechanic

\_\_\_\_\_

☐

6 builds / cleaner / a / bridges

\_\_\_\_\_

☐

Vocabulary: Jobs

## 1 Look and match.

- 1 If you study hard,
- 2 If you think Maths is difficult,
- 3 If you're sad at school,
- 4 If you learn French,
- 5 If you eat all your vegetables at lunch,
- 6 If you forget your books,

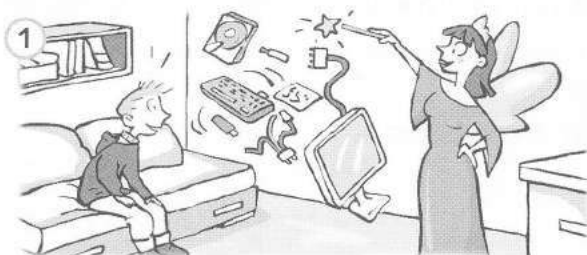
- a I'll take you to Paris to practise.
- b I'll buy you a new bike for your birthday.
- c I'll bring them to you at school.
- d I'll help you.
- e I'll make you laugh at home.
- f I'll give you a biscuit after school.

b



## 2 What is the fairy godmother saying? Complete the sentences with the words from the box.

~~repair~~ fly lose feel ~~break~~ make get clean find want



If you break your computer, I'll repair it.



If you \_\_\_\_\_ your favourite socks, I'll \_\_\_\_\_ them.



If you \_\_\_\_\_ hungry, I'll \_\_\_\_\_ a cheese sandwich for you.



If you \_\_\_\_\_ your T-shirt dirty, I'll \_\_\_\_\_ it.



If you \_\_\_\_\_ to go on holiday, I'll \_\_\_\_\_ you to a tropical island.

Grammar 1: *If* clauses



1

Read and complete the story with the words from the box.

do what stop pass worry ~~will~~

Dylan likes worrying. He worries about everything. At the moment, for example, he is worrying about his Maths homework. 'What <sup>1</sup> will I do if I can't do this homework?' Dylan asks his mum. 'Then Dad will help you,' says Dylan's mum. 'You'll be OK.'



Dylan is also worrying about his new guitar. '<sup>2</sup> \_\_\_\_\_ if I drop it?' Dylan says. 'Then we'll fix it,' says Dylan's dad. 'You'll be OK.'



'What will we <sup>3</sup> \_\_\_\_\_ if it rains tomorrow?' says Dylan to his friend, Bryan. 'Then we'll play football on the computer,' says Bryan.

Most people in Dylan's life understand that Dylan can't stop worrying. But not Donny. Donny is Dylan's brother. Donny doesn't worry about anything. 'What if you <sup>4</sup> \_\_\_\_\_ worrying about Maths and guitars?' Donny says to Dylan.



'Stop worrying?' says Dylan. 'If I stop worrying about Maths and guitars, I'll <sup>5</sup> \_\_\_\_\_ about something else. I've got a History exam tomorrow. What if I don't <sup>6</sup> \_\_\_\_\_ it, Donny? What then?' Donny shakes his head and walks away. Dylan doesn't mind. Donny doesn't understand that Dylan likes worrying. Worrying makes Dylan happy.



2

Answer the questions with your own ideas.

1 What will you do if your computer breaks?

If my computer breaks, I'll

2 What will you do if it rains on your holiday this summer?

3 What will you do if you lose your mobile phone?



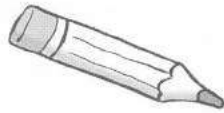
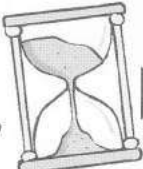
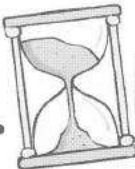

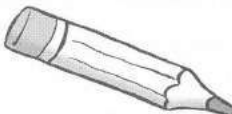
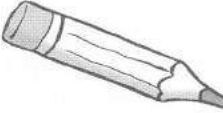
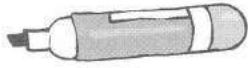
4 What will you do if you get 5% in your next English exam?

5 What will you do if your teacher gives you a lot of homework today?

6 What will you do if someone gives you food that you don't like?

Grammar 2: What if ... ?

## 1 Play the game.

24 <b>Miss a turn.</b> 	25 What is three quarters of two hundred?	26 If you cut a cake into nine equal pieces and eat eight pieces, how much of the cake do you have left?	<b>Finish</b>
23  Draw a rectangle divided into sixths.	22 Read this fraction to your team. $\frac{8}{9}$	21 <b>Go to square 26.</b>	20  Write seven ninths as a fraction.
16 <b>Miss a turn.</b> 	17 Read this fraction to your team. $\frac{1}{4}$	18 If you cut an apple into five equal pieces and eat two pieces, how much of the apple is eaten?	19 <b>Go forward three spaces.</b>
15 Read this fraction to your team. $\frac{1}{5}$	14 <b>Go back to the Start.</b>	13 <b>Go straight to the Finish.</b>	12 What is two thirds of ninety?
8 <b>Go to square 18.</b>	9 <b>Miss a turn.</b> 	10  Draw a square divided into ninths.	11 <b>Go back four spaces.</b>
7 What is one half of fifty?	6 Read this fraction to your team. $\frac{5}{8}$	5 If you tear a piece of paper into four equal pieces and colour one piece, how much of the paper is coloured in?	4  Write six eighths as a fraction.
<b>Start</b>	1 <b>Go forward three spaces.</b>	2  Write three quarters as a fraction.	3  Draw a circle divided into thirds.

**Worksheet 1: On board ship****Using the worksheet**

- This worksheet revises vocabulary connected to ships: *sail, mast, captain, lifeboat, porthole, cabin, barometer, rat, sailor*.
- Students work individually or in pairs to name the items in the picture.
- Students write the names of the items that are missing from the picture.

**KEY:** Activity 1: There are nine things to be identified: mast, lifeboat, barometer, sail, rat, sailor, captain, cabin, porthole; Activity 2: 2 the captain, 3 the lifeboat, 4 the mast, 5 the sails, 6 the barometer, 7 the cabin, 8 the sailor, 9 the porthole

**Optional follow-up activity:** Demonstrate how to play *Pictionary*. Ask a volunteer to slowly draw one of the words related to ships on the board. The first student to guess the word that is being drawn takes the next turn. Students can also play the game in groups.

**Worksheet 2: Been there, done that****Using the worksheet**

- This worksheet practises the present perfect with *already, yet, been, done* and other past participles.
- Students work alone. They read the list of experiences and tick the ones that they have already had.
- Students then write six sentences about experiences that they haven't had yet.
- Finally, they work in groups of four and swap their experiences.

**KEY:** Activity 1, 2: Students' own answers

**Optional follow-up activity:** Students work in pairs and tell each other about experiences that members of their family or friends have had, e.g. *My father has been to Africa; My sisters have seen Lady Gaga in concert*.

**Worksheet 3: I've done it all, my darling.****Using the worksheet**

- This worksheet practises present perfect questions and answers with *yet* and *already*.
- Students read the interview and circle the correct words.
- Students then complete the sentences about Angelica Lolly.

**KEY:** Activity 1: 2 already, 3 chosen, 4 yet, 5 been, 6 made, 7 already; Activity 2: 2 hasn't chosen, yet, 3 's/has already been, 4 's/has already bought, 5 's/has already made, 6 hasn't made, yet

**Optional follow-up activity:** Students write their own interviews with a superstar, using the interview in Activity 1 to help them. Students then act out their interviews in front of the class.

**Worksheet 4: Ocean life quiz****Using the worksheet**

- This worksheet focuses on information about life in the oceans.
- Read the questions with the class, check understanding and help with new vocabulary.
- Students work in groups. Give them ten minutes to answer the questions without looking at the Internet, to see what they know. Then give students ten minutes to look on the Internet for the answers to the remaining questions. If you don't have access to the Internet, write the answers on the board in a random order after the ten minutes has passed and ask students to try to match the questions to the answers. Alternatively, this research can be set for homework. Check answers with the class.
- Students write five or six questions, then swap their quizzes with another team. Go through the answers with the whole class.

**KEY:** Activity 1: 1 blue whale, 2 whale shark, 3 animal, 4 sailfish (others are marlin, and peto or wahoo), 5 they range from 250–916 kg, 6 Giant Pacific octopus live for about four years, but die soon after their babies hatch from eggs, 7 water, 8 more than 20, 9 no, because they don't have gills, scales or fins, 10 North Atlantic and North Pacific (i.e. in colder climates near the Arctic);  
Activity 2: Students' own answers

**Optional follow-up activity:** Do the students' ocean life quizzes with the whole class.

# Worksheet 1: On board ship

- 1 Look at the picture. How many different things can you name?



- 2 What's missing? Look and write the words.



- 1 the rat  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_

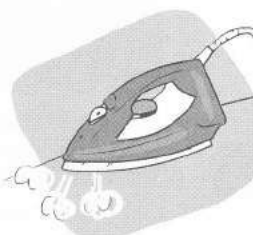
- 6 \_\_\_\_\_  
 7 \_\_\_\_\_  
 8 \_\_\_\_\_  
 9 \_\_\_\_\_

Vocabulary: On board



## 1 Read and tick (✓) the things you have already done.

- 1 I've already been to the USA. ☐
- 2 I've already cooked a special meal for my family. ☐
- 3 I've already been to a pop concert. ☐
- 4 I've already created my own website. ☐
- 5 I've already been to more than three countries on holiday. ☐
- 6 I've already learnt how to do the ironing. ☐
- 7 I've already seen a film in a different language. ☐
- 8 I've already been on a rollercoaster. ☐



## 2 Write six sentences about things you would like to do but haven't done yet.

I haven't visited the pyramids in Egypt yet.

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## 3 Work in groups of four. Talk about what you have/haven't done.

## 1 Read the interview and circle the correct words.



**Angelica Lolly:** Right. Let's make this quick. I'm meeting Chad Witt for cocktails at midday. So what do you want to know about my life?

**New York Times journalist:** Angelica, <sup>1</sup> have / **has** you finished your new film yet?

**Angelica Lolly:** Yes, I've <sup>2</sup> **already** / **yet** finished it. Don't you read *Empire* magazine?

**Times journalist:** Um ... OK. Have you <sup>3</sup> **chose** / **chosen** your next film?

**Angelica Lolly:** No, I haven't done that <sup>4</sup> **already** / **yet**. I'm going on holiday with Chad first.

**Le Monde journalist:** Last year you said you wanted to go on holiday to France. Have you <sup>5</sup> **done** / **been** to France yet?

**Angelica Lolly:** Of course I've already been to France! I've just bought another flat in Paris.

**El País journalist:** Miss Lolly. You said you wanted to make films in other countries. Have you <sup>6</sup> **made** / **seen** a film in Spain yet?

**Angelica:** No, I haven't. But I've <sup>7</sup> **yet** / **already** made many films in Italy. Who knows? Maybe one day I'll make a film with my great friends Javier and Penelope in Madrid. Right. I haven't got any more time for this. Goodbye, my darlings!

2 Complete the sentences about Angelica Lolly. Use *already* and *yet*.

1 She has already finished her new film.

4 She \_\_\_\_\_ a flat in Paris.

2 She \_\_\_\_\_ her next film \_\_\_\_\_.

5 She \_\_\_\_\_ many films in Italy.

3 She \_\_\_\_\_ to France.

6 She \_\_\_\_\_ a film in Spain \_\_\_\_\_.

Grammar 2: Have you ... yet?

1 Find the answers to the questions.

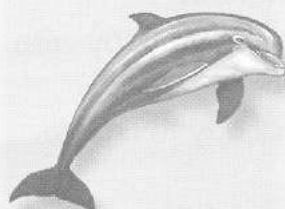
## Ocean Life quiz



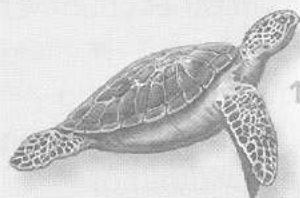
jellyfish



octopus



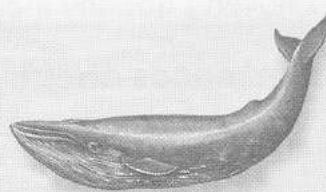
dolphin



sea turtle



whale shark



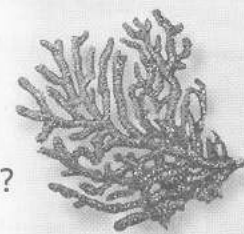
blue whale



walrus



sailfish



coral



starfish

1 What's the biggest animal in the ocean?

blue whale

2 What's the biggest fish in the ocean?

3 Is coral a plant or an animal?

4 Name one of the fastest fish in the ocean.

5 How big is the biggest sea turtle?

6 Which type of octopus lives the longest?

7 What makes 95% of a jellyfish?

8 How many different kinds of dolphin are there?

9 Are starfish fish?

10 Where do walruses live?

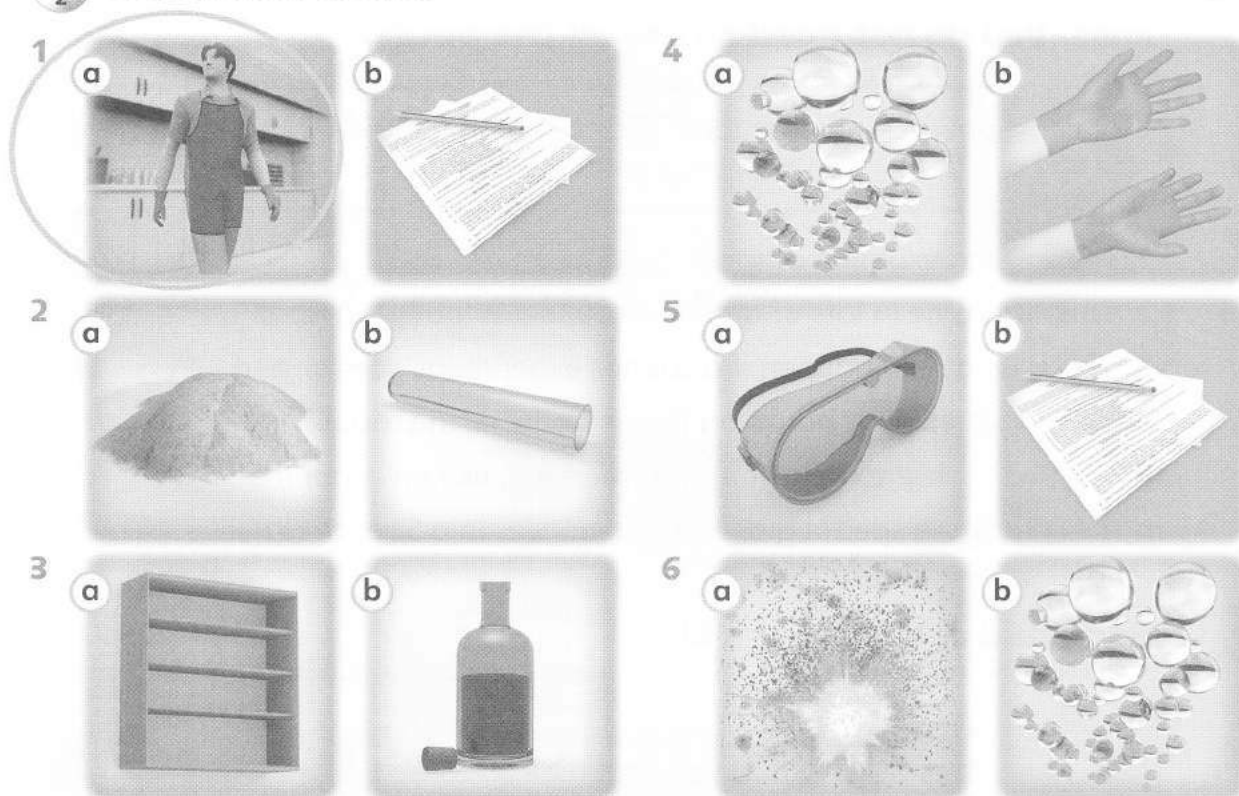
2 Now write your own ocean life quiz.

Geography: Oceans and seas

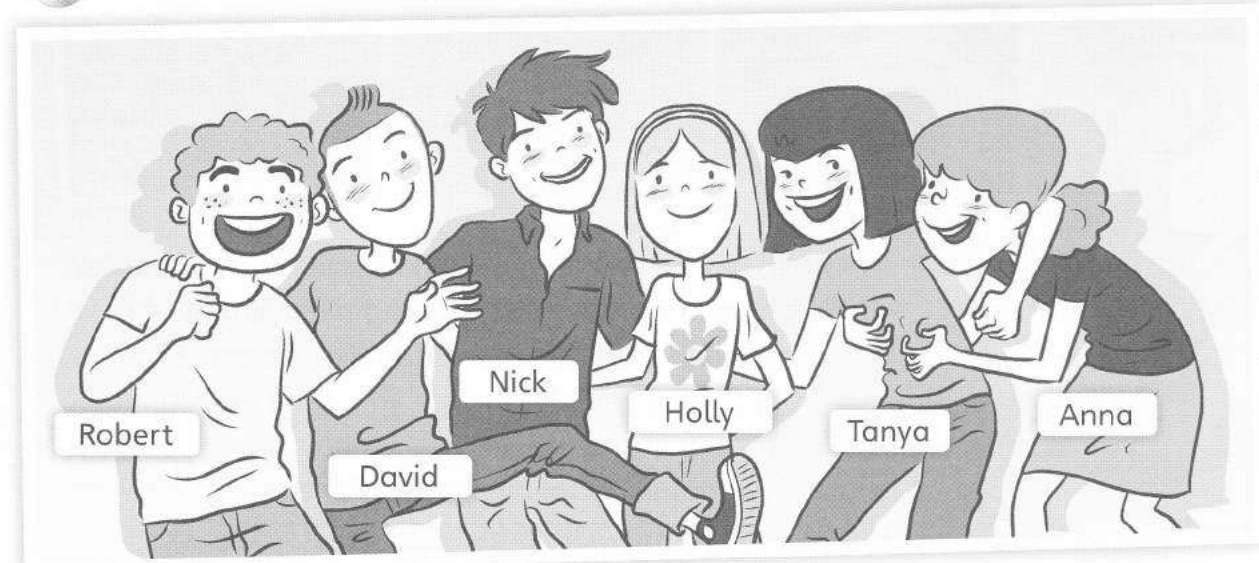
# Progress test 1: Listening

Name \_\_\_\_\_

## 1 Listen and circle.



## 2 Listen and write yes or no.



- |  |           |                                  |       |
|--|-----------|----------------------------------|-------|
| 1 Holly played tennis.                     | <u>no</u> | 4 Anna stayed with her aunt.     | _____ |
| 2 Tanya made explosions at a science camp. | _____     | 5 David met lots of new friends. | _____ |
| 3 Nick went swimming every day.            | _____     | 6 Robert worked with a doctor.   | _____ |



## Progress test 2: Reading and writing

Name \_\_\_\_\_

- 1 Look and read. Choose the correct words and write them on the lines. You do not need to use all the words.

powder instructions an explosion ~~liquid~~ goggles a shelf  
bubbles gloves a test tube an apron

- 1 Water is an example of this.
- 2 This can come in lots of different colours. It looks like flour.
- 3 This is what can happen if a science experiment goes wrong.
- 4 You can keep your books on this at home or at school.
- 5 You read these to help you do something, like an experiment.
- 6 You put these special glasses on your eyes in a Science class.

liquid

- 2 Read and complete the blog.

### MY HOLIDAY BLOG



Hi, internet friends!! I know you all want to know about my holiday.

1 Where did I go? I went to the most exciting place on the planet:

New York! 2 \_\_\_\_\_ did I get there? I took a boat. I travelled for

a week! 3 \_\_\_\_\_ did I do? Well, let me tell you. I did everything.

I went to see the Yankees play baseball, I climbed to the top of the Empire State Building, and I saw the Statue of Liberty.

4 \_\_\_\_\_ I have a great time? Of course!

So you all want to know the answer to this question: 5 \_\_\_\_\_ did

I go to New York? Well, I've got some news. We're going to move

there next year. My mum's got a new job at Columbia University and we went to find a house. 6 \_\_\_\_\_ we find one? Yes! I can't wait to

live there.

# 1

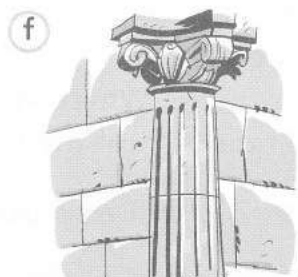
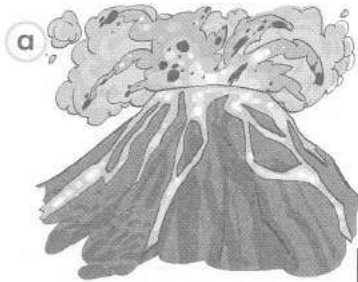
## Progress test 1: Listening

Name \_\_\_\_\_

1

CD  
4

Listen and number.



2

CD  
5

Listen and complete the conversation.

1 **Eva:** I called you yesterday, William. Why didn't you answer the phone?

**William:** I was doing something.

2 **Eva:** What \_\_\_\_\_?

**William:** I was reading about the volcanic explosion in Pompeii. It's so interesting.

3 **Eva:** Really? What \_\_\_\_\_

\_\_\_\_\_ at the time of the disaster?

**William:** They were busy with their work and their families. Nobody knew about the volcano.

4 **Eva:** Nobody knew about it? That's incredible.

**William:** So \_\_\_\_\_ yesterday, Eva? Why did you call me?

5 **Eva:** I \_\_\_\_\_ about our History test next week.

**William:** Oh, yes. Sorry. Did you want me to help you?

6 **Eva:** That's OK. I decided to study Geography instead.

I \_\_\_\_\_ on the project about Mexico all day.

**William:** Perhaps you can help me, then!



# 1

## Progress test 2: Reading and writing

Name \_\_\_\_\_

- 1 Read the story. Choose a word from the box. Write the correct word next to numbers 2-6.

servants ~~cart~~ theatre vase smoke columns

My uncle Bill likes inventing things. Last year he invented a time machine. It's very easy to use. We went all the way back to Ancient Greece. We travelled the city on a horse and <sup>1</sup> cart. We saw <sup>2</sup> \_\_\_\_\_ washing the feet of their rich Greek owners. We saw <sup>3</sup> \_\_\_\_\_ coming out of a volcano. We went to the <sup>4</sup> \_\_\_\_\_ in the evenings and watched famous plays. We saw people building the tall <sup>5</sup> \_\_\_\_\_ of the Acropolis. They hold up the roof. I bought a beautiful <sup>6</sup> \_\_\_\_\_. When we came back, I gave it to Mum to put flowers in. She thinks I bought it at the market in our town!

- 2 Read, choose and write the correct words.



I have lots of pets and they are very intelligent. Last weekend they did some incredible things. On Saturday morning, while I <sup>1</sup> was watching TV, my cat was singing a song. On Saturday afternoon, <sup>2</sup> \_\_\_\_\_ I was playing my new computer game, my dog was making a sandwich. On Saturday evening, while I was <sup>3</sup> \_\_\_\_\_ some chocolate, my rabbit was reading the newspaper. On Sunday morning, while we <sup>4</sup> \_\_\_\_\_ all working in the garden, my fish was learning Russian.

Oh, I didn't tell you about Sunday afternoon. While my brother <sup>5</sup> \_\_\_\_\_ studying for his Geography test, my bird was talking about the capital cities of the world. And one more thing. On Sunday evening, while my sisters <sup>6</sup> \_\_\_\_\_ dancing to music, my snake was reading a book. My friends don't believe me, but the next time my pets do incredible things, I'm going to ask my frog to take photographs.

1 am      were      ~~was~~  
2 while      where      why  
3 ate      eat      eating

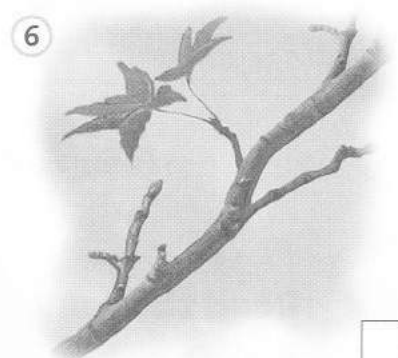
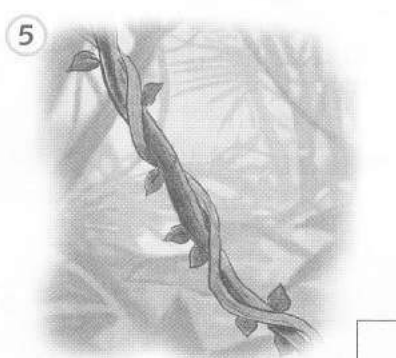
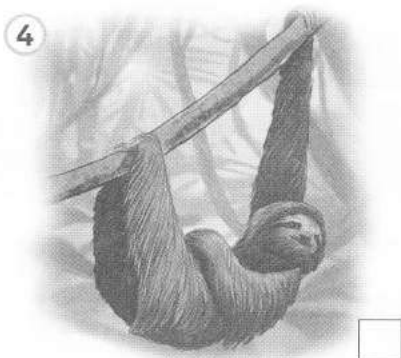
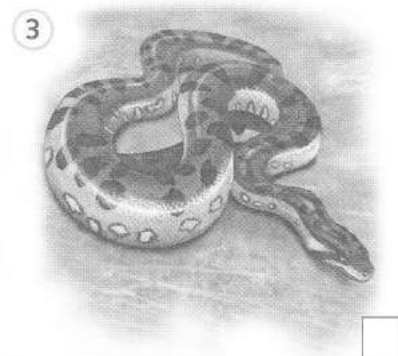
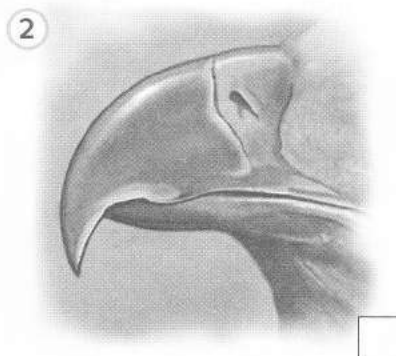
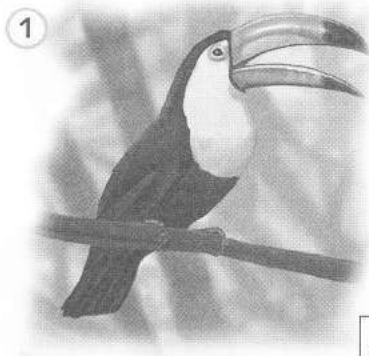
4 was      were      are  
5 is      was      were  
6 were      was      is

# 2

## Progress test 1: Listening

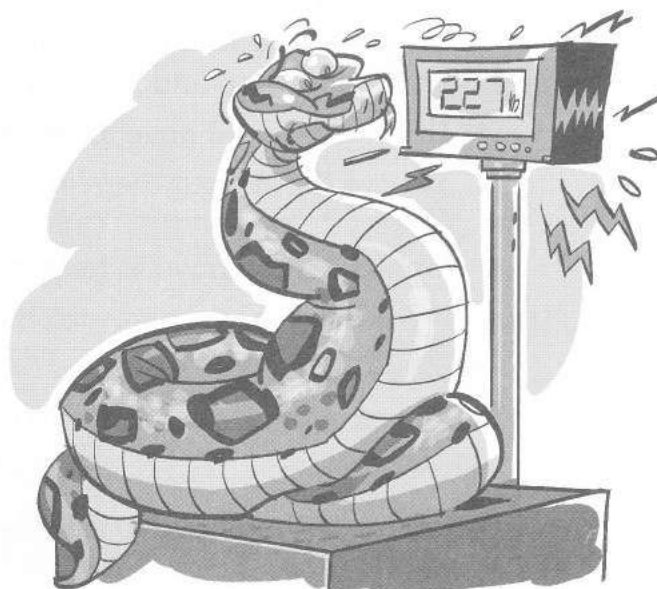
Name \_\_\_\_\_

### 1 Listen and tick (✓) or cross (X).



### 2 Listen and circle.

- 1 The green anaconda can grow to 237 / 227 kilograms.
- 2 3 million / 30 million people live in the Amazon region.
- 3 Anteaters eat 35,000 / 350,000 ants every day.
- 4 There are more than 20 million / 1 million different animal species in the Amazon rainforest.
- 5 Sloths can turn their heads 360 / 36 degrees.
- 6 People were living in the Amazon rainforest 10,000 / 100,000 years ago.





# 2

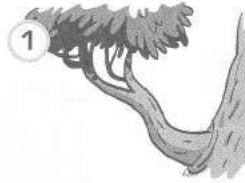
## Progress test 2: Reading and writing

Name \_\_\_\_\_

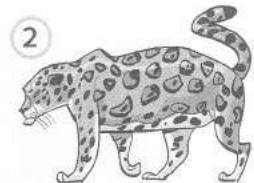
### 1 Look and write the words.

1 cbarhn

2 gujara



branch



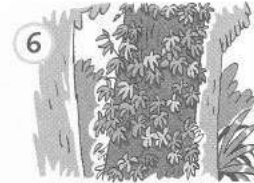
3 lopo

4 teanreat



5 catnou

6 prerece



### 2 Read the conversation and choose the best answer. You do not need to use all the letters.

- A Only when they're clean.
- B Yes, I have to do that after every meal.
- C Everything! I don't have time to do what I want.
- D Yes. Every day. Mum says it's always untidy.
- E Yes, I do. I go with Dad to the supermarket on Wednesdays and Saturdays.
- ~~F Of course, I do! I have to do lots of things.~~
- G Yes, we do. We put them in a box next to the front door.



1 **Robert:** Do you have to help at home, David?

David: G

2 **Robert:** What do you have to do?

David: \_\_\_\_\_

3 **Robert:** Do you have to clean your room?

David: \_\_\_\_\_

4 **Robert:** What about the dishes? Do you have to wash them?

David: \_\_\_\_\_

5 **Robert:** Do you have to go shopping?

David: \_\_\_\_\_

6 **Robert:** And do you have to take your shoes off in the house?

David: \_\_\_\_\_

# 3

## Progress test 1: Listening

Name \_\_\_\_\_

### 1 Listen and draw lines.

Michael

Grace

Sally

Kim

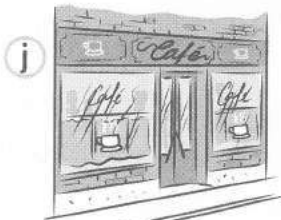
Peter

Fred

### 2 Listen and write the letters to answer the questions.



- 1 What's Lucy going to be? h
- 2 Where is Lucy going to work? \_\_\_\_\_
- 3 What's Mark going to be? \_\_\_\_\_
- 4 What's Mark's brother going to be? \_\_\_\_\_
- 5 What's Mark's dad going to do? \_\_\_\_\_
- 6 Where are Mark and Lucy going to go for lunch? \_\_\_\_\_



# 3

## Progress test 2: Reading and writing

Name \_\_\_\_\_

### 1 Look and circle the correct word.



stage / fan



bodyguard / dancer



bass guitar / drum kit



fan / backing singer

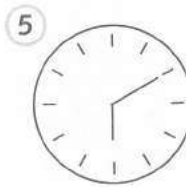


spotlight / electric guitar



fan / bodyguard

### 2 Read the story and write the times (1-6) in words.



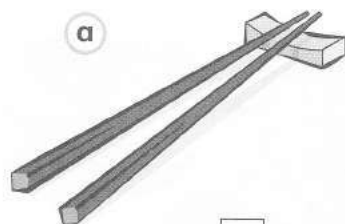
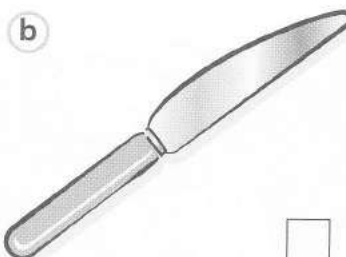
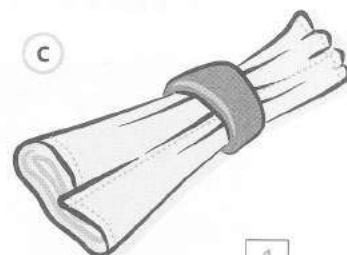
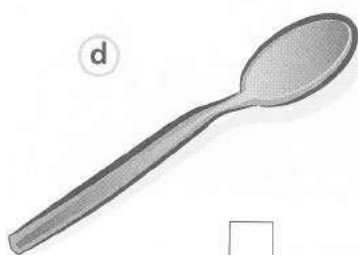
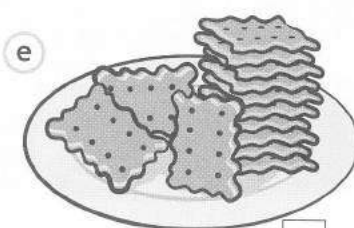
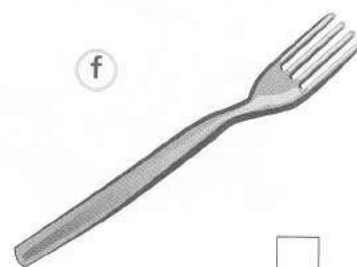
Every day, I like to know when I'm going to do things. I am very organised. Today I got up at <sup>1</sup> ten past five and went for a long run. Then I had my breakfast at <sup>2</sup> \_\_\_\_\_. I worked all morning and then I had my lunch at <sup>3</sup> \_\_\_\_\_. At <sup>4</sup> \_\_\_\_\_ I drank my afternoon cup of tea and ate one biscuit. Only one! I stopped working at <sup>5</sup> \_\_\_\_\_ and at <sup>6</sup> \_\_\_\_\_ I had a salad and watched my favourite TV programme. My day was exactly as I planned it!

# 4

## Progress test 1: Listening

Name \_\_\_\_\_

### 1 CD 10 Listen and number.


☐

☐

☐ 1

☐

☐

☐

### 2 CD 11 Listen and write *yes* or *no*.



- 1 Emma's birthday is on the 21<sup>st</sup> of January.
- 2 Joshua's birthday is on the 30<sup>th</sup> of March.
- 3 Mary's birthday is on the 12<sup>th</sup> of June.
- 4 John's birthday is on the 19<sup>th</sup> of September.
- 5 Helen's birthday is on the 11<sup>th</sup> of November.
- 6 Ben's birthday is on the 3<sup>rd</sup> of December.

no

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

1

Read the story. Choose a word from the box. Write the correct word next to numbers 2-6.



pepper waiter chopsticks spoon salt knife

Last Saturday I went to a Chinese restaurant with my mum and dad. It was my 12<sup>th</sup> birthday. The food was great but there was a problem. I couldn't eat it. I couldn't use the <sup>1</sup> chopsticks. I asked the <sup>2</sup> \_\_\_\_\_ for a <sup>3</sup> \_\_\_\_\_ and fork. He wasn't very happy.

Then everything went wrong. I put sugar on my rice and too much black <sup>4</sup> \_\_\_\_\_ on my chicken. It was really hot! Then I put <sup>5</sup> \_\_\_\_\_ in my tea because it was white like the sugar! I think my parents were angry but, because it was my birthday, they smiled and said, 'Let's go home, Alex.'

At home, Mum gave me ice cream. I ate it slowly with a small <sup>6</sup> \_\_\_\_\_. Dad says that for my birthday next year we'll stay at home.

2

### Make sentences.

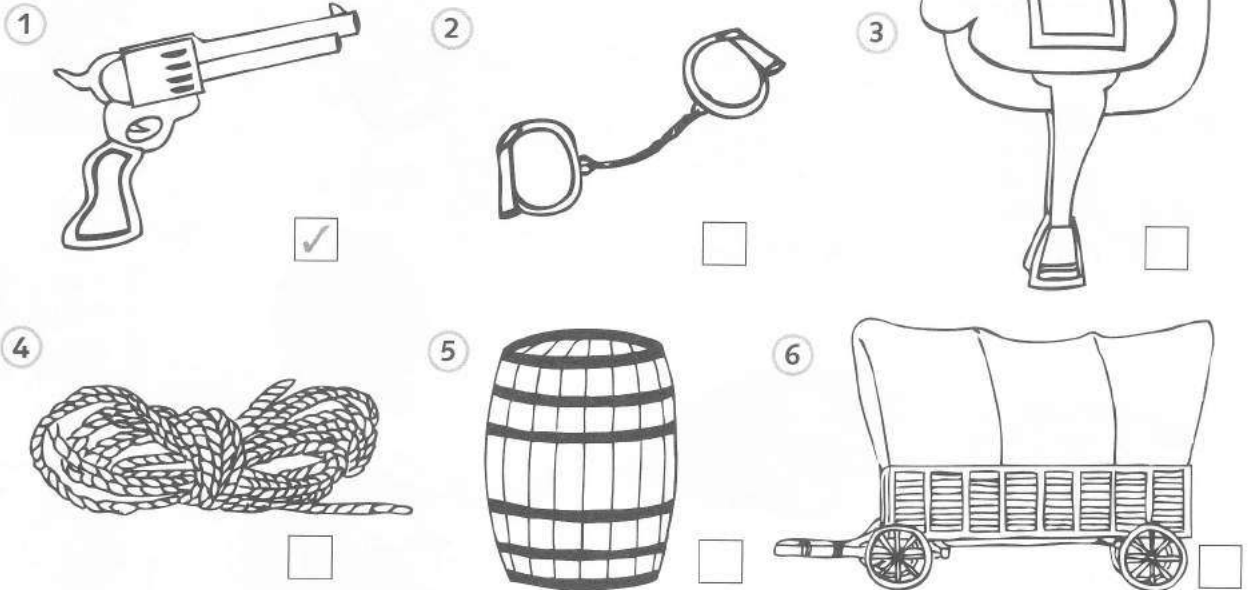
- |                                      |                                       |  |
|--------------------------------------|---------------------------------------|--|
| 1 If you go to bed late,             | <input checked="" type="checkbox"/> c | a you pass your exams.                   |
| 2 If the sun shines,                 | <input type="checkbox"/>              | b your stomach hurts and you feel ill.   |
| 3 If you lie in the sun all day,     | <input type="checkbox"/>              | c you get black circles under your eyes. |
| 4 If you work hard,                  | <input type="checkbox"/>              | d your eyes hurt.                        |
| 5 If you eat too much chocolate,     | <input type="checkbox"/>              | e you go red.                            |
| 6 If you look at a computer all day, | <input type="checkbox"/>              | f people go out to the park.             |

# 5

## Progress test 1: Listening

Name \_\_\_\_\_

### 1 Listen and tick (✓) or cross (X).



### 2 Listen and circle the correct word.



- 1 Robert's lamp is made of metal / plastic.
- 2 Robert's bookcase is made of wood from China / Kenya.
- 3 Robert's armchair is made of leather / cotton.
- 4 Robert's mirror is used for seeing your favourite animal / pet.
- 5 Robert's guitar is made of wood / glass.
- 6 Robert's cup is used for putting pencils / pens in.

# 5

## Progress test 2: Reading and writing

Name \_\_\_\_\_

### 1 Look and write the words.

1 fhandscuf-

2 fifhers



handcuffs



3 rlerab

4 dadles

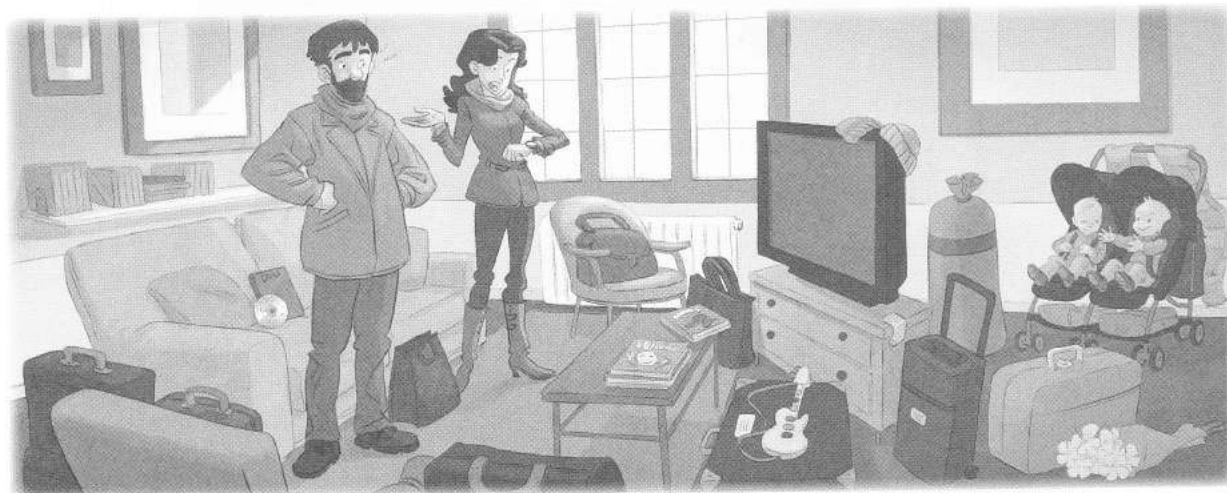


5 lija

6 sborber



### 2 Read, choose and write the correct words.



Paul, we have to leave in ten minutes and I can't find anything! Can you see the <sup>1</sup> babies' hats? What about <sup>2</sup> \_\_\_\_\_ guitar? I can't see it anywhere. It's snowing today. Where are the <sup>3</sup> \_\_\_\_\_ scarves? Oh, and where are <sup>4</sup> \_\_\_\_\_ books? He must have his books. And we have to give back that DVD to my friends. Where's my <sup>5</sup> \_\_\_\_\_ DVD? And where are your <sup>6</sup> \_\_\_\_\_ flowers?

1 baby's

~~babies'~~

babie's

4 Jack's

Jacks'

Jack

2 Fred

Fred's

Freds'

5 friend's

friends'

friends

3 children's

children

childrens'

6 mothers'

mother

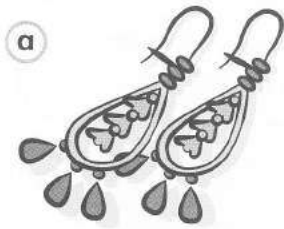
mother's

Name \_\_\_\_\_

1

CD  
14

**What did the people in Sam's family buy on holiday?**  
**Listen and write a letter in each box.**



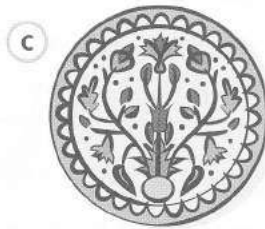
a

earrings



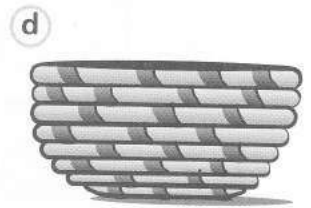
b

flag



c

plate



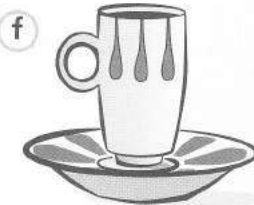
d

basket



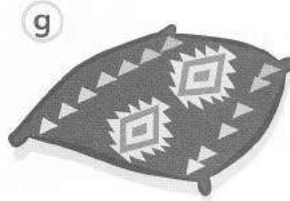
e

comb



f

cup and saucer



g

cushion



h

sunglasses



1

Sam



2

Mia



3

Mum



4

Dad



5

Grandma



6

Grandpa

2

CD  
15

**Read, then listen to Nick's school rules.**  
**Write t (true) or f (false).**

- 1 Liam should go to History Club. f
- 2 Liam should do his homework.
- 3 Liam should play football every day.
- 4 Liam shouldn't eat salad sandwiches.
- 5 Liam should go to the park on Wednesdays.
- 6 Liam should talk to the teachers.





# 6

## Progress test 2: Reading and writing

Name \_\_\_\_\_

1

**Look and read. Choose the correct words and write them on the lines. You do not need to use all the words.**

~~rings~~ a comb a flag a carpet soap sunglasses plates  
a cup and saucer earrings a basket cushions

- 1 We wear these on our fingers.
- 2 We use this to make our hair look nice.
- 3 Every country in the world has one of these.
- 4 We put one of these on the floor in the sitting room.
- 5 We use this to wash ourselves.
- 6 We wear these so that we don't hurt our eyes in the sun.

rings

2

**Read the conversation and choose the best answer. You do not need to use all the letters.**

- ~~A Could you tell me where the children's books are, please?~~  
 B Could you tell me the price?  
 C Of course.  
 D Yes, could I see that one there?  
 E Not at all.  
 F Do you mind if I try this on?  
 G Could I close the door?  
 H Do you mind if I read a few pages?



- 1 **Shop assistant:** Good morning. Can I help you with anything?  
**Ed:** A
- 2 **Shop assistant:** Yes, they're here. Would you like to look at one?  
**Ed:** \_\_\_\_\_
- 3 **Shop assistant:** This one? Yes. Here you are.  
**Ed:** \_\_\_\_\_. I want to see if it's OK for my daughter.
- 4 **Shop assistant:** Do I mind? \_\_\_\_\_. Read as much as you like.  
**Ed:** I think it's a bit young for her. Could you show me the books about music?
- 5 **Shop assistant:** Yes. We have lots of books about rock and pop.  
**Ed:** Right, thanks. This one looks perfect. \_\_\_\_\_
- 6 **Shop assistant:** \_\_\_\_\_. It's £12.99.  
**Ed:** Thanks. I'll take it.

# 7

## Progress test 1: Listening

Name \_\_\_\_\_

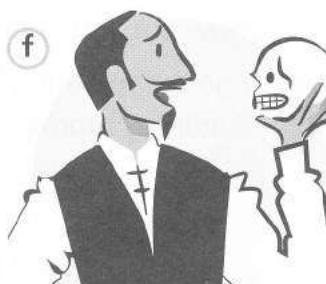
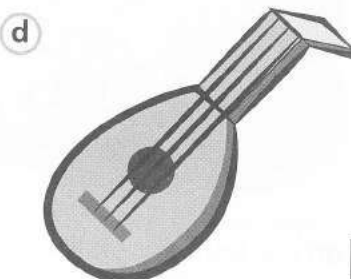
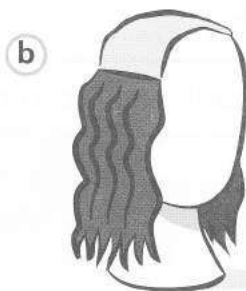
1

CD  
16

Listen and number.



1



2

CD  
17

Listen and complete the conversation.

1 Ethan: I'm thirsty, Mum.

Mum: OK, Ethan. I'll get you a drink.

2 Ethan: I'm hungry, too.

Mum: Right. \_\_\_\_\_ you a sandwich.

3 Ethan: I'm bored.

Mum: \_\_\_\_\_ you a game to play.

4 Mum: Ethan?

Ethan: Yes, Mum.

Mum: I'm tired.

Ethan: Oh, \_\_\_\_\_ my drink, then.

5 Mum: I think I need to sit down.

Ethan: OK. \_\_\_\_\_ my sandwich.

6 Mum: And Ethan?

Ethan: Yes, Mum?

Mum: Before you play a computer game ...

Ethan: Yes, Mum. I know. \_\_\_\_\_ my homework!



Name \_\_\_\_\_

- 1 Read the email. Choose a word from the box. Write the correct word next to numbers 2-6.

lute ~~actor~~ wig tights audience costume

Dear Aunt Jane,

How are you? I'm OK. Mum says, 'Hi'.

I go to the Young People's National Theatre on Saturday mornings now. It's great! When I grow up, I want to be an <sup>1</sup> actor !

We are doing a play by Shakespeare. It's called *Hamlet*. I like the play but I have to wear <sup>2</sup> \_\_\_\_\_ on my legs. I look like a girl! I also have to wear a <sup>3</sup> \_\_\_\_\_ because my hair is too short. But my <sup>4</sup> \_\_\_\_\_ is very old and beautiful. It's green and gold and I look like someone from the 16<sup>th</sup> century.

I have to play an instrument in the play. It's called a <sup>5</sup> \_\_\_\_\_. It's a type of guitar. I'm not very good at it, but I'm learning!

Our first show is next Wednesday. Will you come to see it, Aunt Jane? We want to have a big <sup>6</sup> \_\_\_\_\_ in the theatre.

Email soon.

Love David



- 2 What have the family just done? Complete the sentences with the verbs in the box.

~~eat~~ pass buy start decide get

- 1 I 've just eaten lots of chocolate. Do you think I eat too much?
- 2 My brothers \_\_\_\_\_ studying at Edinburgh University. They think it's great.
- 3 My little sister \_\_\_\_\_ her first French exam in high school. She got 93%.
- 4 My mother \_\_\_\_\_ a new job in London. She's going to start next week.
- 5 My father \_\_\_\_\_ a new car. He says it was cheap but Mum says it wasn't!
- 6 My mum and dad \_\_\_\_\_ to go on holiday. They're going to take us to Australia next summer!

# 8

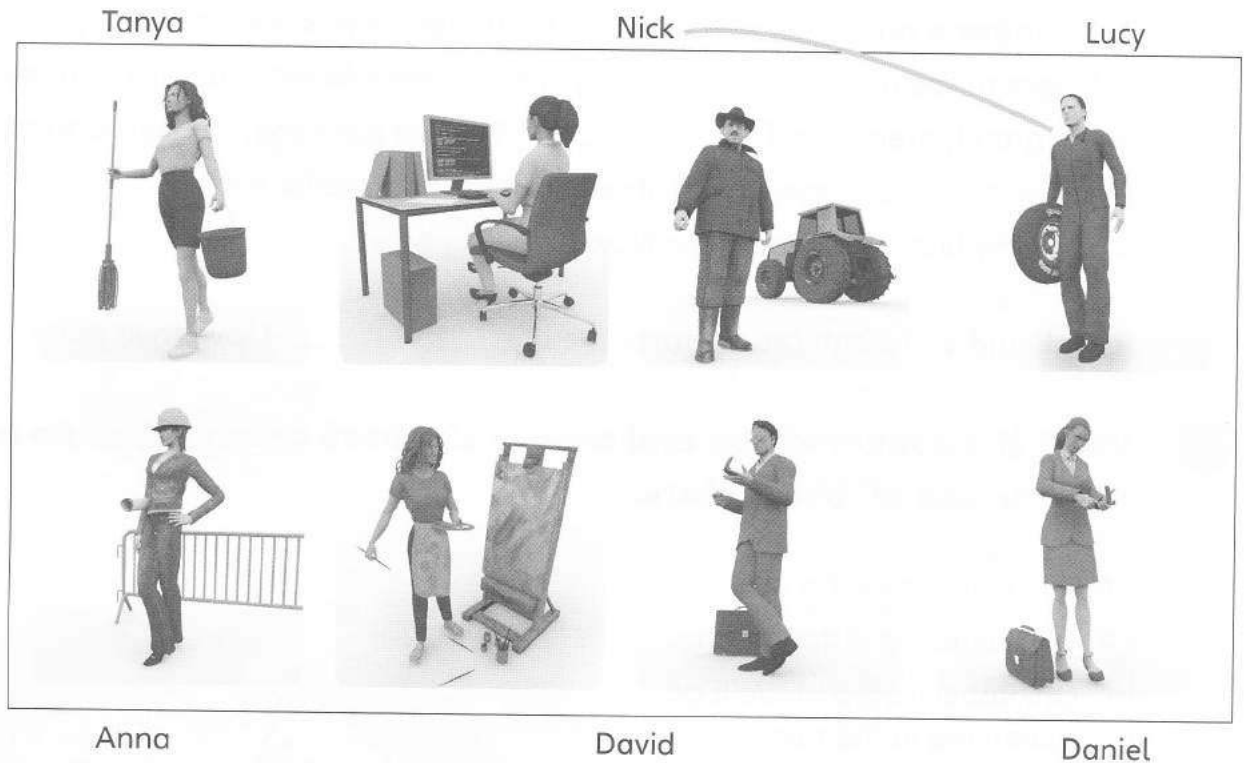
## Progress test 1: Listening

Name \_\_\_\_\_

1

CD  
18

Listen and draw lines.



2

CD  
19

Listen and write *yes* or *no*.



- 1 If you're thirsty, Jim will make you a cup of tea. yes
- 2 If you're hungry, Jim will make you an egg sandwich. \_\_\_\_\_
- 3 If you want to go swimming in the afternoon, Jim will open the pool. \_\_\_\_\_
- 4 If you want to listen to music, Jim will play you lots of songs. \_\_\_\_\_
- 5 If you want pasta, Jim will make it for you. \_\_\_\_\_
- 6 If you want a quiet room, Jim will give you one. \_\_\_\_\_



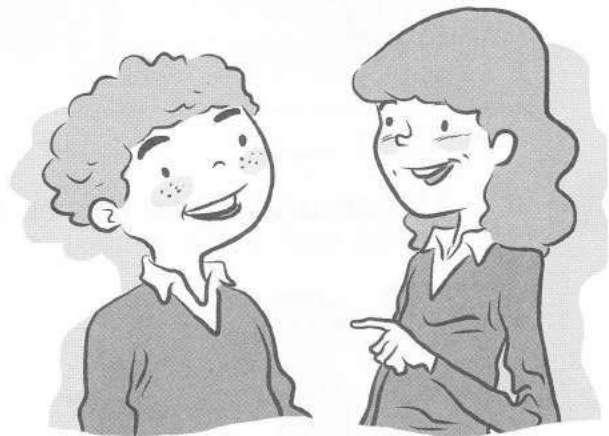
Name \_\_\_\_\_

**1 Read, then complete the words. The first letter is given to you.**

- 1 My father is an e n g i n e e r . He designs roads and bridges.
- 2 I went to see my d \_\_\_\_\_ yesterday. He told me that my teeth are OK.
- 3 My grandparents are f \_\_\_\_\_. They've got cows, chickens and pigs.
- 4 My brother knows everything about cars. He wants to be a m \_\_\_\_\_.
- 5 I got my first laptop last year. Now I want to be a c \_\_\_\_\_  
p \_\_\_\_\_.
- 6 Dalí and Van Gogh are my favourite a \_\_\_\_\_. I love their paintings!

**2 Read the conversation and choose the best answer. You do not need to use all the letters.**

- A Then we'll go for a walk.  
 B We'll watch a different one.  
 C Oh, Robert! Stop it! We'll go swimming in the rain.  
 D We can watch a DVD.  
 E Let's do our homework on Monday.  
~~F We'll stay at home and play some games.~~  
 G Then it'll be a sunny day.  
 H We'll think of something else.



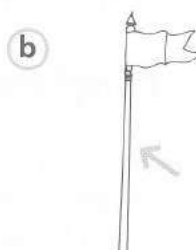
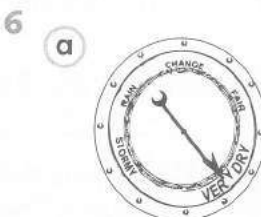
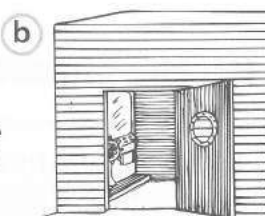
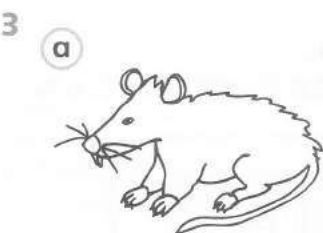
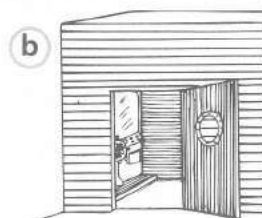
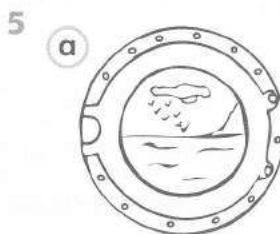
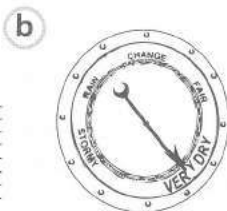
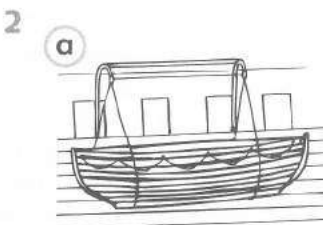
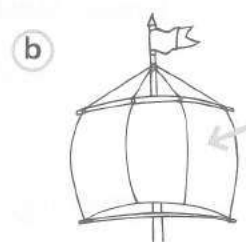
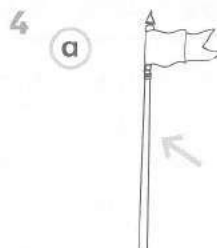
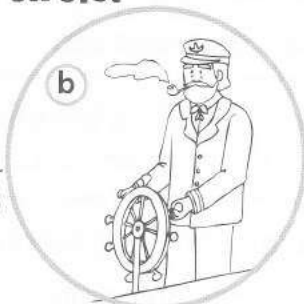
- |  |  |
|--|--|
| <p>1 <b>Robert:</b> I want to go swimming. But what will we do if it rains?<br/> <b>Anna:</b> <u>F</u></p> <p>2 <b>Robert:</b> But what if there aren't any in the cupboard?<br/> <b>Anna:</b> _____</p> <p>3 <b>Robert:</b> But what if we don't think of anything?<br/> <b>Anna:</b> _____</p> | <p>4 <b>Robert:</b> But what if the film is terrible?<br/> <b>Anna:</b> _____</p> <p>5 <b>Robert:</b> But what if we can't find a different one?<br/> <b>Anna:</b> _____</p> <p>6 <b>Robert:</b> But what if it rains?<br/> <b>Anna:</b> _____</p> |
|--|--|

Name \_\_\_\_\_

1

CD  
20

Listen and circle.



2

CD  
21

Listen and complete the sentences.



- 1 Jacob 's already been to \_\_\_\_\_ New Zealand.
- 2 Nick \_\_\_\_\_ tennis competitions!
- 3 Ella \_\_\_\_\_ yet.
- 4 Holly \_\_\_\_\_ a book!
- 5 Tom \_\_\_\_\_ yet.
- 6 You \_\_\_\_\_ for two years.

Name \_\_\_\_\_

- 1 Look and read. Choose the correct words and write them on the lines. You do not need to use all the words.

portholes sailors a lifeboat ~~a barometer~~  
a mast rats sails the captain a cabin

- 1 The captain of a ship uses this to understand the weather. a barometer
- 2 If something happens to our ship, we can go home in one of these. \_\_\_\_\_
- 3 These people work on ships. \_\_\_\_\_
- 4 This is where people sleep on a ship. \_\_\_\_\_
- 5 These are the round windows on a ship. \_\_\_\_\_
- 6 These are small animals which live on ships. \_\_\_\_\_

- 2 Complete the conversation with the phrases from the box.

~~Have you done~~ Have you written Not yet.  
haven't Yes, I have. I've already done

Sam: We've got so much to do, Daisy!

Daisy: I know! We're so busy, Sam.

Sam: <sup>1</sup> Have you done your History project yet?

Daisy: No, I <sup>2</sup> \_\_\_\_\_. I can't decide what to write about.

Sam: What about the Maths homework?

Daisy: Yes, <sup>3</sup> \_\_\_\_\_ that. I thought it was easy.

Sam: Me too. What about Spanish verbs? Have you learnt them?

Daisy: I forgot.

Sam: I've already done those. I'll help you.

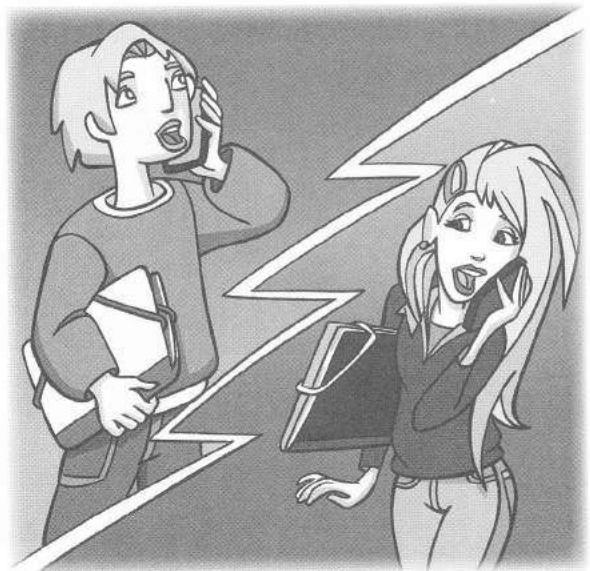
Daisy: Thanks! Have you studied for the Geography test yet?

Sam: <sup>4</sup> \_\_\_\_\_ I've learnt the names of all the capitals.

Daisy: Oh, no! I haven't read the Science book yet.

Sam: <sup>5</sup> \_\_\_\_\_ a story for English yet?

Daisy: No. <sup>6</sup> \_\_\_\_\_ How will we do everything, Sam?



## Progress tests

### Introduction to the progress tests

There are two progress tests for each of the ten units in the Level 5 Student's Book. The first test is a listening test. The second test is a reading and writing test. There are two activities in each test. These activities cover the vocabulary and grammar presented on the first, second and fourth pages of each unit in the Student's Book and Workbook. The first activity in each test usually covers vocabulary, and the second activity covers grammar.

There are five questions and an example in each activity of the progress tests. Each test is marked out of ten and should take 20 to 30 minutes of class time. The total mark for both progress tests in the unit is, therefore, 20.

The progress tests can be used in a number of ways. You might choose to do them both together at the end of a unit. Or you might choose to do the first of the two progress tests once students have completed the first half of each unit of the Student's Book and Workbook, and then save the other test until students have completed the entire unit. Alternatively, you might choose to do one of the two tests at the end of each unit and then save the other test until the end of term. This staged approach will help you to see what students have learnt and understood in the short term and what they can remember in the long term. It will also give students an opportunity to revise and/or ask for help between tests in order to improve their marks.

### The Science lesson

#### Progress test 1: Listening

##### 1 Listen and circle.

###### TAPESCRIPT

1 apron, 2 test tube, 3 shelf, 4 gloves, 5 goggles, 6 bubbles

KEY: 2b, 3a, 4b, 5a, 6b

##### 2 Listen and write *yes* or *no*.

###### TAPESCRIPT

- 1 Dad: Was it good to go back to school today?  
Girl: Yes, it was great, Dad!  
Dad: Did you see everyone?  
Girl: I saw Holly, Tanya and Nick, of course. Oh, and I saw Anna and David and Robert, too.  
Dad: What did Holly do on her summer holiday?  
Girl: Holly played volleyball a lot, but she didn't play tennis this year.
- 2 Dad: What did Tanya do?  
Girl: Tanya had a great holiday. She went to a science camp.  
Dad: Wow! Did she make any explosions?  
Girl: No, she didn't! That's dangerous, Dad. But she did lots of really interesting experiments.
- 3 Dad: What about Nick? Did he go on holiday to the USA again?  
Girl: No, he stayed at home.

Dad: What did he do?

Girl: You know Nick, Dad. He went to the pool every day. He loves swimming.

4 Dad: What about Anna?

Girl: Anna went to Scotland.

Dad: To Scotland?

Girl: Yes, she went to stay with her grandma.

Dad: I thought her grandma lived in Ireland.

Girl: No, Dad! Anna's aunt lives in Ireland.

5 Dad: What did David do?

Girl: David had the best holiday.

Dad: Why? What did he do?

Girl: He spent two weeks on the beach!

Dad: Did he meet any new friends?

Girl: Lots! He emails them every day.

6 Girl: Let me tell you about Robert's holiday.

Dad: OK.

Girl: He went to work with his mum.

Dad: Really? Is she a dentist?

Girl: No, she's a doctor. His dad's a dentist.

Dad: Oh, yes. That's right. So what did he do?

Girl: He helped in the hospital. He wants to be a doctor now.

KEY: 2 no, 3 yes, 4 no, 5 yes, 6 yes

### The Science lesson

#### Progress test 2: Reading and writing

- 1 Look and read. Choose the correct words and write them on the lines.  
You do not need to use all the words.

KEY: 2 powder, 3 an explosion, 4 a shelf, 5 instructions, 6 goggles

##### 2 Read and complete the blog.

KEY: 2 How, 3 What, 4 Did, 5 Why, 6 Did

### Unit 1 Progress test 1: Listening

##### 1 Listen and number.

###### TAPESCRIPT

1 fountain, 2 statue, 3 column, 4 volcano, 5 vase, 6 temple

KEY: a4, c5, d2, e6, f3

##### 2 Listen and complete the conversation.

###### TAPESCRIPT

- 1 Girl: I called you yesterday, William. Why didn't you answer the phone?  
Boy: I was doing something.
- 2 Girl: What were you doing?  
Boy: I was reading about the volcanic explosion in Pompeii. It's so interesting.
- 3 Girl: Really? What were the people doing at the time of the disaster?  
Boy: They were busy with their work and their families. Nobody knew about the volcano.



- 4 **Girl:** Nobody knew about it? That's incredible.  
**Boy:** So what were you doing yesterday, Eva? Why did you call me?  
 5 **Girl:** I was thinking about our History test next week.  
**Boy:** Oh, yes. Sorry. Did you want me to help you?  
 6 **Girl:** That's OK. I decided to study Geography instead. I was working on the project about Mexico all day.  
**Boy:** Perhaps you can help me, then!

**KEY:** 2 were you doing, 3 were the people doing, 4 what were you doing, 5 was thinking, 6 was working

## Unit 1 Progress test 2: Reading and writing

- 1 Read the story. Choose a word from the box. Write the correct word next to numbers 2–6.

**KEY:** 2 servants, 3 smoke, 4 theatre, 5 columns, 6 vase

- 2 Read, choose and write the correct words.

**KEY:** 2 while, 3 eating, 4 were, 5 was, 6 were

## Unit 2 Progress test 1: Listening

- 1 Listen and tick (✓) or cross (X). 

### TAPESCRIPT

1 branch, 2 beak, 3 anaconda, 4 sloth, 5 pool, 6 jaguar

**KEY:** 2 ✓, 3 ✓, 4 ✓, 5 X, 6 X

- 2 Listen and circle. 

### TAPESCRIPT

- 1 **Nick:** Hi, Anna.  
**Anna:** Hi, Nick.  
**Nick:** I'm doing a nature quiz. Can you help me?  
**Anna:** Of course!  
**Nick:** How big can the green anaconda grow?  
**Anna:** I know that. It's 227 kilograms.  
**Nick:** Yes, you're right.  
 2 **Nick:** What about this one? How many people live in the Amazon region? Is it three million?  
**Anna:** No, it's 30 million.  
**Nick:** Oh, yes. You're right again.  
 3 **Nick:** How many ants do anteaters eat every day? I put 350,000.  
**Anna:** It's 35,000, Nick.  
**Nick:** Oh, yes. You're right.  
 4 **Nick:** OK. I don't know this one. How many animal species are there in the Amazon rainforest? I think it's more than one million.  
**Anna:** It isn't one million. It's more than 20 million!  
 5 **Nick:** Do you know how far sloths can turn their heads? Is it 36 degrees or 360 degrees?  
**Anna:** It's 360.  
**Nick:** Yes, right again!

- 6 **Nick:** OK. Last one. Were people living in the Amazon rainforest 100,000 years ago?  
**Anna:** No, it was 10,000 years ago.  
**Nick:** How do you know all the answers to the quiz, Anna?  
**Anna:** Oh, my class did it yesterday.

**KEY:** 2 30 million, 3 35,000, 4 20 million, 5 360, 6 10,000

## Unit 2 Progress test 2: Reading and writing


- 1 Look and write the words.

**KEY:** 2 jaguar, 3 pool, 4 anteater, 5 toucan, 6 creeper

- 2 Read the conversation and choose the best answer. You do not need to use all the letters.

**KEY:** 2C, 3D, 4B, 5E, 6G


## Unit 3 Progress test 1: Listening

- 1 Listen and draw lines. 

### TAPESCRIPT

- 1 **Boy:** Did you see the band at school yesterday?  
**Girl:** Yes, I did. I'm a fan! Fred is really good on the electric guitar.  
**Boy:** Yes, he is.  
 2 **Boy:** What did you think of Kim?  
**Girl:** What was she playing?  
**Boy:** The bass guitar.  
**Girl:** Oh, yes. She plays very well.  
 3 **Boy:** Who was the backing singer? I don't know him.  
**Girl:** Oh, that's Peter. He's Fred's brother. He goes to a different school and he loves singing.  
 4 **Boy:** Did you see Sally's new drum kit?  
**Girl:** Yes, she got those drums for her birthday. They looked good in the spotlight.  
 5 **Boy:** Who was the bodyguard?  
**Girl:** That's Michael. He's my big brother.  
**Boy:** It was good that he stopped those girls climbing on the stage.  
**Girl:** Yeah.  
 6 **Boy:** I think Grace should be a dancer when she leaves school.  
**Girl:** I know. She's so good at dancing. She was the queen of the stage!

**KEY:** Lines should be drawn between 2 Kim and the girl playing bass guitar on the right, 3 Peter and boy singing on the right of the stage, 4 Sally and the girl playing the drums, 5 Michael and the bodyguard, 6 Grace and the girl dancing on the stage.

- 2 Listen and write the letters to answer the questions. 

### TAPESCRIPT

- 1 **Boy:** What do you want to do in the future, Lucy? Are you going to be a dancer?

Girl: I know exactly what I'm going to do. I'm going to be a doctor.

- 2 Boy: Really? Where are you going to work? In a big hospital?

Girl: I'm going to go and work in Africa.

Boy: Wow! That sounds fantastic.

- 3 Girl: What about you, Mark? What are you going to be?

Boy: I don't know, Lucy. I've got a lot of ideas.

Girl: Are you going to be a footballer?

Boy: I don't think so. I think I'm going to be a scientist.

- 4 Boy: My brother knows what he's going to do. He's not going to work in an office.

Girl: So how is he going to make money?

Boy: He's going to be a singer. He's going to travel round the world.

- 5 Girl: But your brother can't sing.

Boy: My dad's going to teach him.

Girl: Can your dad sing, then?

Boy: Not very well.

Girl: Oh, dear.

- 6 Boy: Yes, well. Let's go and have some lunch. Shall we go to the café?

Girl: No. Come to my house. My mum's going to cook fish and chips for lunch today.

Boy: Great!

KEY: 2c, 3g, 4d, 5e, 6f

### Unit 3 Progress test 2: Reading and writing

- 1 Look and circle the correct word.

KEY: 2 bodyguard, 3 drum kit, 4 backing singer, 5 spotlight, 6 fan

- 2 Read the story and write the times (1-6) in words.

KEY: 2 ten to seven / six fifty, 3 five past two, 4 five to four / three fifty-five, 5 ten past six, 6 half past seven / seven thirty

### Unit 4 Progress test 1: Listening

- 1 Listen and number. 

TAPESCRIPT

1 napkin, 2 spoon, 3 fork, 4 chopsticks, 5 knife, 6 biscuits

KEY: a4, b5, c1, d2, e6, f3

- 2 Listen and write yes or no. 

TAPESCRIPT

- 1 Man: I forgot so many birthdays and special days last year that I decided to buy a diary. Can you help me complete it?

Woman: Of course.

Man: Now, I know your birthday, Emma. It's on the 21<sup>st</sup> of January.

Woman: No, it's not, Ben. It's on the 25<sup>th</sup> of January.

Man: Oh, sorry.

- 2 Man: When's your brother's birthday?

Woman: Oh, Ben. Joshua's your best friend. Don't you know the date?

Man: Um, it's on the 13<sup>th</sup> of March. I think.

Woman: No, it's not. It's on the 30<sup>th</sup> of March.

- 3 Man: Now, I can't remember when my mum's birthday is.

Woman: Well, I know. Mary's birthday is on the same day as my dad's.

Man: When's that? Is it on the 20<sup>th</sup> of June?

Woman: No, Ben. It's on the 12<sup>th</sup> of June.

- 4 Man: OK. My dad. Do you know when his birthday is?

Woman: Of course I do. John's birthday is on the 9<sup>th</sup> of September.

Man: It's not on the 19<sup>th</sup> of September?

Woman: No, Ben. It's not.

- 5 Man: Right, now what about Helen?

Woman: Your sister?

Man: Yes. When's her birthday? It's in November. I think. Is it on the 11<sup>th</sup>?

Woman: No, it's on the 21<sup>st</sup>.

- 6 Man: I've got one more question, Emma.

Woman: Go on.

Man: Um, when is my birthday? I know it's in December. Is it on the 4<sup>th</sup>?

Woman: No, it's not on the 4<sup>th</sup>, Ben. It's on the 3<sup>rd</sup>!

Man: Thanks, Emma.

KEY: 2 yes, 3 yes, 4 no, 5 no, 6 yes

### Unit 4 Progress test 2: Reading and writing


- 1 Read the story. Choose a word from the box. Write the correct word next to numbers 2-6.

KEY: 2 waiter, 3 knife, 4 pepper, 5 salt, 6 spoon

- 2 Make sentences.

KEY: 2f, 3e, 4a, 5b, 6d


### Unit 5 Progress test 1: Listening

- 1 Listen and tick (✓) or cross (X). 

TAPESCRIPT

1 pistol, 2 handcuffs, 3 saddle, 4 robbers, 5 jail, 6 wagon

KEY: 2 ✓, 3 ✓, 4 X, 5 X, 6 ✓

- 2 Listen and circle the correct word. 

TAPESCRIPT

- 1 Holly: You've got an interesting bedroom, Robert.  
Robert: Thanks.

Holly: I like this lamp. What's it made of? Is it plastic?

Robert: Oh, that's my grandfather's old lamp. It's made of metal.

- 2 Holly: And this bookcase is beautiful.

Robert: It's made of wood.

Holly: Is it from Africa?

Robert: No. It's from China. I think it's beautiful, too.

- 3 Holly: What about your armchair? Is that made of wood and leather?

Robert: No, it's made only of cotton.

Holly: Cotton! But how can you sit in it?

Robert: Aha! That's a secret.

- 4 Holly: And what's this used for?

Robert: That's a very clever mirror. Look into it.

Holly: Oh! I can see a dolphin. They're my favourite animals.

Robert: Yes! You can see your favourite wild animal in that mirror.

Holly: Can I see my pets in there, too?

Robert: No. You have to use a different mirror for that.

- 5 Holly: Oh, and look! I know this is a guitar. But it's not made of wood.

Robert: No. Wood's boring. It's made of glass.

Holly: Wow!

- 6 Holly: Can I have a cup of tea in this cup, please?

Robert: No, Holly. You can't.

Holly: Why not?

Robert: That cup is used for putting pencils in.

Holly: Do you put pens in it, too?

Robert: No, I don't. Only pencils.

Holly: Robert, your bedroom isn't just interesting. It's a bit strange!

KEY: 2 China, 3 cotton, 4 favourite animal, 5 glass, 6 pencils

## Unit 5 Progress test 2: Reading and writing

### 1 Look and write the words.

KEY: 2 sheriff, 3 barrel, 4 saddle, 5 jail, 6 robbers

### 2 Read, choose and write the correct words.

KEY: 2 Fred's, 3 children's, 4 Jack's, 5 friends', 6 mother's

## Unit 6 Progress test 1: Listening

### 1 What did the people in Sam's family buy on holiday? Listen and write a letter in each box. CD 14

#### TAPESCRIPT

- 1 Woman: Hi, Sam. Did you have a good holiday in Turkey?

Boy: Yes, thank you, Miss Brown. We had a great time. I love Istanbul.

Woman: Did you buy anything?

Boy: Lots of things! There are great markets in Istanbul. I wanted a carpet, but it was very expensive. So I got a cushion for my bed.

- 2 Woman: What about your sister, Mia?

Boy: Mia wanted to buy everything! She really liked the baskets and the flags, but she decided to buy some new sunglasses. It was so sunny there.

- 3 Woman: Did your parents get anything in the market?

Boy: Yes. Mum looked at the rings, but she couldn't find any that she liked. So she got some beautiful earrings. She was very happy with them.

- 4 Boy: Dad loved the market, too. He was looking for a Turkish flag, but he decided to buy a new cup and saucer to have tea in his office.

- 5 Woman: And did you go on holiday with your grandparents?

Boy: Yes. My grandma loved the market. She really liked the soap but she bought a new basket because the one she has is very old now.

- 6 Woman: And what about your grandpa?

Boy: Oh, he had a great time. Grandpa bought a plate. He says he's going to have his dinner on it every day!

KEY: 2 Mia h, 3 Mum a, 4 Dad f, 5 Grandma d, 6 Grandpa c

### 2 Read, then listen to Nick's school rules. Write t (true) or f (false). CD 15

#### TAPESCRIPT

- 1 Nick: Hello. My name's Nick. Welcome to your new school, Liam. Let me tell you my school rules.

Liam: OK.

Nick: Right. Rule 1: you shouldn't go to Mr Johnson's History Club.

Liam: But I love History.

Nick: No, Liam. You shouldn't go. Mr Johnson is very boring.

- 2 Nick: Are you ready for rule 2?

Liam: Yes.

Nick: You shouldn't do your homework.

Liam: Well, I always do my homework, so I don't know about that.

Nick: But that's rule 2. We don't do our homework here, Liam.

- 3 Nick: Right. Rule 3. You should play football every day.

Liam: But I'm not interested in football.

Nick: What do you mean? Every boy likes football.

Liam: Well, I don't.

Nick: Well that's rule 3, Liam.

- 4 Liam: You're not making this easy, Nick.

Nick: Well, let me tell you rule 4. You'll like this one.

Liam: OK.

Nick: You shouldn't have salad sandwiches for lunch.

Liam: But I love salad sandwiches.

Nick: Nobody loves salad sandwiches in this school, Liam.

- 5 Nick: Rule 5. You shouldn't go to school on Wednesdays.

Liam: What?

Nick: We all go to the park on Wednesdays.

Liam: But I need to study, Nick.

- 6 Nick: The last one. Rule 6.

Liam: What is it?

Nick: You shouldn't talk to the teachers.

Liam: Nick, I don't think I like your rules.

Nick: But they are my rules for this school.

Liam: Well, thanks but, if they're your rules, I'll think of my own!

KEY: 2f, 3t, 4t, 5t, 6f

## Unit 6 Progress test 2: Reading and writing

- ① Look and read. Choose the correct words and write them on the lines.  
You do not need to use all the words.

KEY: 2 a comb, 3 a flag, 4 a carpet, 5 soap, 6 sunglasses

- ② Read the conversation and choose the best answer. You do not need to use all the letters.

KEY: 2D, 3H, 4E, 5B, 6C

## Unit 7 Progress test 1: Listening

- ① Listen and number. CD 16

### TAPESCRIPT

1 mask, 2 audience, 3 actor, 4 wig, 5 candles, 6 lute

KEY: b4, c5, d6, e2, f3

- ② Listen and complete the conversation. CD 17

### TAPESCRIPT

- 1 Boy: I'm thirsty, Mum.  
Mum: OK, Ethan. I'll get you a drink.  
2 Boy: I'm hungry, too.  
Mum: Right. I'll make you a sandwich.  
3 Boy: I'm bored.  
Mum: I'll find you a game to play.  
4 Mum: Ethan?  
Boy: Yes, Mum.  
Mum: I'm tired.  
Boy: Oh, I'll get my drink, then.  
5 Mum: I think I need to sit down.  
Boy: OK. I'll make my sandwich.  
6 Mum: And Ethan?  
Boy: Yes, Mum?  
Mum: Before you play a computer game ...  
Boy: Yes, Mum. I know. I'll do my homework!

KEY: 2 I'll make, 3 I'll find, 4 I'll get, 5 I'll make, 6 I'll do

## Unit 7 Progress test 2: Reading and writing

- ① Read the email. Choose a word from the box. Write the correct word next to numbers 2–6.

KEY: 2 tights, 3 wig, 4 costume, 5 lute, 6 audience

- ② What have the family just done?  
Complete the sentences with the verbs in the box.

KEY: 2 've/have (just) started, 3 's/has (just) passed, 4 's/has (just) got, 5 's/has (just) bought, 6 've/have (just) decided

## Unit 8 Progress test 1: Listening

- ① Listen and draw lines. CD 18

### TAPESCRIPT

- 1 Holly: Did you do the lesson about jobs with Miss Wilson yesterday, Robert?  
Robert: Yes, I did. Guess what Nick wants to be.  
Holly: A tennis player?  
Robert: No, a mechanic.  
2 Holly: What about Daniel?  
Robert: He used to want to be a dentist. But now he wants to be a farmer.  
Holly: Really?  
Robert: Yes! He loves animals.  
3 Holly: Does Anna still want to be a businesswoman?  
Robert: No, she doesn't like that idea now. She wants to be an artist.  
Holly: Well, she's very good at drawing.  
4 Holly: I talked to Tanya this morning. She said she wants to be a computer programmer.  
Robert: Yes, that's right. Two years ago she wanted to be a cleaner!  
Holly: A cleaner?  
Robert: Yes, Tanya likes things to be very clean. But she's very good at Maths too, so she wants to do something with that.  
5 Holly: What about David?  
Robert: Well, David wants to be a businessman.  
Holly: Really? But he's not very good at Maths.  
Robert: But he says he has lots of good ideas for things to sell.  
6 Holly: What about Lucy?  
Robert: She wants to be an engineer. She loves bridges.  
Holly: Well, that's a good job. Do you know what you want to do, Robert?  
Robert: No, I don't. Do you?

KEY: Lines should be drawn between 2 Daniel and the farmer, 3 Anna and the artist, 4 Tanya and the computer programmer, 5 David and the businessman, 6 Lucy and the engineer

- ② Listen and write yes or no. CD 19

### TAPESCRIPT

- 1 Man: Hello, welcome to the Do Nothing Hotel. I'm Jim.  
Woman: Thank you. Can I have a room for two nights, please?  
Man: Of course. Are you thirsty?  
Woman: Yes, a little.  
Man: Well, if you're thirsty, I'll make you a cup of tea. But not coffee. We don't like coffee in the Do Nothing Hotel.  
2 Man: Are you hungry?  
Woman: Yes, I am.  
Man: If you're hungry, I'll make you a cheese sandwich. But only cheese. We haven't got anything else to put in the sandwiches.  
3 Man: Do you like swimming?  
Woman: Yes, I do. I usually go swimming every morning.



**Man:** If you want to swim, I'll open the swimming pool. But I can only open it in the afternoons.

- 4 **Man:** What about music? Do you like that?

**Woman:** Yes, I do.

**Man:** If you like music, I'll play you a song on my guitar. But I only know one song, I'm sorry.

- 5 **Man:** What about dinner? What would you like?

**Woman:** Oh, I'll have a pizza, please.

**Man:** We haven't got pizza. If you want pasta, I'll make it for you.

- 6 **Man:** Great. Well, that's everything. Oh, what kind of room do you want?

**Woman:** A quiet one, please.

**Man:** We haven't got any quiet rooms. But if you want a loud room, I'll give you one.

**KEY:** 2 no, 3 yes, 4 no, 5 yes, 6 no

## Unit 8 Progress test 2: Reading and writing

- 1 Read, then complete the words.  
The first letter is given to you.

**KEY:** 2 dentist, 3 farmers, 4 mechanic, 5 computer programmer, 6 artists

- 2 Read the conversation and choose the best answer. You do not need to use all the letters.

**KEY:** 2H, 3D, 4B, 5A, 6C

## Unit 9 Progress test 1: Listening

- 1 Listen and circle. 

**TAPESCRIPT**

1 captain, 2 lifeboat, 3 rat, 4 sail, 5 porthole, 6 mast

**KEY:** 2a, 3a, 4b, 5a, 6b

- 2 Listen and complete the sentences. 

**TAPESCRIPT**

- 1 **Girl:** Everyone in our class has done a lot of things.

**Boy:** I know. Jacob's already been to New Zealand and he's only 11.

- 2 **Girl:** And what about Nick?

**Boy:** Yes! He only started playing tennis last year and he's already won five tennis competitions!

- 3 **Girl:** Ella's having lessons but she hasn't learnt to play the piano yet.

**Boy:** That's true. But she's already learnt to play the guitar, the saxophone and the drums!

- 4 **Girl:** Holly's already written a book!

**Boy:** I can't believe it. I read it last week. It's great!

- 5 **Girl:** What about Tom? He's going round the world with his parents.

**Boy:** I know. I got an email from his yesterday. He's already visited New York, Paris and Moscow. But he hasn't been to Madrid yet.

- 6 **Girl:** What about you?

**Boy:** Me? I haven't done anything.

**Girl:** Yes, you have David. You've already been my best friend for two years!

**KEY:** 2 's/has already won five, 3 hasn't learnt/learned to play the piano, 4 's/has already written, 5 hasn't been to Madrid, 6 've/have already been my best friend

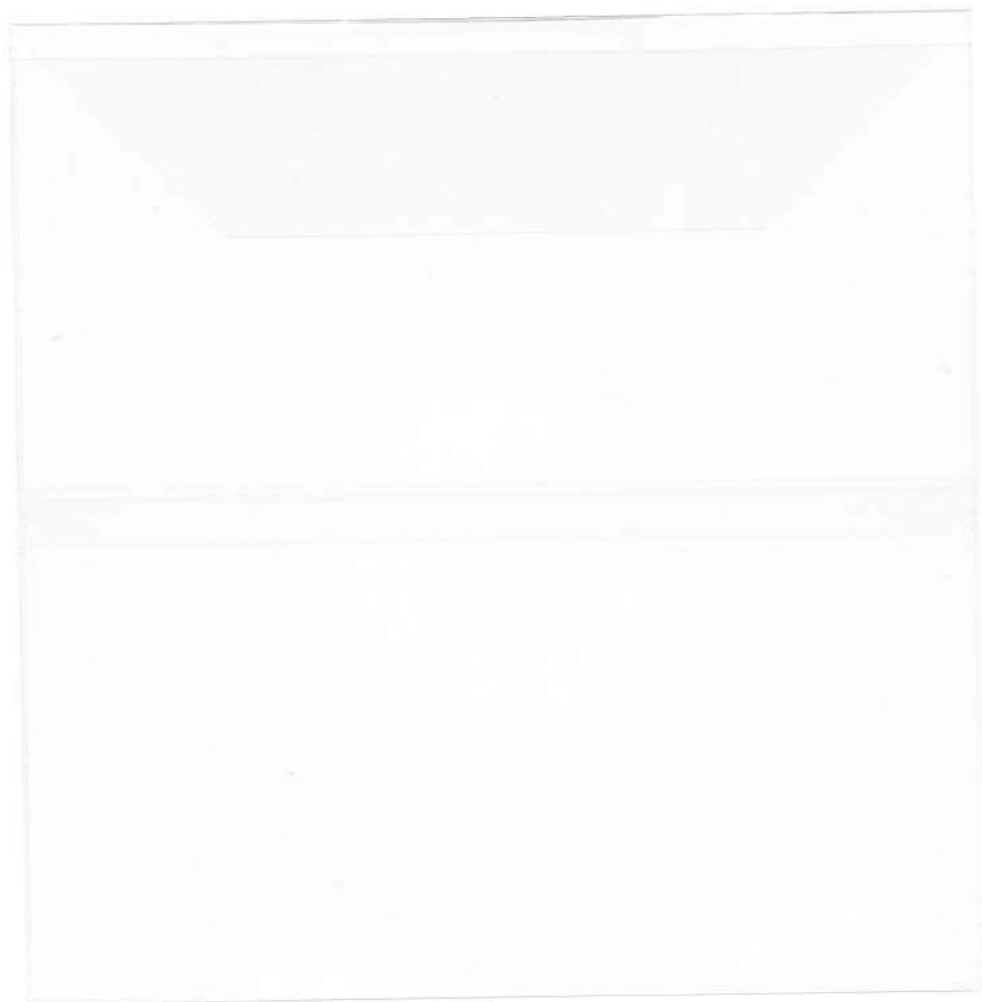
## Unit 9 Progress test 2: Reading and writing

- 1 Look and read. Choose the correct words and write them on the lines.  
You do not need to use all the words.

**KEY:** 2 a lifeboat, 3 sailors, 4 a cabin, 5 portholes, 6 rats

- 2 Complete the conversation with the phrases from the box.

**KEY:** 2 haven't, 3 I've already done, 4 Yes, I have, 5 Have you written, 6 Not yet.



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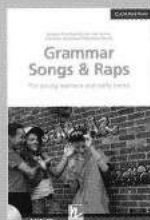
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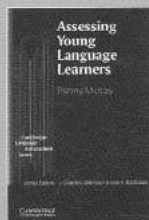
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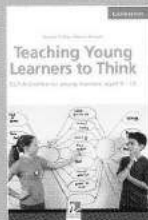
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