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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 6. 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 6 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: Back to school. In addition, there are four worksheets for each main unit in Level 6.

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.

Spelling bee Divide the class into two teams. Make a list of an even number of words from a vocabulary set, e.g. outside at school. Say a word, e.g. litter bin, 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.

Expanding sentences Write the beginning of a sentence on the board, e.g. *I haven't* ... Students work in teams. Tell them that they have to add one or more words to the sentence. One member of each team comes to the board in turn to add words to the sentence, e.g.

I haven't

I haven't seen

I haven't seen that film

I haven't seen that film yet.

They get a point if the word or words they add are correct.

Musical chairs Make some space in the classroom. Arrange the chairs so there is one for each student, back—to—back. Play some music. Students walk/dance around the chairs. Take one chair away and then stop the music. Students run to sit on a chair. The student who is left standing has to say a sentence in a particular tense (for example, in the present perfect with for or since, e.g. I've known my best friend for five years). If they make a correct sentence, they can continue with the game. If they make a mistake, they are out. The game continues.

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

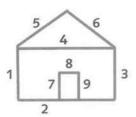
The sticker game Choose words that you want to practise and write them on sticky notes. Stick these notes on students' backs and ask the students not to tell each other the words. Students mingle, asking each other Yes/No questions to find out what the words are, e.g. Can I see animals here? Can you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

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. Students choose a different item from the list to go in each cell of their arid. Make it more challenging by making the words in the cells slightly different from those that you call out in some way. For example, if you want to practise past participle verb forms, ask the students to write three or four regular and three or four irregular infinitives from the verbs you have revised in the cells on their grid. Then read out a list of regular and irregular past participle verb forms, rather than the infinitive. If you call out a past participle and the student has the infinitive 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.

What's it for? Put students into small teams. Say the name of an object, e.g. a chair, a button, a paintbrush. Students then have one minute in their teams to think of all the things that the object can be used for. Teams win a point for each idea. When students have run out of ideas, the game begins again with a different object. The team with the most points wins the game.

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 the number of letters in 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.

Find new words Write a long word or phrase, e.g. impressionism, on the board and ask students to work in pairs and use the letters to make new words, e.g. press, son, mine. 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.

The second conditional game Students work in groups of four. They can either sit or stand in a circle. One student starts the game by asking a question in the second conditional, e.g. If you were a sports star, who would you be? The next student in the circle answers the first student's question and then asks the next student in the circle a new question, e.g. If I were a sports star, I would be Lionel Messi. If you could live anywhere, where would you live? If a student can't think of a question or can't answer a question, they drop out of the game. The winner is the student who is left in at the end of the game.

What are the end-of-unit tests?

There are two progress tests for each unit in the Level 6 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 vocabulary, and the second covers grammar. In each unit of the progress tests, at least one of the questions follows the style of the Cambridge ESOL KEY exam.

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.

Back to school

Worksheet 1: In the playground

Using the worksheet

- This worksheet revises vocabulary connected to things outside at school: basketball hoop, tennis court, net, football pitch, railings, running track, bike rack, litter bin, school bell.
- Students work individually or in pairs to complete the words with the missing vowels, then match them with the pictures.
- Students then read the definitions and circle the correct word. Get them to compare their ideas with another pair before checking the answers with the whole class.

KEY: Activity 1: 2e basketball hoop, 3b railings,
4c school bell, 5a bike rack, 6i litter bin, 7f net,
8g running track, 9h football pitch;
Activity 2: 2 basketball hoop, 3 litter bin, 4 school bell, 5 bike rack, 6 football pitch

Optional follow-up activity: Demonstrate how to play Spelling bee. Divide the class into two teams. Make a list of an even number of vocabulary items from the unit. Say one of the items, e.g. litter bin, 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 they are 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: We've already done it!

Using the worksheet

- This worksheet practises the present perfect with already and yet.
- Students work individually or in pairs to complete what Jack is saying by choosing the appropriate auxiliary verb from the box and writing the past participle of the verb in brackets in the gaps. Advise students that they need to read the sentences first, looking especially at the use of already and yet, to decide which auxiliary verb to use.
- Students then look at the pictures and decide if the sentences are true or false.

KEY: Activity 1: 3 haven't, 4 done, 5 've, 6 tidied, 7 's, 8 washed, 9 hasn't, 10 cleaned, 11 've, 12 cleaned, 13 's, 14 made, 15 've, 16 cut; Activity 2: 2 t, 3 t, 4 t, 5 f, 6 f

Optional follow-up activity: Demonstrate how to play Expanding sentences. Write the beginning of a sentence in the present perfect on the board, e.g. I haven't Students work in teams. One member of each team comes to the board in turn to add words to the sentence, e.g.

I haven't I haven't seen I haven't seen that film I haven't seen that film yet. Teams get a point if the word or words they add to the sentence are correct.

Worksheet 3: which, where, who

Using the worksheet

- This worksheet practises the relative pronouns which, where and who.
- Students work individually or in pairs to read the sentences and circle the correct relative pronoun.
- Students then work alone to rewrite the sentences in Activity 1 so that they are true for them.

KEY: Activity 1: 2 where, 3 who, 4 which, 5 which, 6 who;

Activity 2: Students' own answers

Optional follow-up activity: Students compare their sentences from Activity 2 and explain the reasons for their choices.



Worksheet 1: In the playground



Complete the words. Then match them with the pictures.

1 tennis court

2 b_sk_tb_ll h__p

3 r__l_nqs

4 sch__l b_ll

5 b_k_ r_ck

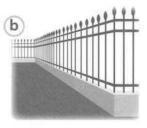
6 l_tt_r b_n

7 n_t

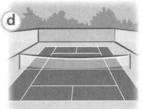
8 r_nn_ng tr_ck

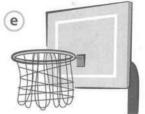
9 f__tb_ll p_tch



















Read and circle the correct words.

1 You need this when you're playing tennis.

running track / basketball hoop

2 You throw something through this.

bike rack / litter bin

3 You put rubbish, like old paper and plastic, in this.

4 When this rings, you have to leave the playground.

school bell / net

railings / net

5 You leave your bicycle here.

bike rack / running track

6 You play a sport with a big ball on this.

tennis court / football pitch

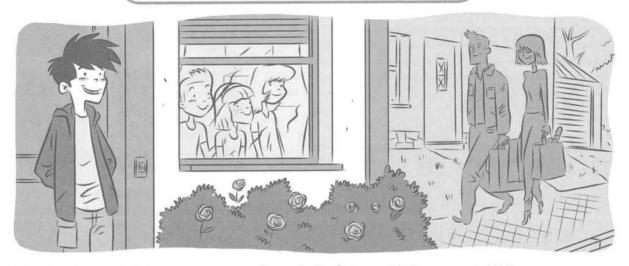
Vocabulary: Outside at school



Worksheet 2: We've already done it!

Complete what Jack is saying. Use the words and letters from the box and the correct forms of the verbs in brackets.

's haven't <u>'ve</u> 've 's hasn't 've 've



Hi, Mum! Hi, Dad! We ¹ <u>'ve</u> already ² <u>done</u> (do) so much! I ³
⁴ (do) my homework yet, but ⁵ I already ⁶ (tidy) my
room. Ricky ⁷ already ⁸ (wash) the dishes. Sophie ⁹
10 (clean) the living room yet, but Emma and Sophie 11 already
12 (clean) the kitchen. Ricky 13 already 14 (make) our
sandwiches for lunch. Oh, and I 15 already 16 (cut) the grass!
But don't come in now. Why don't you go out for a coffee for an hour? Then we can finish everything!

Is Jack telling the truth? Look and write t (true) or f (false).



Jack's room



the kitchen



the living room



the garden

1	Jack's already tidied his room.	f
2	Ricky's already washed the dishes.	
3	Sophie hasn't cleaned the living room yet.	
4	Emma and Sophie have already cleaned the kitchen.	

2	RICKY'S	already	made	sandwiches	tor	luncr
	250 12 13					

6 Jack's already cut the gra

Grammar 1: Present perfect with already / yet revision



Worksheet 3: which, where, who



Read and circle the correct words.



- 1 Tennis is the sport which / who I like the best.
- 2 My bedroom is the place where / which I listen to music.
- 3 Robbie Williams is the singer who / which I would like to see in concert.
- My tablet is the thing where / which I like the best.
- 5 Paris is the city who / which I most want to visit.
- 6 My father is the person in our family where / who does the washing up.

Write the sentences from Activity 1 so they are true for you.

1			
2			
3			
4			
5			
6			

Grammar 2: which / who / where revision

The treasure

Worksheet 1: Pirates

Using the worksheet

- This worksheet practises vocabulary related to pirates: palm tree, spade, hook, hammock, eyepatch, treasure chest, coins, key, hole, binoculars.
- Students work individually or in pairs. They read the sentences, 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 shaded boxes spell out the name of a famous pirate (vertically).

KEY: Activity 1: 2c, 3d, 4e, 5b, 6f; Activity 2: 2 key, 3 binoculars, 4 treasure, 5 eyepatch, 6 hammock, 7 hole, 8 palm tree, 9 gold, 10 spade, 11 coins; Name of the pirate: Henry Morgan

Background information

Henry Morgan was a Welsh pirate of the 17th century. He fought for Britain against Spain and became Lieutenant Governor of Jamaica in 1674.

Optional follow-up activity: Students use the Internet or the library to research facts about Henry Morgan to present to the class.

Worksheet 2: Is it for or since?

Using the worksheet

- This worksheet practises the present perfect with for and since.
- Students work individually or in pairs to write the past participle forms of the verbs.
- Students then complete the story with the verbs from Activity 1, before deciding if the sentences in italics are correct or incorrect. Students then correct the mistakes.

KEY: Activity 1: 2 known, 3 liked, 4 lived, 5 spoken, 6 had:

Activity 2: 2 liked / I've liked English since I was a young man, 3 had / correct, 4 known / I've known him for six months, 5 lived / He's lived in Italy since 2010, 6 spoken / correct

Optional follow-up activity: Make some space in the classroom and demonstrate how to play Musical chairs. Arrange the chairs so there is one for each student, back—to—back. Play some music. Students walk/dance around the chairs. Take one chair away and then stop the music. Students run to sit on a chair. The one who is left standing has to say a sentence in the present perfect with for or since, e.g. I've known my best friend for five years. If they make a correct sentence, they can continue with the game. If they make a mistake, they are out. The game continues.

Worksheet 3: A long, long time

Using the worksheet

- This worksheet practises present perfect questions with how long.
- Students work individually or in pairs to order the words in the questions.
- Students then work in pairs to match the questions with the answers in the interview.

KEY: Activity 1: 2 How long have you had your parrot?

3 How long have you used a hammock? 4 How long have you been captain of this ship? 5 How long have you lived on this ship? 6 How long have you had your eye-patch?

Activity 2: b6, c5, d4, e2, f3

Optional follow-up activity: Students work in pairs and practise reading out the completed dialogue. They read the dialogue twice so that they play both parts.

Worksheet 4: Pirate story

Using the worksheet

- This worksheet encourages students to be creative and make their own pirate story.
- Ask students to look at the items and help with any new vocabulary. Students work in groups of three and choose from the options in order to create their own pirate story.
- Students work together to plan and write their story.
 Monitor and help as necessary.

KEY: Students' own answers

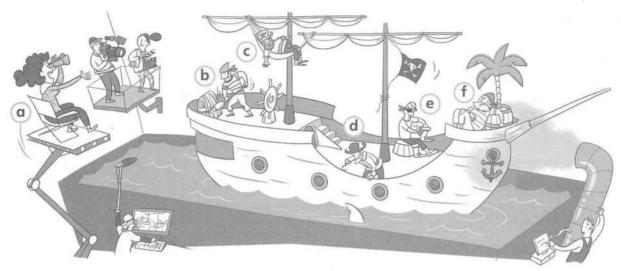
Optional follow-up activity: Students write out and decorate the stories, then pin them up on the classroom wall. The class vote on their favourite story.



Worksheet 1: Pirates

0

Match the sentences with the people in the picture.

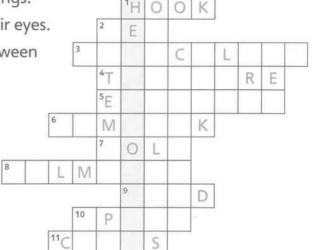


1	This is the person who is looking through binoculars.	a
2	This is the person who is sleeping in the hammock.	
3	This is the person who has a hook.	
4	This is the person who has an eye-patch.	
5	This is the person who is trying to open the treasure chest with a spade.	
6	This is the person who is sitting under a palm tree.	

2

Do the puzzle and find the name of a famous pirate.

- 1 A piece of metal which pirates used if they lost a hand.
- 2 You sometimes need this to open a door or treasure chest.
- 3 You look through these to see things which are far away.
- 4 Jewels, money and other expensive things.
- 5 Pirates often wore this over one of their eyes.
- 6 A seat or bed which you can hang between two trees.
- 7 You make this in the ground to hide treasure.
- 8 You find this tree in hot countries.
- 9 This metal costs more than silver.
- 10 A tool used for digging.
- 11 Metal money.



Vocabulary: Pirates

4	1000	
1		
1		

Worksheet 2: Is it for or since?

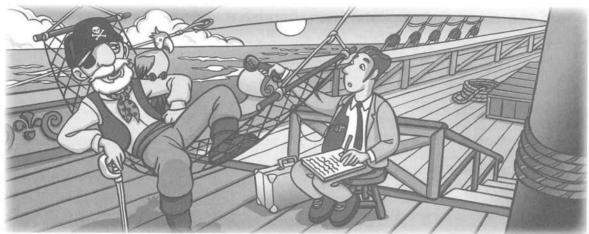
0	Write the past participles.
	1 be <u>been</u> 3 like 5 speak
	2 know 6 have
2	Read and complete with the verbs from Activity 1. Then correct
	the sentences in italics that you think are incorrect.
	Hello! My name's Stefano and I'm from Milano in Italy. I like learning languages. ¹ I've been interested in languages for many years. I speak Italian, French and German. Now, I'm trying to learn English. ² I've English for I was a young man. In fact, I love it. But I'm always making mistakes with the words 'for' and 'since'. ³ I've problems with these words for a long time!
	At the moment, I'm having lessons in Roma with an English teacher called Michael. I met him last year, so 4 I've him since six months. He's a very good teacher. 5 He's in Italy for 2010. He loves it here! He comes from England, but he speaks very good Italian. His mother is from Italy so 6 he's the language since he was a little boy.
	Right, you must excuse me. I have to do some work. We're practising the present perfect at the moment. Ciao!
	1 correct
	2
	3
	4
	5
	6

Grammar 1: Present perfect with for and since

1

Worksheet 3: A long, long time

Make questions for Captain Blue.



1	have / been / how / a / long / pirate / you <u>How long have you been</u>		of / ship / captain / you / been / now / have / long / this	
	a pirate?			?
	had / you / long / have / parrot / how / your		ved / this / ship / you / how / long / on / have	
	?	_		?
3	how / have / hammock / you / a / used / long		ong / your / eye-patch / you / had / ave / how	

Read and match the captain's answers with the questions in Activity 1. Write numbers.

Reporter: Good morning, Captain
Blue. Thank you for talking to me
today. My first question: ° _1_
Captain Blue: Oh, a very long time.
I've been a pirate since I was a boy.
Reporter: b ____
Captain Blue: Well, I've had this since
1962. I lost my left one when a pirate
hit me with his hook.
Reporter: I'm sorry to hear that.
Captain Blue: I've lived here for
20 years. She's called Queen Bess and

I love her. She sails like a dream.

Captain Blue: A long, long time.

I've been number one on this ship for 18 years.

Reporter:
Captain Blue: This beautiful bird?

We've been together for 16 years.

Reporter:
Captain Blue: I've had this for 35 years. I never sleep in a bed.

Reporter: Well, thank you, Captain.

Can you help me to get off the ship now, please?

Grammar 2: How long have you ...?



Worksheet 4: Pirate story



Work in groups of three. Plan a pirate story.

a Choose and circle a pirate. Then choose a name for your pirate.









b Choose and circle a pet for your pirate.







dog



cat



monkey

c Choose and circle a weapon.



whip



aun



cutlass



lasso

d Choose and circle an enemy.



Queen Eleonora



sheriff



Black Bill



sea monster

e Choose and circle a place for your story.



dining room



rowing boat



cabin



tropical island



Write your pirate story. Here is an example of how to start.

Pirate Bob was not a very good pirate. He tried hard, but he never found any treasure or took any prisoners. But everything changed the day he met

Literature: Pirate story

2

Future transport

Worksheet 1: Types of transport

Using the worksheet

- This worksheet practises vocabulary connected to the transport of the future: monorail, cable car, parachute, solar panel, microlight, hang-glider, jet pack, wind turbine, surfboard, floating skateboard, unicycle, inline skates.
- Students work individually or in pairs and complete the words with the missing vowels. Then they find each item in the picture and write the corresponding letter in the box provided.
- Students then read the dialogue and complete it using the words in Activity 1.

KEY: Activity 1: 2a monorail, 3e unicycle.

4g surfboard, 5b solar panel, 6f inline skates,

7c microlight, 8d cable car;

Activity 2: 2 solar panel / microlight, 3 inline skates, 4 monorail, 5 unicycle, 6 cable car, 7 surfboard

Optional follow-up activity: Students work in pairs and make a list of the three types of transport that they like the best. They present their favourites to the class with reasons. The class then votes on the best type of transport.

Worksheet 2: This is what you need to do

Using the worksheet

- This worksheet practises need to and don't need to.
- Students work individually or in pairs to match the sentences on the left with the advice on the right.
- Students then write advice for the children in Activity 2 using need to and don't need to.

KEY: Activity 1: 2d, 3f, 4e, 5b, 6a;

Activity 2: Students' own answers

Optional follow-up activity: Students work in groups and tell each other what job they would like to do in the future. The group members give them advice using need to and don't need to. They then read out their advice to another group to see if they can guess what jobs were chosen and who chose them.

Worksheet 3: What will be, will be.

Using the worksheet

- This worksheet practises will and won't + infinitive.
- Students work individually or in pairs to complete the paragraph about the girl's future using will and won't.
- Students then read about Oliver and write predictions about his future.

KEY: Activity 1: 2 won't, 3 will, 4 will, 5 won't, 6 will; Activity 2: Students' own answers

Optional follow-up activity: Students work in pairs and take turns to predict each other's futures using will and won't.

Worksheet 4: Formula 1 facts

Using the worksheet

- This worksheet develops the theme of cars.
- Students read the article and complete the Formula 1 fact card.
- Students then read and match the facts with the drivers.

KEY: Activity 1: 2 50°C, 3 Spa-Francorchamps in Belgium – 7,004 km, 4 under three seconds, 5 up to 3 kg, 6 the UK;

Activity 2: 2a, 3d, 4b

Optional follow-up activity: Students use the Internet to prepare a short group presentation on a Formula 1 driver, car or circuit.

2

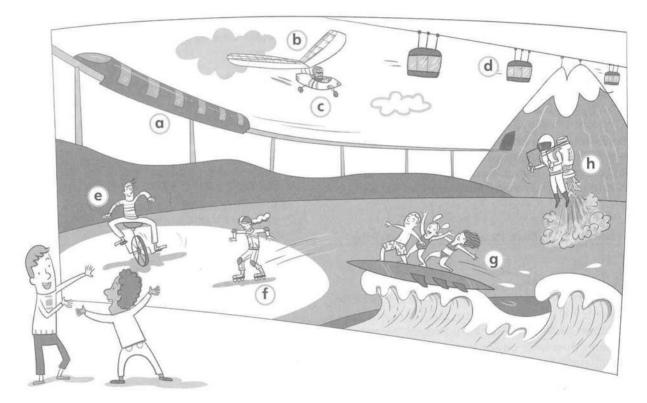
Worksheet 1: Types of transport

Complete the words and match them with things in the picture.

1	j <u>e</u> t p <u>a</u> ck
2	m = n = r = -
3	_ n _ c y c l _

h	5 s_l_r p_n_l
	6 _nl_n_ sk_t_s

		200		
R	0	_bl	c r	
ω.	_	_ ~		



Read and complete the conversation with words from Activity 1.

- 1 'What's that up there?'
 'Oh, that's 'a <u>jet pack</u>. You put it on your back and you can fly!'
- 2 'What's this, do you think?'

 'It's a ______. It takes heat from the sun to make a _____ fly.'
- 3 'Have you ever used _____ like those?' 'Yes. They're much better than walking!'
- 4 'I like this. It's a _____.'
 'It's much faster than a normal train.'
- 'This is what clowns use.'
 'Oh, yes. That's a _____.
 It's not easy to ride.'
- 6 'Oh! It's a _____.'
 'Yes. You can go to the top of a mountain in one of these!'
- 7 'Look! They're travelling around the lake on a giant _____!'

Vocabulary: Travel



Worksheet 2: This is what you need to do

0

Read and match.



- 1 I want to be a writer.
- 2 I want to be a doctor.
- 3 (I want to be an actor.
- I want to be a swimmer.
- ⁵ (I want to be a TV presenter.
- 6 (I want to be a musician.

- You don't need to play a lot of instruments. But you need to play one very well.
- You need to speak well and smile a lot. You don't need to go to university.
- You don't need to do anything special. You only need to read a lot. Oh, and buy a lot of pens!
- d You need to study very hard for many years. You don't need to watch TV shows about hospitals.
- You need to get up early in the morning to go to the pool.
- f You need to have a good memory to learn all your lines. You don't need to do exams.

Look, read and write advice. Use need to and don't need to.



cyclist



painter

- 1 I want to be a cyclist.
 You need to train hard and eat well.
- 2 I want to be a painter.
- 3 I want to be an engineer.
- 4 I want to be a film director.



engineer



film director

Grammar 1: need to

2

Worksheet 3: What will be, will be.

Read and complete. Use will or won't.



Welcome to Frank's Fantastic Futures!

Come in. Sit down and relax. For just £9.99,

I¹_will_ tell you what will happen to you.

So, my dear, thank you for joining me. How would you like to pay? With gold coins?

You will work in the theatre! Yes, I can see it now. There ⁶ ______ be people clapping and calling your name. You will be an actress. A great star! You will be famous around the world.

Read about Frank's next customer, Oliver. Then write what Frank says about Oliver's future.

Oliver is 12 years old. He lives with his parents and sister in a small house at the top of a hill. Oliver loves drawing. He draws cartoons and watches all the cartoons on TV. He also likes films. He goes to the cinema twice a week with his friends and reads a film magazine every month. Oliver doesn't like numbers, cheese, cleaning his room, the news or mobile phones. Oliver is happiest when he takes his dog, Skip, for a walk in the park.

9	
	TO GOT

Now, let me see	. What will you	r future be?		

Grammar 2: will / won't



Worksheet 4: Formula 1 facts

0

Read the information and complete the fact card.









ust how fast is
Formula 1? Well,
the cars can go at
over 300 km/h. When
you travel that fast,
things get hot. In the
cockpit, where the
driver sits, the average
temperature during a
race is 50°C. The car's
tyres also get very hot
and are often changed
several times during

a race. Mechanics can change a car's tyres in under three seconds. The heat of racing also means that Formula 1 drivers can lose up to 3 kg in weight in a Grand Prix race. Drivers travel around the world to race in the World Championship. Perhaps the most famous circuit is in Monaco,

where the race takes place on the streets of Monte Carlo. The longest circuit in Formula 1 is Spa-Francorchamps in Belgium. It is 7,004 km long.

So which country has won the most Formula 1 World Championships? Well, it's the UK. Ten different British drivers have won the event.

Formula 1 Fact Card

Speed:	1	over 300 km/h
Cockpit temperature:	2	
Longest circuit:	3	
Time taken to change tyres:	4	
Weight lost by drivers:	5	
Country with most Formula 1 champions:	6	

Read and match the facts with the drivers.

- 1 This German driver was World Champion every year for five years and won that title seven times altogether. He drove for Ferrari for many years.
- 2 This Spanish driver won the World Championship with Renault in 2005 and 2006.
- 3 This Italian driver won the very first World Championship in 1950.
- 4 This driver was from São Paulo. He won three World Championships between 1988 and 1991.







Ayrton Senna



Michael Schumacher



Giuseppe Farina

History: Formula 1 racing

Ancient Egypt

Worksheet 1: Things in Ancient Egypt

Using the worksheet

- This worksheet practises words connected to Ancient Egypt: pyramid, Sphinx, pharaoh, chariot, slaves, rock, hieroglyphics, tomb, mummy.
- Students label the pictures. Then they find the words in the word search.
- Students work in pairs and make a crossword. They write definitions for the words in Activity 1. Tell students to do their crossword on a piece of paper.
- Students can then swap the empty crossword grid and their clues with another pair.

KEY: Activity 1: 2 chariot, 3 pharaoh, 4 slaves, 5 pyramid, 6 mummy, 7 Sphinx, 8 tomb,

9 hieroglyphics

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Activity 2: Students' own answers

Optional follow-up activity: Demonstrate how to play *Pictionary*. Ask a volunteer to slowly draw an object, e.g. a chariot, on the board. The first student to guess the word takes the next turn. Students can also play the game in groups.

Worksheet 2: Quiz time

Using the worksheet

- This worksheet practises the past passive.
- Students complete the questions with was or were.
- They read the incorrect answers to the questions and write negative sentences.
- They then match the answers in Activity 3 with the questions in Activity 1.

KEY: Activity 1: 2 was, 3 were, 4 were, 5 was, 6 were; Activity 2: 2 Romeo and Juliet wasn't written by Steven Spielberg. 3 The pyramids weren't built in Japan. 4 The first modern Olympic Games weren't held in France. 5 The World Wide Web wasn't invented in 1932. 6 The Harry Potter books weren't written by J.R.R. Tolkien; Activity 3: 2e, 3f, 4d, 5b, 6c Optional follow-up activity: Students work in small groups and write their own quiz questions in the past passive. They can use the Internet to help them research their questions. Alternatively, you can set this as a homework exercise and students can bring their questions to the next class.

Worksheet 3: A lot or a little?

Using the worksheet

- This worksheet practises a lot of, lots of, a few, a little.
- Students read the story and circle the correct words.
- Students then answer the questions.

KEY: Activity 1: 2 a lot of, 3 a few, 4 A few, 5 a little, 6 lots of:

Activity 2: 2 There was a lot of / lots of water.

3 There were a few chairs. 4 There was a little grass.

5 Dad bought lots of / a lot of bottles of lemonade.

Optional follow-up activity: Put students into two teams. Write some nouns on the board, e.g. *milk*, books, water, computer games. Students put their hands up and put one of the nouns into a sentence, using a lot of / lots of / a few / a little. If the sentence is correct, the student wins a point for their team. If the sentence is incorrect, the other team can think of an alternative.

Worksheet 4: Shapes

Using the worksheet

- This worksheet practises the names of shapes: circle, cone, pentagon, square-based pyramid, cube, square, cylinder, triangle, hexagon, rectangle, cuboid, triangular prism using a game.
- Students work in groups of three. Give each group a board, dice (or a spinner) and counters. Also provide paper for students to draw on. Check that everyone knows that a pentagon has five sides. Students put the counters on Start. The first player to throw the number six starts. Students answer the questions on the segments and get a point for each correct answer.
- When all the students have got to Finish, the one with the most points is the winner.

KEY: Activity 1:1 (), 2 a cone, 3 (), 4 a square-based
pyramid, $5 \square$, $6 \square$, 7 a cylinder, $8 \land$, $9 \land$.
10, 11, 12, 13 length and width,
14 an octagon

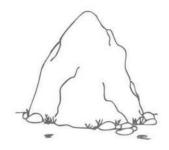
Optional follow-up activity: Students work in pairs to draw and name a new shape.

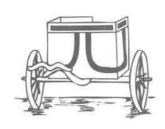


Worksheet 1: Things in Ancient Egypt



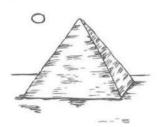
Look and write the words. Then find them in the word search.

















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S	l	а	V	m	е	n	S	q	h	m	W	S
u	р	r	f	0	u	m	Х	j	а	u	У	l
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m	t	0	m	b	е	р	h	r	а	У	р	٧
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h	i	е	r	0/	g	l	У	р	h	i	С	S



Make a crossword with words from Activity 1 and write the clues.

PHICS

Across

1 This is the kind of writing they did in Ancient Egypt.

Down

2 Mountains are made of these.

Vocabulary: In Egypt

Worksheet 2: Quiz time

Complete the questions with was or were.

▶ Ho	mewo	rk quiz				
1 Whe	n <u>were</u> t	the first mode s held?	ern			23
2 Who		omeo and Juli	iet)		MANUAL S	3
	ere	the pyramids	÷ +			
4 Whe		the first modes held?	dern		3	Ke
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PER CONTRACTOR OF THE	oks written			17 19	/	
All Dad's	answers	to the qui			/ e wrong!	
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All Dad's Read and 2004	answers write n	to the qui	ntences			eld in 2004.
All Dad's Read and 2004 Steven S	answers write n	to the qui	ntences			eld in 2004.
All Dad's Read and 2004 Steven S	answers write n	to the qui egative se	ntences odern Olyn	npic Games		
All Dad's Read and	answers I write n pielberg	to the qui egative se	ntences odern Olyn	npic Games	weren't he	
All Dad's Read and 2004 Steven S Japan France	answers write n pielberg	to the qui egative se	ntences odern Olyn	npic Games	weren't he	
All Dad's Read and 2004 Steven S Japan France 1932 J. R. R. To	answers write n	to the qui egative se	ntences	npic Games	s weren't he	
All Dad's Read and 2004 Steven S Japan France 1932 J. R. R. To	answers write n	to the qui egative se	ntences	npic Games	s weren't he	
All Dad's Read and 2004 Steven S Japan France 1932 J. R. R. To	answers write n	to the qui egative se	ntences odern Olyn	npic Games	s weren't he	
All Dad's Read and 2004 Steven S Japan France 1932 J. R. R. Te	answers write n	to the qui egative se	ntences odern Olyn	estions f	s weren't he	vity 1.

Grammar 1: Past passive



Worksheet 3: A lot or a little?

0

Look, read and circle the correct words.



It was my grandmother's birthday party last Sunday. It wasn't very interesting. There were ¹a lot of / a few people in the living room, eating sandwiches. I was bored, so I went into the kitchen and looked in the fridge. There were ² a few / a lot of bottles of water. I took one, then I went into the garden. There were ³ a few / lots of flowers. I picked one and took it into the living room. 'Grandma,' I said, 'this is for you.' 'Ricky!' said Mum. 'Did you get that from Grandma's garden?' ⁴ A few / Lots of people looked at me. They weren't happy. 'That's OK,' said Grandma. 'Thank you, Ricky. Have some birthday cake.' But there was only ⁵ a few / a little cake left on the table. Then I saw Dad. He was carrying ⁶ a few / lots of boxes of cake!

Look at the pictures in Activity 1 and write answers. Use lots of, a lot of, a few or a little.

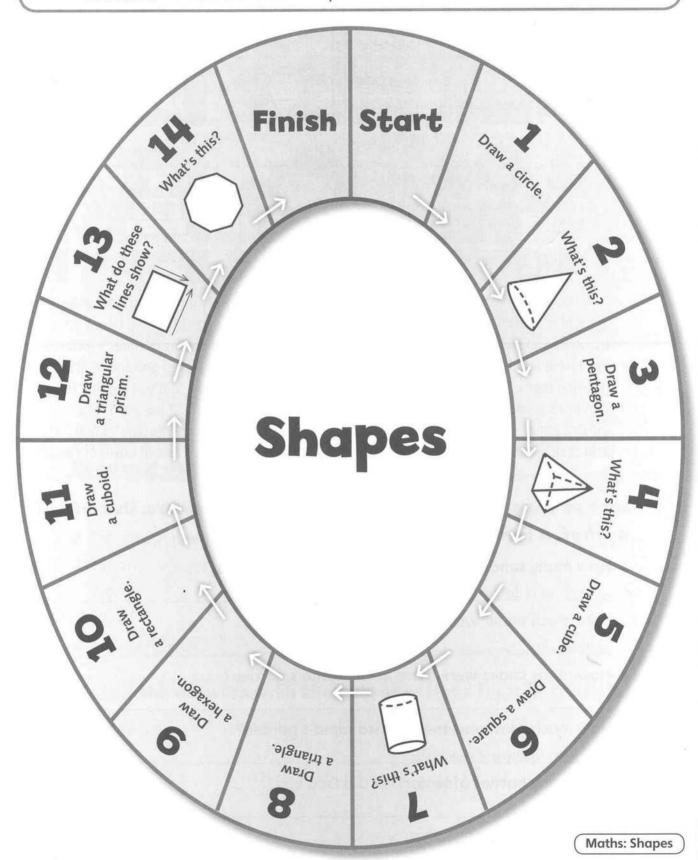
- 1 How many sandwiches were there on people's plates?
 There were lots of sandwiches.
- 2 How much water was there in the fridge?
 There was
- 3 How many chairs were there in Grandma's garden?
- 4 How much grass was there in Grandma's garden?
- 5 How many bottles of lemonade did Dad buy?

Grammar 2: a lot of / lots of / a few / a little



Play the game. Use the phrases from the box.

You start. Throw the dice. It's your turn. Whose turn is it? I've won!



4

Olympic sports

Worksheet 1: Olympic spirit

Using the worksheet

- This worksheet revises Olympic sports: long jump, gymnastics, rowing, archery, high jump, wrestling, hurdles, weightlifting, fencing, boxing. It also develops the students' ability to work with anagrams.
- Students work individually or in pairs to solve the anagrams, then match the words with the pictures.
- Students then read the sentences and decide whether they are true or false.

KEY: Activity 1: 2c rowing, 3g hurdles, 4e weightlifting, 5a fencing, 6f gymnastics, 7j long jump, 8i high jump, 9h wrestling, 10d archery; Activity 2: 2 t, 3 f, 4 t, 5 f, 6 t

Optional follow-up activity: Ask students to work in pairs and do some research to find out about a famous Olympic athlete of their choice, e.g. the high jumper Javier Sotomayor, the rower Steve Redgrave, the gymnast Nadia Comăneci. Encourage them to go to the library or do some research on the Internet and find out what country the athlete comes/came from and what he/she does or did. Students present the information to another pair or to the whole class.

Worksheet 2: What could we do?

Using the worksheet

- This worksheet practises could for possibility when making suggestions.
- Students work individually or in pairs to read the story and complete it using the words in the box.
- Students then work alone to write four things that their partner could do, either by himself/herself or together.
- Students work in pairs. They have a conversation based on the suggestions they wrote in Activity 2.
 Point out the phrases they could use in the box.

KEY: Activity 1: 2 watch, 3 keen, 4 could, 5 go, 6 stay;

Activity 2: Students' own answers;

Activity 3: Students' own answers

Optional follow-up activity: Students work in pairs. They organise a school sports day. Each pair has to think of four suggestions, e.g. what events to have, where to hold the events, what food and drink to have, which special guests to invite. Students then share their suggestions with the class. The class decide on the best suggestions.

Worksheet 3: Busy, busy, busy

Using the worksheet

- This worksheet practises the present continuous for future plans.
- Students read the diary, then reply to the notes, texts, messages and emails. They write present continuous sentences saying why Jenny can't be there.
- Students draw a simple week's diary, then make notes about four plans for next week. They talk about their plans with a partner, using the present continuous.

KEY: Activity 1: 2 Sorry. I'm playing tennis (with George Wells) at 7. 3 Sorry. I'm going to Paris on Friday. / Sorry. I'm going to bed (for the weekend) at 9.30.
4 Sorry. I'm flying to Paris on Friday at 1.15. 5 Sorry. I'm having breakfast (with Eric Christie) (at the Ritz Hotel) at 8.45. 6 (Don't worry.) I'm emailing you at 3.45.

Activity 2: Students' own answers

Optional follow-up activity: Ask students to make another blank diary. They each think of four things that they would like to do next week and write them in their diary. Each activity should take up one morning or one afternoon in their diary.

Students then stand up and walk around the class, making suggestions about doing things with their classmates, e.g. What are you doing on Monday morning? Would you like to play table tennis? When they find someone who would like to do the activity they suggest, at the time they suggest, they write that person's name in their diary. They can only do one thing in each morning or afternoon. After the activity, students report their plans back to the class, e.g. On Monday morning, I'm playing table tennis with Marta / Marta and I are playing table tennis.

Worksheet 4: Let's get physical

Using the worksheet

- This worksheet introduces students to the importance of warming up and cooling down the muscles before and after exercise.
- Pre-teach/check the following vocabulary: balance, straight, body. Students read the introductory text about warming up and cooling down. They then label the body parts using the words in the box.
- Students look at the pictures which show different exercise words, then complete the warm-up and cool-down instructions using these words.

KEY: Activity 1: 2 back, 3 arm, 4 chest, 5 side, 6 hip, 7 quadriceps, 8 knees, 9 calf;

Activity 2: 2 reach, 3 Lean, 4 stretch, 5 lift, 6 Lie Optional follow-up activity: Students can try out the warm-up and cool-down routines with a parent at home.

Worksheet 1: Olympic spirit

rite the words and match them with the pictures.

1 gonbix

boxing

2 winrog

3 sledruh

4 glewgfinithit

5 gefinnc

6 scatysnimg

7 jpongulm

8 mghjupih

9 nretlwigs

10 crayrhe

























Read and write t (true) or f (false).

- 1 High jumpers usually jump backwards.
- 2 Long jumpers need to be fast runners.
- 3 In the sport of archery, athletes jump over things.
- 4 Athletes in the sport of wrestling need to be very strong.
- 5 In rowing, athletes always stand up.
- 6 In fencing, athletes wear special masks.

Vocabulary: Sports

4

Worksheet 2: What could we do?

Complete the story with the words from the box.

-do- keen stay could go watch



Don and Dan are best friends. They always see each other at the weekend, but they never know what to do. Every weekend, they talk about the things they could 1 do . 'We could ² the football,' Don says. 'Hmm, I'm not 3 ____, to be honest,' Dan replies. 'The football isn't very interesting at the moment. We 4 ____ go for a swim.' 'Good idea,' Don says, 'but I'm too tired for that. We could 5 to the cinema.' 'Sounds good, but the film I want to see has already started,' says Dan. 'Well, I don't know then,' Don says. 'We could just 6 ____ at home.'

Your partner can't think of anything to do. Write four things they could do on their own or with you.

Make the suggestions from Activity 2 to your partner.
Use phrases from the box.

You could ... We could ... But look ... I'm not keen, to be honest. Not really. Good idea.

Grammar 1: could (possibility)



Worksheet 3: Busy, busy, busy

Jenny Johnson is a very busy woman. Look and write answers.



	AU	Friday 4
9	a.m.	
	6:30	phone New York
•	8:45	breakfast with Eric Christi at the Ritz Hotel
•	10:00	give interview to Brenda Lea at Art TV
3	11:40	meet Jim Bolt for coffee
•	p.m.	
9	1:15	plane to Paris
	3:45	email mother - birthday!
	5:00	snack
	7:00	tennis with George Wells
	9:30	bed for the weekend!

1 Your hairdresser is free at 6.30 Friday morning. Jenny,
Dinner on Friday at 7 p.m.?

Sorry. I'm phoning New York at 6.30.

3 Party II
Friday evening at 9. Please come!

Lunchtime tennis, Friday at 1?

9 a.m. meeting in my office.
John

Don't forget me on the 4th!

Draw a diary. Make notes in your diary about four things you are doing next week. Then tell a partner about your plans.

Grammar 2: Present continuous (future)



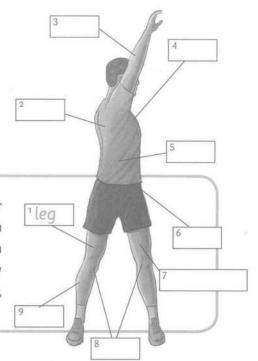
Worksheet 4: Let's get physical

Look at the picture of the athlete and write the words.

-leg- calf knees side arm chest back quadriceps hip

Did you know? -

It is very important to warm up and cool down the muscles before and after you do exercise. A warm-up gets the body ready to move. If you don't warm up properly, you might injure yourself. A cool-down stops the muscles from feeling stiff. If you feel stiff, it means that it hurts to move. You usually feel a little stiff the day after exercise. But if you don't cool down properly, you will feel even worse!



Look and complete the instructions.



lift



lie



-bend-





reach

stretch

Warming up

lean

Side stretch

Stand with your legs straight.

Put your left hand on your hip. ¹ Bend over to the side and ² over your head with your right arm.

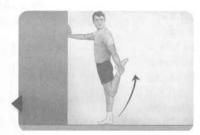
Repeat on the other side.

Quadriceps stretch

Stand on your right leg.

3 _____ against a wall
for balance. Hold the bottom
of your left leg with your left
hand. Bend and 4 _____
your left leg slowly up behind
you as high as you can. Repeat
with the other leg.







Cooling down

Back stretch

Lie on the floor. ⁵ _____ your knees up to your chest and put your arms around them, pulling them towards you. Hold for 15 seconds.



Knee-roll stretch

on the floor. Put your arms out on both sides. Bend your knees to the left side. Repeat on the other side.

Biology: Warming up and cooling down

5 In London

Worksheet 1: On the high street

Using the worksheet

- This worksheet practises words for shops: chemist's, tailor's, barber's, baker's, grocer's, butcher's, jeweller's, carpenter's.
- Students write the words under the pictures.
- Students then match the words with the definitions.

KEY: Activity 1: 2 barber's, 3 jeweller's, 4 grocer's, 5 carpenter's, 6 butcher's, 7 tailor's, 8 baker's; Activity 2: 2a, 3d, 4q, 5c, 6e, 7h, 8b

Optional follow-up activity: Demonstrate how to play *The sticker game*. Choose words that you want to practise, e.g. the names of the shops from the worksheet, and write them on sticky notes. Stick these notes on students' backs and then tell the students not to tell each other the words. Students mingle, asking each other *Yes/No* questions to find out what the words are, e.g. *Can I buy bread here?*

Worksheet 2: Have you ever ...?

Using the worksheet

- This worksheet practises present perfect questions, statements and short answers and ever and never.
- Students choose the correct words to complete the questions. They then answer the questions for themselves.
- Students work in groups of four. Each student writes the first letters of the names of the other group members at the top of the three columns headed 'People in my group', then ask and answer about the experiences. They tick and cross as appropriate, then count the ticks to find out which experiences are the most/least common in their group. You could then ask the whole class and rank the activities.

KEY: Activity 1: 2 cooked, 3 read, 4 been, 5 seen, 6 visited, 7 played, 8 written, 9 sung, 10 been, 11 spoken, 12 acted;

Activity 2 and 3: Students' own answers

Optional follow-up activity: Play Bingo! Get students to draw a grid with six or nine cells. From a list that you have given them, ask students to choose the infinitives of three to five regular and three to five irregular verbs and write them in the cells. Then read out a list of the regular and irregular past participle verb forms, rather than the infinitives. If you call out a past participle and the student has the infinitive 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.

Worksheet 3: What have you done?

Using the worksheet

- This worksheet practises talking about experiences using the present perfect and past simple.
- Students read the texts and match them with the experiences.
- Students then read the paragraphs and complete them with words from the box.

KEY: Activity 1: 2d, 3e, 4b, 5a, 6c;

Activity 2: 2 went, 3 had, 4 climbed, 5 watched, 6 slept, 7 ate, 8 cooked, 9 have, 10 worked, 11 studied, 12 passed

Optional follow-up activity: Students write a list of the most exciting and interesting things they have done in their lives. Then they tell a partner about the things on their list. Their partner asks them questions about their experiences.

Worksheet 4: At the art gallery

Using the worksheet

- This worksheet develops the theme of Art introduced in the CLIL pages of the unit.
- Students read the text and answer the questions.
- Students then choose one of the four paintings they like best and write about why it is their favourite.

KEY: Activity 1: 2 a permanent exhibition, 3 Leonardo da Vinci, 4 at the Louvre Museum in Paris, France, 5 Vincenzo Peruggia, an Italian worker in the Louvre, 6 1913;

Activity 2: Students' own answers

Optional follow-up activity: Students visit a local art gallery or museum and write answers to the following questions: 1 What's the gallery/museum called?

2 When was it built? 3 Which exhibitions are on at the moment? 4 What is in the permanent exhibition?

5 What is the most famous thing in the gallery/ museum? 6 Which two paintings/objects did you like? Why?

Students use their answers to the questions to help them write a short presentation on their trip. They can do their presentations in the next lesson.



Worksheet 1: On the high street

Look and write.











Read and match.

1	If you want some fresh bread, go there.	f	a butcher's
2	This is where you go for meat.		b barber's
3	If you have a headache, they can help you there.		c tailor's
4	This is where you can get a new table.		d chemist's
5	You can buy a new jacket there.		e grocer's
6	This is where you go for sugar, coffee and tins of beans.		f baker's
7	If you're getting married, you'll need to go there for the ring.		g carpenter's
8	Is your hair too long? Perhaps you should go there!		h jeweller's

Vocabulary: Shops



Worksheet 2: Have you ever ...?

Read and circle the correct words. Then answer the questions for yourself. Use Yes, I have. / No, I haven't or No, never.

	Have you ever?	Me	People in my group (√ or X)
1	eaten / eating something horrible?		70.00
2	cooked / cook a meal?		
3	read / written a book by Roald Dahl?		
4	played / been snowboarding?		
5	done / seen the Twilight films?		
6	gone / visited a big city?		
7	playing / played tennis?		
8	wrote / written a poem?		
9	sung / sang on stage?		
10	been / gone to another country?		
11	spoke / spoken to someone in another language?		
12	acted / act in a school play?		

Work in groups of four. Ask the questions.

Which activity have the people in your group never done? Which activities have most/all of you done?

Have you ever eaten something horrible?





Grammar 1: Present perfect with ever / never



Worksheet 3: What have you done?

Read and match.

- 1 We had a great time. We saw lions, elephants, buffalo and leopards. I didn't want to go home.
- 2 Oh, it was really good. We saw fencing, archery and weightlifting. Everyone was excited and happy. I want to go again in 2016!
- 3 I couldn't believe it. I went so fast down the mountain! I had a great teacher who told me how to fall and how to stop.
- 4 He was great. He was really friendly and asked me about school. I didn't know what to say. He showed me his Oscar!
- 5 We did so many things! We went to Hollywood on the first day, then we went to Venice Beach and Disneyland.
- 6 It was so hard. I was tired for days. My legs really hurt and I couldn't sit down!



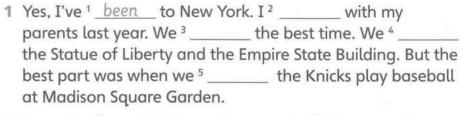
- a He's been to Los Angeles.
- **b** She's met a famous actor.
- c He's cycled from London to Paris.
- d She's been to the Olympic Games.
- e She's tried skiing.
- f He's been on safari in Kenya.

Look, read and complete with words from the box.



had ate worked watched have passed studied -been- went climbed slept cooked







Our school went to France for a week. We ⁶ _____ in tents every night and in the morning we ⁷ ____ our breakfast on the grass outside. I was so hungry. We had to help. So, have I ⁸ ____ sausages on a barbecue? Yes, I ⁹ ____ !

3 I ¹⁰ _____ really hard last month. I ¹¹ ____ my books and notes every night after school. I get nervous before I do exams, but I've ¹² ____ them all!

Grammar 2: Present perfect with simple past detail



Worksheet 4: At the art gallery



Read about a famous art gallery and answer the questions.

here is a museum or art gallery in most towns and cities. Museums and art galleries usually have permanent and temporary exhibitions. Temporary exhibitions are in the gallery for a short time, but the permanent exhibition is always in the gallery and is what the gallery is most famous for. For example, most visitors to the Louvre Museum in Paris, France, go to

see Leonardo da Vinci's *Mona Lisa*, which has been on display since 1797.

Museums and galleries have to have excellent security because sometimes paintings and other valuable objects get stolen. The *Mona Lisa* was stolen by Vincenzo Peruggia, an Italian who worked at the museum, in 1911, but was found two years later and returned to the Louvre.

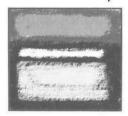
1 What is a temporary exhibition?

It is an exhibition that is in a gallery or museum for a short time.

- 2 What do we call a group of paintings that are always in the gallery?
- 3 Who painted the Mona Lisa?
- 4 Where is the Mona Lisa?
- 5 Who stole the Mona Lisa?
- 6 When was the Mona Lisa returned to the Louvre?

2

Look at the paintings. Choose and write about your favourite one.



Abstract expressionism



Impressionism



Cubism



Surrealism

Art: Galleries



Crazy inventions

Worksheet 1: Tools and machines

Using the worksheet

- This worksheet practises words for machines and tools: spanner, switch, lever, button, drill, screwdriver, workbench, hammer, nails, saw, paint pot, paintbrush.
- Students use the clues to help them write the words.
- Students then work individually or in pairs and write sentences to describe the picture.

KEY: Activity 1: 2 spanner, 3 saw, 4 drill, 5 workbench,6 paintbrush, 7 button, 8 nail, 9 screwdriver, 10 pot,11 hammer, 12 lever;

Activity 2: Students' own answers

Optional follow-up activity: Demonstrate how to play What's it for? Put students into small teams. Say the name of an object, e.g. a chair, a button, a paintbrush. Students then have one minute in their teams to think of all the things that the object can be used for. Teams win a point for each idea. When students have run out of ideas, the game begins again with a different object. The team with the most points wins the game.

Worksheet 2: Too many or not enough?

Using the worksheet

- This worksheet practises too many and not enough.
- Students work individually to write sentences about Terence Trailfinder's packing using too many and not enough, then compare their answers with a partner.
- Students then write sentences about what they
 have too many and not enough of at home. If you
 wish to do the follow-up activity, tell students not
 to show their sentences to their partner. If not, let
 students compare their sentences in pairs.

KEY: Activity 1: 2 You haven't got enough water.

3 You've got too many hats. 4 You've got too many bags. 5 You haven't got enough clothes. 6 You haven't got enough food.

Activity 2: Students' own answers

Optional follow-up activity: Students work in pairs and guess what their partner has too many or not enough of. Encourage students to discuss why they think they have too many or not enough of something.

Worksheet 3: But what is it?

Using the worksheet

- This worksheet practises Can you tell me what this is / does / is for?
- Students work individually or in pairs to complete the dialogue with can, tell, is, does and for.
- Students then look at the pictures and answer the questions in their own way.

KEY: Activity 1: 2 Can, 3 for, 4 does, 5 is / does, 6 tell, 7 is, 8 does:

Activity 2: (possible answers): 2 It paints things. 3 It's for cooking (the dinner). 4 It writes/does your homework for you. 5 It's a cleaning/polishing/dusting machine.

Optional follow-up activity: Students work in pairs and design their own machine. They then explain what it is, does and is for to another pair.

Worksheet 4: The world of Physics

Using the worksheet

- This worksheet develops the theme of Physics.
- Students read the article and then match the words with the definitions. Let students use dictionaries to help them and be ready to demonstrate the meanings where necessary.
- Put students into three groups. Ask them to research one of the physicists and answer the questions. If you think that students will find this difficult, you could put some of the answers on the board and ask students to match the information with the scientists.
- Students present the information about their physicist to the class.

KEY: Activity 1: 2c, 3d, 4a, 5b, 6e; Activity 3: See table below

Optional follow-up activity: Physicists do very important work. Ask students to think of other people who do important jobs, e.g. doctors, nurses, dentists, teachers, refuse collectors. Students discuss why they think the job they have chosen is important. The class can then vote on which job is the most important.

	Marie Curie	Isaac Newton	Albert Einstein
When was he/she born?	1867	1643	1879
Where was he/she born?	Warsaw, Poland	Woolsthorpe, England	Ulm, Germany
When did he/she die?	1934	1727	1955
What did he/she discover?	the chemical elements polonium and radium	 white light is made of the seven colours of the rainbow there is a force called gravity which makes things fall to Earth 	the Special and General Theories of Relativity the photoelectric effect
How has he/she helped us?	Her work helped in the development of x-rays, which help doctors see inside the human body.	His work led to the science of optics and a better understanding of light and colour.	His work led to the development of nuclear power, which provides millions of people with energy and electricity.

6

Worksheet 1: Tools and machines

0

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



1	begins with the letter s and ends in h .	_switch
2	has the letters <i>nn</i> in the middle.	
3	rhymes with 'door' and cuts wood.	
4	ends with the letters <i>ll</i> and makes holes in things.	
5	has nine letters in it and is like a table.	
6	we use to paint with.	
7	has two ts in the middle and is something that we press.	
8	rhymes with 'sail' and is a thing that we put into a wall.	
9	has three syllables and that we turn with our hands.	
10	has three letters in it and goes after the word 'paint'.	

willing.					
2	Write	sentences	about	the	picture

11 is used for hitting things.

12 is something that we pull.

he inventor is cutting wood with a saw	×	
he inventor is cutting wood with a saw.		

Vocabulary: Tools and machines

6

Worksheet 2: Too many or not enough?

Terence Trailfinder is going to the jungle for a week. What is his wife saying? Look and write. Use too many and not enough.



- 1 (books) You've got too many books.
- 2 (water) _____
- 3 (hats) ____
- 4 (bags) _____
- 5 (clothes) _____
- 6 (food)_____

What do you have too many of and not enough of?
Write sentences. Use the pictures or your own ideas.













1				
m				

2 _____

4

5 _____

Grammar 1: too many / not enough

6

Worksheet 3: But what is it?

Read and co	omplete t	he conversati	on with	can,	tell,	does,	for or	is.

Professor Klein: So, what do you want to know?

TV presenter: Can you tell me what this switch 1 does ?

Professor Klein: It communicates with other planets.

TV presenter: Oh, I see. ² _____ you tell me what this machine is ³ _____ ?

Professor Klein: It's for making delicious cheese.

TV presenter: Well, that's very clever. Can you tell me what this lever 4 _____?

Professor Klein: It controls time.

TV presenter: What about this? Can you tell me what this machine ⁵ _____?

Professor Klein: It's a language machine. It teaches you to speak Swahili.

TV presenter: Can you ⁶ _____ me what this machine ⁷ ____ for?

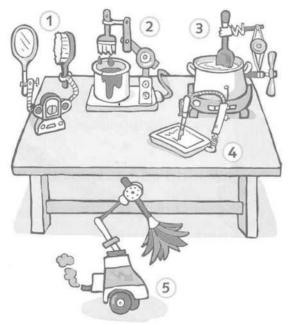
Professor Klein: It's for doing something very special. Press that button.

TV presenter: Can you tell me what the button 8 ?

Professor Klein: It stops TV presenters from asking questions.



Read and write Professor Klein's answers.



- 1 Can you tell me what this is?

 This is a hairbrushing machine.
- 2 Can you tell me what this machine does?
- 3 Can you tell me what this machine is for?
- 4 Can you tell me what this machine does?
- 5 Can you tell me what this is?

Grammar 2: Can you tell me what this is I does I is for?



Worksheet 4: The world of Physics

Read the article and match the words with the definitions.

The world of Physics...

from the Greek word for 'nature'. Students of Physics try to explain 'reality'; the world that we | matter and motion. live in. But the real world

The word 'physics' comes | Even many physicists do not understand it! Physicists are very intelligent people. They study energy, force,

The study of Physics has is not easy to understand. helped us to understand aeroplanes.

how to use natural forces, such as electricity. This has allowed scientists and inventors to create our modern world of computers, TVs. smartphones

- 1 energy
- 2 physicist
- 3 matter
- 4 force
- 5 motion
- 6 reality

- a anything that makes an object change its direction or shape
- b the moving of place or position
- c a person who studies Physics
- d what things are made of
- e the world that we live in
- f the power things have to do work

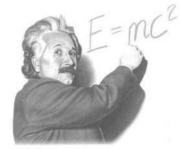
Choose and circle the name of a famous physicist.



Marie Curie



Isaac Newton



Albert Einstein

Find out about your physicist and complete the table.

	Marie Curie	Isaac Newton	Albert Einstein
When was he/she born?			1 45.5 - 5.4
Where was he/she born?			
When did he/she die?			
What did he/she discover?			
How has he/she helped us?			



Present your information to the class.

Science: Physics

This is Houston

Worksheet 1: We have lift-off!

Using the worksheet

- This worksheet practises words related to the moon landing: countdown clock, lunar module, space capsule, spacesuit, launch pad, crater, control panel, screen, headset.
- Students work individually or in pairs to label the pictures using the words in the box.
- Students then use the pictures and clues to help them complete the crossword.

KEY: Activity 1: 2 control panel, 3 lunar module,4 crater, 5 screen, 6 launch pad, 7 countdown clock,8 space capsule, 9 spacesuit

Activity 2:



Optional follow-up activity: Demonstrate how to play Hit the word. Before starting the game, write words from this unit 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 roll of 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, then passes the newspaper to the next person in their team. Continue until you have said all the words. The team with the most points at the end of the game wins.

Worksheet 2: My life

Using the worksheet

- This worksheet practises gerunds.
- Students work alone to write the gerund forms.
- Students then complete the notes with a gerund from Activity 1 before numbering the three things which are most important to them for their future life. They discuss their answers in small groups.

KEY: Activity 1: 2 studying, 3 learning, 4 having, 5 being, 6 getting/being, 7 travelling, 8 buying; Activity 2: b getting, c having/getting, d buying/ having, e being, f learning/studying, g travelling, h studying

Optional follow-up activity: The whole class discuss which things on the list are the most important. They then vote on their top three.

Worksheet 3: Bizz Baldwin, astronaut

Using the worksheet

- This worksheet practises reported speech.
- Students work individually or in pairs to read and order the interview with Bizz Baldwin.
- Students then read the three articles and say which is the truest report of the interview with Bizz.

KEY: Activity 1: 2g, 3d, 4f, 5b, 6h, 7c, 8e; Activity 2: The Washington Post (c)

Optional follow-up activity: Students write about an imaginary journey into space. Students write about the food they ate, the clothes they wore, the people they travelled with and the places they visited. You can set this activity for homework.

Worksheet 4: A short history of NASA

Using the worksheet

- This worksheet develops the theme of space exploration.
- Introduce NASA and the timeline which shows events in its history. Check that students understand the words in the box. Explain that Collins is the surname of an astronaut.
- Students then use the pictures on the NASA timeline and the words in the box to complete the sentences about NASA's history.
- Students work in pairs to research three more NASA facts to add to the timeline. They can look at NASA's website for their information: http://www. nasa.gov/home/index.html
- They then present their facts to the class.

KEY: Activity 1: 2 space, 3 astronauts, 4 doesn't,
5 13, 6 moon, 7 Challenger, 8 seconds, 9 Collins,
10 command, 11 robot, 12 Mars
Activity 2: Student's own answers

Optional follow-up activity: Put students into three groups. Give them one minute to name as many films, books and songs about space as they can. The winning team is the one with the most correct titles.



Worksheet 1: We have lift-off!

0

Look and write the words from the box.

control panel spacesuit countdown clock screen headset launch pad crater space capsule lunar module











headset









0

Read and complete the crossword with words from Activity 1.

Across

- 1 This is what a spacecraft sits on before it goes into space.
- 6 This is what astronauts wear.
- **7** This has special buttons that engineers use to control the spacecraft. (two words)
- 9 This is what astronauts travel in when they are in space. (two words)

Down

- 2 This is a big hole in the surface of a planet.
- 3 Astronauts wear this on their heads to hear and speak to Earth.
- 4 This is the small spacecraft that the astronauts used to land on the moon. (two words)

1 L A U N 2 C H P A D

4 5

7 8

8

- 5 This is what the engineers look at in ground control to see the astronauts in space.
- 8 When the countdown _____ gets to 'zero', the spacecraft starts its journey into space.

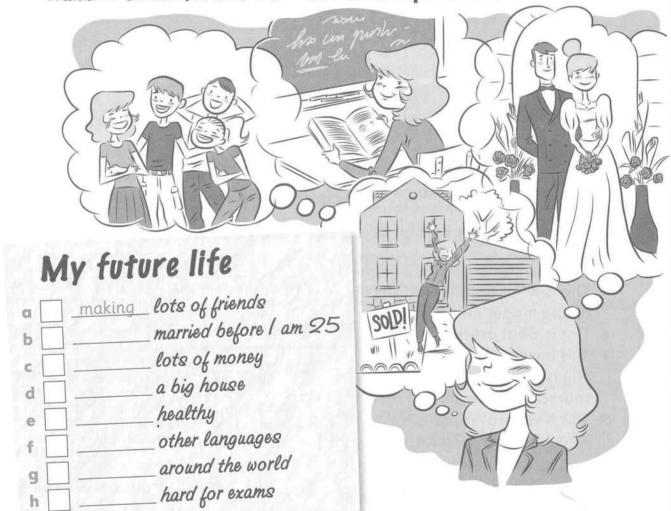
Vocabulary: Moon landing

7 Worksheet 2: My life

0	Write	the	gerunds.
---	-------	-----	----------

1	make	_making	5	be	(
2	study		6	get	
3	learn		7	travel	
4	have	-	8	buy	

Complete the notes with the gerunds from Activity 1.
Then choose three things which are important to you.
Number them 1, 2 and 3 (1 = the most important).



Work in groups. Discuss and explain your answers to Activity 2.

Learning other languages is my number 1 because it's fun.

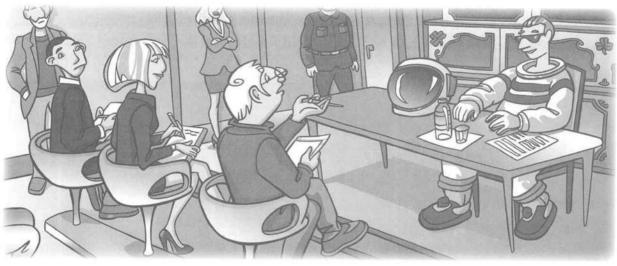
I don't think that buying a big house is important.

Grammar 1: Gerunds



Worksheet 3: Bizz Baldwin, astronaut





a	1	Repo	rter	1:	Hi,	Bizz.	Thanks	for
	agı	reeing	to sp	oe	ak '	to us	today.	

b		Repor	ter	3:	I'n	ารเ	ure	it	will	be.
	How	long	wil	l y	ou	be	in	sp	ace?	?

C	Reporter 2: Well, good luck
	with the trip. What do you enjoy
	most about being an astronaut?

d	Reporter 1: I'll go first. Are y	οι
	looking forward to the trip?	

e	Bizz: I love it all. I'm the
	Christopher Columbus of space –
	finding new worlds. OK. I have to
	go now. Thanks and goodbye!

	Bizz: Of course	i I	am.	Ι	think	it
will	be great.					

g	Bizz:	You're welcome. I'm
	happy to	answer your questions

h	Bizz:	For	two	years.
---	-------	-----	-----	--------

Read the three reports of the interview. Which is the most accurate?

- a Bizz Baldwin is the most famous astronaut in the world. When I met him yesterday, he wasn't very happy! That is probably why he was wearing sunglasses. He said that he wasn't looking forward to going to Mars and that he didn't enjoy being an astronaut. And then he left without saying goodbye. The Los Angeles Times
- b Persone knows
 Bizz Baldwin, the incredibly handsome
 American astronaut.
 He walked into the hotel, where I met him yesterday, like a true star. He was wearing a beautiful jacket and jeans. He said that he was looking forward to going to the moon and compared himself to Christopher Columbus.

 The New York Times
- met Bizz Baldwin in the Beverly Hills Hotel. He said that he was looking forward to going to Mars and that he would be in space for two years. But he saved the best for last. What did he enjoy most about being an astronaut? He said he loved it all. 'I'm the Christopher Columbus of space,' he said!

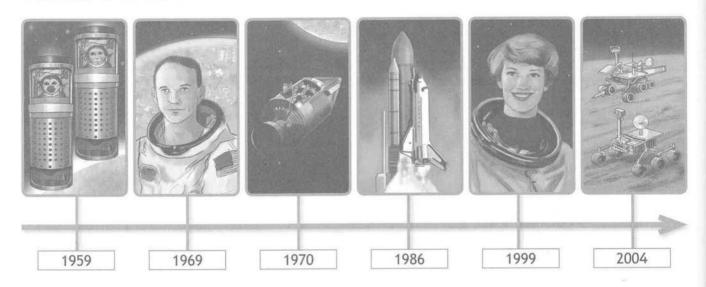
 The Washington Post

Grammar 2: Reported speech



Worksheet 4: A short history of NASA

NASA stands for National Aeronautics and Space Administration. Its head offices are in Washington DC in the United States. NASA was started in 1958 and it has had an amazing history.



Look at the timeline and complete. Use the words from the box.

doesn't Collins 13 robot seconds Challenger Mars moon space command monkeys astronauts

	4walk			who go to the moon who
1970	Apollo ⁵	has prob	olems and can't land	I on the 6
1986	The Space Shuttle	e ⁷	explodes 73 ⁸	after lift-off.
1999	Eileen ⁹ _,space.	_ is the fir	st woman to ¹⁰	a Shuttle mission into
2004	Two ¹¹	exploratio	n vehicles are landed	on the planet 12
Find	three more NA	ASA facts	s to add to the t	imeline.

Tell the class your NASA facts.

History: NASA

8

A cold place

Worksheet 1: Arctic life

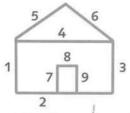
Using the worksheet

- This worksheet practises words connected to the Arctic: northern lights, iceberg, seal, seal pup, ice floe, polar bear, polar bear cub, sledge, mittens, igloo.
- Students work individually or in pairs to match the words with the pictures.
- Students then find eight of the words in the word search.

KEY: Activity 1: 2e, 3j, 4b, 5g, 6i, 7f, 8a, 9c, 10h; Activity 2:

	i	i				i		
	g	С				С		
S	l	е	d	g	е	е	S	
	0	f				b	е	
р	0	l	а	r	b	е	а	r
		0				r	l	
	S	е	а	l		g	р	
							u	
m	i	t	t	е	n	S	р	

Optional follow-up activity: Play House. Choose one student to come to the front of the class and draw dashes on the board to represent the number of letters in a word or phrase, e.g. iceberg. 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.

Worksheet 2: This is a worksheet, isn't it?

Using the worksheet

- This worksheet practises question tags with be.
- Students read and complete the conversation (just the numbered gaps), then work out the missing word in Sophie's first question.
- Then students work alone and write five questions which check information, using question tags. Pairs take turns to ask and answer their questions.

KEY: Activity 1: 2 isn't, 3 it, 4 is, 5 It's, 6 is,

The missing word is iceberg:

Activity 2: Students' own answers with these question tags: 2 aren't you? 3 isn't he/she? 4 isn't it? 5 aren't you?;

Activity 3: Students' own answers

Optional follow-up activity: Students quiz each other on vocabulary in the book using question tags. Students incorrectly identify items of vocabulary by, e.g. pointing to a picture of an iceberg and saying, This is a seal, isn't it? Their partner must then correct them, e.g. No, it's not. It's an iceberg.

Worksheet 3: It might come true

Using the worksheet

- This worksheet practises may and might.
- Students read the text and use the pictures to help them complete it with may or might and the verbs in the box.
- Students then write about the future for Thomas' granddaughter, using may and might.

KEY: Activity 1: 2 may/might make, 3 may/might travel, 4 may/might work, 5 may/might meet, 6 may/might start;

Activity 2: Students' own answers

Optional follow-up activity: Students write five predictions for their own lifetime using may or might, e.g. We might travel to Mars. / We may have robots in our houses. Students then share their predictions. Make a list on the board. The class can vote on which predictions are most likely to happen.

Worksheet 4: Arctic adventure

Using the worksheet

- This worksheet practises Arctic vocabulary and introduces some more aspects of life in the Arctic.
- Discuss what students would need to take to the Arctic, what they might see, how they would live and what conditions would be like, including any dangers they might face. Pre-teach or check the meaning of: penguin, sleeping bag, dark, sunburnt, snowstorm.
- Students work in groups of three or four. Give each group a board (Worksheet 4), dice (or a spinner) and counters. Students put the counters on Start. The first player to throw or spin 6 starts. Students follow the instructions on the squares, replacing the pictures with the appropriate words.
- The first student to get to Finish is the winner.

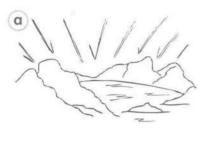
KEY: Students' own answers

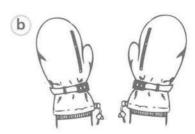
Optional follow-up activity: Students work in groups and make their own adventure game, based on the theme of Ancient Egypt in Unit 3, London in Unit 5 or Space in Unit 7. Monitor and help as necessary. Make copies of the board games and play them in class.



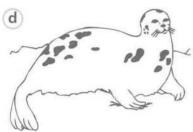
Worksheet 1: Arctic life

Match the words with the pictures.









(f)











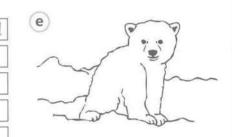




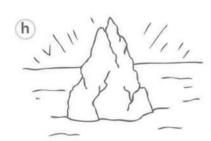


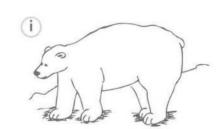


10 iceberg











Find eight words from Activity 1 in the word search.

а	i	i	е	d	m	į	t	е
d	g	С	n	е	S	C	g	0
S	l	е	d	g	е	е	S	f
k	0	f	l	i	n	b	е	k
р	0	l	а	r	b	е	а	r
m	i	0	k	i	а	r	l	У
е	S	е	а	l	0	g	р	d
f	е	е	r	g	j	m	u	Х
m	i	t	t	е	n	S	р	0

Vocabulary: In the Arctic



Worksheet 2: This is a worksheet, isn't it?

Complete the conversation between Sophie and her little brother. What's the missing word in Sophie's first question?



Sophie: Do you know what an	
is, James?	
James: It's very big, 1 <u>isn't</u> it?	
Sophie: Yes, that's right.	
James: It's black, ² it?	
Sophie: No. It's white.	
James: It's on the sea, isn't 3	?

Sophie: Well, yes it 4 But a lot
of it is under the sea.
James: 5 ice, isn't it?
Sophie: Yes. Well, it's made of ice.
James: It's dangerous, isn't it?
Sophie: Yes, it 6 It can be very
dangerous for ships and boats.
You're very clever, James!

Write questions using question tags.

1 Age	You're 11 years old, aren't you?	
2 Hometown	You're from	?
3 Family	Your brother/sister/cousin is	?
4 Favourite things	Your favourite food / TV programme / sport is	
		?
5 Interests	You're interested in	?

Work with a partner. Ask and answer your questions.

You're 11 years old, aren't you?

No, that's wrong. I'm 12.

Yes, that's right.

Grammar 1: Question tags with be

8 Worksheet 3: It might come true

Look, read and complete. Use may or might and the words from the box.



2 It's 2075. Thomas is now a granddad! In 2100, his granddaughter will be 26. Write sentences about her future. Use may or might.



		_

Grammar 2: may / might



Worksheet 4: Arctic adventure

Play the game.



Environmental studies: Arctic adventure

9

The Jurassic Age

Worksheet 1: A Jurassic garden

Using the worksheet

- This worksheet practises words for natural features: sunrise, horizon, valley, pond, grassland, stream, bush, swamp, log. It also gives students an opportunity to revise other vocabulary from the course.
- Students read the sentences and decide whether they are true or false.
- Students then work in pairs. Give each student in the pair a photocopy of the letter cards and ask them to colour all the letters in one colour so that they can be identified as theirs. Make sure that students use a different colour from their partner.
- Students cut out the cards. Explain that they're going to lay words down on the table so that they cross over each other and look like the words in a crossword. Students get three points for making a word from Unit 9, two points for making a word from any of the other units in the book, and one point for any other English word they know. They also get an additional point for each letter card they use to make the word.
- The first student chooses the letters to make a word and puts them down on the table. Students can use the four cards with question marks on as letters of their choice during the game. They get one, two or three points for the word itself and a point for each letter in the word.
- The next student chooses a word that has one letter in common with the first word and lays it at right angles to the first word. Play continues with students laying down words at right angles to each other and always crossing another word at one of the letters (just like a game of Scrabble®).
- The student who has the most points when as many of the letters as possible have been used wins.

KEY: Activity 1: 2 f, 3 f, 4 f, 5 t, 6 t, 7 t, 8 f, 9 t; Activity 2: Students' own answers

Optional follow-up activity: Demonstrate how to play Find new words. Write a long word or phrase, e.g. Jurassic garden, on the board. Ask students to work in pairs and use the letters to make new words, e.g. rug, car, dig. The pair of students who find the most new words wins. Ask them to choose another word or phrase from any unit in the book and write it on the board for the class to play again.

Worksheet 2: If things were different ...

Using the worksheet

- This worksheet practises the second conditional.
- Students read about Tony. Then they write two or three more sentences for each prompt.
- Students work alone and complete the sentences with their own ideas.

KEY: Activity 1: Students' own answers; Activity 2: Students' own answers

Optional follow-up activity: Students work in pairs or small groups. They compare their sentences from Activity 2, explaining the reasons for their answers.

Worksheet 3: What would you do?

Using the worksheet

- This worksheet practises the second conditional questions.
- Students complete the sentences and then answer the questions about themselves.
- Students tell the class their answers.
- Students then write six similar questions using the second conditional, then work in pairs, taking turns to ask and answer their questions.

KEY: Activity 1: 3 bought, 4 'd buy, 5 were, 6 'd be, 7 met, 8 'd say, 9 lived, 10 'd visit, 11 travelled, 12 'd travel:

Activity 2: Students' own answers

Optional follow-up activity: Demonstrate how to play The second conditional game. Students work in groups of four. They can sit or stand in a circle. One student starts the game by asking a question in the second conditional, e.g. If you were a sports star, who would you be? The next student in the circle answers the question and then asks the next student in the circle a new question, e.g. If I were a sports star, I would be Lionel Messi. If you could live anywhere, where would you live? If a student can't think of a question or can't answer a question, they drop out of the game. The winner is the student who is left in at the end of the game.

Worksheet 4: If dinosaurs lived again ...

Using the worksheet

- This worksheet develops the dinosaur theme and gives students an opportunity to be creative.
- Students work in small groups to create their own dinosaurs. Students must discuss the kind of dinosaur they want to create, and, at each stage, have to come to an agreement before moving on.

KEY: Students' own answers

Optional follow-up activity: Groups present their dinosaurs to the class. The class votes on the most interesting dinosaur.



Worksheet 1: A Jurassic garden

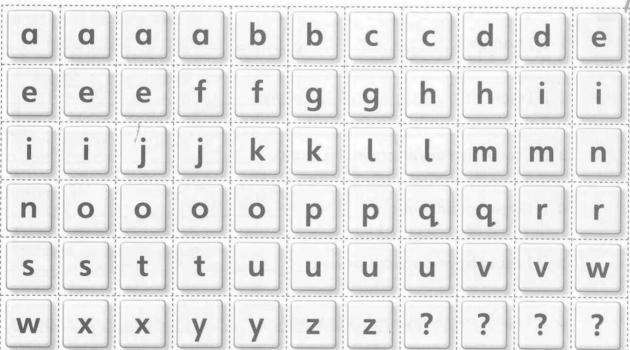




- 1 A bush is a small plant with many branches.
- 2 Ponds are bigger than lakes.
- 3 You can't sit on a log.
- 4 Swamps are dry.
- 5 The sunrise comes in the morning.

- 6 A stream is a small river.
 - 7 You find a valley between two hills or mountains.
 - **8** You don't often find cows on grassland.
- 9 The horizon is between the earth and the sky.

Play Scrabble®.



Vocabulary: Natural features



Worksheet 2: If things were different ...



Read about Tony. Then complete the sentences with your own ideas.

If Tony had time, he'd paint pictures.

If Tony painted pictures, they would be beautiful. If Tony painted beautiful pictures, people would look at them. If people looked at Tony's paintings, journalists would want to interview Tony. If journalists interviewed Tony, he would become famous. But Tony doesn't have time, so he doesn't paint pictures.



2	If I went to the moon, I'd meet the man in the moon. If I met the man in the moon
3	If I were a film director, I'd work in Hollywood. If I worked in Hollywood
4	If I went swimming every day, I'd be strong. If I were strong
C	omplete these sentences.
1	If I had time,
2	If I were rich,
3	If I could live anywhere in the world,
4	If I were an animal,
5	If I could have a special power,
6	If I could meet anyone in the world,

1 If I lived in London, I'd visit the Queen. If I visited the Queen

Grammar 1: 2nd conditional



Worksheet 3: What would you do?



Complete the sentences with the verbs in brackets. Answer the questions.



1	If Ricky 1 went	to Scotland, he ² 'd go
	to see Loch Ness.	(go)
	Where would you	u go?



2 If Emma ³ _____ a house, she ⁴ ____ a house near the sea. (buy) What kind of house would you buy?



3 If Greg ⁵ ____ an athlete, he ⁶ ___ a long jumper. (be)
What type of athlete would you be?



4 If Sophie ⁷ _____ the President of the USA, she ⁸ ____ , 'Nice to meet you.' (meet, say)
What would you say?



5 If Jack ⁹ ____ in Australia, he ¹⁰ ____ Sydney. (live, visit) Where would you visit?



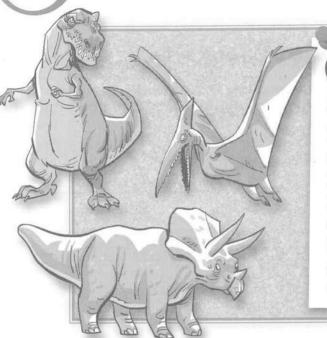
6 If Laura 11 _____ around the world, she 12 _____ by boat. (travel)
How would you travel around the world?

0

Write six questions using would. Ask your partner.

Grammar 2: 2nd conditional questions

Worksheet 4: If dinosaurs lived again ...



Greate a dinosaur

From past to present ...

Dinosaurs disappeared from Earth 65 million years ago, but imagine that you have the power to bring them back to life! If you could create a new dinosaur, what creature would you make? Enter our 'Create a dinosaur' competition and tell us all about it. The best dinosaur wins a boxed set of the *Jurassic Park* films!

Work in groups. Create a dinosaur.

a Choose and circle a habitat for your dinosaur.



swampland



desert

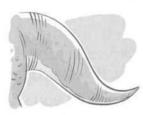


jungle

b Choose and circle your dinosaur's physical features.



horns



a tail



long, sharp teeth



wings

c Choose and circle your dinosaur's eating habits.

carnivore herbivore omnivore

d Choose and circle what your dinosaur is best at.

running jumping flying

Choose a name for your dinosaur, describe it and draw a picture.

Biology: Create a dinosaur



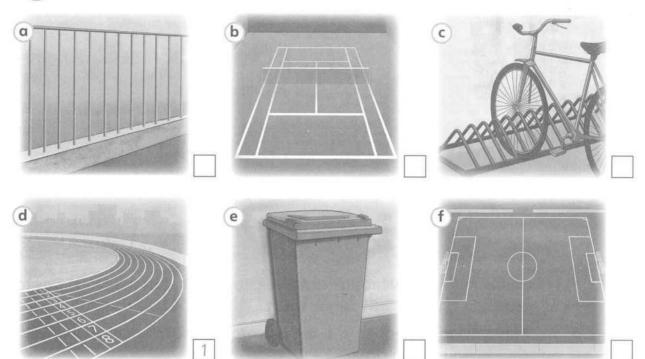
Progress test 1: Listening

Name





CD Listen and number.



Listen and tick (1) the things that Ricky has already done. Put a cross (X) for the things he hasn't done yet.





Progress test 2: Reading and writing

3	
	Name
0	Read the sentences. Choose the best word (A, B or C) for each space.
	THE TANK THE
	1 I played tennis with my brother last week. It was OK, but the was too low. A net B tennis court C bike rack
	 We were having a great time in the playground, but then we heard the and had to go back to class. A railings B litter bin C school bell
	3 There's a that goes all the way around the football pitch at our school. We have lots of races on it. A net B running track C bike rack
	4 I'm not very good at that sport. I can't get the ball through the A football pitch B basketball hoop C running track
	 5 The students at my school never put things in the The teachers get angry with us. A tennis court B football pitch C litter bin
	6 You shouldn't climb on those that go around the park. A railings B bike racks C net
2	Make sentences.
	1 That's the town where b a we usually go on holiday.
	2 He's the man who b I was born. It's near the sea.
	3 That's the computer game which c I want to watch.
	4 That's the film which d taught me English last year. He's a good teacher.
	5 July is the month when e I want to play with my friends.

6 She's the woman who

It's beautiful.

f gave my sister her old silver bracelet.

Progress test 1: Listening

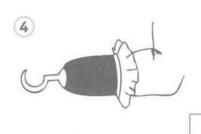
Name

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













CD Listen and write yes or no.



1 Jack's been interested in pirates for two years.

no

- 2 Jack's known Ricky for five years.
- 3 Jack's had a hammock since last spring.
- 4 Jack's sister has had her binoculars since she was eight.
- 5 Jack's known Laura since he was 11.
- 6 Jack's had his old coins for three years.

1

Progress test 2: Reading and writing

Name ____

0

Read the descriptions and write the words.

- 1 You need this to open a door.
- 2 You can sleep in this between two palm trees.
- 3 This is made of metal. You can use it to pull, hold or pick things up.
- 4 This is a special type of box that pirates put gold and jewellery in.
- 5 If you want to dig a hole in the ground, you need this.
- 6 You put these to your eyes so you can see objects in the distance.

K E y	
h	
h	
t	c
S	

0

Complete the conversations. Choose A, B or C.

- 1 How long have you known Mark?
 - A I saw him on Sunday.
 - B I don't know them.
- C I've known him for two years.
- 2 How long have you been interested in music?
 - A I've liked it for years.
 - **B** I heard the song yesterday.
 - C I don't play the piano.
- 3 How long have you lived in London?
 - A I don't want to go, thanks.
 - **B** I've been here for five years.
 - C I've liked it since last year.
- 4 How long have you been keen on volleyball?
 - A I like it.
 - **B** On Saturday.
 - C Since I was a boy.



- 5 How long have you had your guitar?
 - A I've had it for six months.
 - B Yes, I know.
 - C I played it yesterday.
- 6 How long have you been a tennis player?
 - A I saw the match last night.
 - B I started last May.
 - C I had that racket for three years.

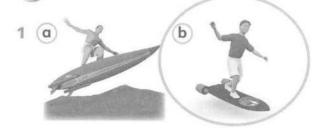
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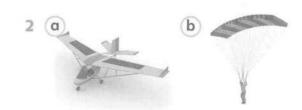
Progress test 1: Listening

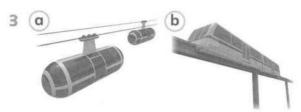
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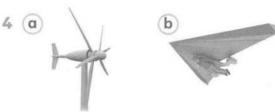
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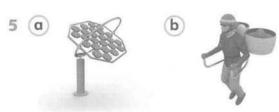
CD Listen and circle.















Listen and complete the sentences with needs to or doesn't need to.



- 1 Emma <u>needs to</u> do her Spanish homework.
- 2 Emma _____ clean her desk.
- 3 Emma ______ take Orwell for a walk.
- 4 Emma ______ buy her grandma a birthday present.
- 5 Emma _____ buy some new pencils.
- 6 Emma _____ have some fun.

(2)	Progress	test	2:	Reading	and	writing
No	ıme					-

Match the descriptions with the words.

1	You need one of these if you jump out of a plane.	С	CI	surfboard
2	You can travel in this to the top of a mountain.		b	monorail
3	You put these on your feet to go faster.		C	parachute
4	You use this to travel quickly over the sea.		d	cable car
5	This is what a special fast type of train travels on.		е	jet pack
6	You put this on your back, press a button and fly!		f	inline skates

Read and choose the best word (A, B or C) for each space.



My name is Reginald Wool and my job is making predictions. I work for
the President of the United States of America and I tell him what I think
¹ happen in the future. These are my ideas: I think ² will be
a city on the moon. But we 3 live on Mars. It's too far away. We
will 4 robots in our houses, but the robots won't talk to us. We
⁵ all live for a very long time. The oldest person will live to be 150
or 160 years old.
Well, they are my ideas. What do you think will 6 ?

- C there (B) will 1 A won't C there B this 2 A that C think 3 A will B won't
- **B** having C had 4 A have C 'll 5 A 're B 've
- **C** happening 6 A happen **B** happens



Progress test 1: Listening

Name

0

CD 8

Listen and draw lines.

Harry

Michael

Sue



Zoe

Vicky

Fred

2

CD

Listen and write t (true) or f (false).

- 1 The TV was stolen.
- 2 The History books were taken. __
- 3 The DVD player wasn't stolen. __
- 4 The new window wasn't broken. _
- 5 The guitars were taken.
- 6 Some keys were found.



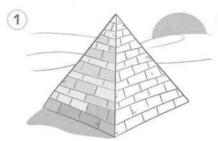
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Progress test 2: Reading and writing

Name ____

0

Look and write the words.



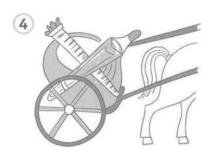
diparmy pyramid



vesals



mbot



ocirhat



xhpins



hclogirpyehis

Read the sentences. Choose the best word (A, B or C) for each space.

1	There were	my friends in the park	
	THEIC WEIG	my menus in the park	

A little

(B) lots of

C a lot

2 There was only _____ food left after my birthday party, not much. Everybody loved it!

A lots

B a little

C a few

3 There were _____ people on the train. I couldn't find a place to sit down.

A a lot of

B a few

C a little

4 I spent nearly all my birthday money on my new tennis racket, but I had _____ money to buy some chocolate.

A lots of

B a few

C a little

A a little

B a lot

C a few

A a lot of

B little

C lots

Progress test 1: Listening

Name

0		-04	a	ь.	
1	- 0		т		n.
1	- 1		60		а
1	- 1		ы		σ.
1	- 3			-	,
		ч		r	



Listen and complete the notes about a sports camp.

Sporting Week Katy's favourite sport: 1 <u>fencing</u> Charlie's favourite sport: 2 Easiest sport: 3 Hardest sport: 4 _____ Sports watched: gymnastics and 5 Miss Thomson liked: 6 _____ and archery





Listen and circle.

- 1 Ricky and Jack can't / could go to the pool.
- 2 Ricky and Jack can't / could watch the Olympics later.
- 3 Ricky and Jack can't / could go to the cinema.
- 4 Ricky and Jack can't / could go shopping.
- 5 Ricky and Jack can't / could do their homework.
- 6 Ricky and Jack can't / could play a computer game.



4 Progress test 2: Reading and writing

Name _____

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

weightlifting high jump hurdles boxing gymnastics fencing

Hi William,	
Guess what? We went to the Olympics last Tom. We saw the ¹ <u>high jump</u> . A British r	week! It was great. I went with Mum and man won it. He jumped higher than himself!
Dad didn't come with us. He went to watch fighting. But he didn't win.	the ² One of his friends was
We also saw the 110-metres ³ times in a 110-metre race. It's not easy.	. Have you ever watched it? They jump ten
I wanted to see the ⁴ It's so c we couldn't get tickets. I also wanted to wat who do that can pick up such heavy things! tickets to that, either.	
The next time there's an Olympics you should with me. We could watch the ⁶ you like the masks that they wear.	
Well, I have to go now. Write to me soon.	
Love,	
Daisy	

Read and choose the best word (A, B or C) for each space.



My family's very busy next week. On Monday I'm

1 _____ my father. It's his birthday. On Tuesday,
my husband's playing golf with his friend, Sam.
Oh, no, he 2 _____ playing golf. It's tennis. On
Wednesday, my brother 3 _____ flying to Paris.
He's got an interview there. On Thursday, my
children 4 _____ swimming in a competition.
They're in four races. Then, on Friday, I'm visiting
my cousin. On Saturday all the family is 5 _____
dinner in a restaurant. What 6 _____ I doing on
Sunday? Well, on Sunday I want to do nothing!

1	Α	meets	В	meet	(c)	meeting	\mathcal{L}_b	Α	is	В	are	C	aren't
						aren't							
3	Α	's	В	am	C	are	6	Α	are	В	is	C	am

(5)

Progress test 1: Listening

Name



Listen and number.



0





1 Frank has been to London.

- _t_
- 2 Emma hasn't watched basketball on the TV.
- ___

- 3 Emma has done karate lots of times.
- ____

4 Isabella has written lots of poems.

_

5 Emma hasn't been to New York.

- -
- 6 Emma has ridden a horse lots of times.
- _

Progress test 2: Reading and writing



Read the sentences. Choose the best word (A, B or C) for each space.

- 1 I went to the __ this morning because I wanted him to make my new trousers shorter.
 - A grocer's

Name

- B barber's
- (C) tailor's



- A chemist's
- B carpenter's C butcher's
- 3 My hair is really long so I'm going to the ___ this afternoon.
- B jeweller's C grocer's
- 4 They wanted to get a new table for Grandpa so they went to the ___.
 - A grocer's
 - B carpenter's C tailor's
- 5 I'm going to the __ to buy some meat for dinner.
 - A jeweller's
- B baker's
- C butcher's
- 6 We wanted some bread for breakfast so we went to the .
 - A jeweller's
- B baker's
- C tailor's



Complete the conversation about travelling. You do not need to use all the letters.

- A Winter. That wasn't a good idea!
- B Well, I've been to a few places, Lily.
- C Yes, I did. But it was very cold!
- D No, I haven't. I'd like to go.
- E Yes, I have. I went there two years ago.
- F Have you been to Paris, then?
- G Yes, I have. We lived in Paris when I was a bov.
- H No. it wasn't. The weather was terrible.



- 1 Lily: Have you been to lots of different places, Andy?
 - Andy: B
- 2 Lily: Have you ever been to Scotland?
 - Andy: ___
- 3 Lily: Did you like it?
 - Andy: ___

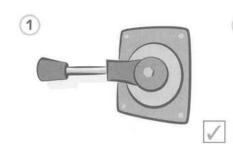
- 4 Lily: What time of year did you go? Andy: ___
- 5 Lily: What about France? Have you ever been there?
 - Andy: ___
- 6 Lily: You should go to Paris. It's a great city.
 - Andy: ___
 - Lily: Yes. Lots of times. I love it.

Progress test 1: Listening

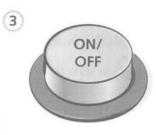
Name



CD Listen and tick (1) or cross (X).













Listen and tick (✓) too many or not enough.



1	sausages
	3

- 2 biscuits
- 3 sandwiches
- 4 bananas
- 5 pizzas
- 6 cakes

too	m	a	n

not enough

Progress test 2: Reading and writing

Name ____

Read the descriptions and write the words.

- 1 You use this to put nails in the wall.
- 2 This is what you put your tools on.
- 3 You use this to cut wood.
- 4 You press this to turn a light on or off.
- 5 You use this to make a hole.
- 6 You hold this in your hand when you are painting your room.

h <u>a</u> m	<u>m</u> <u>e</u>	<u>r</u>	
w			

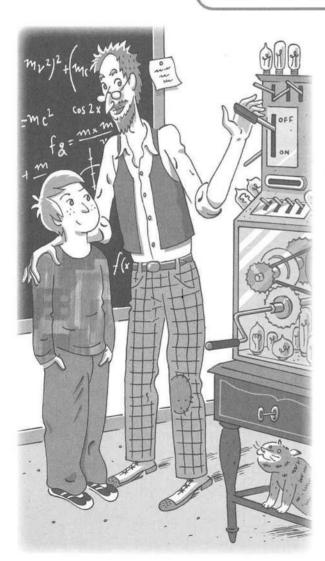
s __ _

s _____

p_____

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

does It's tell makes for Can



Have you heard of the great Professor Ludovic Grand? He's a very famous and clever man. He's also my uncle. Last weekend Uncle Ludo showed me his new machine.

'Can you '<u>tell</u> me what this machine is?' I said. We were standing at the door of Uncle Ludo's studio. 'Wait, young man. I will tell you when I'm ready.'

We walked into the studio and I saw the machine for the first time. It was very big. It had lots of levers, switches and buttons.

42	you tell me what this button ³	?'
Lasked		

'Well,' said my uncle, 'it ⁴ _____ the machine work.'

'And what about this lever?' My uncle laughed. '5 _____ for closing the machine down.'

'That's very interesting, Uncle Ludo,' I said.
'But can you tell me what the machine is

6 _____?'

'Well, I don't know!' he said. 'You see, I haven't decided yet!'



Progress test 1: Listening

Name



Listen and choose the best answer (A, B or C).

- 1 What was Tom's favourite thing at the Space Centre?
 - (A) the space capsule
 - B the countdown clock C the lunar module

- 2 What did Kim look at?
 - A the white spacesuit
- **B** the control panel
- C the lunar module

- 3 What did Robert look at?
 - A the control panel
- the headsets
- C the screen

- 4 Which spacesuit did Sue like?
 - A the black spacesuit
- the white spacesuit with no jet pack
- C the white spacesuit with the jet pack

- 5 What did Peter look at in the hall?
 - A the screen
- B the crater
- C the space capsule

- 6 What didn't Peter see?
 - A the countdown clock B the lunar module
- C the launch pad





Listen and circle the correct words.



- 1 Emma thinks studying **History** / **Geography** is boring.
- 2 Emma thinks studying for a Maths / English test isn't very interesting.
- 3 Emma thinks being with her friends / in her room is boring.
- 4 Emma thinks playing football / hockey is fantastic.
- 5 Emma thinks doing Science is difficult / easy.
- 6 Emma thinks learning languages is important / difficult.

Progress test 2: Reading and writing

Name

Look and write the words.



teeadhs headset



ctpiausse



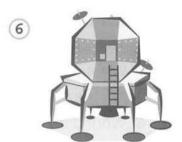
encrse



errtca



acunlh apd



runla leomdu

Read the story. Choose the best word (A, B or C) for each space.

My school sent me to help an old man in our street, called Anton. 'Hello, Anton,' I 1_____. 'My name's Ann and I'm going to tidy your garden.'

'That's very kind of you,' said Anton. He gave me a cup of tea and some biscuits. I started working. Anton sat down and said ² ____ he was from Russia. He said that

spoke English all the time now



because his friends didn't know Russian. He said that he 4 _____ happy speaking English.

I said that I ⁵ to learn some Russian from him.

'I've already forgotten it. I can't help you, But there is someone who can help you,' he said. I looked up from the roses. 'Who's that?' I said. He said he ⁶ _____ a granddaughter called Dina and that she could teach me. I'm going to meet Dina tomorrow for my first lesson!

said

3 A he

B says C say

4 A were

B had

C was

B that

B she C his

C what

5 A wanted B wants C wanting 6 A have

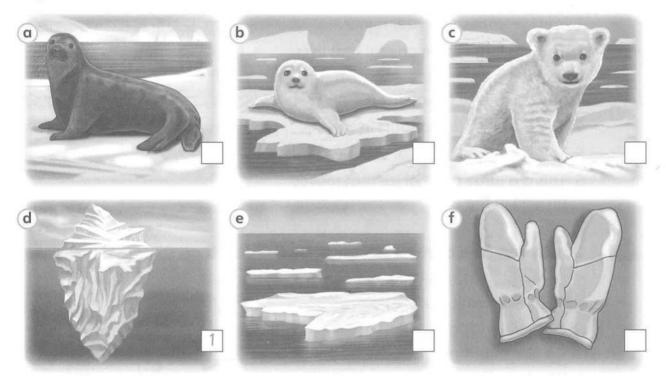
C having

Progress test 1: Listening

Name







Listen to the interview with Victoria. Complete the membership card.

The Arctic Explorer's Membership Card

Victoria 1 Brown Name:

Age:

Family club members: Chris and ³

Hometown now:

Favourite animals: ___ and seal pups

the northern lights and ⁶ Interests:

(8)

Progress test 2: Reading and writing

Name _____

0

Read the descriptions and write the words.

- 1 You wear these on your hands.
- 2 This is a large white animal that lives at the North Pole.
- 3 You use this to travel down a snowy hill.
- 4 You can see these colours in the sky.
- 5 This is a house made of snow.
- 6 This is a large piece of ice that moves around in the sea.

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1.1.1	- 14	-	-	-	4 6	

p____ b___

S ______

n_____ l____

i____

i_____

2

Complete the conversations. Choose A, B or C.

- 1 Is she going to John's party next week?
 - A She doesn't like it.
 - B Yes, I may go.
 - C She might go.
- 2 What are you doing tomorrow?
 - A I don't know. I may not do anything.
 - B It might get hotter.
 - C They may not know.
- 3 Do you think we'll live on the moon in the future?
 - A Yes, I may visit you.
 - B Yes, I think we might.
 - C No, I don't want them.
- 4 Is he going on holiday in the summer?
 - A Yes, he speaks Spanish.
 - B Yes, he might go to the park on Sunday.
 - C Yes, he might go to France.
- 5 Do you think the ice at the North Pole will melt?
 - A It might do that. Let's see.
 - B Yes, it is.
 - C OK. We may do that.
- 6 What are you doing this weekend?
 - A She may go to London.
 - B I might go to London.
 - C They might not go to London.



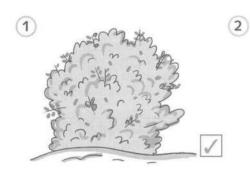
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Progress test 1: Listening

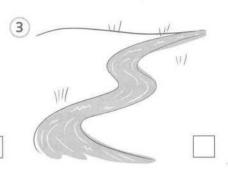
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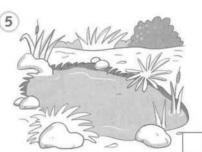
Listen and tick (1) or cross (X).

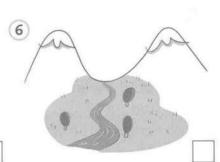














Listen and write t (true) or f (false).



1 If Jack saw an alien, he'd run away.

2 If Jack saw a dinosaur, he'd take a photo.

- _
- 3 If Sophie had a time machine, she'd go to Ancient Rome.

4 If Jack had the money, he'd buy a plane.

5 If Jack could do any job, he'd be an actor.

- _
- 6 If Sophie were Jack, she'd wear the colour blue.

9 Progress test 2: Reading and writing

Name		
Match the descriptions with	the words.	
1 This is what you find between two	hills.	c a log
2 This is where the earth meets the	sky.	b horizon
3 This is a very small river.		c valley
4 You can make this by cutting a tre	e.	d pond
5 This is an area of very wet land.		e stream
6 This is an area of water. It is small	er than a lake.	f swamp
Read and choose the best wo	rd (A, B or C) for e	ach space.
My friends like asking me questions. What would ¹ do if I won a lot of money? Where would I ² if I could live anywhere? What would I say if I ³ a famous person? What job ⁴ I do if I could do any job? I don't know the answers. I don't know what's going to happen to me in the future. But I know that if I had more time, I ⁵ read more books. I like learning about different things. If I had the time, I would read all		
you had the time?	C he	
	Match the descriptions with 1 This is what you find between two 2 This is where the earth meets the 3 This is a very small river. 4 You can make this by cutting a tre 5 This is an area of very wet land. 6 This is an area of water. It is small Read and choose the best way My friends like asking me questions. What would 1 do if I won a lot of money? Where would I 2 if I could live anywhere? What would I say if I 3 a famous person? What job 4 I do if I could do any job? I don't know the answers. I don't know what's going to happen to me in the future. But I know that if I had more time, I 5 read more books. I like learning about different things. If I had the time, I would read all day. 6 would you do if you had the time? 1 A I B they 2 A lived B living 3 A meet B met	Match the descriptions with the words. 1 This is what you find between two hills. 2 This is where the earth meets the sky. 3 This is a very small river. 4 You can make this by cutting a tree. 5 This is an area of very wet land. 6 This is an area of water. It is smaller than a lake. Read and choose the best word (A, B or C) for each of the description of the word of the following in the future. But I know that if I had more time, I so the following about different things. If I had the time, I would read all day. I would you do if you had the time? 1 A I B they C he could be a living C live

5 A won't 6 A What B 'd

B Which

C will

C When

Introduction to the progress tests

There are two progress tests for each of the ten units in the Level 6 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 on 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.

Back to school **Progress test 1: Listening**

Listen and number. CD 2



TAPESCRIPT

1 running track, 2 bike rack, 3 litter bin, 4 football pitch, 5 railings, 6 tennis court

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

Listen and tick (/) the things that Ricky has already done. Put a cross (X) for the things he hasn't done yet. CD

TAPESCRIPT

- 1 Mum: Ricky, have you finished all your jobs yet? Ricky: Nearly, Mum. I've been very busy. Mum: Well, I can see you've already put the flowers in the vase.
 - Ricky: Yes, they look nice, don't they?
- 2 Mum: And have you cleaned your shoes? Ricky: Yes, I've already done that.
- 3 Mum: What about your bed? Ricky: I'm going to do that next. I haven't done it
- 4 Mum: You haven't done your homework yet. Ricky: Yes, I have. I've already done my History and my English homework.
- 5 Mum: I see. You have been busy this morning, Ricky. Ricky: Yes, I have. I've tidied the kitchen too.
- 6 Mum: That's great. What about the dishes?

Ricky: Oh. I haven't washed the dishes yet. Mum: Well, don't worry. I can do those. You've worked very hard.

KEY: a ✓, b ✓, d ✓, e X, f X

Back to school Progress test 2: Reading and writing

Read the sentences. Choose the best word (A, B or C) for each space.

KEY: 2C. 3B. 4B. 5C. 6A

Make sentences.

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

Unit 1 Progress test 1: Listening

Listen and tick (✓) or cross (X).



TAPESCRIPT

1 hole, 2 binoculars, 3 spade, 4 hook, 5 palm tree, 6 coins

KEY: 2 x, 3 \, 4 \, 5 x, 6 \

Listen and write yes or no.



TAPESCRIPT

- 1 Miss Jones: Would you like to be a pirate in our Christmas play, Jack?
 - Jack: Yes! I've been interested in pirates since I was ten.
 - Miss Jones: Great. So you've liked them for two
 - Jack: No, Miss Jones. I'm 13, so that's three years. Miss Jones: Oh, yes.
- 2 Miss Jones: Do you know Ricky?
 - Jack: Yes. I've known him for five years.
 - Miss Jones: How many? Did you say four?
 - Jack: No, Miss Jones. I said five.
 - Miss Jones: Well, Ricky's going to be a pirate in our
 - Jack: That's great! He's my friend.
- 3 Miss Jones: Have you got a hammock, Jack? We need a hammock for the play.
 - Jack: Yes, I've got one. I've had it since last summer. Miss Jones: Oh, that's good. Where did you buy it last spring?
 - Jack: Summer, Miss Jones. I bought it on my holidays last summer.
- 4 Miss Jones: Right. I've got a hook and a treasure chest. Have you got any binoculars, Jack? Jack: Yes, I have, Miss Jones. I've had them since my ninth birthday.

Miss Jones: Did you say ninth?

Jack: Yes, that's right. My sister got some on her eighth birthday, but I got mine on my ninth birthday.

5 Miss Jones: Oh, do you know Laura? Jack: Yes, Miss Jones. Laura's in my class. We've been in the same class since we were seven. Miss Jones: Did you say 11? Jack: No, I didn't. I said seven.

6 Miss Jones: What about coins? We need some old coins for our play.

Jack: I've got lots of old coins, Miss Jones.

Miss Jones: Really?

Jack: I've had them for two years. No, three. I got them for my tenth birthday.

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

Unit 1 Progress test 2: Reading and writing

Read the descriptions and write the words.

KEY: 2 hammock, 3 hook, 4 treasure chest, 5 spade, 6 binoculars

Complete the conversations. Choose A, B or C.

KEY: 2A, 3B, 4C, 5A, 6B

Unit 2 Progress test 1: Listening

Listen and circle. CD



TAPESCRIPT

1 floating skateboard, 2 microlight, 3 cable car, 4 hang-glider, 5 jet pack, 6 unicycle

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

Listen and complete the sentences with needs to or doesn't need to.

TAPESCRIPT

1 Dad: Are you OK, Emma? Emma: Yes, thanks, Dad. It's just that I've got so much to do. I don't know where to start! Dad: What about your French homework? Emma: I don't need to do that today, but I do need to do my Spanish homework.

2 Dad: OK. What about your bed? Emma: Yes, I need to make my bed, but I don't need to clean my desk.

Dad: No, that's right. You did that yesterday.

3 Emma: I think I need to take Orwell for a walk. Dad: That's OK. I'm going to take him for a walk. Emma: Really?

Dad: Yes, that's fine. You've got lots to do, Emma.

4 Dad: Oh, you need to visit Grandma this afternoon. Emma: Do I? Oh, yes! It's her birthday tomorrow. Dad: Yes, and you need to buy her a nice present.

5 Dad: And do you need to buy a new pencil case? Emma: Oh, yes. I forgot. I've lost my old one. Dad: But you don't need to buy any pencils. You've got lots of them!

Emma: Yes, Dad. That's true.

6 Dad: Right, Emma. That's it, I think. You don't need to do anything else.

Emma: Yes, I do.

Dad: What's that?

Emma: I need to have some fun!

Dad: Oh, yes, you do! It is Saturday today, after all.

KEY: 2 doesn't need to, 3 doesn't need to, 4 needs to, 5 doesn't need to, 6 needs to

Unit 2 Progress test 2: Reading and writing

Match the descriptions with the words.

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

Read and choose the best word (A, B or C) for each space.

KEY: 2C, 3B, 4A, 5C, 6A

Unit 3 Progress test 1: Listening

Listen and draw lines. CD 8



TAPESCRIPT

1 Boy: Hi. Have you finished everything for the school 'Egypt Night' yet? Girl: Oh, hi, Tim. Everything's going really well, but we haven't finished yet.

Boy: Is Harry helping?

Girl: Yes, Harry's great. He's painting hieroglyphics on the wall.

2 Boy: What about Fred?

Girl: Oh, Fred's making a pyramid.

Boy: Really? I thought he wanted to be the

Girl: No, he's very happy with his pyramid. Look at all those rocks!

3 Boy: What's Vicky doing?

Girl: Vicky was making a tomb, but she didn't like

Boy: What's she doing now?

Girl: She's making a mummy. You should see it. It looks brilliant!

Boy: That's good. It's hard to make a mummy.

4 Boy: Is Michael working hard?

Girl: Michael always works hard.

Boy: What's he doing?

Girl: His job is the chariot. No, sorry, that's wrong. He's going to be the pharaoh. He looks good in those clothes.

5 Boy: What about Zoe?

Girl: Zoe's great. She's an artist.

Boy: What's she doing?

Girl: She made some rocks and now she's painting the Sphinx.

6 Boy: Is Sue here?

Girl: Yes. Sue wanted to be a slave, but now she's going to be in the chariot.

Boy: Really?

Girl: Yes, but we haven't got a horse.

Boy: Oh, dear!

KEY: Lines should be drawn between 2 Fred and the boy making a pyramid, 3 Vicky and the girl making a mummy, 4 Michael and the boy dressing up as the pharaoh, 5 Zoe and the girl painting the Sphinx, 6 Sue and the girl in the chariot.

Listen and write t (true) or f (false). CD



TAPESCRIPT

1 Sophie: Did you hear what happened at the school yesterday, Ricky?

Ricky: No, I didn't. What happened?

Sophie: People broke the windows and went in.

Ricky: Really?

Sophie: Yes, the computers were stolen. But they

didn't steal the TV.

2 Ricky: What about the books? Sophie: Lots of books were taken. The History and English books were taken, but not the Geography

and Science books.

3 Ricky: Was anything else stolen? Sophie: Yes, the DVD player was stolen. Mr Smith isn't very happy. It's his favourite machine. Ricky: Oh, no!

4 Ricky: What about the new coloured window in the school hall?

Sophie: That was broken.

Ricky: Really?

Sophie: I know. It's terrible.

5 Ricky: What about the guitars?

Sophie: All the guitars were taken, Ricky.

Ricky: No! Really?

Sophie: Yes, but the other instruments weren't

taken.

Ricky: That's good.

6 Ricky: Do the police know who did it, Sophie? Sophie: No, they don't. But some keys were found. Ricky: Great. Maybe that will help the police find out who did it. Sophie: I hope so.

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

Unit 3 Progress test 2: Reading and writing

Look and write the words.

KEY: 2 slaves, 3 tomb, 4 chariot, 5 Sphinx, 6 hieroglyphics

Read the sentences. Choose the best word (A, B or C) for each space.

KEY: 2B, 3A, 4C, 5C, 6A

Unit 4 Progress test 1: Listening

Listen and complete the notes about a sports camp. CD

TAPESCRIPT

1 Woman: Hi, Katy. Welcome home! Girl: Hi, Mum.

Woman: How was your week at sports camp?

Girl: It was fantastic.

Woman: That's good. What was your favourite sport?

Girl: Oh, the fencing. I loved that.

2 Woman: Did Charlie have a good time? Girl: Oh, he loved it, Mum.

Woman: What was his favourite sport? Hurdles? Girl: He didn't like boxing or hurdles. His favourite was weightlifting.

Woman: Wow! You have to have very strong arms to do that.

3 Woman: What was the easiest sport to do? Girl: Lots of them were really hard. I couldn't do the high jump very well. But I was good at the long jump. That one was the easiest for me. Woman: Well, you liked jumping across the garden when you were little.

Girl: Did I?

4 Woman: And what was the hardest? Girl: The hardest for me was archery.

Woman: Really?

Girl: I couldn't do it, Mum. The arrows just kept falling on the ground.

Woman: Oh, dear!

5 Woman: Did you watch any sport at the camp? Girl: You could watch famous moments from the Olympics on TV every night.

Woman: What did you watch?

Girl: I watched wrestling and gymnastics.

Woman: Do you think that wrestling's a good sport for girls?

Girl: I don't know. I don't want to try it. I don't like falling on the floor!

6 Woman: Did Miss Thomson try any sports?

Girl: Yes, she tried all of them. Woman: What did she like?

Girl: She liked rowing. She was very good at that.

She had a really fast boat.

Woman: Well, that was a great week!

KEY: 2 weightlifting, 3 long jump, 4 archery, 5 wrestling, 6 rowing

Listen and circle. CD 11

TAPESCRIPT

1 Ricky: What's the time, Jack? Jack: It's 11 o'clock. What shall we do?

Ricky: We could go swimming.

Jack: We can't do that. The pool isn't open today.

2 Ricky: We could go to the park.

Jack: I'm not keen to be honest. We could watch the Olympics on TV.

Ricky: I'd like to watch the hurdles. But that's on

Jack: OK. Good idea.

3 Jack: But what are we going to do now? Ricky: What about the cinema?

Jack: We can't go to the cinema.

Ricky: Why not?

Jack: We've seen all the films.

4 Ricky: What about shopping?

Jack: Shopping? Ricky: Yes, shopping.

Jack: We can't go shopping.

Ricky: Why not?

Jack: We don't like shopping.

5 Ricky: Oh, what shall we do, Jack? Do you have any other ideas?

Jack: Um, well, we could do our homework. Ricky: That's true. We've got lots to do.

6 Jack: I don't want to do my homework now.

Ricky: I know what we could do.

Jack: What?

Ricky: We could play my new computer game.

Jack: I didn't know you had a new computer game.

Ricky: I got it for my birthday. Jack: Now that's a good idea!

KEY: 2 could, 3 can't, 4 can't, 5 could, 6 could

Unit 4 Progress test 2: Reading and writing

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

KEY: 2 boxing, 3 hurdles, 4 gymnastics, 5 weightlifting, 6 fencing

Read and choose the best word (A, B or C) for each space.

KEY: 2B, 3A, 4B, 5A, 6C

Unit 5 Progress test 1: Listening

Listen and number. CD

TAPESCRIPT

1 chemist's, 2 jeweller's, 3 barber's, 4 carpenter's, 5 grocer's, 6 tailor's

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

Listen and write t (true) or f (false). CD 13



1 Jack: Hi, Emma. Can I ask you some questions? It's for a school project.

Emma: Yes, of course you can, Jack. Jack: Have you ever been to London? Emma: No, I haven't. But Frank has. Frank's my older brother.

2 Jack: Have you ever played basketball? Emma: No, I haven't. But I've watched it on the TV. Jack: Did you like it? Emma: Not really.

3 Jack: What about karate? Have you ever done that? Emma: No, but I've done judo. Jack: What do you think of it? Emma: I've only done it a few times. I like it.

4 Jack: OK. Have you ever written a poem? Emma: No, I haven't. But my sister writes them all the time. Isabella is a very good poet.

5 Jack: Have you been to New York, Emma? Emma: No. I've never been there. And I don't want Jack: Why not?

Emma: Well, I've seen it in the movies and on TV. I want to go to Kenya.

6 Jack: This is the last question.

Emma: OK.

Jack: Have you ever ridden a horse? Emma: Yes, once. It was a long time ago. Jack: Great. Thanks for answering my questions.

Emma: That's all right, Jack.

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

Unit 5 Progress test 2: Reading and writing

Read the sentences. Choose the best word (A, B or C) for each space.

KEY: 2A, 3A, 4B, 5C, 6B

Complete the conversation about travelling. You do not need to use all the letters.

KEY: 2E, 3C, 4A, 5D, 6F

Unit 6 Progress test 1: Listening

Listen and tick (✓) or cross (X). CD
 14



TAPESCRIPT

1 lever, 2 nails, 3 drill, 4 hammer, 5 paint pot, 6 saw KEY: 2 √, 3 x, 4 x, 5 √, 6 x

Listen and tick (✓) too many or not enough. CD

1 Sophie: Have we got everything for the party, Ricky? Ricky: I'm not sure, Sophie. Let's look at the list. Sophie: OK. Sausages. Have we got enough? Ricky: We've got too many. Sophie: Really? Are you sure? Ricky: Yes! We've got a hundred of them!

2 Sophie: And have we got enough biscuits? Ricky: I think we've got too many of those, too. Sophie: Look, we haven't. Ricky: OK. We need to buy some more biscuits.

3 Sophie: Right. Sandwiches. I don't think we've got enough. Ricky: I'm sure we've got too many of those. Have a look in the kitchen.

Sophie: Oh, yes. You're right.

4 Sophie: And what about fruit? Have we got too much of that? Ricky: No. We haven't got enough. We've got one banana.

5 Sophie: Now then. Pizzas, Ricky. Ricky: Pizzas? Sophie: What do you think? There are 15 people coming to the party and we've got 12. Ricky: OK. I'll put them on the shopping list. Sophie: Right.

6 Sophie: The best part: cakes! Ricky: We've got 50 small chocolate cakes.

Sophie: 50? Let's put some away in the cupboard. We don't need so many.

Ricky: Why?

Sophie: If we eat 50 chocolate cakes, we'll all be ill! KEY: 2 not enough, 3 too many, 4 not enough, 5 not enough, 6 too many

Unit 6 Progress test 2: Reading and writing

Read the descriptions and write the words.

KEY: 2 workbench, 3 saw, 4 switch, 5 drill, 6 paintbrush

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

KEY: 2 Can, 3 does, 4 makes, 5 It's, 6 for

Unit 7 Progress test 1: Listening

 Listen and choose the best answer (A, B or C). CD

TAPESCRIPT

1 Woman: Did you have a good time at the Space

Boy: Yes! It was fantastic, Mum.

Woman: Did Tom go? I know he wanted to see the lunar module.

Boy: Yes, he looked at that and the countdown clock, but only for five minutes. He loved the space capsule the most. He wanted to sit in it all day!

2 Woman: Was the lunar module interesting? Boy: Well, I liked it, but Kim's already seen it. Woman: What did she look at, then? The spacesuits?

Boy: No, she looked at the control panel. She wants

to be an engineer.

3 Woman: Did Robert look at the control panel, too? Boy: Robert didn't like the Space Centre very much. Woman: Really?

Boy: No. He just looked at the headsets. The man tried to explain the information on the screens to him, but Robert wasn't interested.

4 Woman: Could you put the spacesuits on? Boy: Yes, Sue tried all of them! They were different colours.

Woman: So, not only white?

Boy: That's right. Sue liked the one with a jet pack on it best. It was black.

5 Woman: Did you watch any videos, Peter? Boy: No, I didn't. There was one of the space capsule on the screen in the hall, but I was looking at a photo of a crater, so I didn't see the video.

6 Woman: So did you see everything else? Boy: Almost. I loved the countdown clock, and the lunar module was amazing. But I didn't see the launch pad. It's outside and it was raining. I'd love to go back and see it another time.

Woman: Well, you're on holiday from school next month. Shall we go then? I'd like to see it, too.

Boy: Yes, please!

KEY: 2B, 3B, 4A, 5B, 6C

Listen and circle the correct words. CD



1 Uncle Joe: What subjects do you like at school. Emma? Do you like Geography? Emma: I think studying Geography's a bit boring,

Uncle Joe.

Uncle Joe: Really? I liked Geography.

Emma: History's more interesting. I like that better.

2 Uncle Joe: It's important to study hard for everything.

Emma: I know. But some subjects are more interesting than others. Studying for an English test is more interesting than studying for a Maths test. Uncle Joe: Is English your favourite? Emma: It's one of my favourites.

3 Uncle Joe: Do you have to do homework every night, Emma?

Emma: Yes. I do it in my room after school. But it's

Uncle Joe: I know. Going out with your friends is a

Emma: Yeah. I try and do that at the weekends.

4 Uncle Joe: What about doing sports? Do you play hockey at school?

Emma: Yes, we do. It's OK, but we play football too, and that's fantastic.

Uncle Joe: Do you play every day? Emma: Yes, I do. At lunchtime.

5 Uncle Joe: What about Science? Emma: I don't mind doing Science. But it's difficult. Uncle Joe: Yes, I know. It's not easy. But I think it's a very interesting subject.

6 Uncle Joe: And do you enjoy languages? Emma: Yes. Learning languages is very important. Uncle Joe: It's very difficult. Emma: Not really. I'm good at it. I can already

speak French and German, Uncle Joe. KEY: 2 Maths, 3 in her room, 4 football, 5 difficult, 6 important

Unit 7 Progress test 2: Reading and writing

Look and write the words.

KEY: 2 spacesuit, 3 screen, 4 crater, 5 launch pad, 6 lunar module

Read the story. Choose the best word (A, B or C) for each space.

KEY: 2B, 3A, 4C, 5A, 6B

Unit 8 Progress test 1: Listening

Listen and number. CD

TAPESCRIPT

1 iceberg, 2 seal, 3 ice floe, 4 mittens, 5 seal pup, 6 polar bear cub

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

Listen to the interview with Victoria. Complete the membership card. (CD)

TAPESCRIPT

1 Woman: Hello again, Victoria. Welcome to the Arctic Explorer's Club.

Girl: Thank you.

Woman: Now, I think I have all the information I need. But I need to check some things. You're Victoria Brown, aren't you? Girl: That's right. You spell that B - R - O - W - N.

2 Woman: And you're 11 years old, aren't you? Girl: No, that's not right. I'm 12.

Woman: OK.

3 Woman: Some of your family are in the club, aren't

Girl: Yes, that's right. My brother Chris is in the club. Woman: Your sister is too, isn't she?

Girl: Yes. Her name's Jenny. J - E - N - N - Y. Woman: Jenny. OK.

- 4 Woman: You're not from London, are you? Girl: Well, I am now, I was born in Cambridge, but I've lived in London since I was one year old. Woman: Oh, I see.
- 5 Woman: Now, then. Your favourite animals. It says on my list that your favourite arctic animals are seals and polar bears. They're lovely, aren't they? Girl: Yes, they are. But my favourites are polar bear cubs and seal pups. I like the babies! Woman: Yes, so do I, Victoria.
- 6 Woman: OK. This is the last one. You're not interested in building igloos, are you? Girl: Not really. I like icebergs and the northern

Woman: Thank you, Victoria. Enjoy the club!

KEY: 2 12, 3 Jenny, 4 London, 5 polar bear cubs, 6 icebergs

Unit 8 Progress test 2: Reading and writing

Read the descriptions and write the

KEY: 2 polar bear, 3 sledge, 4 northern lights. 5 igloo, 6 iceberg

Complete the conversations. Choose A, B or C.

KEY: 2A, 3B, 4C, 5A, 6B

Unit 9 Progress test 1: Listening

Listen and tick (√) or cross (X). CD 20

TAPESCRIPT

1 bush, 2 log, 3 grassland, 4 sunrise, 5 pond, 6 swamp

KEY: 2 √, 3 x, 4 x, 5 √, 6 x

2 Listen and write t (true) or f (false).

TAPESCRIPT

1 Sophie: Jack. Look at this quiz. It's asking what you would do if different things happened. Do you want

Jack: OK, Sophie. What's the first question about? Sophie: It says, 'Complete this sentence. 'If I saw an alien, ... '.' Well, if I saw an alien, I'd run away. Jack: Really?

Sophie: Yes, of course. They're scary. Jack: Well, if I saw an alien, I'd say hello.

2 Sophie: The next one's about a dinosaur. If I saw a dinosaur, I'd take a photo. Jack: Really? I wouldn't. I'd run away. Sophie: Well, I know what you mean. Dinosaurs are dangerous. But a photo would be great!

3 Sophie: Now then. If I had a time machine That's easy. If I had a time machine, I'd go to Ancient Rome.

Jack: Oh, I wouldn't. I'd go to Ancient Egypt to see the pyramids.

Sophie: That would be fantastic, but Rome's better.

4 Sophie: Are you ready for the next one? Jack: OK.

Sophie: If I had lots of money ..., I'd buy a plane. Jack: Me too!

Sophie: We could fly around the world!

5 Sophie: The next one's about jobs. If I could do any job, I'd be ... an actor.

Jack: Really? I wouldn't want to be an actor. I don't want to be famous.

Sophie: Oh, I think it would be really good.

6 Sophie: And the last one. If I could only wear one colour, I'd wear ...

Jack: I don't know.

Sophie: You should say 'blue', Jack. You look good in blue.

Jack: Are you sure?

Sophie: Yes. I'd do that, if I were you. Come on. We can go into town and buy you a blue T-shirt now. Jack: Oh. OK!

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

Unit 9 Progress test 2: Reading and writing

Match the descriptions with the words.

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

Read and choose the best word (A, B or C) for each space.

KEY: 2C, 3B, 4C, 5B, 6A



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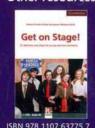
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