

2<sup>nd</sup> Edition

# Family and Friends

# 6

Workbook

دهخدا

موسسه زبان دهخدا  
dekhodaedu.com



OXFORD

Julie Penn Cheryl Pelteret



2<sup>nd</sup> Edition

# Family and Friends 6

## Workbook

<b>Starter</b>	Welcome back!	2
<b>Unit 1</b>	Art project	6
	My writing: a story	12
<b>Unit 2</b>	Sports adventures!	14
	My writing: a concept map	20
<b>Unit 3</b>	It's festival time!	22
	My writing: a letter	28
<b>Fluency Time! 1</b>		<b>30</b>
<b>Unit 4</b>	Transport of the future!	32
	My writing: a process diagram	38
<b>Unit 5</b>	The greatest inventions!	40
	My writing: a biography	46
<b>Unit 6</b>	You've won a computer!	48
	My writing: a research report	54
<b>Fluency Time! 2</b>		<b>56</b>
<b>Unit 7</b>	Explorers for a day!	58
	My writing: a personalized text	64
<b>Unit 8</b>	It's a mystery!	66
	My writing: a tourist information leaflet	72

<b>Unit 9</b>	Survival!	74
	My writing: an advice text	80
<b>Fluency Time! 3</b>		<b>82</b>
<b>Unit 10</b>	Around the world!	84
	My writing: an advert	90
<b>Unit 11</b>	Space travel!	92
	My writing: a poem	98
<b>Unit 12</b>	Holiday time!	100
	My writing: an opinion essay	106
<b>Fluency Time! 4</b>		<b>108</b>
<b>Fluency Time! Review</b>		<b>110</b>
<b>Culture</b>		<b>112</b>
<b>Class play: The Mystery of the Diamond Ring</b>		<b>115</b>
<b>Grammar Time</b>		<b>116</b>
<b>Everyday English phrase bank</b>		<b>124</b>
<b>Dictionary</b>		<b>126</b>
<b>Irregular verb list</b>		<b>135</b>

Julie Penn Cheryl Pelteret

OXFORD  
UNIVERSITY PRESS



# Starter

# Welcome back!

## Lesson One Story

### 1 Write the names.

<sup>1</sup> \_\_\_\_\_ Fin \_\_\_\_\_ is the DSD Club leader and he is <sup>2</sup> \_\_\_\_\_'s brother. He welcomes everyone back to the club.

<sup>3</sup> \_\_\_\_\_ is Ed's sister. <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_ are her cousins.

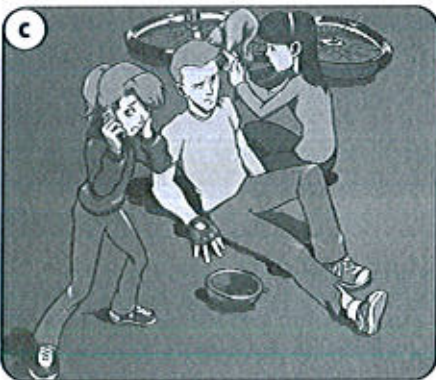
There is a new person in the group. His name is <sup>6</sup> \_\_\_\_\_ and he is from Canada.

The children show Tom some photos of the things that the DSD Club did last year.

<sup>7</sup> \_\_\_\_\_ decides to join the club. <sup>8</sup> \_\_\_\_\_ gives him a T-shirt and a cap.

### 2 Look and complete the sentences.

costumes first aid football future helped park playground river seats time



a The children were actors in a <sup>1</sup> \_\_\_\_\_ play \_\_\_\_\_ last year. When Fin's car broke down, they made new <sup>2</sup> \_\_\_\_\_ for the performance.

b The children cleaned up the <sup>3</sup> \_\_\_\_\_ in the wildlife <sup>4</sup> \_\_\_\_\_. Later, they were on TV.

c They did a <sup>5</sup> \_\_\_\_\_ course. Then they <sup>6</sup> \_\_\_\_\_ a man who was in trouble.

d They watched a <sup>7</sup> \_\_\_\_\_ match. They had the best <sup>8</sup> \_\_\_\_\_ in the stadium.

e The children made a <sup>9</sup> \_\_\_\_\_ capsule. They buried it for people to find in the <sup>10</sup> \_\_\_\_\_.



3 Read and circle the incorrect words. Write correct sentences.

- 1 Last year, the children made new costumes for a holiday.  
Last year, the children made new costumes for a play.
- 2 Jim had the old costumes in his car.
- 3 There was a map of the country in the children's time capsule.
- 4 The children did a lot of work at the river because it was very clean.
- 5 A man fell off his horse and the children helped him.
- 6 The man was a really good piano player.
- 7 Jim invited the children to watch a film.

4 Answer the questions.

- 1 Where did Kate and Ed go on holiday? They went to Spain.
- 2 Who had a holiday in France?
- 3 What does 'DSD' mean?
- 4 Who is the new member of the DSD Club?
- 5 Where does Tom come from?
- 6 What sport does Tom play?

5 Complete Tom's email.

cap capsule cleaned ~~club~~ cousins joined learnt year

Hi Jack,  
How's life in Canada? I'm having a good time here. At first, it was difficult because I didn't know many people. But today, Fin and Libby took me to the DSD  
1 Club and I met their 2 \_\_\_\_\_, Ed and Kate. They're very friendly. They do lots of exciting things at the club. Last 3 \_\_\_\_\_, they did a play and they also made a time 4 \_\_\_\_\_. They 5 \_\_\_\_\_ up a river and they 6 \_\_\_\_\_ first aid. I think it's a great club, so I 7 \_\_\_\_\_ today. I'm wearing the DSD 8 \_\_\_\_\_ and T-shirt now!  
Write soon!  
Tom





## Lesson Two Grammar 1

### 1 Read and circle.

Dale: Hi, Jake. It's Dale. How are you?

Jake: Hi, Dale. I'm OK. <sup>1</sup> I watch / I'm watching the match on TV, but <sup>2</sup> I don't enjoy / I'm not enjoying it much. My team <sup>3</sup> doesn't win / isn't winning.

Dale: I can't watch TV right now because my sister <sup>4</sup> does / is doing her homework in the living room.

Jake: <sup>5</sup> Does she always do / Is she always doing her homework on Sunday afternoon?

Dale: No. <sup>6</sup> She usually finishes / She's usually finishing her work on Saturday but, this time, she's late.

Jake: Well, you can watch the game with me, if you like. <sup>7</sup> Do you want / Are you wanting to come over here?

Dale: Oh, no, thanks. <sup>8</sup> I don't like / I'm not liking football on TV. <sup>9</sup> I usually fall / I'm usually falling asleep when I watch a match on TV.

### 2 What was happening when the storm started? Write sentences. Use the past continuous.



- 1 two boys / kick / a football
- 2 the woman / read / a book
- 3 two children / ride / bikes
- 4 the woman / drink / coffee
- 5 the man / carry / a shopping bag
- 6 the ducks / eat / bread

Two boys were kicking a football.

### 3 Complete the sentences. Use the past simple or past continuous.

- 1 Hannah called while I was doing (do) my homework.
- 2 We \_\_\_\_\_ (play) football when I hurt my knee.
- 3 Robbie was having lunch when Max \_\_\_\_\_ (arrive).
- 4 Dad had an accident while he \_\_\_\_\_ (drive) to work.
- 5 I \_\_\_\_\_ (look) out of the window when I saw a beautiful bird in the garden.
- 6 They were having a picnic when it \_\_\_\_\_ (start) to rain.
- 7 Jenny \_\_\_\_\_ (study) when Annie \_\_\_\_\_ (phone).
- 8 We \_\_\_\_\_ (travel) to London when the train suddenly \_\_\_\_\_ (stop).



1 Complete the table.  Irregular verb list page 135

	Verb	Past simple	Past participle
1	do	_____ did _____	_____ done _____
2	make	_____	_____
3	_____	ate	_____
4	_____	_____	broken
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	swum
8	_____	_____	ridden

2 Read and circle.

- I've *broke* / *broken* the plate.
- I *spoke* / *spoken* to my sister this morning.
- I *swam* / *swum* to the island yesterday.
- I've *did* / *done* my homework already.
- I *ate* / *eaten* a sandwich for lunch.
- I've *ridden* / *rode* a camel.

3 Complete the sentences.  Irregular verb list page 135



1 I took (take) these photos last week.



2 Susan hasn't flown (fly) in a plane before.



3 They wore (wear) costumes for the play.



4 You've ridden (ride) a horse!



5 I've seen (see) this film three times.



6 Jane went (go) to China last year.



# 1

# Art project!

## Lesson One Story

### 1 Read the story and complete the sentences.

world know paint famous impossible meet walls draw library

1 I want each group to  
\_\_\_\_\_ paint \_\_\_\_\_ a mural on  
one of the \_\_\_\_\_.

2 Animals are  
\_\_\_\_\_ to \_\_\_\_\_.

3 What about portraits of  
\_\_\_\_\_ people from around  
the \_\_\_\_\_?

4 We don't \_\_\_\_\_  
what to do!

5 Let's \_\_\_\_\_ at the  
\_\_\_\_\_ tomorrow.

### 2 Match the sentences in exercise 1 to the pictures.



### 3 Read and circle.

- |  |  |
|--|--|
| <p>1 Fin wants the children to ...</p> <p>a clean up the club.</p> <p><b>(b)</b> paint pictures on the walls.</p> <p>c paint the library.</p>                | <p>2 For this project, the children ...</p> <p>a can decide what to paint.</p> <p>b have to paint countries.</p> <p>c have to paint animals.</p>                                   |
| <p>3 Kate doesn't want to paint animals because ...</p> <p>a she doesn't like them.</p> <p>b they look boring.</p> <p>c they are very difficult to draw.</p> | <p>4 Libby doesn't like the idea of flags or maps because they aren't ...</p> <p>a easy.</p> <p>b difficult.</p> <p>c exciting.</p>  |
| <p>5 The four children are going meet ...</p> <p>a at home.</p> <p>b at the library.</p> <p>c at the club.</p>   | <p>6 When they meet tomorrow, they are going to ...</p> <p>a decide what to paint in their mural.</p> <p>b make drawings for their mural.</p> <p>c start painting their mural.</p> |

### 4 What would you paint in a mural on the theme 'Around the world'?

---



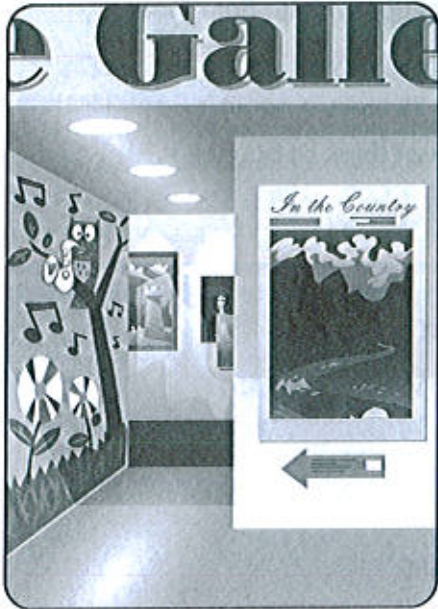
---



## 1 Complete the advert.

paintings background art-gallery portraits mural landscape foreground sculptures

### What's on this week at the Parkside <sup>1</sup> art gallery



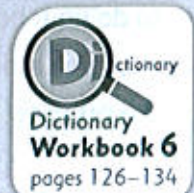
- On the wall, there is an amazing <sup>2</sup> \_\_\_\_\_.  
The children at Hill School painted it for their art project.
- In Room 1, you can see <sup>3</sup> \_\_\_\_\_ by Carol Evans.  
She makes animals from stone and wood.
- Upstairs, in Room 4, you will find lots of different types of  
<sup>4</sup> \_\_\_\_\_ by artists from around the world.
- In Room 2, you can see some interesting <sup>5</sup> \_\_\_\_\_  
of people from the past.
- In Room 3, we have a very famous <sup>6</sup> \_\_\_\_\_ by the  
artist William Lake. It's called 'In the Country'. The river in  
the <sup>7</sup> \_\_\_\_\_ is the River Lee, and the mountains in  
the <sup>8</sup> \_\_\_\_\_ are the Black Mountains.

**Come and see!**

### More words

#### 2 Add *un-* or *im-* to the adjectives to make the meaning negative.

- 1 lucky    unlucky    2 happy    \_\_\_\_\_  
3 mature    \_\_\_\_\_    4 interesting    \_\_\_\_\_



#### 3 Complete the sentences. Add *un-* or *im-* to the adjectives.

interesting    mature    polite    popular    friendly    lucky    tidy    happy

- This TV programme is unpopular. No one in my class likes it.
- He never says 'hello' to anyone. He's very \_\_\_\_\_.
- It's \_\_\_\_\_ to talk with your mouth full.
- Please clean up your room. It's really \_\_\_\_\_.
- James was \_\_\_\_\_ after the test, because he didn't know many of the answers.
- This book is boring. It's the most \_\_\_\_\_ book in the world!
- She behaves like a small child. She's very \_\_\_\_\_.
- Tom hurt his foot, so he can't play in the match. It's very \_\_\_\_\_.



## Lesson Three Grammar 1

### 1 Read and match.

- |  |                            |   |
|--|----------------------------|---|
| 1 "You look great in those shoes."                 | <input type="checkbox"/> h | a "I'll come, too."                           |
| 2 "I can't do this homework. It's difficult."      | <input type="checkbox"/>   | b "Please tell me! I won't tell anyone else." |
| 3 "I'm going to town."                             | <input type="checkbox"/>   | c "OK, I'll call you again later."            |
| 4 "Sorry, I can't talk now. We're having lunch."   | <input type="checkbox"/>   | d "I'll open the window."                     |
| 5 "I've got some amazing news, but it's a secret." | <input type="checkbox"/>   | e "I'll help you with it after dinner."       |
| 6 "It's very hot in this room."                    | <input type="checkbox"/>   | f "Really? OK, I won't watch it."             |
| 7 "That film is terrible! It's really boring."     | <input type="checkbox"/>   | g "Good! I'll make it again."                 |
| 8 "I like this meal."                              | <input type="checkbox"/>   | h "Thanks! I think I'll buy them."            |

### 2 Complete the sentences. Use *going to*.

- I am going to call (call) Sandra this evening.
- My parents are going to (paint) the kitchen this weekend.
- Alan is going to (make) a sculpture of a horse for his art class.
- We are not going to (not play) tennis today. It's too hot.
- My dad is going to (meet) me at the station.
- I am going to (buy) Matt a book for his birthday.
- Lisa is not going to (not come) to the cinema with us tonight.
- We are going to (start) our next history project soon.

### 3 Complete the conversation. Use *going to* or *will*.

- Tara: What are your plans for the weekend? Are you going to do your homework tomorrow?
- Annie: No, I don't think so. My cousins <sup>1</sup> are going to go to the art show in the park tomorrow morning. I think <sup>2</sup> I will go with them.
- Tara: That's a good idea! <sup>3</sup> I will come, too! I'd like to see the art show.
- Annie: Great! <sup>4</sup> We will meet you at the bus stop at ten o'clock.
- Tara: Fine. I'll be there.
- Annie: Susan <sup>5</sup> is going to take some sandwiches for a picnic lunch. Do you want to bring some lunch, too?
- Tara: Yes, OK. <sup>6</sup> I will bring some lunch, too. But I can't stay very long at the park. Mum <sup>7</sup> is going to go to play tennis, so <sup>8</sup> I will help Dad with cooking dinner.





1 Read and circle.

Hi Maggie,  
<sup>1</sup>Are / Do you coming to the Art Club meeting tomorrow after school? After that, I'm <sup>2</sup>meet / meeting Leila in town. Do you want to come, too?  
 Kathy

Hi Kathy,  
 No, sorry, <sup>3</sup>I don't / I'm not coming to Art Club. Mum <sup>4</sup>is / are driving me to Newtown at 4.00. <sup>5</sup>We'll have / We're having tea with my grandma. But I'd like to see Leila, too. What time <sup>6</sup>are you / you are meeting her?  
 Maggie

2 Complete the sentences. Use the present continuous.

**CLASS 6B SCHOOL TRIP**  
 27th September  
 Teacher: Mr Sanders

9.00 meet at train station  
 9.15 catch train to art gallery  
 9.45 tour of gallery: starts 9.45  
 12.00 have lunch in garden  
 1.30 take boat trip on river  
 5.00 go back to train station  
 5.30 parents meet children

My class <sup>1</sup>is having \_\_\_\_\_ a school trip tomorrow. Mr Sanders <sup>2</sup>\_\_\_\_\_ us at the station at nine o'clock, and we <sup>3</sup>\_\_\_\_\_ the train 15 minutes later. The tour of the art gallery <sup>4</sup>\_\_\_\_\_ at 9.45. At 12 o'clock, we <sup>5</sup>\_\_\_\_\_ lunch in the garden and, after that, we <sup>6</sup>\_\_\_\_\_ a boat trip on the river. That will be fun! We <sup>7</sup>\_\_\_\_\_ back to the station at five o'clock, and my dad <sup>8</sup>\_\_\_\_\_ me at 5.30. I think it will be a really good day!

3 Write questions and answers.

- 1 where / Tony / visit / with his class?  
 Where is Tony visiting with his class? \_\_\_\_\_ He's visiting an art gallery.
- 2 what time / they / meet?  
 \_\_\_\_\_
- 3 how / they / travel?  
 \_\_\_\_\_
- 4 where / they / have / lunch?  
 \_\_\_\_\_
- 5 what / they / do / after lunch?  
 \_\_\_\_\_
- 6 what time / Tony's dad / meet him?  
 \_\_\_\_\_



# Skills Time!

## Lesson Five

### Reading

1 Look at the story. Choose the best title. Write the title at the top.

- a) A lovely day on the river    b) An adventure on the river    c) A storm at sea

It was a summer morning. The river was calm. The clouds in the sky were light, like smoke.

"I want to go out in the boat," said Jack.

"OK, let's go!" said Harry.

After half an hour on the river, Jack stopped rowing. The boat floated quietly on the water. The sun was warm, and Jack and Harry soon fell asleep with the sun on their faces. They slept for a long time.

When they woke up, the sky was dark. There were storm clouds above them. A flash of lightning lit the sky.

"A storm is coming!" Harry said, nervously. And, very soon, the wind started to get stronger and stronger. Waves hit the boat with a splash and heavy rain started to fall. Jack was rowing when he dropped the oars by accident and they floated away. Without the oars, the boys couldn't row. They didn't know what to do.



Then a big wave hit the side of the boat. The boat turned over, and Jack and Harry were thrown into the water.

"Grab the boat!" Jack shouted. They held on tightly to the boat as the water carried them along.

At last, the boat hit some rocks near the river bank. The boys felt the ground under their feet and slowly they got to the bank. When they looked back, their boat was gone.

"Where are we?" Jack asked. "Will someone rescue us?"

Then they saw some smoke from behind the trees. "Maybe it's a house!" Harry said. They walked along the path between the trees – and stared in surprise.

2 Read again and number the pictures in the correct order.





**Words in context**

1 Read and circle.



Give me the oars, Harry. I'll <sup>1</sup> row / sail.

Jack! We fell asleep - and we didn't <sup>2</sup> climb / tie the boat to a tree!

The boat is still <sup>3</sup> floating / swimming. We can hold on to it.

Oh, no! The boat is going to <sup>4</sup> splash / hit the rocks!

What are you <sup>5</sup> shouting / staring at, Sam?

Can you see the <sup>6</sup> splash / smoke in the sky?

If we find a house, we can <sup>7</sup> buy / borrow some dry clothes.

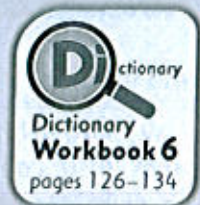


**More words**

2 Match the words from page 10 to the definitions.

lightning oars grab bank

- 1 bank noun the ground on each side of a river
- 2 \_\_\_\_\_ noun long wooden objects that you use to row a boat
- 3 \_\_\_\_\_ noun the electricity that lights up the sky in a storm
- 4 \_\_\_\_\_ verb to suddenly take hold of something



3 Complete the sentences.

floating hit oars smoke bank splash stared tie



They made a fire on the river  
<sup>1</sup> bank . Soon, there was  
<sup>2</sup> \_\_\_\_\_ coming out of it,  
 and they were nice and warm.



Helen held the <sup>3</sup> \_\_\_\_\_  
 and <sup>4</sup> \_\_\_\_\_ at the boat.  
 It was <sup>5</sup> \_\_\_\_\_  
 in the middle of the river. "Oh, no!"  
 she said. "I forgot to  
<sup>6</sup> \_\_\_\_\_ it to a tree!"



The stone <sup>7</sup> \_\_\_\_\_  
 the water three times. Every time,  
 it made a little <sup>8</sup> \_\_\_\_\_.

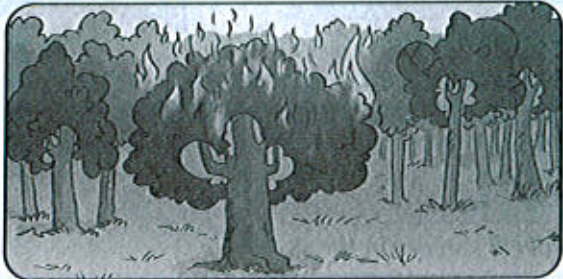


# Skills Time!

## Lesson Seven

### Writing

- 1 Read the story on page 10 again. What were the boys staring at? Look at the picture and tick (✓) the correct answer.



- a a house
- b a fire
- c a person



## My writing

- 2 Look and write the end of the story.



They walked along the path between the trees and stared in surprise.

The smoke wasn't coming from a house. It was coming from a tree.

"The tree's on fire! How did it start?" said Jack.

"I think the lightning hit it," Harry replied.



1 Read and circle

A

David: <sup>1</sup> Will you / Are you going to play tennis later?

Paul: Yes, I am.

David: Great! <sup>2</sup> I'll / I'm going to meet you at the sports club.

B

Susan: <sup>3</sup> Will you / Are you going to buy your mother a birthday card?

Lisa: No, <sup>4</sup> I won't / I'm not. <sup>5</sup> I'll / I'm going to make her a card.

C

Sarah: <sup>6</sup> Will you do / Are you doing anything this afternoon? Emma and I <sup>7</sup> will go / are going to the market at two o'clock.

Katy: Good idea! <sup>8</sup> I'll / I'm going to come with you.

D

Liam: <sup>9</sup> Will you / Are you going to ride on a camel when you go to Egypt?

Phil: No, <sup>10</sup> I won't / I'm not going to. I don't like camels.

Liam: Really? I like them!

2 Write sentences. Use will or won't.



1 / help / her  
I'll help her.



2 / not wear / this



3 / paint / the sky



4 / use / some rope

3 Read and circle.

Picture 1: The woman can't carry the bags. It's <sup>1</sup> impatient / impossible.

Picture 2: The boy is <sup>2</sup> splashing / staring at his jacket.

Picture 3: The children are painting a <sup>3</sup> mural / sculpture. It's a <sup>4</sup> landscape / portrait.

In the <sup>5</sup> background / foreground, there are trees and flowers. The girl is going to paint <sup>6</sup> flowers / a sun in the sky.

Picture 4: The man is going to <sup>7</sup> hit / tie the <sup>8</sup> banks / oars to his car.



# 2

# Sports adventures!

## Lesson One Story

1 Read the story and number the events in the correct order.



- a Ed, Tom and Libby are too busy to draw the pictures tonight.
- b The children are in the library.
- c They haven't got much time to look at the books.
- d Kate has got time to draw the pictures but she isn't very good at art.
- e They need to decide who is going to draw their ideas.
- f Tom finds a book about sports.

1

2 Write True or False.

- 1 Tom's book is about Australian sports. False
- 2 Rugby is a popular sport in Australia. \_\_\_\_\_
- 3 People don't play football in Brazil. \_\_\_\_\_
- 4 Ed has got a lot of homework. \_\_\_\_\_
- 5 Tom's parents never go ice skating. \_\_\_\_\_
- 6 Libby is learning gymnastics. \_\_\_\_\_
- 7 Kate hates art. \_\_\_\_\_

3 Complete Kate's email.

countries   terrible   mural   library   time   world   pictures

Hi Beth,

How are you? I'm busy with the DSD Club, as usual. Our new project is to paint a <sup>1</sup> mural for the club wall. The theme is 'Around the <sup>2</sup> \_\_\_\_\_'.

Today, we went to the <sup>3</sup> \_\_\_\_\_ to look for ideas. Tom found a great book about sports in different <sup>4</sup> \_\_\_\_\_. Tonight, I have to draw some <sup>5</sup> \_\_\_\_\_ of sports, like rugby and football. The problem is that I'm <sup>6</sup> \_\_\_\_\_ at art! Ed, Tom and Libby haven't got any <sup>7</sup> \_\_\_\_\_, so they can't draw the pictures. What can I do? Tell me if you have any ideas.

From Kate





1 Complete the sentences.

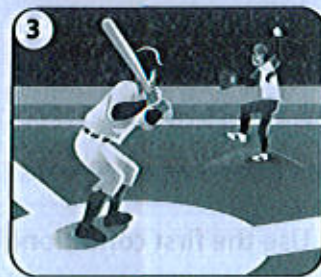
rock climbing caving ice-skating skiing paragliding rugby mountain biking baseball



In countries with cold winters, people often go ice skating outside.



Italy and Switzerland are popular places to go skiing.



Baseball is a game for two teams of nine players.



In soccer, players can pick up the ball and throw it.



Any place with lots of hills is good for mountain biking.



Caving is an exciting sport, but you have to be very careful.



You need strong ropes for rock climbing.

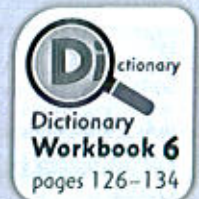


You fly through the air when you go paragliding.

More words

2 Add *dis-* or *in-* to the words to make the meaning negative.

- 1 agree disagree      2 complete incomplete  
 3 appear disappear      4 visible invisible



3 Read and circle.

- 1 These insects are so small that you can't see them. They're *visible* / *invisible*.
- 2 Alex broke the window, but he said it was his brother. Alex was *honest* / *dishonest*.
- 3 You need to write four more words in this list. It's *complete* / *incomplete*.
- 4 Good work! All your answers are *correct* / *incorrect*.
- 5 Janet and I are very different. We *agree* / *disagree* about everything!
- 6 Mike is feeling sad today, so please be *sensitive* / *insensitive* when you talk to him.
- 7 Where is your little sister? She always *appears* / *disappears* at bedtime!
- 8 Charlie is a very naughty pet. He always *obeys* / *disobeys* everyone.





1 Read and circle.

- 1 If it's sunny tomorrow, we / we'll go to the beach.
- 2 Toby won't go to school if he *isn't* / *won't be* well.
- 3 If Fiona invites me to the party, I / *I'll* go.
- 4 If I don't pass the test, *I'm not* / *I won't be* happy.
- 5 *You* / *You'll* arrive on time if you leave now.
- 6 Ella will call us if *there's* / *there will be* a problem.

2 Complete the sentences. Use the first conditional.

not go   make   will   not play   finish   see

- 1 If it snows, we 'll make a snowman.
- 2 If I \_\_\_\_\_ Steve, I'll ask him about the tickets.
- 3 We \_\_\_\_\_ to the cinema if there's a good film on TV.
- 4 If Diana works hard, she \_\_\_\_\_ her project this evening.
- 5 \_\_\_\_\_ you wear your scarf if you come to the football match?
- 6 If Eddie \_\_\_\_\_ rugby, he'll watch the game instead.

3 Write sentences with *if*.



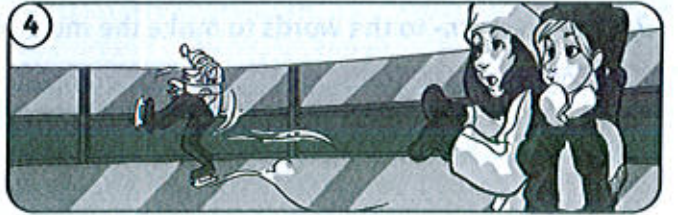
1 if / it / rain / we / play / in the gym  
If it rains, we'll play in the gym.



2 if / we / repair / my bike / I / ride / it / this afternoon



3 if / the rain / not stop / the match / not start



4 if / she / not be / careful / she / fall over



5 if / their goalkeeper / catch / the ball / they / win



6 if / it / not snow / this year / we / not go / skiing



1 Read and match.

- |                                    |                            |                             |
|------------------------------------|----------------------------|-----------------------------|
| 1 If I won the art competition,    | <input type="checkbox"/> e | a she'd cry.                |
| 2 Would you be scared              | <input type="checkbox"/>   | b if we moved to Brazil.    |
| 3 Dylan would be a good footballer | <input type="checkbox"/>   | c if I had his number.      |
| 4 If Grace saw this film,          | <input type="checkbox"/>   | d if you went paragliding?  |
| 5 We'd learn Portuguese            | <input type="checkbox"/>   | e I'd get a big prize.      |
| 6 I'd phone Patrick                | <input type="checkbox"/>   | f if he trained more often. |

2 Complete the sentences.  Irregular verb list page 135



- If Darren had lots of money, he 'd buy \_\_\_\_\_ (buy) a house by the sea.
- If he \_\_\_\_\_ (live) by the sea, he'd go swimming every day.
- If he had his own plane, he \_\_\_\_\_ (travel) to interesting places.
- If he \_\_\_\_\_ (be) a famous actor, he'd meet lots of people.



- If Tess \_\_\_\_\_ (play) the guitar, she'd join a band.
- If she \_\_\_\_\_ (join) a band, she \_\_\_\_\_ (play) in lots of cities.
- If she \_\_\_\_\_ (have) a lot of money, she \_\_\_\_\_ (buy) a spaceship.
- If she \_\_\_\_\_ (go) to the moon, she \_\_\_\_\_ (take) photos of the earth.

3 Answer the questions about you.

- If I could go anywhere in the world, I'd travel to \_\_\_\_\_.
- If I had lots of money, I'd buy these three things: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- If I learnt a new sport, I'd learn \_\_\_\_\_.
- If I could meet someone famous, I'd choose \_\_\_\_\_.
- If I could live in a different country, I'd live in \_\_\_\_\_.
- If I could fly or be invisible, I'd choose to \_\_\_\_\_.



# Skills Time!

## Lesson Five

### Reading

1 Look at the article. What is Henry doing? Tick (✓) the correct answer.

a) He's studying at university.

b) He's working as a diving instructor.

c) He's working for an environmental group.

d) He's on holiday.



Henry Watson is an 18-year-old volunteer with an environmental group called EcoTask. EcoTask is an organization that helps to protect the environment.

People with different skills volunteer to work for them

and EcoTask has lots of interesting ways for volunteers to help the environment. Henry Watson is a talented diver and he is using his skills to help protect wildlife under the sea.

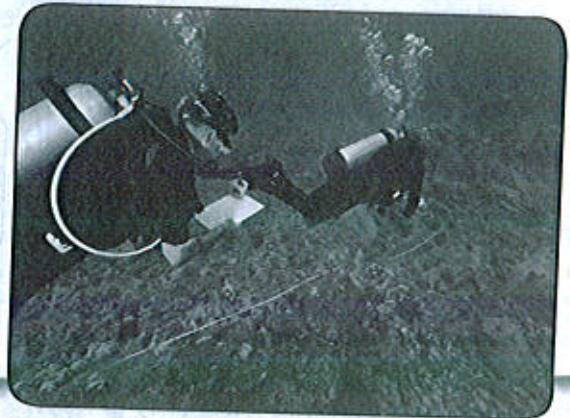
Henry is spending three months at an EcoTask centre on the Red Sea. The centre provides all the diving equipment people need and also gives training to teach people what to do.

Henry works in a team with 15 other volunteers. He dives into the sea and records what he sees. He writes down the different types of fish and other sea animals he sees, and he reports any problems, for example, plants that are dying. He also tests the water for pollution to check if the water might damage the health

of the wildlife that live in the water. This is very important.

"I wanted to do something different before I go to university. I've always loved diving and I want to help the environment, so this project is perfect for me," Henry says. "The underwater life in the Red Sea is amazing and it's very important to protect it. Our research helps to do this."

He would like to stay in Egypt when the three months finish. "The best volunteer in each group can stay and work here for another two months," he says. "I hope it's me! I'd really like to stay here longer!"



2 Read again and write *True* or *False*.

- 1 Henry is working as a volunteer for EcoTask.
- 2 Henry is very good at diving.
- 3 Divers at EcoTask have to bring their own diving equipment.
- 4 Henry works in a team with 14 other volunteers.
- 5 He studies the wildlife in the Red Sea.
- 6 He doesn't want to go to university.
- 7 He joined the EcoTask project to get a lot of money.
- 8 He wants to stay in Egypt for five months altogether.

True

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Words in context**

**1 Complete the sentences.**

talented snorkelling pearl diving wildlife equipment freedom environment



Henry loves the <sup>1</sup> freedom he feels when he's <sup>2</sup> \_\_\_\_\_.



Sometimes, Henry goes <sup>3</sup> \_\_\_\_\_.



He is also a very <sup>4</sup> \_\_\_\_\_ swimmer.



EcoTask provide all Henry's <sup>5</sup> \_\_\_\_\_. They work to protect the <sup>6</sup> \_\_\_\_\_.



Henry is very interested in the <sup>7</sup> \_\_\_\_\_ in the Red Sea.



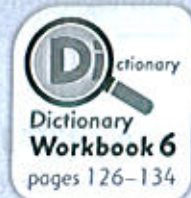
Today, he found a beautiful <sup>8</sup> \_\_\_\_\_!

**More words**

**2 Match the words from page 18 to the definitions.**

provide volunteer skills protect

- 1 skills *noun* things you can do well
- 2 \_\_\_\_\_ *verb* to give a person something they need
- 3 \_\_\_\_\_ *verb* to keep someone or something safe from danger
- 4 \_\_\_\_\_ *noun* a person who chooses to work for no money



**3 Complete the sentences with words from Exercises 1 and 2.**

- 1 Billy scored three goals in his last match. He's a very talented footballer.
- 2 Amy is working here as a \_\_\_\_\_. She isn't getting any money.
- 3 You don't need to bring any food to the sports camp. They \_\_\_\_\_ all the meals.
- 4 If you're going rock climbing, you must take the right \_\_\_\_\_.
- 5 Margaret is good at everything. She has lots of useful \_\_\_\_\_.
- 6 Everyone should help to \_\_\_\_\_ the environment.
- 7 I like \_\_\_\_\_ more than diving because I don't like going too deep in the water.
- 8 My mum has a beautiful necklace with a \_\_\_\_\_ in it.



# Skills Time!

## Lesson Seven

### Writing

1 Look at the concept map. Write the headings in the correct place.

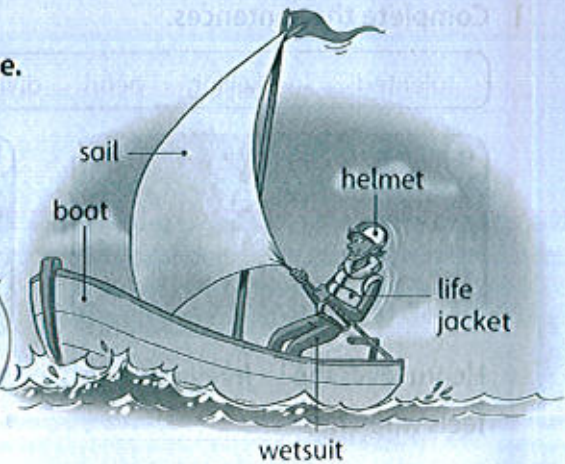
Safety    What is sailing?    How to learn    Equipment

\_\_\_\_\_

- an exciting water sport
- good exercise
- great for summer holidays

\_\_\_\_\_

- find a good instructor
- practise your skills



sailing

\_\_\_\_\_

- wear a life jacket
- don't sail in bad weather

\_\_\_\_\_

- sailing boat
- helmet
- wetsuit
- boat



## My writing

2 Write a leaflet about sailing. Use the concept map.

### Sailing

#### What is sailing?

Sailing is an exciting water sport and it

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




1 Complete the text.

ice skating environment inexperienced snorkelling  
wildlife dislike equipment baseball rock-climbing

Last year, I went on an adventure holiday with my school. On the first day, we went <sup>1</sup> rock climbing in the mountains. The instructor showed us all the <sup>2</sup> \_\_\_\_\_ and how to use it. Then I did my first climb. It was great! The next day, some kids stayed at the centre and played <sup>3</sup> \_\_\_\_\_ in the sports field, but the rest of us went to the ice rink to do <sup>4</sup> \_\_\_\_\_. I fell over six times! I didn't <sup>5</sup> \_\_\_\_\_ ice skating, but I wasn't very good at it! On the last day, we went to the beach to try <sup>6</sup> \_\_\_\_\_. I really loved it, even though I'm quite an <sup>7</sup> \_\_\_\_\_ swimmer. I saw a lot of <sup>8</sup> \_\_\_\_\_ that lives under the sea. There were different kinds of fish and even a seahorse! Later, our instructor gave us a talk about how we can protect wildlife and look after the <sup>9</sup> \_\_\_\_\_.

2 Complete the sentences.

- Sadie: I'm terrible at maths. If the homework is difficult, <sup>1</sup> will you help (help) me?  
Annie: Of course. Come to my house after school. We <sup>2</sup> \_\_\_\_\_ (use) Dad's computer.  
Thomas: If the weather is good, <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ (come) climbing tomorrow?  
Brad: OK. But what <sup>4</sup> \_\_\_\_\_ we \_\_\_\_\_ (do) if it rains?  
Daisy: Oh, no! Max <sup>5</sup> \_\_\_\_\_ (not win) the race if he doesn't run faster.  
Lee: Don't worry. If Max <sup>6</sup> \_\_\_\_\_ (be) second, he'll be happy.

3 Complete the sentences.  Irregular verb list page 135

live / in Switzerland not / go with them score / lots of goals  
go / paragliding ride / it in the mountains

- 1 If Freddy had a mountain bike, he 'd ride it in \_\_\_\_\_  
the mountains \_\_\_\_\_.
- 2 He \_\_\_\_\_  
if he played in the national football team.
- 3 He'd learn how to ski if he \_\_\_\_\_  
\_\_\_\_\_.
- 4 If he \_\_\_\_\_,  
he wouldn't be scared.
- 5 If his friends decided to go caving, he  
\_\_\_\_\_.





# 3

# It's festival time!

## Lesson One Story

### 1 Read the story and complete the sentences.

likes buildings sports world late pictures

- 1 Ed, Libby and Tom are worried because Kate is late.
- 2 Kate arrives at the club with her \_\_\_\_\_.
- 3 Kate has drawn buildings, not \_\_\_\_\_.
- 4 Kate tells the club, "We're going to paint famous \_\_\_\_\_."
- 5 Fin really \_\_\_\_\_ the children's ideas.
- 6 The DSD Club has a celebration with the theme 'Around the \_\_\_\_\_'.

### 2 Number the pictures in the correct order.



### 3 Read and circle the incorrect words. Write correct sentences.

- 1 It was difficult for Kate to draw buildings with a ruler.  
It was easy for Kate to draw buildings with a ruler.
- 2 Kate's friends are surprised when they look at her murals.  
\_\_\_\_\_
- 3 Big Ben is a famous person in Britain.  
\_\_\_\_\_
- 4 Fin is unhappy with the ideas for the murals.  
\_\_\_\_\_
- 5 The club will have a celebration next month.  
\_\_\_\_\_
- 6 Everyone will bring some traditional ideas to the party.  
\_\_\_\_\_



1 Complete the sentences.

delicious original traditional disgusting

- 1 In England, it's traditional to celebrate a birthday with a special cake.
- 2 Have some of these strawberries. They're \_\_\_\_\_!
- 3 I don't want to eat that! It looks \_\_\_\_\_!
- 4 That's a very \_\_\_\_\_ sculpture. I've never seen one like that before.

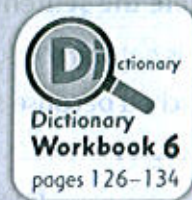
amazing deserted awful bright

- 5 The celebration finished at midnight. Everyone went to bed and the streets were \_\_\_\_\_.
- 6 I like \_\_\_\_\_ colours, like red, yellow and orange.
- 7 The film was \_\_\_\_\_. I didn't enjoy it at all.
- 8 Nina's paintings are \_\_\_\_\_! She's a very good artist.

More words

2 Change the nouns into adjectives. Use -ous.

- 1 **luxury** something that is expensive and comfortable – the adjective is luxurious
- 2 **mountain** a very high, rocky hill, often with snow on top – the adjective is \_\_\_\_\_
- 3 **mystery** something that you can't understand or explain – the adjective is \_\_\_\_\_



3 Complete the sentences. Use -ous to make the nouns into adjectives.

hazard poison fury danger adventure mystery luxury mountain



- |   |   |
|---|---|
| 1 We can't swim here. It's <u>dangerous</u> . | 2 He's an _____ traveller.              |
| 3 What's that light? It's very _____!         | 4 You mustn't eat those! They're _____. |
| 5 Our teacher was _____.                      | 6 This road is _____ in bad weather.    |
| 7 Austria is very _____.                      | 8 Their hotel was very _____.           |



## Lesson Three Grammar 1

### 1 Read and circle.

- 1 A Would you like some food?  
B No, thanks. I've yet / just had lunch.
- 2 A Shall we watch this DVD?  
B No, I've just / already seen the film. I saw it at the cinema last year.
- 3 A Has Jamie done his homework yet / just?  
B Yes, he has. He finished it an hour ago.
- 4 A Have you decided what to wear to the festival?  
B Yes, I've yet / already made my costume.
- 5 A How was your sister's holiday in Mexico?  
B She hasn't gone already / yet. She's leaving next week.
- 6 A Have you tried the new sports centre?  
B Yes, we went there this morning. We've just / yet come home.

### 2 Complete the sentences. Use *just*, *yet*, *already* or *before*.

Donna is getting ready for her birthday party.

She's excited because she's never had a party

<sup>1</sup> before.

She's <sup>2</sup> \_\_\_\_\_ finished putting up the decorations – she finished a few minutes ago. She and her mum have

<sup>3</sup> \_\_\_\_\_ prepared the food and it's on the table, ready to eat. They enjoy cooking together and they've made some special dishes that they've never tried

<sup>4</sup> \_\_\_\_\_.

Donna has got a new dress for the party, but she hasn't put it on <sup>5</sup> \_\_\_\_\_.

They have invited her family. Her family have <sup>6</sup> \_\_\_\_\_ sent her some presents but she hasn't opened them <sup>7</sup> \_\_\_\_\_.



### 3 Complete the sentences. Use the present perfect with *since* or *for*. V Irregular verb list page 135

- 1 I've lived \_\_\_\_\_ (live) in this house since I was three.
- 2 We \_\_\_\_\_ (study) English \_\_\_\_\_ five years.
- 3 I \_\_\_\_\_ (not see) Steve \_\_\_\_\_ last summer.
- 4 The girls are hungry. They \_\_\_\_\_ (not eat) anything \_\_\_\_\_ eight o'clock.
- 5 It \_\_\_\_\_ (not rain) here \_\_\_\_\_ two months.
- 6 My teacher \_\_\_\_\_ (work) at the school \_\_\_\_\_ 2005.
- 7 Jen \_\_\_\_\_ (play) the piano \_\_\_\_\_ she was five years old.
- 8 You \_\_\_\_\_ (not be) to football \_\_\_\_\_ two months!



1 Read and circle.



Jasmine: <sup>1</sup> Did you ever go / Have you ever been to Egypt, Oscar?  
 Oscar: Yes. My family <sup>2</sup> went / has been there last year.  
 Jasmine: What <sup>3</sup> did you do / have you done there?  
 Oscar: Lots of amazing things! <sup>4</sup> We visited / We've visited the pyramids,  
 and <sup>5</sup> we rode / we've ridden on camels. <sup>6</sup> Did you ever do / Have you ever done that?  
 Jasmine: No! But I <sup>7</sup> 've had / had a ride on an elephant. That was in India.  
 Oscar: Really? When <sup>8</sup> did you go / have you been to India?  
 Jasmine: Two years ago. The elephant ride <sup>9</sup> was / has been a bit uncomfortable, but fun!  
 Oscar: Yes, my camel ride was the same!

2 Look at Oscar's photos. Write questions.



1 he / ever / try / skiing?	Has he ever tried skiing?	Yes, he has.
2 when / he / go / skiing?	When did he go skiing?	In January.
3 he / ever / see / the Red Sea?	_____	Yes, he has.
4 what / he / do / there?	_____	He went snorkelling.
5 he / ever / visit / Istanbul?	_____	Yes, he has.
6 when / he / go / to Istanbul?	_____	In July.

3 Write sentences about you. Use these words or your own ideas. Irregular verb list page 135

ride a horse   swim in the sea   read an English book   meet a famous person  
visit a different country   climb a mountain

I've ridden a horse. \_\_\_\_\_ I've never visited a different country. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# Skills Time!

## Lesson Five

Read and write

### Reading

1 Look at the leaflet. Choose the best title. Write the title at the top.

- a) How to cook with chillies!    b) Celebrating the chilli!    c) Decorations with chillies!

Choose the chillies that you want to buy from the many shops at the Hatch festival!



Try some of the tasty snacks for sale!

Pick up free recipes and make your own delicious chilli dishes at home!



Every year in late August or early September, there is a special festival in a little town called Hatch, in New Mexico, USA. The festival lasts for one weekend and it celebrates chilli peppers, the most famous food from this area. Farmers grow chillies in the local area and, in late August or early September, the chillies are ready to be picked and eaten! Then everyone gets together and celebrates the chilli!



You'll know when you get close to Hatch because you'll smell the chillies cooking over fires. People eat chillies with everything! They eat them with meat, with vegetables and even with chocolate! Chilli chocolate is

delicious! In town, there are chillies everywhere, in different colours, shapes and sizes. People decorate the buildings with chillies. They hang big bunches outside their houses. Some people even cover their walls and roofs with chillies!

Visitors come to the festival from all over the USA, so it's best to arrive early. There are music groups and traditional performances, and you can also watch cooking demonstrations which show you how to make dishes with chillies. On both days, there are competitions. For example, there is a prize every year for the person who can eat the most chillies, and another prize for tying chillies into the biggest bunch. Come to the festival! It's great fun!

2 Read again and match.

- 1 Farmers grow lots of
- 2 The festival lasts for
- 3 When you arrive, you will smell
- 4 People use chillies as
- 5 People come to the festival from
- 6 At the festival, there is
- 7 You can learn how to cook
- 8 There is a prize for the

c

- a chillies cooking.
- b all over the USA.
- c different kinds of chillies around Hatch.
- d decorations for their houses.
- e person who can eat the most chillies.
- f music, performing and food.
- g two days.
- h dishes with chillies in them.



## Words in context

## 1 Read and circle.

I saw this <sup>1</sup> *menu / dish* for the first time at the chilli festival last September. A woman showed us how to make it in a cooking <sup>2</sup> *demonstration / decoration*. You make it with meat, beans, tomatoes, chillies, onions and <sup>3</sup> *jam / garlic*. We could all try some when the woman finished. It was delicious!

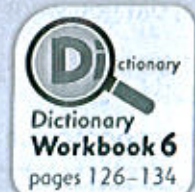


Mum cooked it last weekend, when we <sup>4</sup> *bought / celebrated* my uncle's 50th birthday. Before the meal, we had <sup>5</sup> *snacks / bricks*, like nuts, olives and pastries. The meal ended with a fantastic strawberry <sup>6</sup> *dessert / prize*. There were 30 people from our family there and the celebration <sup>7</sup> *tasted / lasted* for five hours.

## More words

## 2 Look at the text on page 26. Cross out the incorrect words.

- 1 You can **hang** something *on the wall / on the floor / on a washing line*.
- 2 You can use *balloons / music / flowers* to **decorate** your house.
- 3 You can *eat / read / use a recipe* to make a dish.
- 4 You can have a **bunch** of *grapes / flowers / melons*.



## 3 Complete the text.

decorate    recipes    bunches    lasts    bricks    ~~celebrate~~    demonstrations    hang    desserts

In Cholula, Mexico, people <sup>1</sup> celebrate bread-making in a famous festival. They use <sup>2</sup> \_\_\_\_\_ to build a fireplace in the centre of the town. Then bakers give <sup>3</sup> \_\_\_\_\_ to show how to make bread. They use more than 100 different <sup>4</sup> \_\_\_\_\_. Sometimes, they <sup>5</sup> \_\_\_\_\_ the bread with nuts or fruit. There are also sweet breads, which make great <sup>6</sup> \_\_\_\_\_. The festival is in October and it <sup>7</sup> \_\_\_\_\_ for three days. People often <sup>8</sup> \_\_\_\_\_ beautiful <sup>9</sup> \_\_\_\_\_ of flowers in the street. The town looks amazing!





# Skills Time!

## Lesson Seven

### Writing

1 Think of a celebration in your country. Tick (✓) the things that are special at that time.

- sweets \_\_\_\_\_
- cakes \_\_\_\_\_
- clothes \_\_\_\_\_
- lights \_\_\_\_\_

- decorations \_\_\_\_\_
- fireworks \_\_\_\_\_
- music \_\_\_\_\_
- having fun \_\_\_\_\_

2 Write an adjective for each thing you ticked in Exercise 1. Use these words or your own words.

amazing beautiful big bright cold colourful delicious exciting hot loud  
new orange original red small traditional white



### My writing

3 Write a letter to a friend about a celebration you went to.

- What was the celebration?
- When was it?
- Where was it?
- What did you wear / see / do?
- Did you enjoy it?

### Remember!

Remember to use what you've learnt about writing a letter.



موسسه زبان دهخدا  
dekhodaedu.com

Blank writing area for the letter.



1 Complete the sentences. Use *for* and *since*.

- 1 Frankie has had a bike for a few years / since he was nine.
- 2 I've been on holiday since Tuesday / for a week.
- 3 Mrs Smith has been ill for three months / since February.
- 4 We've had a summer festival in our town since 1900 / for more than 100 years.
- 5 George has been in the library for an hour / since four o'clock.

2 Complete the letter. Use the present perfect or the past simple.  Irregular verb list page 135

Dear Scott,

I'm on holiday in Japan. We<sup>1</sup> ve already been (already / be) here for a week.

It's great! I<sup>2</sup> ve never tasted (never / taste) such delicious food before. <sup>3</sup> ve you ever tried (ever / try) Japanese food?

Last night, we<sup>4</sup> went (go) to an unusual festival called 'Setsubun' – the bean festival. You have to eat the same number of beans as your age, so

I<sup>5</sup> ate (eat) eleven beans! We also<sup>6</sup> tried (try) the traditional festival food and I<sup>7</sup> enjoyed (enjoy) it a lot.

We<sup>8</sup> met (meet) some nice people since we arrived. The hotel is amazing! Dad<sup>9</sup> has just had (just / have) a swim in the pool, but

I<sup>10</sup> haven't been (not be) in the water yet.

See you soon,  
Cameron

3 Write the words.

disgusting   amazing   delicious   awful   traditional   deserted   original   bright



1 amazing fireworks



2 awful weather



3 a traditional house



4 bright sunlight



5 an original idea



6 a traditional costume



7 delicious food



8 a delicious cake



# Fluency Time! 1

## Everyday English

### 1 Read. Change the conversation with the correct phrases below.

- a) Why don't you come, too?    b) We're going to the cinema    c) Are you doing anything special?  
 d) Sorry, I can't    e) I'd love to    f) No, not really    g) I'm not so sure

Hannah: Hi, Lily. <sup>1</sup>What are you doing on Tuesday evening?

Lily: <sup>2</sup>Nothing important. Why?

Hannah: I'm going ice skating. <sup>3</sup>You can come, too.

Lily: <sup>4</sup>I can't go. I've hurt my foot. I can't do sport.

Hannah: That's OK. <sup>5</sup>We're watching a film on Friday. Are you free?

Lily: Hmm, <sup>6</sup>I don't know. I think we're visiting my cousins on Friday night.

Hannah: That's OK. Would you like to come to my house on Saturday instead?

Lily: Yes, <sup>7</sup>I would. Thanks!

- c



### 2 Read and complete.    don't    love    sure    special    wants



Dan: Hi, Harry. Are you doing anything  
<sup>1</sup> special on Saturday?

Harry: I'm going to a football match. My  
 favourite team is playing. Why  
<sup>2</sup> you come, too?



Dan: I'm not so <sup>3</sup> Mum  
<sup>4</sup> me to help Grandad with  
 his shopping on Saturday.



Harry: That's OK. The match is in the evening.  
 Can you come?

Dan: Yes. I'd <sup>5</sup> to. See you on  
 Saturday!

### 3 Look and write the sentences in the correct order.

1 Are / doing / special / Sunday? / anything / on /  
 you Are you doing anything special on  
 Sunday?

3 sure. / not / I'm \_\_\_\_\_

5 the / We're / café. / to / going \_\_\_\_\_

2 come / Why / with / you / us? / don't \_\_\_\_\_

4 me. / wants / shopping / to / Mum / go / with \_\_\_\_\_

6 love / I'd / to. \_\_\_\_\_





1 Watch the video clip and answer the questions.

- 1 Where are the girls? They're at school.
- 2 What are they wearing? \_\_\_\_\_
- 3 Why can't Megan join Layla on Saturday? \_\_\_\_\_
- 4 Does Megan want to go to the theme park? \_\_\_\_\_
- 5 Do you think Mr Ross likes theme parks? \_\_\_\_\_

2 Watch the video clip again. Complete the conversation.

Megan: Hi, Layla. Are you and Zaid doing \_\_\_\_\_  
\_\_\_\_\_ this weekend?

Layla: We're going to the theme park.  
\_\_\_\_\_ you and Ben come, too?

Megan: I'm \_\_\_\_\_. Mum wants us  
\_\_\_\_\_ on Saturday!

Layla: That's OK. We're going on Sunday.  
\_\_\_\_\_ come?

Megan: I'd \_\_\_\_\_. I'll ask Ben.

Layla: Great! \_\_\_\_\_ on Sunday!

Megan: Bye!



3 Work in pairs. Answer the questions.

- 1 What are you doing on Saturday?
- 2 Are you doing anything special next month?
- 3 Where are you going for your next holiday?
- 4 Who are you going with?

My family and I are going to  
take a trip to the beach.

Oh, great! I love  
swimming!

4 Read the scenario and write a conversation with Megan and Ben. Act out your script in groups.

You are having a conversation with Megan and Ben. Megan is telling you about her plans for Sunday and asking you to come. Talk about your weekend plans, and whether you can join her and Ben on Sunday.

**Megan:** Hi! Are you doing anything special this weekend?  
\_\_\_\_\_

**Ben:** We're going shopping on Saturday, remember?  
\_\_\_\_\_

**You:**  
\_\_\_\_\_



# 4

# Transport of the future!

## Lesson One Story

### 1 Read the story and match.



- |                                      |                                     |   |  |
|--------------------------------------|-------------------------------------|---|--|
| 1 Mr Martin tells the children about | <input checked="" type="checkbox"/> | d | a what to draw.                                  |
| 2 The competition is about           | <input type="checkbox"/>            |   | b transport in the future.                       |
| 3 The children have got two weeks    | <input type="checkbox"/>            |   | c to do a drawing of a future form of transport. |
| 4 The first prize is                 | <input type="checkbox"/>            |   | d a competition for local clubs and schools.     |
| 5 The children can't decide          | <input type="checkbox"/>            |   | e the Museum of Inventions for ideas.            |
| 6 They are going to go to            | <input type="checkbox"/>            |   | f a ride in a hot-air balloon.                   |

### 2 Complete the poster.

date future transport club drawing best ideas visitors

## Competition! Design the transport of the future!

What will transport be like in the <sup>1</sup> future ?  
 The Museum of Inventions wants to know your  
<sup>2</sup> ideas. We would like you and your  
 friends to do a <sup>3</sup> drawing  
 of a future form of transport.

### How to enter

Send your drawing to Mr Martin at the  
 Museum of Inventions. You must also write  
 a paragraph to explain how your form of  
<sup>4</sup> transport works. Send this with your  
 drawing.

### Rules

Each group can only send in one drawing.  
 The closing <sup>5</sup> date for the competition  
 is 22nd December.

### Prizes

**1st prize:** A ride in a hot-air balloon  
**2nd prize:** New equipment for your  
<sup>6</sup> club or school  
 The museum will also display some of the  
<sup>7</sup> best drawings for <sup>8</sup> visitors to  
 look at.

### 3 Read the poster again and write True or False.

- Children have to write about their drawing.
- The groups can send in lots of drawings.
- Children can't send in drawings after 22nd December.
- There is only one prize.
- Visitors to the museum will see some of the drawings.

True  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



1 Write the words. Then complete the sentences.

hot-air balloon motorbike submarine helicopter lorry yacht coach barge

**A** travels on land

\_\_\_\_\_ motorbike \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B** travels on / under the water

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C** travels in the air

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A A<sup>1</sup> motorbike has got two wheels. A<sup>2</sup> \_\_\_\_\_ carries lots of passengers.

A<sup>3</sup> \_\_\_\_\_ carries things to shops and businesses.

B A<sup>4</sup> \_\_\_\_\_ has got sails. A<sup>5</sup> \_\_\_\_\_ hasn't got sails and it travels slowly.

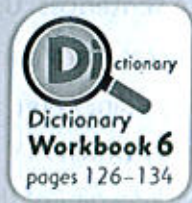
A<sup>6</sup> \_\_\_\_\_ can travel under the sea.

C A<sup>7</sup> \_\_\_\_\_ is made of metal, like a plane, but it hasn't got wings.

A<sup>8</sup> \_\_\_\_\_ uses hot gas to get up into the air.

**More words**

Match the pictures to the sentences.



Thank you for your information. We'll look into it.  c

Can you help me look for my phone?

It's important to look ahead and make plans.

My sister is so talented! I really look up to her.

3 Complete the sentences.

look after look round look ahead look for look up to look into look forward to look up

1 I've lost my pen. I'm going to look for it upstairs.

2 I need to \_\_\_\_\_ the new words in a dictionary.

3 My uncle is a wonderful person. I really \_\_\_\_\_ him.

4 Grandma has been in hospital. Now she's staying with us, so we can \_\_\_\_\_ her.

5 Mum bought a book on the Internet, but it didn't arrive. She's going to \_\_\_\_\_ it.

6 My diary helps me to \_\_\_\_\_ and plan things.

7 I'm going to \_\_\_\_\_ the Egyptian section before I leave the museum.

8 We always \_\_\_\_\_ the summer. We love summertime.



## Lesson Three Grammar 1

### 1 Read and circle.

- I've been working on the computer for / since / all six o'clock.
- Allie has been reading his book for / since / all afternoon.
- Jess has been learning English for / since / all five years.
- Where's the bus? We've been waiting here for / since / all 20 minutes
- The weather is awful! It's been raining for / since / all day.
- My aunt has been cooking for / since / all morning.

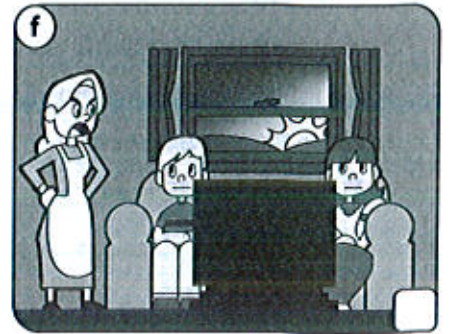
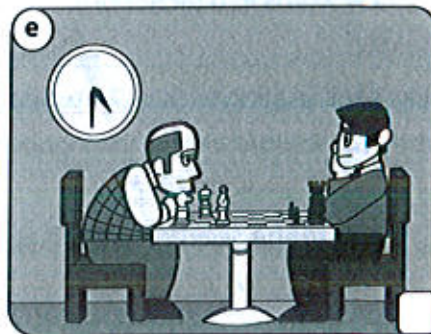
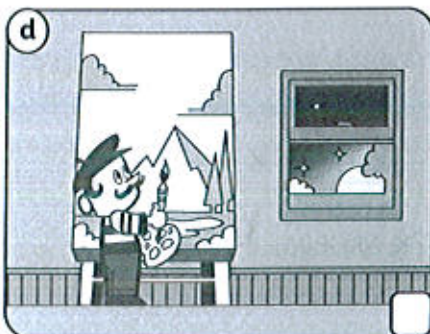
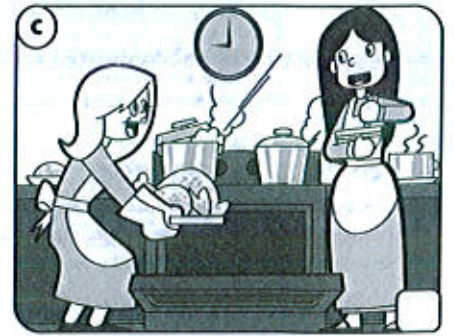
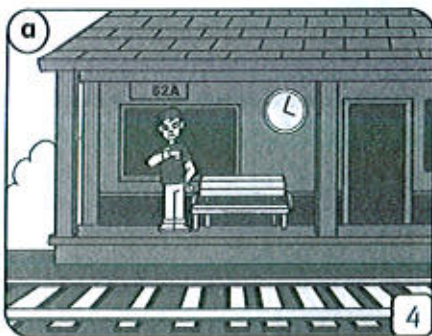
### 2 Complete the sentences. Use the present perfect continuous.

- The yachts have been sailing (sail) in the race for nearly an hour.
- Ellie's father is a driver. He \_\_\_\_\_ (drive) lorries for 15 years.
- Barges \_\_\_\_\_ (use) this canal since the 19th century.
- Dad will be here soon. He \_\_\_\_\_ (travel) all day.
- My cousin \_\_\_\_\_ (ride) a motorbike since he was 18. He loves it!
- What's happening? Police helicopters \_\_\_\_\_ (fly) around here all morning.

### 3 Write sentences. Use the present perfect continuous and *for*, *since* or *all*.

- she / study / four hours She's been studying for four hours.
- he / paint / day \_\_\_\_\_
- you / watch / TV / lunchtime \_\_\_\_\_
- Jack / wait / at the station / 50 minutes \_\_\_\_\_
- they / play / chess / two o'clock \_\_\_\_\_
- we / cook / morning \_\_\_\_\_

### 4 Match the pictures and the sentences from Exercise 3.





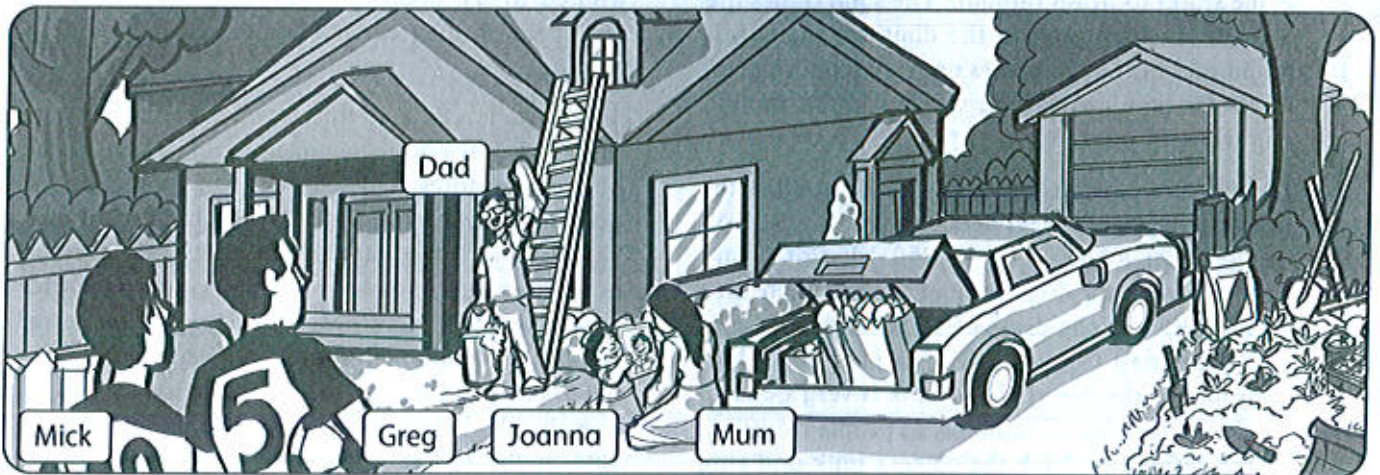
1 Read and match.

- |   |                            |   |
|---|----------------------------|---|
| 1 Mia's feet are sore because             | <input type="checkbox"/> d | a they've been working hard.              |
| 2 Robbie is wet because                   | <input type="checkbox"/>   | b she's been sitting in the sun.          |
| 3 Lucy is hot because                     | <input type="checkbox"/>   | c he's been working in the garden.        |
| 4 The boys are in the living room because | <input type="checkbox"/>   | d she's been wearing tight shoes.         |
| 5 Dad is dirty because                    | <input type="checkbox"/>   | e he's been playing football in the rain. |
| 6 Jill and Emma are tired because         | <input type="checkbox"/>   | f they've been watching a film.           |

2 Read and circle.

- You've got a sore throat because *you* / you've been shouting.
- Cathy is late because she's *be* / *been* talking to Emma on the phone.
- Dad has got oil on his hands because he's been *repair* / *repairing* the car.
- The CD is great! I've just *being* / *been* listening to it.
- Steve *has* / *have* been running in the 2 km race, so he's thirsty now.
- The boys are dirty because they've been *camp* / *camping* in the mountains.

3 Write questions and answers. Use the present perfect continuous.



- Mum / do / the shopping?  
 Has Mum been doing the shopping? Yes, she has.
- Dad / wash / the car?  
 \_\_\_\_\_
- Mick and Greg / play / tennis?  
 \_\_\_\_\_
- Joanna / draw / pictures?  
 \_\_\_\_\_
- the neighbours / work / in the garden?  
 \_\_\_\_\_
- it / rain?  
 \_\_\_\_\_



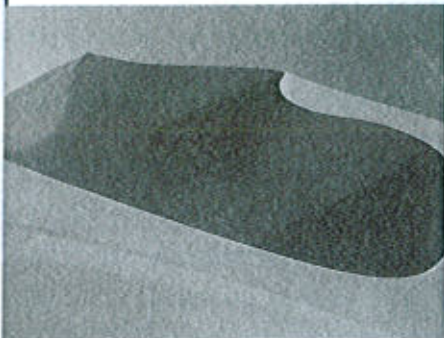
# Skills Time!

## Lesson Five

### Reading

1 Look at the text. Choose the best title. Write the title at the top.

- a) Across the desert by camel    b) A drive across the desert    c) The camel doctors



The desert is one of the most difficult environments in the world to travel through. The sand dunes are difficult to climb and, in the daytime, the sun is bright and the temperatures are very high. You can travel for many days and weeks without finding any water or food.

Long before cars, people used camels to cross the desert. Camels are ideal desert animals. They can carry heavy loads of up to 450 kilograms and they can walk for days without water. When they find water, they can drink up to 100 litres of water in ten minutes! Camels can eat almost any plant they find in the desert. Their milk is very good to drink and it is full of vitamins, so people travelling in the desert can drink the camel's milk and stay healthy. Camels were used to bring packages of food and other supplies to faraway villages.

Sometimes, camels were used by people who wanted to sell goods in different places. In more recent times, they carried equipment for building railways.

Today, we have 4 x 4 vehicles which can travel over the sand, but cars sometimes break down in the hot temperatures. This can be very dangerous as you can be miles from a village with no transport! Camels can travel long distances to places which have no roads or railways to connect them to other towns. In Mali, in Africa, camels carry blocks of salt for 800 kilometres over high sand dunes to Timbuktu, where they are sold. In other places, camels take important medicines to desert villages. Life in the desert would be much more difficult without camels!

2 Read again and write *True* or *False*.

- 1 It isn't easy to travel across the desert.
- 2 Camels were a form of transport before there were any cars.
- 3 It's easy to find food and water in the desert.
- 4 Camels can drink 1,000 litres of water in 10 minutes.
- 5 Camels were used to travel to places to sell things.
- 6 Camel's milk is very unhealthy and bad to drink.
- 7 People don't travel by camel now because we have 4 x 4 vehicles.
- 8 Camels take medicines to desert villages.

True

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



موسسه زبان دهخدا  
dehkhodaedu.com



**Words in context**

1 Complete the sentences.

logs local connects private mud loads ideal balance

- 1 In some villages, people use mud from the river to make bricks for building.
- 2 Today, a big road connects the cities of Algiers and Lagos.
- 3 Donkeys are strong and they can carry heavy loads.
- 4 Countries with mountains are ideal for skiing.
- 5 The hill train is only for tourists. Local people don't use it.
- 6 In Canada, they cut the trees into logs and then send them down the rivers.
- 7 Very rich people sometimes fly alone in private planes.
- 8 It's difficult to keep your balance when you stand on one foot.

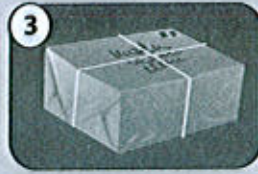
**More words**

2 Match the words from page 36 to the pictures.

package 4 x 4 vehicle railway sand dunes



sand dunes



3 Complete the text.

connects balance railway mud 4 x 4 ideal packages loads

**Did you know ...?**

- ❖ Russia has the longest <sup>1</sup> railway line in the world. It <sup>2</sup> connects Russia with China, and it is nearly 10,000 kilometres long. Trains carry people and <sup>3</sup> loads.
- ❖ A bike with one wheel is called a unicycle. At first, it is very difficult to keep your <sup>4</sup> balance on this bike, but most people can learn to ride one after practising for five to ten hours.
- ❖ Camels can travel long distances across sand with heavy <sup>5</sup> loads, but they cannot walk in <sup>6</sup> forests. They are <sup>7</sup> ideal for deserts, but not for forests.
- ❖ In 1903, two Dutch brothers made a racing car that could climb hills. It was the world's first <sup>8</sup> 4 x 4 vehicle.

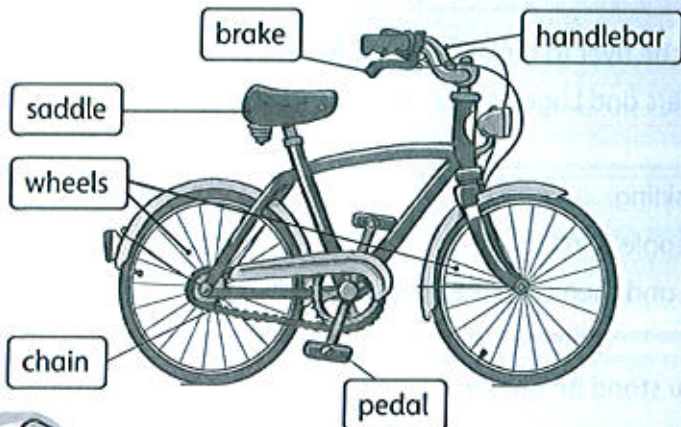


# Skills Time!

## Lesson Seven

### Writing

1 Look at the picture. Match the words.



You sit on the \_\_\_\_\_ handlebar.  
You put your feet on the \_\_\_\_\_ brake.  
You hold the \_\_\_\_\_ saddle.  
The chain turns the \_\_\_\_\_ wheels.  
The pedals turn the \_\_\_\_\_ pedals.  
To stop, you press the \_\_\_\_\_ chain.



### My writing

2 Write a process diagram to explain how to ride a bike. Use the information in Exercise 1.



Step 1: To ride a bike, you



3 Answer the questions.

- 1 Can you ride a bike? \_\_\_\_\_
- 2 When did you learn? \_\_\_\_\_
- 3 Who taught you? \_\_\_\_\_
- 4 Have you got a bike? Describe it. \_\_\_\_\_



1 Read and circle.

- 1 This shop is near my house. It's ... .  
 a local                      b private                      c traditional
- 2 A boat that can travel under the water is a ... .  
 a yacht                      b barge                      c submarine
- 3 When we make plans for the future, we ... .  
 a look ahead                      b look round                      c look up
- 4 This vehicle can carry heavy loads. It's a ... .  
 a motorbike                      b lorry                      c hot-air balloon
- 5 My brother is very young, so I help to ... .  
 a look forward to him                      b look into him                      c look after him
- 6 We're in the desert. I can see lots of ... .  
 a mud                      b sand dunes                      c logs

2 Complete the conversation. Use the present perfect continuous.

Grace: Hi, Alex. You look tired. What <sup>1</sup> have you been doing (do)?  
 Alex: I <sup>2</sup> (work) all morning.  
 Grace: <sup>3</sup> you (study)?  
 Alex: No, I <sup>4</sup> .  
 Grace: Your hands are orange! <sup>5</sup> you (paint)?  
 Alex: Yes! My youth club <sup>6</sup> (make) a mural for the wall outside the station.  
 Grace: Wow! That sounds great!

3 Write sentences. Use the present perfect continuous.

- 1 we / travel / 9.30  
 We've been travelling since 9.30.
- 2 I / read / my book / ten o'clock  
 \_\_\_\_\_
- 3 my brother / watch / a film / 20 minutes  
 \_\_\_\_\_
- 4 Mum / sleep / an hour  
 \_\_\_\_\_
- 5 Dad / do / puzzles / 10.30  
 \_\_\_\_\_
- 6 we / fly / over the sea / ten minutes  
 \_\_\_\_\_





# 5

# The greatest inventions!

## Lesson One Story

### 1 Read the story and circle.

- 1 The children are at the Museum of *Ideas / Achievements / Inventions*.
- 2 In the museum, there are types of transport from the *present / past / future*.
- 3 The first mobile phone was invented in the *1870s / 1880s / 1970s*.
- 4 Some early cars had *two / three / four* wheels.
- 5 The children get an idea for a new type of *phone / bike / balloon*.
- 6 They want to make something that can *fly / float / sail*.

### 2 Read the information and match.



The first hot-air balloon was invented by two French brothers, Joseph and Etienne Montgolfier. They got the idea when they found that hot air from a fire made a paper bag rise into the air.

In September 1783, the brothers made a big balloon from cloth and paper. They made a fire under it. They thought it might be dangerous to go up in it themselves, so the first passengers were a duck, a sheep and a chicken!

In November that year, two friends of the Montgolfier brothers went up in a similar balloon. The balloon rose to 150 metres and floated for nine kilometres over the city of Paris – and it came down safely.

- |   |                                     |                              |
|---|-------------------------------------|------------------------------|
| 1 The first hot-air balloon was invented        | <input checked="" type="checkbox"/> | a animals.                   |
| 2 It was invented by                            | <input type="checkbox"/>            | b in 1783.                   |
| 3 They discovered that a paper bag went up      | <input type="checkbox"/>            | c for nine kilometres.       |
| 4 The first passengers were                     | <input type="checkbox"/>            | d when it contained hot air. |
| 5 The first people in a hot-air balloon floated | <input type="checkbox"/>            | e the city of Paris.         |
| 6 They floated over                             | <input type="checkbox"/>            | f two brothers.              |

### 3 What do you think happens next in the story? Tick (✓) one.

- |   |                          |
|---|--------------------------|
| a The children go in a hot-air balloon.     | <input type="checkbox"/> |
| b The children don't win a prize.           | <input type="checkbox"/> |
| c The children draw a vehicle that can fly. | <input type="checkbox"/> |
| d The children win first prize.             | <input type="checkbox"/> |



## 1 Complete the text.

devices experiments machines designed invented discovered inspiration

Boomerangs are well known in Australia, where they have been made by the local people for the past 10,000 years. However, boomerangs were <sup>1</sup> invented much earlier and were also used in other parts of the world. A 30,000-year-old boomerang was <sup>2</sup> \_\_\_\_\_ in a cave in Poland and, in Egypt, King Tutankhamen owned some of these interesting <sup>3</sup> \_\_\_\_\_.

We don't know where the <sup>4</sup> \_\_\_\_\_ for the boomerang came from but, at first it, was <sup>5</sup> \_\_\_\_\_ for hunting animals, not for sport. Then people saw that when they threw a small boomerang in a special way, it flew through the air and came back to them. After more <sup>6</sup> \_\_\_\_\_, the 'returning' boomerang was made. Now it is mainly used for sport.

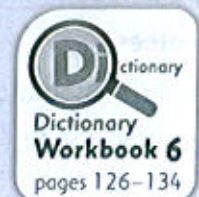
Although boomerangs are often made by <sup>7</sup> \_\_\_\_\_ in factories, the best ones are made by hand.



## More words

## 2 Add -ment to the verbs to make nouns.

- 1 enjoy enjoyment      pay \_\_\_\_\_  
 3 develop \_\_\_\_\_      entertain \_\_\_\_\_



## 3 Complete the sentences.

equipment arrangement ~~enjoyment~~ agreement  
 development entertainment excitement payment

- I love horse riding. It gives me a lot of enjoyment.
- Jess and I have made an \_\_\_\_\_ to meet after school today.
- The \_\_\_\_\_ at the festival was great. There was music, performing and street theatre.
- I need to take some money to school tomorrow. Our teacher is collecting the \_\_\_\_\_ for our class trip.
- Babies grow and change very quickly. After the age of two, their \_\_\_\_\_ is slower.
- You don't need a lot of \_\_\_\_\_ to go running. You only need a pair of good running shoes.
- There was a lot of \_\_\_\_\_ when the holidays started!
- There was an international \_\_\_\_\_ to try to stop pollution.



## Lesson Three Grammar 1

### 1 Read and circle.



A When <sup>1</sup> *is / was* glue first invented?

B In 1750. The glue <sup>2</sup> *is / was* made from fish!



Basketball <sup>3</sup> *is / was* played by thousands of people all around the world. The game <sup>4</sup> *is / was* invented by James Naismith in 1891.



A type of skateboard <sup>5</sup> *is / was* ridden in the 1930s, but the modern skateboard <sup>6</sup> *isn't / wasn't* developed until 1958.



Jeans <sup>7</sup> *is / are* sold in almost every country in the world. They <sup>8</sup> *are / were* first made in 1873.

### 2 Complete the text. Use the present or past passive.

✓ Irregular verb list page 135

## Pizza

Today, pizzas <sup>1</sup> *are enjoyed* \_\_\_\_\_ (enjoy) all over the world, but this popular food <sup>2</sup> \_\_\_\_\_ (invent) long ago. In 1522, tomatoes <sup>3</sup> \_\_\_\_\_ (bring) from Peru to Europe. In Italy, the tomatoes <sup>4</sup> \_\_\_\_\_ (put) on bread. That's how the first pizza <sup>5</sup> \_\_\_\_\_ (make).

A pizza restaurant <sup>6</sup> \_\_\_\_\_ (open) in Naples in 1738. Soon, pizzas were popular all over Italy.

From 1850 to 1900, thousands of Italians went to live in the US and they took the recipe for pizza with them. Now, in the US, more than three billion pizzas <sup>7</sup> \_\_\_\_\_ (sell) every year! Imagine how many pizzas <sup>8</sup> \_\_\_\_\_ (eat) in the whole world!



### 3 Write sentences. Use the present or past passive. Use these words or your own ideas.

glasses pasta tennis a boat the *Titanic*

Pasta is eaten in Italy.

---



---



---



---



موسسه زبان دهخدا  
dehkhodaedu.com



1 Write A (active) or P (passive).

- 1 The car is being washed. P
- 2 Someone is cleaning the windows.
- 3 The students are doing an experiment.
- 4 The road is being repaired.
- 5 The rooms are being painted.
- 6 My brother is studying for his exams.

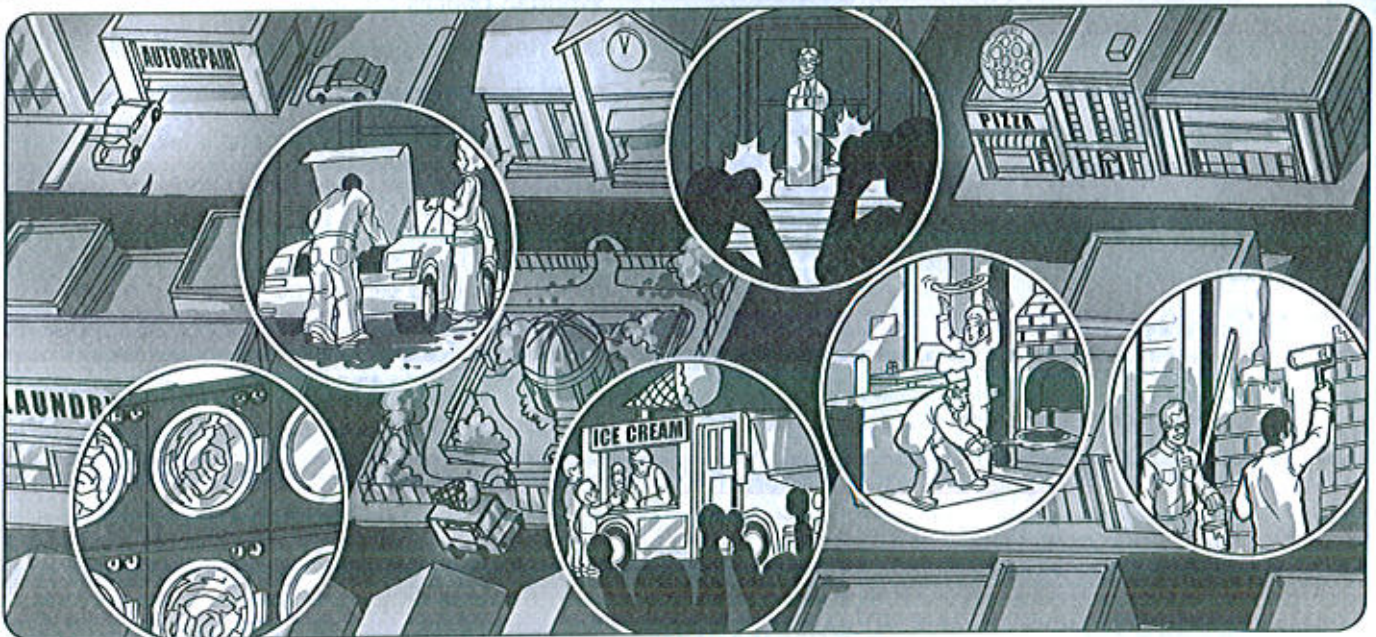
2 Complete the sentences. Use the present continuous passive.

- 1 The house near the park is being built (build) for us.
- 2 The boat is not sailing (not sail) this morning.
- 3 Dinner is being cooked (cook) by Dad tonight.
- 4 The car is being washed (wash) at the moment.
- 5 The walls are being painted (paint). That's what the strange smell is.
- 6 The swimming pool is not being used (not use) because it's dirty.

3 Write sentences. Use the present passive continuous. V Irregular verb list page 135

clothes a wall ice cream  
photos pizzas a car

take make paint  
repair wash sell



- 1 Clothes are being washed.
- 2
- 3
- 4
- 5
- 6



# Skills Time!

## Lesson Five

### Reading

1 Look at the pictures and tick (✓) two things a pencil has inside it. Read and check.

- a) graphite    b) ink    c) clay    d) stone

## The history of the pencil



A pencil is usually made of wood, with pencil lead inside. Pencil lead is a black material. It is made with graphite which is mixed with clay. This mixture is pressed into thin rods to form the centre of the pencil. The thin rod is the part of the pencil that leaves marks on the paper when we write. The wooden part outside this is the part that we hold.

### 16th century

People first discovered the use of graphite for writing in the 1700s. Pencils from this time were just pieces of graphite wrapped in sheepskin or string.

### 18th century

The design of the pencil was changed. A hollow space was made in a piece of wood, a rod of

lead was put in the space, and then another piece of wood was glued on top. After that, the pencil was cut to a sharp point at one end. So, pencils don't need to have a nib in them like pens do.

### Today

Wooden pencils are made by machines in factories. Pencils are also made of plastic or metal, and they sometimes have cartridges filled with lead. There are pencils with different colours! There are even pencils that can write underwater!

Pencils are used all around the world. More than 14 billion pencils are made in the world every year. That's enough to go all the way around the earth 62 times!

2 Read again and circle.

- |                                  |                      |                       |                    |
|----------------------------------|----------------------|-----------------------|--------------------|
| 1 Graphite is ...                | Ⓐ a black material.  | b made of clay.       | c a type of wood.  |
| 2 Pencil lead is put ...         | a inside the pencil. | b outside the pencil. | c on the pencil.   |
| 3 The wood around the pencil ... | a is for decoration. | b protects the lead.  | c makes it bigger. |
| 4 Graphite was first used ...    | a 2,000 years ago.   | b 500 years ago.      | c 50 years ago.    |
| 5 A pencil doesn't have ...      | a a nib.             | b a sharp point.      | c a cartridge.     |
| 6 Modern pencils are made ...    | a of sheepskin.      | b of string.          | c in factories.    |
| 7 14 billion pencils are ...     | a broken every year. | b made every year.    | c used underwater. |



## Words in context

## 1 Complete the text.

nibs   clay   sharp   reservoir   rotates   ink   cartridges   hollow

- ◆ Writing first developed in Mesopotamia (modern Iraq). There wasn't any paper, so people wrote on blocks of <sup>1</sup> clay with <sup>2</sup> \_\_\_\_\_ sticks.
- ◆ The English word *paper* comes from the word *papyrus*, which was the plant that the Ancient Egyptians used to make paper.
- ◆ A type of fountain pen was designed for the Caliph of Egypt in 953. He wanted a pen that didn't drop <sup>3</sup> \_\_\_\_\_ on his fingers and clothes. Pens with <sup>4</sup> \_\_\_\_\_ weren't used until the 20th century.
- ◆ For centuries, a goose feather was the best pen. The centre of the feather is <sup>5</sup> \_\_\_\_\_, so it has a small <sup>6</sup> \_\_\_\_\_ to hold the ink.
- ◆ People had to use knives to keep their quill pens sharp. Metal <sup>7</sup> \_\_\_\_\_ made things easier. They were stronger and lasted longer.
- ◆ Pencil sharpeners were invented in the 19th century. The pencil sharpener <sup>8</sup> \_\_\_\_\_ around the pencil to make it sharp.

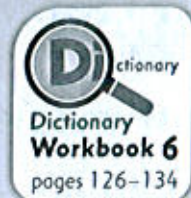


## More words

## 2 Match the words from page 44 to the definitions.

underwater   rod   press   string

- 1 string *noun* thin rope, used to tie things together
- 2 \_\_\_\_\_ *adj* below the surface of the water
- 3 \_\_\_\_\_ *noun* a straight, thin piece of metal or other hard material
- 4 \_\_\_\_\_ *verb* to push something, often with your hand or finger



## 3 Complete the sentences with words from Exercises 1 and 2.

- 1 I'm going to take a fishing rod so I can catch fish.
- 2 I've wrapped the package. Now I'm going to tie some \_\_\_\_\_ around it.
- 3 Some fountain pens have wide \_\_\_\_\_ to write with, and others have thinner ones.
- 4 We have night and day because the earth \_\_\_\_\_ once every 24 hours.
- 5 Sometimes, birds build nests inside \_\_\_\_\_ trees.
- 6 The people of Mesopotamia \_\_\_\_\_ a stick into wet clay to make letters.
- 7 You must be careful! That knife is \_\_\_\_\_.
- 8 Dolphins can stay \_\_\_\_\_ for about ten minutes.



# Skills Time!

## Lesson Seven

### Writing

1 Read the information and complete the sentences.

**Inventor:** Alexander Graham Bell (1847–1922)

**Invention:** the telephone

**Born:** 3rd March, in Edinburgh, Scotland

**First phones:** Made of metal and wood

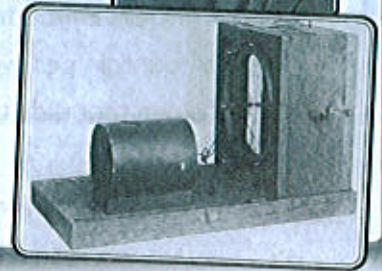
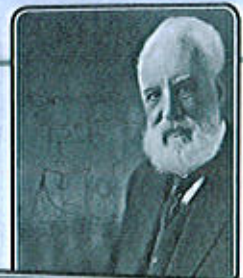
**1876:** First telephone call. Said: "Mr Watson, come here. I want to see you."

**1877:** Start of Bell Telephone Company, US.

**1877–1880:** Telephone lines in most American cities

**1891:** First phone call to another country

**20th century:** Big changes in phone technology. First mobile phone 1973



1 To begin with, phones were made of metal and wood.

2 In 1876, \_\_\_\_\_.

3 Soon after, \_\_\_\_\_.

4 During the late 1870s, \_\_\_\_\_.

5 In 1891, \_\_\_\_\_.



## My writing

2 Write a biography of Alexander Graham Bell.

### Remember!

Write when he was born, when he died and what the main events in his life were.

A large rectangular box with horizontal lines for writing.



1 Write sentences. Use the present or past passive. V Irregular verb list page 135

1 glasses / invent / in 1248

Glasses were invented in 1248.

today / they / wear / by many people to help them see better

2 this building / design / by a Spanish artist called Gaudí

today / it / visit / by many tourists

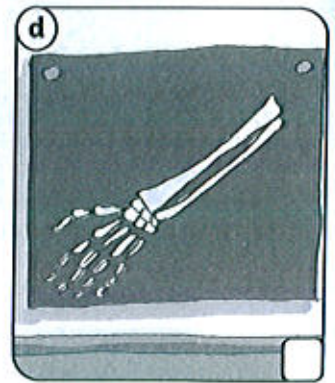
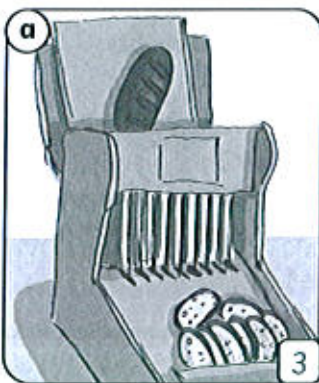
3 this machine / use / to cut bread

it / invent / in 1928

4 X-rays / discover / in 1895

now / they / use / by doctors to look at bones

2 Match the pictures and the sentences from Exercise 1.



3 Read and circle.

- 1 *Inventions* / Experiments are being done to test new medicines.
- 2 A key ring is a *device* / *machine* for keeping your keys together.
- 3 Frogs like to hide in the grass at the side of a *reservoir* / *cartridge*.
- 4 When you *press* / *rotate* the switch, the computer starts.
- 5 A long time ago, people wrote on *ink* / *clay*, not paper.
- 6 The development of writing 8,000 years ago was a great *movement* / *achievement*.
- 7 You need a lot of *equipment* / *excitement* to go rock climbing.
- 8 My dad wants to *build* / *discover* a house next to that lake.



# 6

# You've won a computer!

## Lesson One Story

### 1 Read the story and match.

- 1 The children finish their picture
- 2 Their new form of transport is good
- 3 Mr Martin sends a letter
- 4 Mr Martin says that all the ideas are
- 5 The children don't win
- 6 The children win a new computer

e

- a very imaginative.
- b the hot-air balloon ride.
- c for the environment.
- d for their club.
- e of a bike that can fly.
- f about the designs in the competition.

### 2 Complete the sentences.

lifts   avoids   lands   travels   pedals   pushes



1 This invention travels on the road like a normal bike.



2 It changes into a flying machine when the rider pedals backwards.



3 Air goes into the balloon and the bike lifts off the road.



4 It is very useful on a busy road, because it avoids traffic.



5 To come down, the rider pushes a device at the front of the bike.



6 The air comes out of the balloon and the bike lands.

### 3 Read and circle one incorrect word in each line. Write the correct words.

#### DSD Club wins museum prize

The DSD Club have just won first prize in a competition and now they have a new balloon. Clubs and schools entered a competition to design a form of traffic for the future. The DSD Club entry was a design for a car that can swim. The competition was judged by the Museum of Science and a letter was sent to the club to tell them about their prize. A group from another museum won first prize: a ride in a submarine.

- 1 second
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_



1 Read and circle.

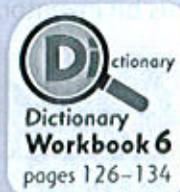
Hi, Jasmine  
 I've been <sup>1</sup> surfing / connecting to the Internet and I've found some information for our technology project. I've <sup>2</sup> downloaded / uploaded some pictures from the Internet, too. I went to the Science Museum at the weekend and I took some photos that we can use. I'm <sup>3</sup> connecting / attaching them to this email for you to look at. There's one photo of me using a computer from the 1980s. I couldn't <sup>4</sup> connect to / disconnect from the Internet because home computers didn't have the Internet in those days!  
 Do you want to come over this evening? We can finish our project and <sup>5</sup> download / upload it onto the school website.  
 I must go now. I have to <sup>6</sup> log on / log off, so that Dad can use the computer.  
 See you soon, Amy

More words

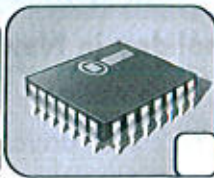
2 Match the words to the definitions.

bug chip mouse speaker

- 1 speaker      *noun* a piece of equipment that gives out sound  
                          *noun* someone who talks to a big group of people
- 2 \_\_\_\_\_      *noun* an insect  
                          *noun* a problem in a computer program
- 3 \_\_\_\_\_      *noun* a piece of computer equipment  
                          *noun* a small animal with a long tail
- 4 \_\_\_\_\_      *noun* a small piece of electronic equipment inside a computer  
                          *noun* a stick of potato cooked in oil



3 Read and tick (✓) the correct picture.



1 The match was very exciting.

2 I had some chips with my fish.

3 We used nails to fix the chair.



4 There's a bug in my printer.

5 These are small speakers.

6 This mouse is broken.



## Lesson Three Grammar 1

### 1 Read and circle.



"Don't forget that tomorrow is Science Day and, in the morning, we'll <sup>1</sup>take / be taken everyone to the Science Museum. You'll <sup>2</sup>collect / be collected from school by coach at ten o'clock, so don't be late. Please remember to bring a packed lunch because food won't <sup>3</sup>provide / be provided. In the afternoon, you'll <sup>4</sup>show / be shown a film about robots. At the end of the day, your teacher will <sup>5</sup>ask / be asked you some questions about the film but you <sup>6</sup>won't give / won't be given any homework."

### 2 Complete the sentences. Use the future active or passive form. Irregular verb list page 135



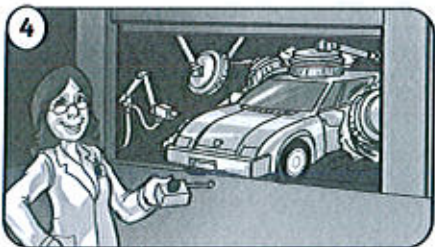
1 When I'm older I'll work \_\_\_\_\_  
(work) as an inventor.



2 Every morning, my breakfast \_\_\_\_\_  
(make) for me.



3 My shoes \_\_\_\_\_  
(clean).



4 My car \_\_\_\_\_  
(wash).



5 I \_\_\_\_\_ (win)  
lots of prizes.



6 My inventions \_\_\_\_\_  
(use) all over the world!

### 3 Write sentences. Use the future passive.

## COMPETITION! What will our fre tim be like in th future?

### Write an essay and win a holiday in New York!

- you / take / to New York / in a private plane  
You will be taken to New York in a private plane.
- you / drive / to your hotel / in a luxury car  
\_\_\_\_\_
- you / give / tickets for plays and films  
\_\_\_\_\_
- your essays / print / in the newspaper  
\_\_\_\_\_

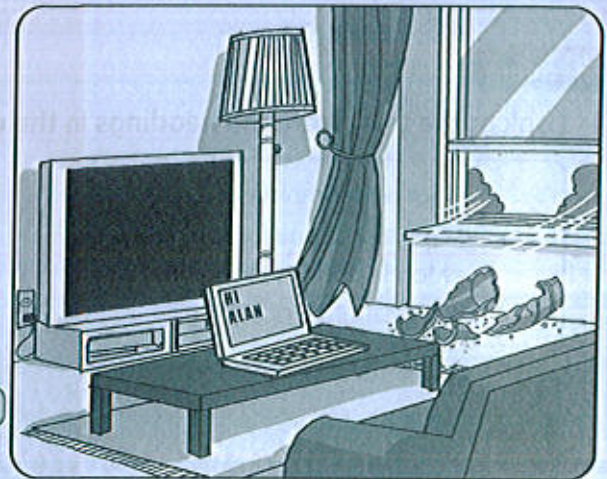
### Rules

- the essays / not judge / until 1st March  
\_\_\_\_\_
- the winners / call / by 1st April  
\_\_\_\_\_



1 Look at the pictures and write *True* or *False*.

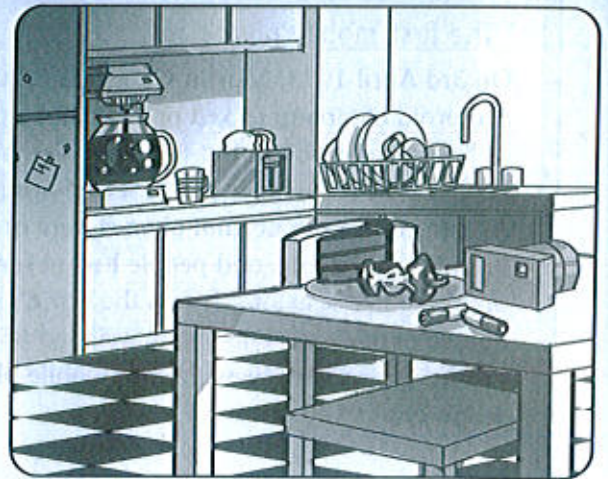
- 1 The television has been switched off. True
- 2 The window hasn't been closed. \_\_\_\_\_
- 3 The cups haven't been washed. \_\_\_\_\_
- 4 The cake has been eaten. \_\_\_\_\_
- 5 The pot has been broken. \_\_\_\_\_
- 6 The coffee hasn't been made. \_\_\_\_\_



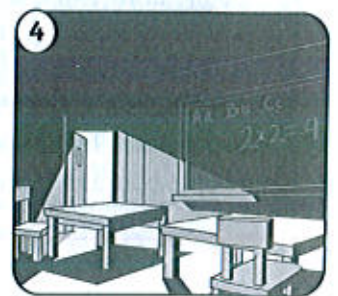
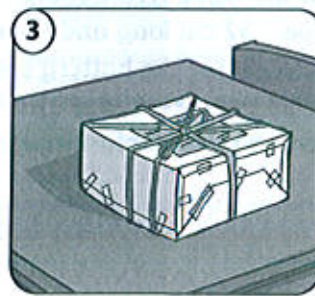
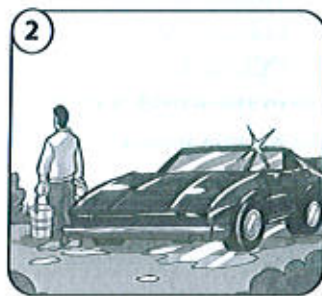
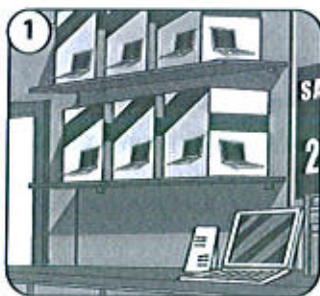
2 Complete the sentences.

Use the present perfect passive. Irregular verb list page 135

- 1 The camera's batteries have been taken out  
\_\_\_\_\_ (take out).
- 2 The computer \_\_\_\_\_  
\_\_\_\_\_ (switch on).
- 3 The email \_\_\_\_\_  
\_\_\_\_\_ (not write).
- 4 The TV \_\_\_\_\_  
\_\_\_\_\_ (not switch on).
- 5 The apple \_\_\_\_\_  
\_\_\_\_\_ (eat).
- 6 The cups \_\_\_\_\_  
\_\_\_\_\_ (not put away).



3 Write questions and answers. Use the present perfect passive.



- 1 the computers / use?  
Have the computers been used? No, they haven't.
- 2 the car / clean?  
\_\_\_\_\_
- 3 the package / open?  
\_\_\_\_\_
- 4 the lights in the classroom / switch off?  
\_\_\_\_\_



# Skills Time!

## Lesson Five

### Reading

1 Look at the text. Write the headings in the correct place.

The market for mobile phones  
The first mobile phone for the public  
Mobile phones today  
The first mobile phone call



## The history of mobile phones

### <sup>1</sup> The first mobile phone call

On 3rd April 1973, Martin Cooper from the Motorola company talked on his mobile phone as he walked through the streets of New York. People watched with excitement and amazement. At that time, even normal phones were attached by wires and cords, and people had never seen anything like it before! It was the world's first mobile phone call. The phone weighed 850 grams! It was very heavy! Now, mobile phones weigh about 130 grams!

<sup>2</sup>

In the 1970s, mobile phone technology was still experimental. Mobiles weren't available to the public until 1983, when the DynaTAC 8000X was created. It was huge – 32 cm long and 9 cm wide! It took ten hours to charge the battery and you could only talk for 30 minutes. It was also expensive. The phone cost \$3,995! Only very rich people could buy one!

<sup>3</sup>

Martin Cooper had a dream of people taking their phones with them and being able to communicate wherever they were. However, in the early days, nobody knew if mobile phones would be popular. One company said they expected a world market of 900,000 by the end of the year 2000. They were wrong! By that time, mobiles were cheap enough for ordinary people to buy. They were also much smaller and looked much better than the DynaTAC! Millions of people were using them.

<sup>4</sup>

Mobile phones have changed a lot since the 1980s. We can use them to take photos, watch videos, surf the Internet and do many other things. Today, there are billions of mobile phones in the world. Life would be very different without mobile phones. They have changed the world!

2 Read again and write *True* or *False*.

- |   |       |
|---|-------|
| 1 The first mobile phone call was made in 1973.                       | True  |
| 2 The first mobile phone weighed 130 grams.                           | _____ |
| 3 Mobile phones weren't sold in shops in the 1970s.                   | _____ |
| 4 The DynaTAC 8000X wasn't very big.                                  | _____ |
| 5 The first phone wasn't very expensive.                              | _____ |
| 6 People always knew that mobile phones would be very popular.        | _____ |
| 7 In the year 2000, phones were a lot cheaper than the DynaTAC 8000X. | _____ |
| 8 There are now over a billion mobile phones in the world.            | _____ |



**Words in context**

**1 Read and circle.**

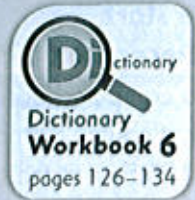
Camera phones were first <sup>1</sup> created / *connected* in the late 1990s. At that time, this technology was still <sup>2</sup> *successful* / *experimental* but, now, camera phones are sold everywhere. When you send a photo by phone, the other person gets it <sup>3</sup> *early* / *immediately*. There is no <sup>4</sup> *complication* / *cursor* – it's easy! Every year, millions of people around the world buy a new mobile phone, so the <sup>5</sup> *president* / *market* for camera phones is <sup>6</sup> *huge* / *cheap*.

**More words**

**2 Complete the sentences with the words from page 52.**

public   available   expect   ordinary

- 1 We aren't rich or famous. We're just ordinary people.
- 2 The new computer was very popular. The \_\_\_\_\_ loved it.
- 3 Today, more than a billion people have mobile phones. They're \_\_\_\_\_ everywhere.
- 4 I was surprised when Ed phoned. I didn't \_\_\_\_\_ to get a call from him.



**3 Complete the sentences with words from Exercises 1 and 2.**



Mum! I've <sup>1</sup> created a supercomputer.



It's <sup>2</sup> \_\_\_\_\_! It fills your whole room! Put it away <sup>3</sup> \_\_\_\_\_!



The design is <sup>4</sup> \_\_\_\_\_. I'll find a way to make it better.



Look! This car moves the <sup>5</sup> \_\_\_\_\_ on the screen.



I <sup>6</sup> \_\_\_\_\_ that by the year 2050, everyone will use this. I will be the <sup>7</sup> \_\_\_\_\_ of my own company.



Oh dear! I think there are some <sup>8</sup> \_\_\_\_\_.



# Skills Time!

## Lesson Seven

### Writing

#### 1 Answer the questions.

- 1 How often do you send a text message? \_\_\_\_\_
- 2 Who do you send text messages to? \_\_\_\_\_

#### 2 Read.

### Text messages

#### The start

- **December 1992:** first text message sent from a computer (early mobile phones could receive, but couldn't send, text messages)
- **1995:** text messages could be used by everyone
- **By 2002:** over a billion text messages sent every day

#### Fun facts

- A text message is also called an SMS. This is short for 'Short Message Service'
- Texts in English can be 160 characters long. Characters means the letters, spaces and punctuation. In other languages, there are usually fewer characters because each letter takes up more space.

#### Quotes

- Alex Brenner worked for a mobile phone company in the 1990s. He said, "No one believed text messages would become popular. We were all wrong!".

#### Text abbreviations

- Because people only have a small space to write in, they use abbreviations. Text abbreviations write words in the way they are pronounced, e.g. C = see, U = you, l8r = later.



## My writing

### 3 Write a research report on text messages.

#### Research report on text messages

Text messages are one of the most popular forms of communication. People use text messages all over the world. But how long have people used text messages?

For my research project, I decided to find out.

---

---

---

---

---

---

---

---

---

---



1 Read and circle. Write A (active) or P (passive).

- 1 I predict / say that, in the future, computers will be much faster.
- 2 All computers will be created / connected to a Superweb.
- 3 We will surf / swim the Internet much more quickly than before.
- 4 Information will be downloaded / logged on from the Superweb in microseconds.
- 5 There won't be any mice / bugs in computer programmes.
- 6 The lives of public / ordinary people will be changed forever.

A

2 Complete the text.

immediately market experimental created complications president



In the 1950s, the inventor George Devol <sup>1</sup> created a 'work robot', called the Unimate, to help in factories. In 1961, the first work robot was used in an American car factory. It was designed to do jobs with very hot metal as the cars were built. At first, the <sup>2</sup> president of the company was worried about the robot. The technology was new and work robots were still <sup>3</sup> experimental. But the Unimate was successful and there weren't any <sup>4</sup> complications.

It took a long time before there was a big <sup>5</sup> market for work robots in the US. However, in Japan, Devol's robots were popular <sup>6</sup> immediately. Now, Japan is the world leader in robots.

3 Write sentences. Use the present perfect passive. Irregular verb list page 135



- 1 the soup / make  
The soup has been made.
- 2 the bread / cut  
\_\_\_\_\_
- 3 the cake / not eat  
\_\_\_\_\_
- 4 the drinks / not pour  
\_\_\_\_\_
- 5 the clothes / wash  
\_\_\_\_\_
- 6 the post / open  
\_\_\_\_\_



# Fluency Time! 2

## Everyday English

1 Read and circle the correct words.

1  Is it (1) **OK** / **good** if I borrow your pen?

(2) **Yes, OK.** / **No, sorry!** I've got another one.

(3) **Could** / **Do you mind** if I take some scissors?

2  No, (4) **that's fine** / **sorry.** Here you are.

(5) **Could** / **Should** I give this to Dan? He left it at our house.

3  (6) **Yes, of course.** / **No, sorry!**

2 Read and complete.

Do fine OK Could sorry Can

1 Can you show me how to do this exercise, please?

Yes, \_\_\_\_\_. Choose the correct word and write it in the gap.

2 I borrow your dictionary, please?

No, \_\_\_\_\_. I'm using it.

3 you mind if I open the window?

No, that's \_\_\_\_\_. It's very hot in here.

3 Complete the questions.



Can you show me how to do this puzzle, please?



\_\_\_\_\_ a drink, please? I'm very thirsty.



I turn off the TV? This programme is boring.



\_\_\_\_\_ if I phone my mum? She doesn't know I'm here.



موسسه زبان دهخدا  
dehkhodaedu.com





1 Watch the video clip. Are these sentences *True* or *False*?

- 1 Ben wants to borrow Megan's gloves before going to the park. False
- 2 Megan is wearing a scarf, a hat and some gloves. \_\_\_\_\_
- 3 Ben wants to close the window because it's raining. \_\_\_\_\_
- 4 Ben's teacher is not happy about the request. \_\_\_\_\_
- 5 Megan thinks that the homework is easy. \_\_\_\_\_
- 6 In the end, Megan talks too loudly. \_\_\_\_\_

2 Watch the video clip again and number the lines in the correct order.

- |   |   |
|---|---|
| <input type="checkbox"/> Yes, of course. It has been getting cold this week.    | <input type="checkbox"/> No, that's fine, Ben. Go ahead.                    |
| 1 <input type="checkbox"/> Is it OK if I borrow your gloves? I can't find mine. | <input type="checkbox"/> Do you mind if I wear my scarf? I'm so cold today. |
| <input type="checkbox"/> No, sorry! I'm wearing them.                           | <input type="checkbox"/> Could I close the window, please? I'm freezing.    |



3 Discuss in pairs. What questions would you ask in each situation?

- 1 You're at home and want to ask your parents if you can have a snack.
- 2 You're at your friend's house and feel thirsty.
- 3 You are in class and want to use the toilet.

I'd ask, "Can I have some crisps, Mum?"

4 Read the scenario and write a conversation. Act out your script in pairs.

Imagine that you are travelling on a train. You are sitting opposite an adult you don't know. You would like to put your bag on the seat next to you, eat some crisps and open the window because it's hot. Write your conversation.

**You:** Excuse me. ... \_\_\_\_\_

**Adult:** \_\_\_\_\_



# 7

# Explorers for a day!

## Lesson One Story

### 1 Read and complete Fin's instructions.

compass explorers flags hidden won't hours luck map win after

#### Instructions

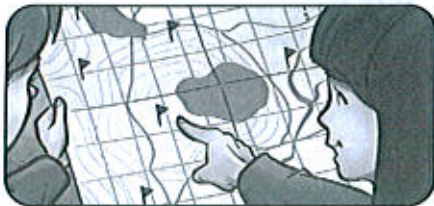
You are all <sup>1</sup> explorers for a day!

Your group has a <sup>2</sup> \_\_\_\_\_ to look at and a <sup>3</sup> \_\_\_\_\_ to see the directions. You have to use these things to look for 10 <sup>4</sup> \_\_\_\_\_, which have been <sup>5</sup> \_\_\_\_\_ in different places.

The dad with your group will look

<sup>6</sup> \_\_\_\_\_ you if there's a problem, but he <sup>7</sup> \_\_\_\_\_ help you to find the flags. The group that finds the most flags in three <sup>8</sup> \_\_\_\_\_ will <sup>9</sup> \_\_\_\_\_ the competition.  
Good <sup>10</sup> \_\_\_\_\_ !

### 2 Read the story and circle the incorrect words. Write correct sentences.



- 1 The children need to walk south to find the first flag.  
The children need to walk north to find the first flag.
- 2 Ed shows everyone the way because he's got the map.  
\_\_\_\_\_



- 3 The children discover they have been walking north.  
\_\_\_\_\_
- 4 Ed took them in the right direction.  
\_\_\_\_\_



- 5 The children come to a lake which is on the map.  
\_\_\_\_\_
- 6 It is raining and a fire is coming.  
\_\_\_\_\_



- 7 The children find shelter in a house.  
\_\_\_\_\_
- 8 Libby is worried because it's small inside.  
\_\_\_\_\_

### 3 What do you think happens next? Tick (✓) one.

- a The rain stops and they leave the cave.
- c They stay in the cave for two days.

- b They find something interesting.
- d The cave is too small for them.







## Lesson Three Grammar 1

### 1 Read and match.

- 1 An explorer is a person  c
- 2 Journalists are people
- 3 A lifeboat is a boat
- 4 A scientist is a person
- 5 Carrots are vegetables
- 6 A camel is an animal

- a who sometimes works in a laboratory.
- b which lives in the desert.
- c who finds out about new places.
- d which grow under the ground.
- e who write for a newspaper or magazine.
- f which is used to rescue people at sea.

### 2 Complete the text. Use *who* or *which*.

## Antarctica

Deserts are places <sup>1</sup> which don't get much rain. They are usually hot. But there are also deserts <sup>2</sup> \_\_\_\_\_ are cold.

In Antarctica, 98% of the land is covered with ice, but there is almost no rain. It is the coldest place on earth and it is also the biggest desert in the world. One part of Antarctica, called the

Dry Valleys, is an area <sup>3</sup> \_\_\_\_\_ hasn't had any rain for two million years.

Astronauts <sup>4</sup> \_\_\_\_\_ are learning about life on the moon go there for training.

It wasn't always like this. Scientists <sup>5</sup> \_\_\_\_\_ work in Antarctica have found the bones of dinosaurs <sup>6</sup> \_\_\_\_\_ once enjoyed warm weather there. Now there are only a few living things <sup>7</sup> \_\_\_\_\_ can survive in this cold environment.



### 3 Write sentences.

I'd like to meet	a bird	who	go to my school.
I've got	people	which	can swim underwater.
A penguin is	a person		were made in Hong Kong.
My friends are	some jeans		has been to Antarctica.

1 I'd like to meet a person who has been to Antarctica.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

### 4 Write sentences. Use your own ideas and *who* or *which*.

1 I'd like to meet \_\_\_\_\_.

2 I've got \_\_\_\_\_.

3 A \_\_\_\_\_ is an animal \_\_\_\_\_.

4 \_\_\_\_\_ are people \_\_\_\_\_.



1 Read and circle.



Ibn Battuta was a great traveller <sup>1</sup> who / which was born in 1304, in Tangier, Morocco. In 1325, he started on an adventure <sup>2</sup> who / that lasted for nearly 30 years. First, he joined a group of people <sup>3</sup> who / which were going to Saudi Arabia. Then he continued on a journey <sup>4</sup> who / that was amazing for a person at that time. He travelled around Africa, the Middle East and parts of Europe, and he went to India, China and south-east Asia. He travelled much further than Marco Polo, the famous Italian traveller <sup>5</sup> who / which lived at about the same time. Ibn Battuta described the people <sup>6</sup> that / which he met and the places <sup>7</sup> who / that he explored in his book called *Rihla (The Journey)*. If you are someone <sup>8</sup> who / which loves stories of travel and adventure, you should read this book!

2 Read and match.

- |  |                                       |  |
|--|---------------------------------------|--|
| 1 Ibn Battuta was one of the greatest travellers | <input checked="" type="checkbox"/> d | a that he met while he was travelling. |
| 2 He is famous for the amazing journey           | <input type="checkbox"/>              | b much less than Ibn Battuta.          |
| 3 His travels took him                           | <input type="checkbox"/>              | c that he went on in the 14th century. |
| 4 Ibn Battuta talked with interesting people     | <input type="checkbox"/>              | d that we know about from the past.    |
| 5 Marco Polo travelled                           | <input type="checkbox"/>              | e in his book.                         |
| 6 Ibn Battuta wrote about his travels            | <input type="checkbox"/>              | f almost three decades.                |

3 Write sentences. Use *who / that* or *which / that*.

- Neil Armstrong was an astronaut. He walked on the moon.  
Neil Armstrong was an astronaut who walked on the moon.
- Mount Everest is a mountain. It is in Nepal.  
 \_\_\_\_\_
- Hannu was an Egyptian explorer. He explored the Red Sea nearly 3,000 years ago.  
 \_\_\_\_\_
- The sand cat is a small, wild cat. It lives in the desert.  
 \_\_\_\_\_
- Marco Polo was a traveller. He went to China in the 13th century.  
 \_\_\_\_\_
- In the museum there are some maps. They were made by early explorers.  
 \_\_\_\_\_



# Skills Time!

## Lesson Five

### Reading

1 Look at the text. Why is the title *Egypt's Lost Treasures*? Tick (✓) the correct answer.

- a It is about treasures that nobody can find.
- b It is about treasures that have been found.
- c It is about treasures that will never be found.

## Egypt's Lost Treasures

Herakleion was once a very important harbour city. It was the main entrance into Egypt from the sea before the city of Alexandria was built in 331 BC. But, at some point in the 8th century, Herakleion disappeared. We don't know exactly what happened. Scientists think that an earthquake caused the land to drop to the bottom of the sea. The city went with it and sank into the sea, where it stayed for more than 1,000 years.

Until the year 2000, people only knew about Herakleion from old books and stories. Then the French archaeologist Franck Goddio began to search in the Bay of Abu Qir. After a two-year search, Goddio's team of divers found the ruins of an underwater city. They found it six kilometres from the land and about eight metres under the sea. Clues in the writing on a stone from 380 BC showed that it came from a city called Herakleion.

The city was not changed much by the time it spent underwater. Divers found the harbour of the city and the walls of many buildings, including the biggest temple in Herakleion. They brought up hundreds of valuable objects which are over



2,000 years old, including sculptures, pots, coins and jewellery. They also discovered more than 20 shipwrecks, some of them from the 5th century BC.

Exploration is continuing, and archaeologists are sure that there are many more exciting discoveries to be made in this ancient underwater city and that the lost city contains many more secrets about the past. One historian said, "We have learnt so much in just one year." Historians hope to learn much more about how people lived in this ancient and almost forgotten city.

2 Read again and circle the incorrect words. Write the correct words.

- 1 The city of Herakleion was built after Alexandria. before
- 2 At some point in the 4th century, Herakleion sank into the sea. \_\_\_\_\_
- 3 Scientists know that the city sank because of an earthquake. \_\_\_\_\_
- 4 Franck Goddio is a Spanish archaeologist. \_\_\_\_\_
- 5 The city is in water that is 10 kilometres from the land. \_\_\_\_\_
- 6 Writing on a building showed that the city was Herakleion. \_\_\_\_\_
- 7 More than 50 shipwrecks have been discovered. \_\_\_\_\_
- 8 Historians hope to find out about how people died. \_\_\_\_\_



## Words in context

## 1 Complete the interview.

clues    drowned    hurricane    shipwrecks    searched    sank    voyage

**Why was Herakleion important 2,000 years ago?** Because it had a big harbour. When people made a <sup>1</sup> voyage to Egypt by ship, they usually landed at Herakleion.

**What happened to the city?** It <sup>2</sup> \_\_\_\_\_ under the sea.

**Why? Was there a <sup>3</sup> \_\_\_\_\_ or a flood?** No. Herakleion was probably destroyed by an earthquake.

**Did many people die?** We don't know. It's possible that a lot of people <sup>4</sup> \_\_\_\_\_ because the land fell quickly and suddenly into the sea.

**How did the divers discover the ruins?** They <sup>5</sup> \_\_\_\_\_ underwater with special equipment. They also found <sup>6</sup> \_\_\_\_\_ nearby!

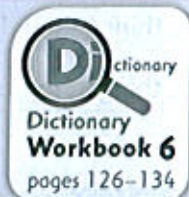
**How did they know where to look?** Nobody knew exactly. But there were <sup>7</sup> \_\_\_\_\_ in old stories about the city.

## More words

Complete the text with the words from page 62.

harbour    entrance    valuable    temple

Egyptian archaeologists have made some new discoveries at the Karnak <sup>1</sup> temple in Luxor. They searched for 18 months and found some <sup>2</sup> \_\_\_\_\_ objects, for example, old metal coins. Outside the main <sup>3</sup> \_\_\_\_\_ to the temple, they found a wall. It was built to protect the temple from floods. "Now we can explore further," said an archaeologist. "Perhaps we'll find the ancient <sup>4</sup> \_\_\_\_\_ and canal which connected the temple with the Nile."



## 3 Complete the sentences with words from Exercises 1 and 2.

- Francis Drake was an explorer who went on a voyage around the world in 1577.
- Ships from all over the world come to Alexandria. It has the busiest \_\_\_\_\_ in Egypt.
- Many explorers have \_\_\_\_\_ for the lost city of Atlantis, but no one has found it.
- There are 15 large diamonds in this necklace, so it is very \_\_\_\_\_.
- Divers have found a shipwreck in the sea near Turkey. The ship \_\_\_\_\_ in the 4th century.
- The Parthenon is an ancient Greek \_\_\_\_\_ which was built on a hill in Athens.
- Divers found lots of objects underwater. They gave important \_\_\_\_\_ about the past.
- A \_\_\_\_\_ is a very common type of extreme weather in the Caribbean.



# Skills Time!

## Lesson Seven

### Writing

1 Complete the sentences. such as    for example    like    for instance

A cave explorer goes underground to explore caves <sup>1</sup> such as Jeita Grotto in Lebanon. They look for clues about the history by looking at parts of the cave, <sup>2</sup> \_\_\_\_\_, on the walls, or in the rocks. They can also find out about history by studying things, <sup>3</sup> \_\_\_\_\_ rock paintings. The rock paintings in the Kongo Caves in South Africa, <sup>4</sup> \_\_\_\_\_, were made by people many hundreds of years ago.

2 Look at the different types of explorers. Tick (✓) one. Make notes.



three places they go to \_\_\_\_\_  
three things they do \_\_\_\_\_  
three things they see / study \_\_\_\_\_



## My writing

3 Write about which explorer you'd like to be, and why.

I'd love to be a \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

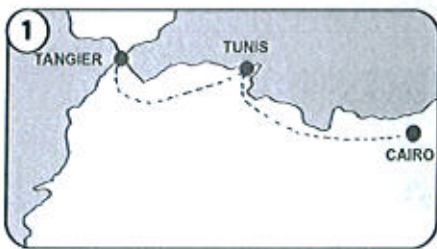


1 Write sentences.

<p>A compass is an instrument                  A novelist is a person                  A voyage is a long trip                  Tourists are people                  The <i>Titanic</i> was the ship                  Journalists are people</p>	<p>who / that                  which / that</p>	<p>work for newspapers or magazines.                  travel on holiday.                  sank in the North Atlantic in 1912.                  writes books.                  shows you north, south, east and west.                  is made by sea.</p>
--	---	---

- 1 A compass is an instrument that shows you north, south, east and west.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

2 Complete the sentences.



You can follow Ibn Battata's journeys on a map.



I looked back as the ship sailed out of the \_\_\_\_\_.



he's a wonderful \_\_\_\_\_.  
 I love his music.



The first \_\_\_\_\_ round the world took three years.



This \_\_\_\_\_ lies 25 metres under the sea.



People are searching for hidden \_\_\_\_\_ on the island.

3 Read and circle.

- 1 Van Gogh was the famous *writer* / artist who painted pictures of sunflowers.
- 2 We use *clues* / *binoculars* to see things that are far away.
- 3 The ship *drowned* / *sank* in a bad storm at sea.
- 4 If you sail straight down *west* / *south* from Australia, you get to Antarctica.
- 5 Lots of buildings were destroyed when the town was hit by a *hurricane* / *an iceberg*.
- 6 The *treasure* / *voyage* lasted for five days.



## Lesson One Story

## 1 Read the story and number the events in the correct order.

- a The wall of the cave starts to come down.
- b Kate and Ed talk about a time when they explored a cave in France.
- c At the start of the story, the children are in a cave.
- d There is a treasure chest inside the second cave.
- e Kate sees that the rain is coming into the cave.
- f The children discover another cave behind the wall.



## 2 Read and circle.

- 1 Dad and the children have found shelter in the cave because ... .  
 a it's very dark      b it's very comfortable      c it's raining outside
- 2 They stay near the entrance of the cave because ... .  
 a they are wet      b it's safer      c there's more light
- 3 Kate and Ed remember a time when their dad left their map ... .  
 a in the car      b in a cave      c in France
- 4 Water comes into the cave because ... .  
 a it's raining hard      b there's an underground river      c the wind blows it inside
- 5 Because of the water, the wall ... .  
 a disappears      b falls down      c stands back
- 6 When the wall comes down, the children find a chest which ... .  
 a looks beautiful      b looks dangerous      c looks very old

## 3 Answer the questions. Use your own ideas.



- 1 What do you think is in the chest?  
 \_\_\_\_\_
- 2 How old do you think it is?  
 \_\_\_\_\_
- 3 Who do you think put it in the cave?  
 \_\_\_\_\_
- 4 Why do you think someone put it there?  
 \_\_\_\_\_
- 5 What do you think the children will do with it?  
 \_\_\_\_\_



1 Complete the article.

ancient mysterious fascinating strange evidence site investigation artefacts

### Police find treasure in tree!

Police have found some missing jewellery – in a tree! A bracelet, a necklace and two rings disappeared on Monday from a <sup>1</sup> \_\_\_\_\_ site \_\_\_\_\_ which archaeologists are exploring. They were important <sup>2</sup> \_\_\_\_\_ from an <sup>3</sup> \_\_\_\_\_ Roman town.

Police started an <sup>4</sup> \_\_\_\_\_ immediately. They searched the site, but they didn't find any <sup>5</sup> \_\_\_\_\_



of a robbery. Then an officer saw something shining in a tree. The criminal was a bird!

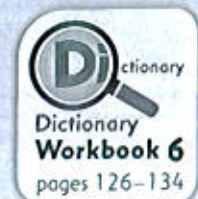
Max Graham, an archaeologist, told reporters, "At first, we didn't understand it. It was so <sup>6</sup> \_\_\_\_\_. How could someone come and take these things while we were here? It was really very <sup>7</sup> \_\_\_\_\_! Now we know the answer!"

Since the 'robbery', Max has become very interested in these birds. "They're <sup>8</sup> \_\_\_\_\_!" he says.

#### More words

2 Add *-able* to the verbs to make adjectives.

- |                                |                    |
|--------------------------------|--------------------|
| 1 enjoy _____ <i>enjoyable</i> | 2 break _____      |
| 3 prefer _____                 | 4 understand _____ |



3 Complete the sentences. Use the verb or the adjective form of the verb.

- 1 Don't drop that lamp. It's breakable (break).
- 2 Tim doesn't think the story is true, but I believe (believable) it.
- 3 I know you're afraid of snakes. That's \_\_\_\_\_ (understand). They can be dangerous.
- 4 The teacher thought that my ideas were \_\_\_\_\_ (accept).
- 5 George's favourite subject is maths, but I \_\_\_\_\_ (preferable) history.
- 6 Fiona and Dave really \_\_\_\_\_ (enjoyable) reading.
- 7 It isn't \_\_\_\_\_ (advise) to go rock climbing in bad weather.
- 8 I'm not going to buy that T-shirt. I don't think the price is \_\_\_\_\_ (reason).



## Lesson Three Grammar 1

### 1 Read and match.

- |                                     |                          |   |   |
|-------------------------------------|--------------------------|---|---|
| 1 I was sad                         | <input type="checkbox"/> | c | a they watched a film on TV.                  |
| 2 Ted went swimming                 | <input type="checkbox"/> |   | b after she had spoken to Chris.              |
| 3 After we had eaten our ice cream, | <input type="checkbox"/> |   | c because I had lost my favourite book.       |
| 4 Jess phoned me                    | <input type="checkbox"/> |   | d I realized I had forgotten to buy a ticket. |
| 5 When I got on the train,          | <input type="checkbox"/> |   | e we left the café.                           |
| 6 After they had washed the dishes, | <input type="checkbox"/> |   | f after he had done his homework.             |

### 2 Complete the text. Use the past simple or the past perfect. Irregular verb list page 135

Yesterday wasn't a very good day. On my way to school, I suddenly realized I <sup>1</sup> had left (leave) my art project at home. I ran back to my house and put it in my bag. I was 10 minutes late, so the lesson had started when I <sup>2</sup> \_\_\_\_\_ (arrive) at school. The lesson was awful! The teacher was angry with me because I <sup>3</sup> \_\_\_\_\_ (drop) paint on the floor.

At lunchtime, I saw my friend Sophie. After we <sup>4</sup> \_\_\_\_\_ (eat) our lunch, we decided to play volleyball. Five minutes later, it started to rain! "Oh, no!" said Sophie. "Let's meet after school."

After we had finished school, we <sup>5</sup> \_\_\_\_\_ (go) to her house. As we walked in, I saw cards and presents everywhere. Suddenly, I remembered that it was Sophie's birthday - and I <sup>6</sup> \_\_\_\_\_ (forgot) to buy her a present!

### 3 Write sentences.



1 finish / her homework      go / to the cinema

After Sara had finished her homework, she went to the cinema.



2 do / the shopping      come / home

After the girls \_\_\_\_\_



3 travel / for five hours      arrive / at the airport

After Tim \_\_\_\_\_



4 eat / lunch      visit / their grandma

After Abdi and Amina \_\_\_\_\_



1 Complete the sentences. Use the past perfect. **V** Irregular verb list page 135

not see    not do    not catch    not fly    not eat    not give

- 1 I suddenly remembered that I hadn't done my homework.
- 2 We were very hungry because we \_\_\_\_\_ anything since lunchtime.
- 3 Liam \_\_\_\_\_ in a plane before he went to India last year.
- 4 Julie had some free time because her teacher \_\_\_\_\_ her any homework.
- 5 Tim and Helen arrived late because they \_\_\_\_\_ the 5.30 train.
- 6 We \_\_\_\_\_ the film, so we decided to buy the DVD.

2 Write questions and answers. Use the past perfect.

On 4th December 1872, Oliver Deveau and two other men went on board the *Mary Celeste*. When they went inside, they were surprised by what they found. It was very mysterious. What had happened before they got there?



- 1 the ship / hit / a rock?  
Had the ship hit a rock? No, it hadn't.
- 2 all the people / disappear?  
\_\_\_\_\_
- 3 they / take down / the sails?  
\_\_\_\_\_
- 4 they / leave / money and clothes on the ship?  
\_\_\_\_\_
- 5 the captain / write / in his book?  
\_\_\_\_\_
- 6 the weather / be / stormy?  
\_\_\_\_\_



3 Complete the sentences about you. Use *had* or *hadn't*.

I / speak / English  
I / write / words in English  
I / hear / people speak English

Before I had my first English lesson, ...

\_\_\_\_\_

\_\_\_\_\_





### Reading

1 Look at the text. How many statues are on the island? Tick (✓) the correct answer.

- a) 3,500     b) 150     c) 800

In this interview, Amy Green talks about Easter Island.



### Where is Easter Island?

Easter Island is in the South Pacific Ocean, 3,500 kilometres from Chile. People live on the island today, but it is difficult to live there as it is so far away from anywhere else. Easter Island is made from three volcanoes, but these don't erupt any more. The last time the volcanoes erupted was over 100,000 years ago.

### Why is the island famous?

The island is famous for its mysterious stone figures. These are known as 'Maui'. These statues are between three and twelve metres tall, and there is a platform underneath. Today, there are more than 800 statues on the island but, in the past, there were more. Some have been destroyed and others are now under the soil.

### Why were the statues made?

No one really knows as there is no written information about them. However, many historians think that they are figures of important people or leaders from the island. Most of the statues are on the coast of the island and stand with their backs to the sea. The statues were made over a period of 1,000 years. Historians think the oldest statues were made in about 1000 AD.

### How were the statues made?

They were made in the quarry from soft volcanic stone. Historians think that people then moved them on wooden rails. However, 150–180 people were needed to move each statue and some statues were moved more than 22 kilometres! A third of the statues were not moved from the quarry and are still there today.

### Are there any other mysterious things on the island?

Yes. There are stones with ancient carvings, sketches and writing on them. However, there isn't anyone who can read the writing and so we can only guess at the meaning.

2 Read again and circle.

- 1 Easter Island is in the South Pacific / Atlantic Ocean.
- 2 Easter Island is made from three / five volcanoes.
- 3 The volcanoes last erupted 100,000 / 10,000 years ago.
- 4 The tallest statue is 12 / 20 metres tall.
- 5 The oldest statues were made in about 1000 / 100 AD.
- 6 The statues were made out of stone / glass.
- 7 More / Fewer than 150 people were needed to move each statue.
- 8 Historians can / can't read the writing on the stone carvings.



**Words in context**

1 Replace the words in brackets with the words with a similar meaning.

soil sketches climate figures incredible cleared away historians

## The forest that disappeared

It is <sup>1</sup>(strange) incredible that there are almost no trees on Easter Island. The <sup>2</sup>(weather) \_\_\_\_\_ is warm and the <sup>3</sup>(earth) \_\_\_\_\_ on the island is good for growing things. There is evidence that, in the past, a forest covered the island. So, what happened to it? Some <sup>4</sup>(experts in history) \_\_\_\_\_ think that the island people <sup>5</sup>(removed) \_\_\_\_\_ the trees so that they could move the <sup>6</sup>(statues) \_\_\_\_\_ around the island. However, none of the <sup>7</sup>(pictures) \_\_\_\_\_ on the stones tell the story of what happened, so maybe we will never know.



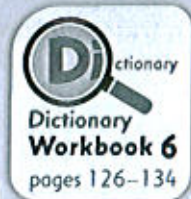
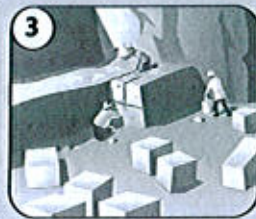
**More words**

2 Match the words from page 70 to the pictures.

quarry erupt statue platform



statue



3 Complete the sentences. Write the letters in the correct order.

- 1 I love drawing. I've got a book full of sketches (**khtseces**).
- 2 You should put some water on this plant. The \_\_\_\_\_ (**osil**) in the pot is dry.
- 3 Smoke is coming from the volcano. I think it's going to \_\_\_\_\_ (**peru**).
- 4 This chair is very hard. It's not very \_\_\_\_\_ (**tfcmoorbela**).
- 5 There's a \_\_\_\_\_ (**atsute**) of a famous historian in the park.
- 6 All these buildings are made from stone from a local \_\_\_\_\_ (**uaqyr**).
- 7 If you look \_\_\_\_\_ (**enudenarht**) the log, you'll find insects.
- 8 The president is standing on the \_\_\_\_\_ (**lrfapmo**).



# Skills Time!

## Lesson Seven

### Writing

1 Match the questions and answers.

#### Great Pyramid of Khufu

- |                               |                                     |   |                                      |
|-------------------------------|-------------------------------------|---|--------------------------------------|
| 1 What is it?                 | <input checked="" type="checkbox"/> | c | a 50 Egyptian pounds                 |
| 2 Where is it?                | <input type="checkbox"/>            |   | b 2.3 million blocks of stone        |
| 3 How can you get there?      | <input type="checkbox"/>            |   | c The biggest of Egypt's pyramids    |
| 4 What does it cost to go in? | <input type="checkbox"/>            |   | d 20 years (historians think)        |
| 5 When was it built?          | <input type="checkbox"/>            |   | e Men pulled and lifted the stones   |
| 6 Who was it built for?       | <input type="checkbox"/>            |   | f 139 metres tall                    |
| 7 How long did it take?       | <input type="checkbox"/>            |   | g At Giza, on the west side of Cairo |
| 8 How tall is it?             | <input type="checkbox"/>            |   | h Khufu, an Ancient Egyptian king    |
| 9 What is it made from?       | <input type="checkbox"/>            |   | i By bus or taxi from Cairo          |
| 10 How was it built?          | <input type="checkbox"/>            |   | j About 4,500 years ago              |



### My writing

2 Write a tourist information leaflet for the Great Pyramid or another important place near you.

A large rectangular area with horizontal lines for writing a tourist information leaflet.



1 Read and circle.

- 1 The archaeologists are working on the site / evidence of a fourth century village.
- 2 A has found some ancient / usable coins.
- 3 B is clearing away the investigation / soil.
- 4 C is looking at some artefacts / sketches.
- 5 D has found a stone platform / figure.
- 6 E is talking to a statue / historian.



2 Complete the sentences. Use the past simple or the past perfect. V Irregular verb list page 135

discover   leave   read   tell   not erupt   not finish

- 1 Ben had read about the pyramids many times before he visited Egypt.
- 2 When Oliver Deveau went to the *Mary Celeste*, he found that everyone \_\_\_\_\_.
- 3 I hadn't heard about the Nazca lines before you \_\_\_\_\_ me about them.
- 4 The archaeologists were disappointed when the site closed, because they \_\_\_\_\_ their work.
- 5 When smoke started pouring from the volcano, people were amazed. It \_\_\_\_\_ for over 1,000 years.
- 6 No one had known about the incredible cave paintings until four children \_\_\_\_\_ them in 1940.

3 Write sentences. Use the past simple and the past perfect.



- 1 the film / start / before we arrive  
The film had started before we arrived.
- 2 when Jack / get / to the shop / it / close  
 \_\_\_\_\_
- 3 I / realize / I / not switch off / my mobile phone  
 \_\_\_\_\_
- 4 you / see / a monkey / before you / go / to the zoo?  
 \_\_\_\_\_



## Lesson One Story

### 1 Read the story and circle the incorrect words. Write the correct words.

- The children open the door that they have found in the cave. \_\_\_\_\_ chest
- There are lots of maps inside. \_\_\_\_\_
- Tom's water bottle is empty. \_\_\_\_\_
- They hear Kate's whistle. \_\_\_\_\_
- Fin isn't very surprised when he sees the chest. \_\_\_\_\_
- The children take the treasure to the zoo. \_\_\_\_\_



### 2 Read and match.

- |                                    |                                     |  |
|------------------------------------|-------------------------------------|--|
| 1 The children are amazed          | <input checked="" type="checkbox"/> | a because the rain stops.                  |
| 2 Dad gives Kate some water        | <input type="checkbox"/>            | b because their photo is in the newspaper. |
| 3 The children leave the cave      | <input type="checkbox"/>            | c because she hasn't got any.              |
| 4 Fin uses a whistle               | <input type="checkbox"/>            | d because the children gave them coins.    |
| 5 Tom says, "We're famous!"        | <input type="checkbox"/>            | e because there are coins in the chest.    |
| 6 People at the museum are pleased | <input type="checkbox"/>            | f because he wants to find the children.   |

### 3 Complete the newspaper article.

museum unusual lost wall searching taken ~~discovered~~ chest

## Children find ancient treasure!

A group of children <sup>1</sup> discovered some amazing treasure yesterday. They were <sup>2</sup> \_\_\_\_\_ for flags which were hidden in the countryside, but they got



<sup>3</sup> \_\_\_\_\_. When it started raining, they found shelter in a cave.

Heavy rain damaged the back <sup>4</sup> \_\_\_\_\_ of the cave and, behind it, the children found an old wooden <sup>5</sup> \_\_\_\_\_. It was full of gold coins. The children are now safe with their families and the coins were <sup>6</sup> \_\_\_\_\_ to the history <sup>7</sup> \_\_\_\_\_.

Experts from the museum are studying the coins now. A historian, Mrs Harris, told us, "We believe they are coins from the 15th century. They are ancient and very <sup>8</sup> \_\_\_\_\_. This is one of the most exciting collections we have ever seen."



## 1 Complete the conversation.

first aid kit fishing line matches needle and thread penknife rope water-bottle whistle

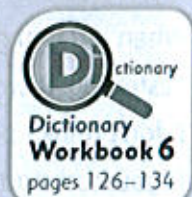
- Ned:** Let's start packing for our camping trip. I think we should both take a <sup>1</sup> water bottle. We'll get thirsty when we're walking.
- Greg:** Yes. And we'll need to make a fire, so let's take some <sup>2</sup> \_\_\_\_\_.
- Ned:** What about a <sup>3</sup> \_\_\_\_\_? We might want to catch some fish.
- Greg:** Good idea! I'm going to take a <sup>4</sup> \_\_\_\_\_, too.
- Ned:** Why?
- Greg:** It might be useful. If there's a hole in the tent, I can repair it.
- Ned:** OK. I'll pack a <sup>5</sup> \_\_\_\_\_. If we hurt ourselves, we might need a bandage or a plaster.
- Greg:** It's a good idea to take a <sup>6</sup> \_\_\_\_\_, too. If we get lost, we can blow it and someone will hear us.
- Ned:** I've got my <sup>7</sup> \_\_\_\_\_ here. It's very good for cutting things.
- Greg:** What about this <sup>8</sup> \_\_\_\_\_? Will we need it?
- Ned:** Yes, maybe we'll need it to tie something. Let's take it. It might be useful.



## More words

## 2 Complete the sentences.

- whether / weather** 1 We'll go for a picnic tomorrow if the weather is nice.  
2 I don't know whether I can come to your party.
- brake / break** 3 Use the \_\_\_\_\_ to stop your bike.  
4 Don't kick the ball here! You might \_\_\_\_\_ the window.
- sum / some** 5 Would you like \_\_\_\_\_ cheese?  
6 I can't do this \_\_\_\_\_. It's too difficult.
- court / caught** 7 Have you ever \_\_\_\_\_ a fish?  
8 We can play tennis on the \_\_\_\_\_ in the park.



## 3 Read and circle.

- 1 I'm going to *meat* / meet my friends at the cinema.
- 2 The police *court* / *caught* the criminals after the robbery.
- 3 It's nice to *sea* / *see* you again. I haven't *seen* / *scene* you for a long time.
- 4 That's a nice picture of a *flour* / *flower*. Where did you *buy* / *by* it?
- 5 I like cold *weather* / *whether*, because then I can go skiing.
- 6 I need *some* / *sum* new shoes. Can we look in this shop *here* / *hear*?
- 7 You have to *break* / *brake* slowly to stop safely.



## Lesson Three Grammar 1

### 1 Complete the sentences. Use *had, hadn't, would* or *wouldn't*.

- If you hadn't been so late, we would have caught the bus.
- If we had taken our umbrellas, we \_\_\_\_\_ have got wet.
- If I \_\_\_\_\_ gone to bed so late, I would have got up earlier.
- If we had asked Mum, she \_\_\_\_\_ have driven us to school.
- If we \_\_\_\_\_ worn warm clothes, we wouldn't have got ill.
- If we hadn't got ill, we \_\_\_\_\_ have gone to Amy's party tonight.



### 2 Complete the conversations. Use the third conditional. V Irregular verb list page 135

play help send leave not be not see

- A My homework was very difficult yesterday.  
B I would have helped you if you had asked me.
- A The train has already gone!  
B If we \_\_\_\_\_ home earlier, we wouldn't have missed it.
- A Why weren't you at the cinema on Saturday?  
B Because I've already seen the film. If I \_\_\_\_\_ it, I would have come.
- A The weather was terrible on Sunday!  
B Yes, it was. I \_\_\_\_\_ tennis if it hadn't rained all day.
- A When did you get my letter?  
B Yesterday. It would have been quicker if you \_\_\_\_\_ an email.
- A I don't think I passed my science test yesterday.  
B If you had studied harder, it \_\_\_\_\_ so difficult.



موسسه زبان دهخدا  
dekhodaedu.com

### 3 Write sentences. Use the third conditional.

**Carl and James didn't know where they were ...**



- if / they / take / a map, / they / not get / lost  
If they had taken a map, they wouldn't have got lost.
- they / not take / the wrong direction / if / they / take / a compass  
\_\_\_\_\_
- if / they / cross / the bridge, / they / find / the right path  
\_\_\_\_\_
- they / not lose / their water bottle / if / they / be / more careful  
\_\_\_\_\_
- if / they / wear / good walking boots, / their feet / not get / sore  
\_\_\_\_\_



1 Look and write *True* or *False*.



- |                                     |              |                                     |       |
|-------------------------------------|--------------|-------------------------------------|-------|
| 1 You must make a fire here.        | <u>False</u> | 2 You should take photos here.      | _____ |
| 3 You mustn't swim here.            | _____        | 4 You ought not to eat at the café. | _____ |
| 5 You must leave your rubbish here. | _____        | 6 You have to sleep in a tent here. | _____ |

2 Correct the false sentences in Exercise 1.

1 You mustn't make a fire here.  
 \_\_\_\_\_  
 \_\_\_\_\_

3 Read and circle.

- You have to / mustn't cross the road without looking first.
- You ought not to / don't have to wear sunglasses on a sunny day, but it's a good idea.
- You must / don't have to bring your own towel. Towels aren't available at the swimming pool.
- You must / should do your homework in the afternoon after school, but you can also do it later.
- You ought to / shouldn't eat so many sweets. They're bad for you.
- You shouldn't / ought to switch off lights when you leave a room. It saves energy.
- Students at my school have to / mustn't wear a school uniform.

4 Answer the questions about you.

- Do you have to wear a uniform to school?  
 \_\_\_\_\_
- If you have a problem with homework, what should you do?  
 \_\_\_\_\_
- Write one thing you must bring to school every day.  
 \_\_\_\_\_
- Write one thing that students mustn't do in class.  
 \_\_\_\_\_



# Skills Time!

## Lesson Five

### Reading

1 Look at the text. What is the book about? Tick (✓) the correct answer.

- a) an accident in the mountains     b) surviving after a shipwreck     c) a holiday adventure



## Island Adventure

*Island Adventure* is a book about a group of survivors on a desert island!

The main character in the story is a 14-year-old boy called Robert Wilson. At the beginning of the story, he lives in New Zealand with his family. But when his parents die in a mountain climbing accident, Robert is suddenly alone. He decides to leave New Zealand and go to the US, where his aunt lives. She is the only family he has left.

Robert finds a ship that is sailing to the US, but he doesn't have any money. So, he has to work with the crew on the ship that is sailing to the US in return for his ticket. It is a long and difficult voyage. There are storms and rough seas. The wind pushes the ship in a different direction and the ship gets lost. Finally, it is shipwrecked near an island in the middle of the ocean. When the ship sinks, Robert is one of only six survivors who manage to swim to the island.

The year is 1870. So, there aren't any aeroplanes flying over or boats passing by, and there is no one who can find them and rescue them. The six people have to start a new life on the island. They collect wood to make fires. They have no food supplies, but they learn to hunt seals for food and clothing. They cut down trees to build wooden huts for shelter against the wind and rain. But winter is coming, and it is getting colder and colder. The survivors don't know if they can survive the cold weather. But they will do everything they can and fight to survive!



**If you like exciting stories, you'll love this book!**

2 Read and circle the incorrect words. Write the correct words.

- The story is about people who survive on an adventure. island
- Robert goes on the ship to live with his parents in the US. \_\_\_\_\_
- He works with the ship's passengers during the voyage. \_\_\_\_\_
- The weather is dangerous for sailing because there are floods. \_\_\_\_\_
- The captain pushes the ship in a different direction. \_\_\_\_\_
- Robert survives with six other people. \_\_\_\_\_
- They learn to hunt dolphins for food and clothing. \_\_\_\_\_
- They find wooden huts on the island. \_\_\_\_\_



## Words in context

## 1 Complete the text.

cut down fence shelter storm supplies sails survivors walls

In this picture from *Island Adventure*, the <sup>1</sup> storm has gone, but the weather is very cold. The six <sup>2</sup> from the shipwreck are building a <sup>3</sup> on the island. They have <sup>4</sup> some of the trees and they have used the wood to build the four <sup>5</sup> of a hut. Robert is helping the men to put branches on top. It is difficult to keep the rain out. The <sup>6</sup> from the ship were the perfect material, but there wasn't time to take them before the ship sank. The younger children are making a <sup>7</sup> around the hut with tall sticks. They are all very hungry, because they haven't got any <sup>8</sup> of food.

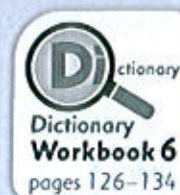


## More words

## 2 Match the words from page 78 to the definitions.

hunt hut alone seal

- 1 seal *noun* a sea animal that lives around the shore
- 2 hunt *verb* to look for and kill an animal, usually for food
- 3 alone *adj* without any other people
- 4 hut *noun* a small, simple house



## 3 Complete the story.

cut down storm hunt survivors seals alone hut supplies

<sup>1</sup> Survivors of the storm!

Kate and her dad went for a walk in the forest. Suddenly, a <sup>2</sup> came and it started to rain. "We need to build a <sup>3</sup>!" said Kate. So, they put some sticks in the ground and <sup>4</sup> some branches for the roof. It was a nice little shelter!

"We're like explorers in the South Pole!" said Kate.

"But explorers have to <sup>5</sup> for food! They eat <sup>6</sup>!" said Dad.

"But, luckily, I brought some <sup>7</sup>!" He gave Kate some chocolate.

"We're all <sup>8</sup> in the forest! No one else is here," said Kate.

"Yes, there is someone!" said Dad. "Look over there! Your mum has come to look for us!"



# Skills Time!

## Lesson Seven

### Writing

1 Your friend is going to live in the forest alone for a month. She / He can only take eight items. Which are the eight most important items? Tick (✓) them.



a torch

a first aid kit

a camera

rope

a pen and paper

a phone

a novel

needle and thread

a whistle

a tent

a water bottle

a penknife

matches

a sleeping bag

a fishing line



## My writing

2 Write an advice text. Write about the eight items you chose in Exercise 1. Give reasons for your choices. Use *so that*, *in order to* and *because*.

Eating

---

---

---

---

Shelter

---

---

---

---

Keeping warm

---

---

---

---

Drinking

---

---

---

---

---

---

---

---



1 Complete the sentences. Use the third conditional. **V** Irregular verb list page 135

- 1 If I had listened (listen) in class, I would have understood (understand) the homework.
- 2 If Jerry \_\_\_\_\_ (run) faster, he \_\_\_\_\_ (win) the race.
- 3 We \_\_\_\_\_ (make) a fire if we \_\_\_\_\_ (not forget) the matches.
- 4 If I \_\_\_\_\_ (know) you were at home, I \_\_\_\_\_ (phone) you.
- 5 We \_\_\_\_\_ (not get) lost if we \_\_\_\_\_ (have) a map with us.
- 6 If you \_\_\_\_\_ (not eat) that chocolate cake, you \_\_\_\_\_ (not be) feeling sick.

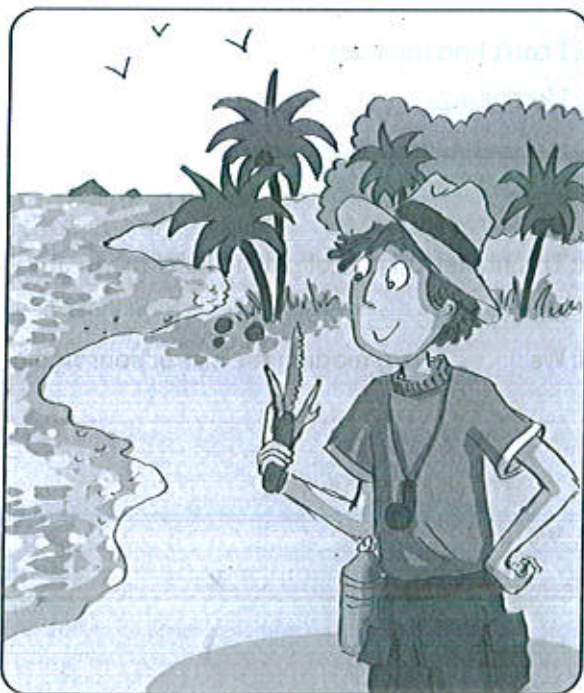
2 Complete the sentences.

have to    don't have to    should    must    mustn't    ought to    shouldn't    ought not to

- 1 You must stop at a red light when you're driving.
- 2 If you can't see the board, you \_\_\_\_\_ sit closer to the front of the classroom.
- 3 We \_\_\_\_\_ go for a walk today if you're tired. We can go tomorrow.
- 4 It's our English exam tomorrow. We \_\_\_\_\_ be late!
- 5 You know, you \_\_\_\_\_ sit in the sun without a hat. It's not healthy.
- 6 We \_\_\_\_\_ bring our PE clothes to school tomorrow because we've got a PE class.
- 7 We \_\_\_\_\_ bring a camera. We might lose it.
- 8 You \_\_\_\_\_ go to the doctor if you're not feeling well.

3 Complete the text.

whistle    survivor    supplies    penknife    matches    hut    hunt    shelter



**Castaway**

Tonight at 7 p.m.  
on TV

Tonight, Bobby Brave goes to an island in the Pacific Ocean. He hasn't got any <sup>1</sup> supplies with him, so he will have to <sup>2</sup> \_\_\_\_\_ for his food. This won't be easy! He's got a <sup>3</sup> \_\_\_\_\_, but it's small and it isn't very sharp. Without <sup>4</sup> \_\_\_\_\_, how will he light a fire for cooking? Will he use a cave as a <sup>5</sup> \_\_\_\_\_ or will he build a <sup>6</sup> \_\_\_\_\_? Will Bobby be a <sup>7</sup> \_\_\_\_\_ or will he blow his <sup>8</sup> \_\_\_\_\_ and ask the film-makers to rescue him? Watch tonight and find out!



# Fluency Time! 3

## Everyday English



موسسه زبان دهخدا  
dehkhodaedu.com

### 1 Read and choose the correct phrases.

- a) We could try    b) I think we should    c) What do you think we should do  
d) What shall we do?    e) That won't work    f) That's a good idea    g) I'm not so sure

Harry: Oh, no! We've missed the bus. '   d   ?

Lily: '   2   wait for the next one.

Harry: '   3  . The next bus is at 8.58. School starts at 9 o'clock.

Lily: OK. There isn't time. So, what can we do?

Harry: I know! '   4   ringing Dad. He's still at home.

Lily: '   5  . My phone is broken and you haven't got a phone.

Harry: Well, '   6   ?

Lily: I think we should run.

Harry: '   7   !

Lily: OK. Come on!



### 2 Complete the sentences. Use *shall*, *should* or *could*.



A: The kite is in the tree. I can't reach it.

What   shall   we do?

B: I think we            ask someone for help.



A: I can't find my coat. What            I do?

B: I know! You            look in lost property.



A: This homework is really difficult. What do you think we            do?

B: We            try reading the instructions again.

### 3 Look and write the sentences in the correct order.

1 can / do? / What / we

What can we do?

2 won't / That / work.

3 could / We / Mum. / ringing / try

4 we / home. / should / go / think / I

5 think / do? / What / should / do / we / you





1 Watch the video clip. Answer the questions.

- 1 What are Layla and Zaid wearing? They are wearing jackets and trousers.
- 2 Where do you think they are going? \_\_\_\_\_
- 3 What's wrong with the phone in the video? \_\_\_\_\_
- 4 Why do they start to run? \_\_\_\_\_
- 5 Why do they stop running? \_\_\_\_\_

2 Rearrange the words in the correct order. Complete the stage directions.

🏠 = place    → = action    😊 = feeling    ✨ = extra description

Setting: 🏠 \_\_\_\_\_

[→ Layla and Zaid are walking \_\_\_\_\_.

Zaid: [😊 \_\_\_\_\_] are / we / Where? \_\_\_\_\_

I don't recognize this place.

Layla: I think we're lost. do / What / we / shall? \_\_\_\_\_

Zaid: I know! ringing / try / could / We / Mum and Dad. \_\_\_\_\_

[→ \_\_\_\_\_]

Layla: That won't work. There's no phone signal.

Zaid: I've got no signal either. do / What / we / can? \_\_\_\_\_

Layla: I think we should run! There's someone hiding behind that tree!

[Layla 😊 \_\_\_\_\_]

[→ \_\_\_\_\_]



3 Work in pairs. Answer the questions.

- 1 What would you do if you were lost?
- 2 Would you run if you were lost and you heard a noise?
- 3 What would you do if you were lost in another country?

I would ask someone for directions.

That's a good idea!

4 Read the scenario and write a short conversation with a friend. Act out your script in pairs.

Imagine that you and a friend are lost in a strange city. You've got enough money for a train ticket, but you haven't got a map or a phone. Write your conversation. Say what the problems are and suggest solutions.

**You:** I don't recognize anything in this city.

**Your friend:** What shall we do?



## Lesson One Story

### 1 Read the story and number the events in the correct order.

- a Next, the children look at a horse.
- b Tom knows that the horse is by a French artist.
- c Fin tells the children to meet again at six o'clock.
- d They think that it might be a shark.
- e Tom tells the other children that he is bilingual.
- f The children look at an elephant first.
- g The DSD Club go to see the sand sculpture competition.
- h The children see something in the water.

  
  
  
  
  
  
 1  

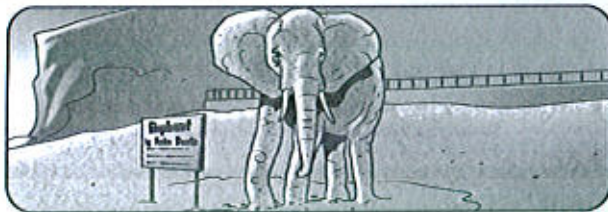


### 2 Write Libby, Ed, Kate, Tom or Fin.

- 1 Fin makes rules and arrangements.
- 2 \_\_\_\_\_ is amazed by the sculptures.
- 3 \_\_\_\_\_ is surprised that \_\_\_\_\_ can speak two languages.
- 4 \_\_\_\_\_ studied German at school.
- 5 \_\_\_\_\_ sees something in the water.
- 6 \_\_\_\_\_ wants to go closer to look at the animal in the water.

### 3 Read the advert and answer the questions.

#### International sand sculpture competition



Come and see sand sculptures by artists from all over the world! This year, we have 50 incredible sculptures in different shapes and sizes. You can see a wonderful castle, an elephant, a horse and many other things!

After you have looked at all the sculptures, you can talk to the artists and you can even have a sand sculpture lesson on the beach. You can also help to choose the winner of the competition. Before you leave, please remember to write down the name of your favourite sculpture and put it in the box in the visitor centre.

- 1 Where do the artists come from?  
All over the world.
- 2 How many sculptures are in the competition?  
\_\_\_\_\_
- 3 Write three examples of sand sculptures you can see.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4 Who can you talk to after you have looked at the sculptures?  
\_\_\_\_\_
- 5 Where can you have a sand sculpture lesson?  
\_\_\_\_\_
- 6 What should you write down before you leave?  
\_\_\_\_\_



## 1 Read and circle.

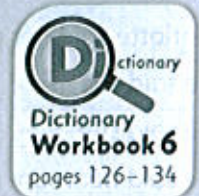
Canada has two official languages / *dialects* – English and French. Many Canadians can speak both of these languages. They are <sup>2</sup> *bilingual* / *multilingual*. For about 60% of people, English is their <sup>3</sup> *native speaker* / *mother tongue*. Most Canadians whose <sup>4</sup> *native speaker* / *mother tongue* is French live in the province of Quebec.

People from different parts of Canada sound a bit different from each other because they speak with different <sup>5</sup> *dialects* / *accents*. There are different forms of language in different places, too. These are called <sup>6</sup> *accents* / *dialects*.

Of course, some people who live in Canada come from different countries. These people are often <sup>7</sup> *bilingual* / *multilingual* because they speak English, French and their own language. But it often takes a long time before they are <sup>8</sup> *fluent* / *bilingual* in all these languages.

## More words

## 2 Match the pictures to the definitions.



- 1 **machinery** *noun* machines in general or lots of machines together  c
- 2 **forgery** *noun* a copy of money or a famous painting that someone pretends is real
- 3 **robbery** *noun* when someone steals something from a person or place
- 4 **recovery** *noun* the time when you get better after being ill

3 Complete the sentences. Use *-ery* to make the words into nouns.

machine    cook    rob    discover    bake    recover    forge    brave

- 1 The explorers found an ancient temple in the forest. It was an amazing discovery.
- 2 Kelly is very interested in cooking. She makes delicious food.
- 3 This isn't a real Roman coin! It's a forgery.
- 4 My cousin was very ill, but he made a quick recovery.
- 5 My sister rescued me when I was in danger. I'll never forget her bravery.
- 6 We need some bread. Is there a bakery near here?
- 7 They use modern machinery in this factory.
- 8 There was a robbery at the museum. Someone took six paintings.



## Lesson Three Grammar 1

### 1 Read and circle.

- 1 Adam said he wants / (wanted) to visit Rome.
- 2 Emily said the food is / was fantastic.
- 3 Paul told us he had / had had lunch at Jamie's house yesterday.
- 4 Daisy said she went / had been to Spain.
- 5 My aunt and uncle said they will / would go to Egypt one day.
- 6 We said that we learnt / were learning French.

### 2 Read and complete the sentences.



My parents are travel writers, so I've been to lots of different countries. I love travelling! Last year, I visited Mumbai in India. It was an amazing experience! At the moment, Mum and Dad are planning a trip to Antarctica. I'm looking forward to it. We'll get cold, but it will be fantastic!

- 1 Charlotte said her parents \_\_\_\_\_ were \_\_\_\_\_ (be) travel writers.
- 2 She said she \_\_\_\_\_ (love) travelling.
- 3 She said she \_\_\_\_\_ (visit) Mumbai last year.
- 4 She said her mum and dad \_\_\_\_\_ (plan) a trip to Antarctica.
- 5 She said she \_\_\_\_\_ (look) forward to it.
- 6 She said they \_\_\_\_\_ (get) cold!

### 3 Look and complete the sentences. Irregular verb list page 135



- 1 Martin told Holly he liked her skirt \_\_\_\_\_ .  
Holly said Martin's jacket \_\_\_\_\_ .



- 2 Mum said she \_\_\_\_\_ .  
Billy said he \_\_\_\_\_ .



- 3 Dad said he \_\_\_\_\_ .



- 4 Mia told Megan she \_\_\_\_\_ .



1 Complete the table.

subject pronoun	reflexive pronoun
I	1 <u>myself</u>
you (singular)	2 _____
he	3 _____
she	4 _____
it	5 _____
we	6 _____
you (plural)	7 _____
they	8 _____

2 Read and circle.

- I was thirsty, so I poured myself / yourself a glass of orange juice.
- Leo and I hurt *themselves* / ourselves when we fell out of the tree.
- Maisie and Arthur bought *yourselves* / themselves some magazines.
- My little brother can dress *himself* / yourself now.
- The washing machine has turned *himself* / itself off again!
- If you want a snack, buy *myself* / yourself a sandwich.
- Did your sister enjoy *herself* / himself in France?
- If you two children are hungry, you can make *yourself* / yourselves some lunch.

3 Complete the sentences.



- Look at yourself in the mirror.  
Oh! I've covered \_\_\_\_\_ with flour!



- He's teaching \_\_\_\_\_ Russian.  
She's teaching \_\_\_\_\_ Japanese.



- We enjoyed \_\_\_\_\_ at the picnic.  
The children enjoyed \_\_\_\_\_, too.



- Look! It's found \_\_\_\_\_ some food.  
Children, are you enjoying \_\_\_\_\_?



# Skills Time!

## Lesson Five

### Reading

1 Look at the text. Write the questions in the correct place.

- |   |   |
|---|---|
| a) What are the official languages?                   | b) How have so many languages survived? |
| c) How many languages are spoken in Papua New Guinea? | d) Why do people speak English there?   |
| e) Where did the languages come from?                 |   |

### The country of languages!

1 How many languages are spoken in Papua New Guinea?

Papua New Guinea has a population of just six million people, but it has more languages than any other country in the world. More than 800 languages are spoken there. That's over 13% of all the languages in the world!

2

The three official languages are Hiri Motu, Tok Pisin and English. For most people, these are not their mother tongue, but they can be used to communicate with each other when they talk to someone from a different group.

3

English is important as an international language. About 50,000 people speak English as their first language. English is used in schools and businesses. However, many people speak lots of languages.

4

The first inhabitants of Papua New Guinea were tribes that arrived from different parts of Asia more than 50,000 years ago. They brought lots of languages with them. Over time, the languages they spoke developed into the ones that are spoken in Papua New Guinea today.

5

All these languages are still alive because many people live in very isolated places. When different groups first arrived, they lived in different areas because there were high mountains that were difficult to climb and there was rough land that was difficult to travel across. So, tribes didn't mix with other tribes, but kept their own culture, traditions and languages separate. Today, only 18% of people live in cities and there still aren't many roads connecting the villages. So, people stay in their own groups and speak their traditional languages. That's why Papua New Guinea's languages have survived.

2 Read again and write *True* or *False*.

- |   |             |
|---|-------------|
| 1 Six million people live in Papua New Guinea.                | <u>True</u> |
| 2 There are more than 800 official languages.                 | _____       |
| 3 Most people have the same mother tongue.                    | _____       |
| 4 In schools and businesses, people use English.              | _____       |
| 5 The first inhabitants were tribes that arrived from Europe. | _____       |
| 6 The first people came to Papua New Guinea 5,000 years ago.  | _____       |
| 7 It is difficult to travel around in Papua New Guinea.       | _____       |
| 8 Most people in Papua New Guinea live in cities.             | _____       |



## Words in context

## 1 Complete the sentences.

predict dominant century disappear international continent population altogether

- 1 People from all around the world speak English. It's an international language.
- 2 Asia is the world's biggest \_\_\_\_\_.
- 3 Languages \_\_\_\_\_ when people stop speaking them.
- 4 In the past, hundreds of languages were spoken in France but, now, French is the \_\_\_\_\_ language.
- 5 China is the country with the biggest \_\_\_\_\_. It has over 1.3 billion people.
- 6 \_\_\_\_\_, about 7,000 languages are spoken in the world.
- 7 I \_\_\_\_\_ that Papua New Guinea will still have hundreds of languages in 2050.
- 8 Will English still be an international language by the end of this \_\_\_\_\_?

## More words

## 2 Complete the sentences with the words from page 88.



isolated



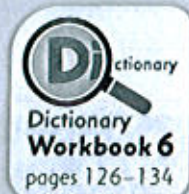
tribe



communicate



inhabitants



- 1 The people are part of a \_\_\_\_\_ tribe \_\_\_\_\_ that lives in the Amazon rainforest.
- 2 The \_\_\_\_\_ of London come from many different countries.
- 3 People who can't hear use sign language to \_\_\_\_\_.
- 4 Their house is in a very \_\_\_\_\_ place.



موسسه زبان دهخدا  
dehkhodaedu.com

## 3 Complete the text with words from Exercises 1 and 2.

The Huli people are a very large <sup>1</sup> \_\_\_\_\_ tribe \_\_\_\_\_ in Papua New Guinea. There are 65,000 people in this group and the <sup>2</sup> \_\_\_\_\_ is growing. They have lived for hundreds of years in <sup>3</sup> \_\_\_\_\_ villages in the mountains, where the <sup>4</sup> \_\_\_\_\_ of the villages didn't often meet other people.

But life is changing for the Huli. Many young people are moving away from the villages to the towns.

They are learning other languages because they want to be able to <sup>5</sup> \_\_\_\_\_ with the outside world. Some people <sup>6</sup> \_\_\_\_\_ that the traditional Huli way of life will

<sup>7</sup> \_\_\_\_\_ during the 21st <sup>8</sup> \_\_\_\_\_.



# Skills Time!

## Lesson Seven

### Writing

1 Look at the table and write notes for an advert for an adventure camp.



Where is the camp?	
When and how long?	
Who for?	
Activities:	
Why come?	

2 Think of a rhyme so people remember your advert.



### My writing

3 Write an advert for an adventure camp. Use persuasive language and positive adjectives.

Blank lined area for writing an advert.



1 Complete the interview.

disappear communicate population bilingual fluent centuries

Tom Golding is a professor who studies the tribes of the rainforest.

Journalist: How do you talk to the different tribes, Mr Golding?

Tom: Well, I'm <sup>1</sup> fluent in the four main languages of this country, so it isn't usually difficult to <sup>2</sup> \_\_\_\_\_ with people.

Journalist: Tell me about the tribe that you're studying at the moment.

Tom: There are about 4,000 people in this tribe. That's 0.5% of the country's <sup>3</sup> \_\_\_\_\_. The tribe arrived over nine <sup>4</sup> \_\_\_\_\_ ago.

Journalist: What language do they speak?

Tom: Most young people have studied at school and they are <sup>5</sup> \_\_\_\_\_. They speak their own language and also Spanish. Some people are worried that the traditional language will <sup>6</sup> \_\_\_\_\_, but I don't think that will happen.



2 Complete the sentences. Use the information from Exercise 1. Irregular verb list page 135

- 1 Tom Golding said he \_\_\_\_\_ was \_\_\_\_\_ fluent in the main languages of the country.
- 2 He said it \_\_\_\_\_ usually difficult to communicate with people.
- 3 He said the tribe \_\_\_\_\_ over nine centuries ago.
- 4 He said most young people \_\_\_\_\_ at school.
- 5 He said they \_\_\_\_\_ their own language and Spanish.
- 6 He said some people were worried that the traditional language \_\_\_\_\_.

3 Complete the sentences. Use reflexive pronouns.



Sue: Let's get <sup>1</sup> ourselves something to eat.  
 Tim: I've made <sup>2</sup> \_\_\_\_\_ a sandwich.  
 Sue: Don't cut <sup>3</sup> \_\_\_\_\_ with the knife.



Jill: My dad has bought <sup>4</sup> \_\_\_\_\_ a bike.  
 Liz: And your mum has bought <sup>5</sup> \_\_\_\_\_ some new trainers.  
 Liz: They're enjoying <sup>6</sup> \_\_\_\_\_ !





## Lesson One Story

1 Look at the pictures. Number the events in the correct order.



The children aren't sure what is in the water.



2 Read and match. Then write the sentences under the pictures.

- 1 The children
- 2 Libby and Tom pour
- 3 It's late now, and Libby
- 4 The children discover that
- 5 In the sky, Tom sees
- 6 Libby decides how

b

- a is very worried.
- b aren't sure what is in the water.
- c the animal is a dolphin.
- d a shooting star.
- e water on the dolphin.
- f to help the dolphin.

3 Answer the questions.

- 1 Do dolphins breathe air? Yes, they do.
- 2 Can dolphins live on land? \_\_\_\_\_
- 3 Do Libby and Tom need help to move the dolphin? \_\_\_\_\_
- 4 Do dolphins breathe through their mouths? \_\_\_\_\_
- 5 How does Libby know what to do? \_\_\_\_\_
- 6 What are Libby and Tom doing to help the dolphin to survive? \_\_\_\_\_



## 1 Complete the text.

astronaut comet constellations shooting star solar system  
space station telescope space shuttle

I love looking up at the stars. Sometimes, I try to find all the  
1 constellations I know, for example, the group of stars  
called the Bear. Sometimes, I'm lucky and I see a  
2 \_\_\_\_\_ as it moves quickly across the sky.

At the moment, I'm looking forward to seeing a  
3 \_\_\_\_\_ called Lulin. It was discovered a few years  
ago, and it's coming close to the earth this week. I've  
got a really good 4 \_\_\_\_\_ and I'm going to watch  
the sky closely every night.

One day, I'd like to be an 5 \_\_\_\_\_. I'd love to  
travel into space in a 6 \_\_\_\_\_ and explore our  
7 \_\_\_\_\_. Perhaps I'll get a job working on a  
8 \_\_\_\_\_. That would be amazing!

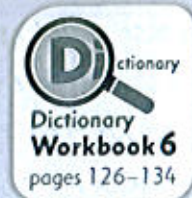


## More words

## 2 Match the words to the definitions.

come off come across come on come up

- 1 come on verb when something electrical starts to work
- 2 \_\_\_\_\_ verb to break away from something
- 3 \_\_\_\_\_ verb to happen suddenly, changing your plans
- 4 \_\_\_\_\_ verb to find something for the first time, by accident



## 3 Choose the correct words to complete the phrasal verbs.

across back up in off on out round

- 1 The lights in my street come on at six o'clock every evening.
- 2 Phone me when you come \_\_\_\_\_ from holiday.
- 3 I like looking at the sky when all the stars come \_\_\_\_\_.
- 4 I've never come \_\_\_\_\_ this word before. I don't know what it means.
- 5 At the weekend, my friends often come \_\_\_\_\_ and we listen to music together.
- 6 I dropped my phone and the back came \_\_\_\_\_. I hope it can be repaired.
- 7 Sorry, I can't meet you this afternoon. Something has come \_\_\_\_\_.
- 8 Please come \_\_\_\_\_ and have a cup of tea with me and my family.



## Lesson Three Grammar 1

### 1 Read and circle.

- 1 "What's your address, Alex?" I asked Alex what **(his)** / he address was.
- 2 "Anna, why are you unhappy?" I asked Anna why **she** / her was unhappy.
- 3 "Mum, where are your binoculars?" I asked Mum where **her** / she binoculars were.
- 4 "Who are you writing to, John?" I asked John who **he** / his was writing to.
- 5 "Hi, Greg. Hi, Carol. What are you doing?" I asked Greg and Carol what **their** / they were doing.
- 6 "When is your birthday?" Julie asked me when **her** / my birthday was.

### 2 Complete the report.

1 What do astronomers do?

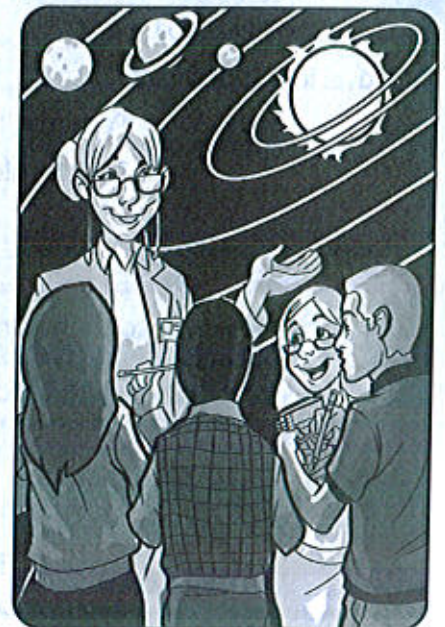
2 Where do you work?

3 What skills does a person need to become an astronomer?

4 Why do you like your job?

5 When do you look at the stars?

Yesterday, our class went on a trip to the Science Museum and we interviewed an astronomer. We asked her what <sup>1</sup> astronomers did. We discovered that they study the stars. We also asked her where <sup>2</sup> \_\_\_\_\_. We asked her what skills <sup>3</sup> \_\_\_\_\_ to become an astronomer. We also asked her why <sup>4</sup> \_\_\_\_\_ her job. She said, "I love finding out about the stars and planets. It's amazing, and it helps us to understand more about the earth." We asked her when <sup>5</sup> \_\_\_\_\_ the stars. She said she often slept in the day and studied the stars at night.



### 3 Complete the reported questions.

1 "What is your favourite planet?"

We asked her what her favourite planet was \_\_\_\_\_.

2 "When do you start work?"

We asked her \_\_\_\_\_.

3 "What do you like best about your job?"

We asked her \_\_\_\_\_.

4 "What are you studying at the moment?"

We asked her \_\_\_\_\_.

5 "Who else works with you?"

We asked her \_\_\_\_\_.



1 Read and circle.

- "Come in!" the dentist said. The dentist told me (to come in) / come in.
- "Don't forget your homework!" said the teacher. The teacher told us to not / not to forget our homework.
- "Please can you help with the cooking," Mum said. Mum asked / told me to help with the cooking.
- "Don't be late!" said Jean's dad. Jean's dad told her to not / not to be late.
- "Can you switch on the light, please," Anne said. Anne asked me / to me to switch on the light.
- "Come away from the window!" said Harry. Harry asked / told us to come away from the window.

2 Complete the sentences in reported speech.

- Mr Lewis: "Frank, can you close the door, please."  
Mr Lewis asked Frank to close the door.
- Kate: "Please can you send me the information, Jen."  
Kate asked Jen to send her the information.
- Mum: "Boys, can you please phone me from the station."  
Mum asked the boys to phone her from the station.
- Teacher: "Ron, can you clean the board, please."  
The teacher asked Ron to clean the board.
- Dad: "Please don't leave your bag in the kitchen, Helen."  
Dad asked Helen not to leave her bag in the kitchen.

3 Complete the sentences in reported speech.



Lee's mum told him to wash his hands



Susan's mum told her to be careful



The teacher told the class not to talk



Rick's dad told him to wear his helmet



# Skills Time!

## Lesson Five

### Reading

1 Look at the poem. Choose the best title. Write the title at the top.

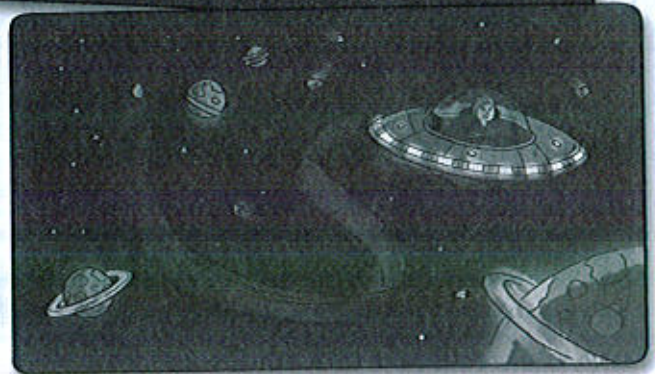
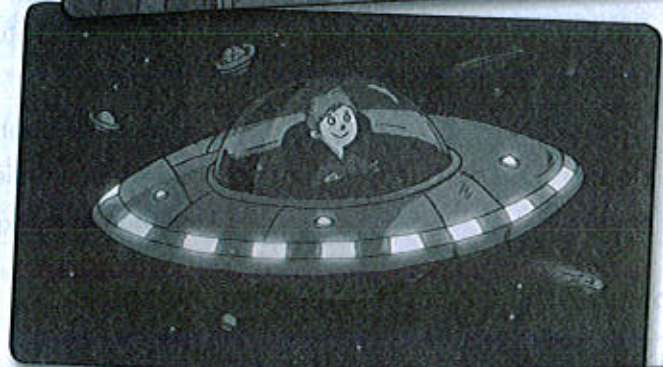
- a) Dreaming of space    b) My future job    c) The planets

There was once a boy called Jack  
Who liked to watch the stars.  
He dreamed about a spaceship  
Heading off to Mars,  
To Jupiter, Venus and Neptune  
And landing on the moon.

He watched the constellations  
In his dad's observatory,  
And imagined all the wonders  
In space that he would see.  
The Milky Way and Saturn's rings –  
One day, he'd visit all these things!

Jack dreamed some lovely dreams  
As he lay all snug in bed.  
The moon glowed through the window,  
Its beams shone round his head.  
A blazing comet travelled by  
And stars like diamonds filled the sky.

At school, all Jack's teachers  
Would shake their heads and say,  
"That boy lives in a dream world,  
Imagining the day  
When he'll launch his spaceship into the blue –  
That's when his dreams will all come true!"



2 Read again and circle.

- |  |               |                        |                     |
|--|---------------|------------------------|---------------------|
| 1 Jack wanted to be ... .                  | a an artist   | <b>b) an astronaut</b> | c a scientist       |
| 2 Jack liked to watch ... .                | a the TV      | b the stars            | c his toy spaceship |
| 3 Jack dreamed of landing on ... .         | a the moon    | b Mars                 | c Venus             |
| 4 There are ... planets named in the poem. | a three       | b four                 | c five              |
| 5 When Jack was in bed, he felt ... .      | a comfortable | b lonely               | c worried           |
| 6 Stars like ... filled the sky.           | a pearls      | b jewels               | c diamonds          |
| 7 Jack's ... would shake their heads.      | a parents     | b friends              | c teachers          |



**Words in context**

1 Complete the texts. bumpy spins diamonds glow head off surface precious snug

At school, we watched a film about the first time people walked on the moon. We watched the spaceship <sup>1</sup> head off into space. When the astronauts landed, we saw that the <sup>2</sup> \_\_\_\_\_ of the moon is really <sup>3</sup> \_\_\_\_\_, with lots of holes and rocks.



I love lying in my bed at night, <sup>4</sup> \_\_\_\_\_ and warm, looking through the window. The lights of the village <sup>5</sup> \_\_\_\_\_ outside and the stars shine like <sup>6</sup> \_\_\_\_\_ <sup>7</sup> \_\_\_\_\_. The stars seem to move across the sky, but it's really the earth that <sup>8</sup> \_\_\_\_\_ as it goes around the sun.

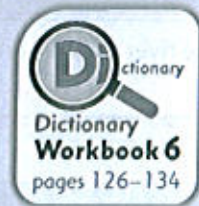


**More words**

2 Match the words from page 96 to the definitions.

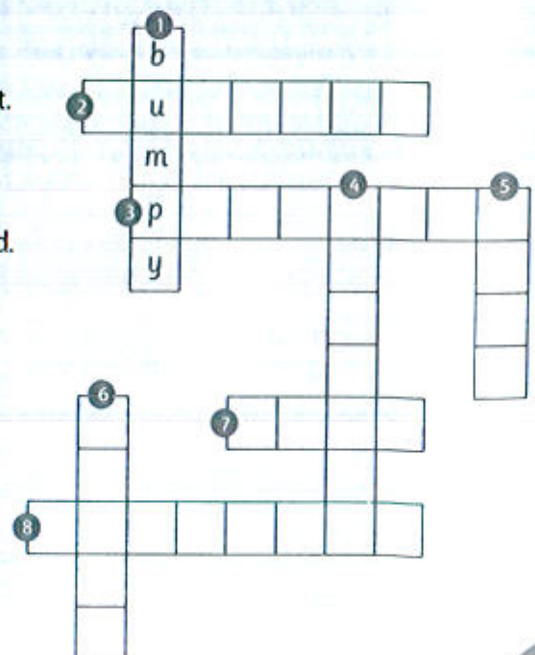
beams imagine launch observatory

- 1 launch *verb* to send something up into the sky
- 2 \_\_\_\_\_ *noun* a place with telescopes where people study stars
- 3 \_\_\_\_\_ *noun* lines of light
- 4 \_\_\_\_\_ *verb* to make pictures in your mind



3 Complete the crossword with words from Exercises 1 and 2.

- 1 The road is very ... . You might fall off your bike if you go too fast.
- 2 Divers can stay under the ... of the water for a long time.
- 3 People collect gold because it's a very ... metal.
- 4 I like to ... that I'm a famous explorer, travelling around the world.
- 5 I feel ... in my warm coat, scarf and gloves.
- 6 When the moon shines in, its ... make the room light.
- 7 A good skater can ... very fast in a circle on the ice.
- 8 The space shuttle was ... into space at 9.30 this morning.





# Skills Time!

## Lesson Seven

### Writing

1 Complete the similes in the poem.

shooting star   diamonds   drum   toast   kites   snow



### Winter

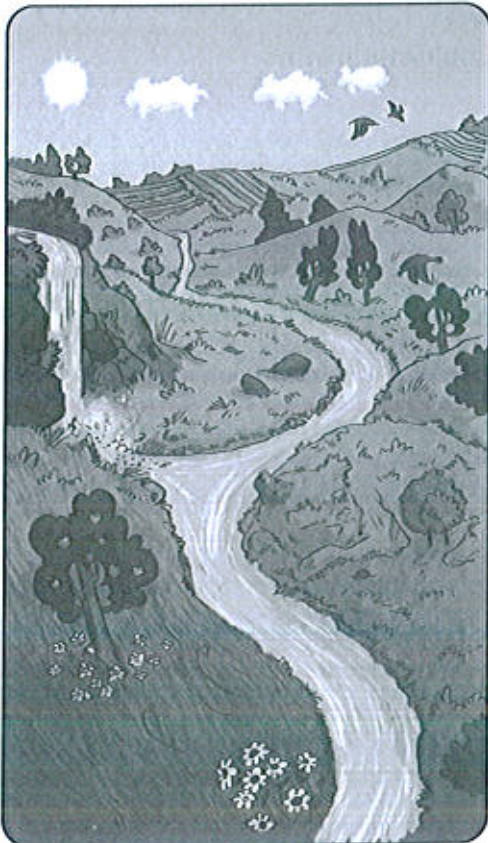
The leaves are flying in the wind like <sup>1</sup> kites ,  
Falling to the earth, as quiet as <sup>2</sup> \_\_\_\_\_ .  
Raindrops fall, shining in the sunlight like <sup>3</sup> \_\_\_\_\_ .  
Thunder sounds like a <sup>4</sup> \_\_\_\_\_ above us,  
A beam of light flashes in the sky like a <sup>5</sup> \_\_\_\_\_ .  
But I am as warm as <sup>6</sup> \_\_\_\_\_ , snug in my bed.



### My writing

2 Look at the picture and write a poem about it. Use similes to describe the things in the box.

the river   the sun   the waterfall   the sky   the clouds   the hill   the apples  
the grass   the flowers   the birds



### Summer

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



1 Complete the sentences. Use reported speech.  Irregular verb list page 135

**Famous sports star visits Littlewood!**

1 Why are you in Littlewood?

3 Don't forget to visit our new stadium!

5 What do you do in your free time?



2 Where are you going next?

4 When is your next competition?

6 Please help our local football club!

- 1 The reporters asked the sports star why he was in Littlewood.
- 2 They asked him \_\_\_\_\_.
- 3 They told him \_\_\_\_\_.
- 4 They asked him \_\_\_\_\_.
- 5 They asked him \_\_\_\_\_.
- 6 They asked him \_\_\_\_\_.

2 Complete the sentences.

astronauts comet constellation heading launched observatory space shuttle telescope

The astronomer is in the <sup>1</sup> observatory. He is looking through a <sup>2</sup> \_\_\_\_\_ at a <sup>3</sup> \_\_\_\_\_ which has just appeared in the sky. It can be seen from the earth once every 40 years. At the moment, it is near the <sup>4</sup> \_\_\_\_\_ called the Bear.



The <sup>5</sup> \_\_\_\_\_ is being <sup>6</sup> \_\_\_\_\_ into space. The <sup>7</sup> \_\_\_\_\_ are inside and they're <sup>8</sup> \_\_\_\_\_ off to the moon!

3 Complete the sentences.

beam bumpy precious glowed shooting stars spun

- 1 Pearls and diamonds are very precious stones.
- 2 The campfire \_\_\_\_\_ like an orange lamp in the dark night.
- 3 The ice skater \_\_\_\_\_ round and round like a wheel.
- 4 The road is as \_\_\_\_\_ as the surface of the moon.
- 5 The \_\_\_\_\_ of the torch shone like a finger of light.
- 6 The fireworks were launched into the sky like \_\_\_\_\_ in the night.



موسسه زبان دهخدا  
dekhodaedu.com



## Lesson One Story

### 1 Read the story and complete the sentences.

Tom    the rescue team    Libby    the dolphin    the children    the sea

- 1 The children are trying to save the dolphin.
- 2 \_\_\_\_\_ helps Libby to pour water on the dolphin.
- 3 \_\_\_\_\_ doesn't know how long it can survive on land.
- 4 Kate and Ed arrive with \_\_\_\_\_.
- 5 The rescue team moves the dolphin into \_\_\_\_\_.
- 6 \_\_\_\_\_ finds its family and friends.



### 2 Read and circle.

#### Ed's blog



It's the end of an exciting day. We were at the beach, looking at sand sculptures, when suddenly we saw an animal in the sea. At first, we thought it was a <sup>1</sup> shark / seal, but then we <sup>2</sup> realized / remembered it was a dolphin. It had swum too near the shore and the <sup>3</sup> sand / waves had pushed it onto the beach.

Libby and Tom used their water bottles to keep the dolphin <sup>4</sup> cold / wet. Kate and I went to find Fin, and he rang <sup>5</sup> a rescue team / the police. It took time to contact everyone, so it was late when we got back to the beach. Libby and Tom helped the team to <sup>6</sup> push / carry the dolphin back into the sea. Everyone said that we had all saved its life!

### 3 Read and complete the information page.

volunteer    fun    hospital    rescues    diver    hours    equipment    dolphins

#### Rescuing sea animals



#### Who can help when dolphins are in trouble?

British Divers Marine Life Rescue (BDMLR) is a charity which <sup>1</sup> rescues and protects sea animals in Britain. Each team has a rescue boat and other special <sup>2</sup> \_\_\_\_\_ for saving <sup>3</sup> \_\_\_\_\_, whales and seals. They even have a special <sup>4</sup> \_\_\_\_\_ for sea animals that are very sick. Everyone who works for BDMLR is a <sup>5</sup> \_\_\_\_\_. No one is paid for their work. Rescue teams are available 24 <sup>6</sup> \_\_\_\_\_ a day, every day of the year.

#### Can you help?

You don't have to be a vet or a <sup>7</sup> \_\_\_\_\_ to work with us. Anyone over 18 can join. Have <sup>8</sup> \_\_\_\_\_ and help sea animals at the same time!



1 Complete the email.

cheap expensive basic peaceful luxurious stimulating dull busy

Dear Emma,

This holiday is crazy! The hotel we're staying in now is very <sup>1</sup> basic. My room has only got a bed and a cupboard. We planned to stay in a <sup>2</sup> \_\_\_\_\_ hotel with a swimming pool but, when we arrived, there had been a mistake and all the rooms were full.

Mum and Dad were looking forward to relaxing by the sea, but it isn't very <sup>3</sup> \_\_\_\_\_ on the beach. There are hundreds of people and the streets near the beach are always <sup>4</sup> \_\_\_\_\_.

But guess what? We're having a great time! We eat at restaurants every day because the food is <sup>5</sup> \_\_\_\_\_. We've been exploring the town and we've seen some amazing buildings. The streets are really <sup>6</sup> \_\_\_\_\_. Who needs to spend lots of money on <sup>7</sup> \_\_\_\_\_ hotels when this is more fun? There's nothing <sup>8</sup> \_\_\_\_\_ about this place!

See you soon, Lily

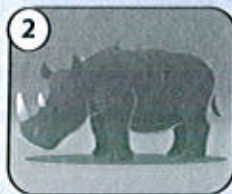


More words

2 Circle the silent letter.



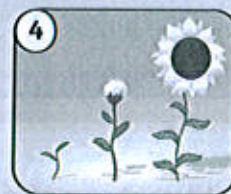
1 wrap



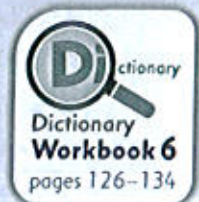
2 rhino



3 wheel



4 grow



3 Complete the sentences. Then circle the silent letters.

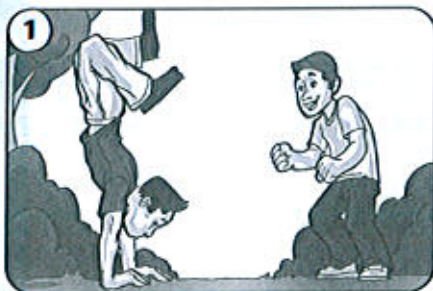
hour wheel wrap snow honest rhino Write grow

- |   |   |
|---|---|
| 1 <u>W</u> rite the answers in your book. | 2 Did you see the _____ at the zoo?       |
| 3 Jess is an _____ late!                  | 4 It's very cold. I think it might _____. |
| 5 I have to _____ this present for Meg.   | 6 You can believe Sam. He's very _____.   |
| 7 The _____ on my bike is broken.         | 8 Many plants _____ in the rainforest.    |



## Lesson Three Grammar 1

### 1 Read and circle.



I wish I can / (could) do that.



I wish I live / lived in Hawaii.



I wish it was / wasn't so windy.



He wishes I / he could fly.



I wish I have / had some string.



I wish he doesn't / didn't speak so fast.

### 2 Look and write sentences. Irregular verb list page 135

children	wishes
Amber	my glasses / not be / broken
Brad	my family / like / football
Tim	I / be / taller
Molly	my bedroom / be / bigger
James	I / can play / the guitar
Olivia	I / not have / curly hair

1 **Amber:** I wish my glasses weren't broken.

2 **Brad:** \_\_\_\_\_

3 **Tim:** \_\_\_\_\_

4 **Molly:** \_\_\_\_\_

5 **James:** \_\_\_\_\_

6 **Olivia:** \_\_\_\_\_

### 3 Match the pictures and the sentences from Exercise 2.



### 4 Write three wishes for yourself.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



1 Read and circle.

- 1 You're Toby's brother, are you / aren't you?
- 3 You don't like peas, do you / don't you?
- 5 Jenny doesn't go to your school, is she / does she?
- 2 Ryan can speak French, can he / can't he?
- 4 They were very tired, aren't they / weren't they?
- 6 It didn't rain yesterday did it / didn't it?

2 Complete the sentences. Use question tags.

- 1 Lima is the capital of Peru, isn't it \_\_\_\_\_ ?
- 2 You didn't walk here, \_\_\_\_\_ ?
- 3 Paul and Dave can swim, \_\_\_\_\_ ?
- 4 Lisa eats fish, \_\_\_\_\_ ?
- 5 There are lots of people here, \_\_\_\_\_ ?
- 6 Alan lives in London, \_\_\_\_\_ ?

3 Write sentences. Use question tags.



you / Mr Adams  
 You're Mr Adams, aren't you?



you / not like / cold weather



we / need / postcards



Venice / be / amazing



we / not can / swim here



you / go / to Mexico last year



# Skills Time!

## Lesson Five

### Reading

1 Look at the text. Number the photos in the correct order.



## My Dream Trip

*My name's Becky. I love travelling and, one day, I'd like to go around the world. When I'm older and I've finished school, I will travel around the world for a year! It will be great!*

I read lots of books about different places around the world and I dream about all the places I want to visit. I have already planned where I want to go when I'm older. I know which countries I want to visit and what I want to see when I'm in each one.

First, I'll go to China and walk along part of the Great Wall. What an experience! Did you know that it's 6,400 kilometres long! It's incredible to think about all the people in the past who have walked along that wall.

After China, I'll go to Thailand. I'd like to travel through the busy streets of Bangkok in a rickshaw.

I'll stop at a street market and try the food. I love spicy food and Thai curry is my favourite meal. I like the mixture of sweet and sour flavours.

My next stop will be Borneo, in Indonesia. I'm interested in wildlife, and Borneo's forests are the home of orang-utans, rhinos and leopards. However, there are some scary animals in the forest, too, like snakes and poisonous spiders. So, maybe I won't spend too much time in Borneo!

After Borneo, I'll visit Australia. It's got sun and beaches, so it's the perfect place to relax. My favourite sport is surfing, and Australia has some of the best surfing beaches in the world. I could also learn to dive and look at the coral reefs. The water in Australia is very clear, so I could see lots of fish. I wish I was there now! Unfortunately, I have to wait until I'm old enough!

2 Read again and complete the sentences.

- 1 Becky's favourite food is cooked in Thailand.
- 2 The Great Wall is in \_\_\_\_\_.
- 3 Becky can do her favourite sport in \_\_\_\_\_.
- 4 Becky will travel in a rickshaw in \_\_\_\_\_.
- 5 Becky can learn a new sport in \_\_\_\_\_.
- 6 Becky will see lots of wildlife in \_\_\_\_\_.
- 7 The water is very clear in \_\_\_\_\_.
- 8 Becky is worried about the scary animals in \_\_\_\_\_.



## Words in context

## 1 Complete the text.

scary flavours spicy give up rickshaw unfortunately rush board game

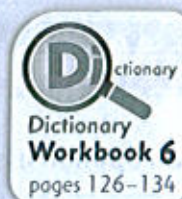
21st July, India

Today, I had my first ride in a <sup>1</sup> rickshaw. It was great to look out and watch everyone <sup>2</sup> around the busy streets. There were so many interesting things to see, such as people sitting by the side of the road playing a strange <sup>3</sup> . <sup>4</sup> , Mum didn't enjoy herself. She thought it was a bit <sup>5</sup> because of all the traffic. Her eyes were closed for the whole ride! We stopped at a restaurant for lunch. I chose a curry. I love <sup>6</sup> food! It was delicious and full of interesting <sup>7</sup> . For dessert, I had chocolate ice cream. Mum said I shouldn't eat too much chocolate because it's bad for my teeth. I said, "It's OK. I'll <sup>8</sup> chocolate after my holiday."

## More words

## 2 Complete the sentences with the words from page 104.

perfect coral reef orang-utan market



- I saw an orang-utan in a tree. It was so funny to watch!
- Sitting on the beach with a cold drink and a good book is my \_\_\_\_\_ day.
- When I went snorkelling, I watched all the fish swim over the \_\_\_\_\_.
- I went to the \_\_\_\_\_ to buy some vegetables and fruit.

## 3 Complete the sentences with words from Exercises 1 and 2.



Dad: The <sup>1</sup> market is open all afternoon. We don't have to <sup>2</sup> .  
Mum: No. Let's take a <sup>3</sup> .



This is the <sup>4</sup> place for a summer holiday. The beach is great for surfing and the <sup>5</sup> is great to look at when you are diving or snorkelling.



In Borneo, I saw an <sup>6</sup> . It was jumping from tree to tree. I saw a huge snake, too. That was <sup>7</sup> !  
<sup>8</sup> I'm frightened of snakes!



# Skills Time!

## Lesson Seven

### Writing

1 Read the information about exchange programmes.

In Britain, many secondary schools have exchange programmes with schools from other countries. This means that students from Britain go and stay with a family in the other country for one or two weeks. They go to school there and practise speaking the language. Later, students from the other country come to stay with the British families.

2 Write the advantages and disadvantages of exchange programmes.

advantages	disadvantages
You learn about life in another country.	You might miss your family.



### My writing

3 Write an opinion essay about exchange programmes.

**Introduction** Every year, many British students take part in school exchange programmes. But are they a good idea?

**Advantages**

**Disadvantages**

**Conclusion**



موسسه زبان دهخدا  
dekhodaedu.com



1 Complete the sentences. **V** Irregular verb list page 135

1 I wish we \_\_\_\_\_ could \_\_\_\_\_ (can) find the market.

2 I wish there \_\_\_\_\_ (be) more flavours.

3 I wish I \_\_\_\_\_ (can) understand that board game.

4 I wish we \_\_\_\_\_ (have) rickshaws at home.

5 I wish this food \_\_\_\_\_ (not be) so spicy.

2 Match the people in the picture to the sentences from Exercise 1.



3 Write the words. Then add question tags.

expensive peaceful basic luxurious cheap stimulating



Mum: This hotel is very \_\_\_\_\_ basic \_\_\_\_\_, \_\_\_\_\_ isn't it \_\_\_\_\_ ?

Dad: Yes! We expected something more \_\_\_\_\_, \_\_\_\_\_ ?



Mum: Meals are \_\_\_\_\_ here, \_\_\_\_\_ ? Look at the prices!

Ben: Let's go to the café. We can get a \_\_\_\_\_ meal there, \_\_\_\_\_ ?



Dad: You love \_\_\_\_\_ places, \_\_\_\_\_ ?



Mum: He gave a very \_\_\_\_\_ talk, \_\_\_\_\_ ?



## Everyday English

### 1 Read and circle the correct words.

Where would you like to go if you <sup>1</sup> would / could go anywhere in the world, Dan?

1

Hmm, I'd <sup>2</sup> want / like to go to Italy.

What about you, Harry? Where would you most <sup>3</sup> like / love to go on holiday?

2

I've always <sup>4</sup> wanted / loved to go to Egypt. I'd love to see the pyramids.

And Lily. What's your dream holiday?

3

The Arctic! I <sup>5</sup> want / love to be an explorer! If <sup>6</sup> just / only I was older.

### 2 Complete the mini dialogues.

1 Where would you go if you could go anywhere in the world?

I would like to go to New Zealand.

2 Where would you like you most like to go on holiday?

I would like like to go on a trip around the world.  
I've would like to go to Italy and Egypt ... and Thailand and ...

3 I would like love to go to Australia, but the flights are really expensive.

I know! If only we would like rich!

### 3 Use the prompts to make phrases about dream holidays.

- |   |   |
|---|---|
| 1 What / your dream holiday?<br><u>What's your dream holiday?</u> | 2 I / like to visit / Canada.<br>_____          |
| 3 If only / I / a millionaire.<br>_____                           | 4 I / like / go / Morocco.<br>_____             |
| 5 I / love to be / rich and famous.<br>_____                      | 6 I / always want to / go to the moon.<br>_____ |

### 4 Talk about your dream trip.

I'd like to visit China. I've always wanted to see the Great Wall.





1 Watch the video clip. Write True or False.

- 1 If Megan could go anywhere in the world, it would be to Disneyworld. True
- 2 Ben is reading an article in a magazine. \_\_\_\_\_
- 3 Ben has always wanted to be a millionaire. \_\_\_\_\_
- 4 Megan thinks that it would cost lots of money. \_\_\_\_\_
- 5 Layla gives Ben a brochure about astronaut training. \_\_\_\_\_

2 Watch the clip again. Complete the conversation and the stage directions.

🏠 = place    → = action    😊 = feeling

🏠 \_\_\_\_\_

[→ Ben and Megan \_\_\_\_\_]

Ben: Where \_\_\_\_\_ go if \_\_\_\_\_ go anywhere in the world?

Megan: \_\_\_\_\_ to visit Disneyworld.

Megan: \_\_\_\_\_ you? Where \_\_\_\_\_ most like to go on holiday?

Ben: Well, there's an article here about space tourism. I've \_\_\_\_\_ to go into space.

Megan: [→ Ben \_\_\_\_\_] It looks amazing. How much does it cost?

Ben: It's too expensive. \_\_\_\_\_ was a millionaire!

[😊 = \_\_\_\_\_]



3 Work in pairs. Answer the questions.

- 1 Do you think Ben will go into space?
- 2 Which country would you most like to visit one day? Why?
- 3 Would you like to have a holiday in space? Why? Why not?
- 4 What would you do if you were a millionaire?

I think that Ben can't go into space. It's too expensive!

I see your point, but he could train to be an astronaut.

4 Read the scenario and write a conversation with a friend. Act out your script in pairs.

Imagine that you and a friend have won a competition for a holiday of your choice. Where would you most like to go? Try to agree on a place to go, and on things to do and see there.

**Your friend:** We've won a dream holiday! What shall we do? Where would you most like to go?

**You:** I've always wanted ...



# Fluency Time!

## Fluency Time! Review

### 1 Read and circle the correct words.



**Mr Ellis:** Remember – we're talking about dream holidays tomorrow.  
**Harry:** I'm going to bring in my African drums. <sup>1</sup> I'd love / If only to go to Africa.



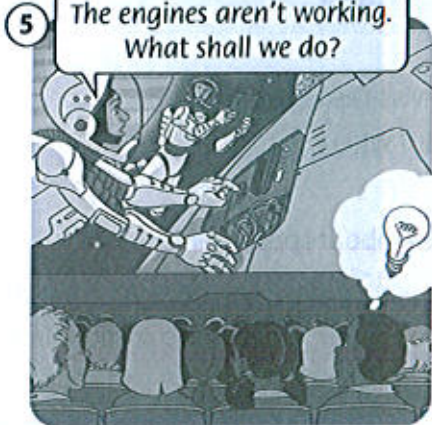
**Harry:** What are you going to bring in, Dan?  
**Dan:** I don't know. I haven't got anything interesting. What do you think I <sup>2</sup> shall / should do?



**Dan:** Can we sit here, please?  
**Harry:** <sup>3</sup> No, sorry. / Sure!



**Harry:** Lily and I are going to the cinema tonight. Why <sup>4</sup> should / don't you come, too?  
**Dan:** I'd love to.  
**Hannah:** Me, too! I love films.



**5** The engines aren't working. What shall we do?



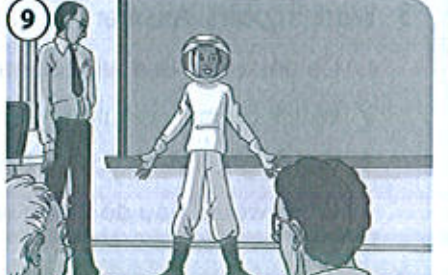
**6** **Dan:** Is it <sup>5</sup> OK / good if I borrow your gloves?  
**Mum:** Yes, OK.



**Dan:** Can I borrow your helmet, please? It's for school.  
**Dad:** <sup>6</sup> No, sorry. / Sure. But why ... ?



**8** **Dan:** Do you mind if I take your boots to school with me tomorrow, Grandad?  
**Grandad:** <sup>7</sup> Yes, / No, that's fine.



**9** **Dan:** My dream holiday is a trip to space. <sup>8</sup> I'd like / If only to visit the moon.

### 2 Read the story again. Find and write the names.

- 1 "We're talking about dream holidays." Mr Ellis \_\_\_\_\_
- 2 "I'm going to bring in my African drums." \_\_\_\_\_
- 3 "I haven't got anything interesting." \_\_\_\_\_
- 4 "Lily and I are going to the cinema tonight." \_\_\_\_\_
- 5 "I love films." \_\_\_\_\_
- 6 "My dream holiday is a trip to space." \_\_\_\_\_



3 Complete the story summary. Use the correct forms of the verbs in the box.

go ask borrow be not have meet

Harry and Dan were in their English lesson. The topic was dream holidays. Mr Ellis<sup>1</sup> asked them to bring in something to talk about the next day. Dan was worried. He<sup>2</sup> had anything interesting at home.

At lunchtime, Dan and Hannah<sup>3</sup> met Harry and Lily. Harry said that he and Lily<sup>4</sup> went to the cinema. He asked Dan and Hannah to come, too.

That night, the children went to the cinema. The film was about space. Dan had a great idea. At home, Dan asked to<sup>5</sup> borrow his mum's washing up gloves, his dad's bike helmet and his grandad's gardening boots.

At school the next day, Dan used the things he had borrowed to dress up as an astronaut. He said his dream holiday<sup>6</sup> was a trip to space.

4 Look and complete the story. Use your own phrases or the ones below.

Is it OK if I borrow your ... ?    Yes, OK.    Would you like to come, too?    I'm a pilot!  
 I'd love to.    What can I do?

**1** **FANCY DRESS COMPETITION**

Hannah: Look! There's a fancy dress competition.  
 Lily: I haven't got a costume. What can I do?

**2**

Hannah: I'm going swimming after school.  
 Lily: \_\_\_\_\_

**3**

Lily: \_\_\_\_\_

**4**

Lily: \_\_\_\_\_  
 Dad: \_\_\_\_\_

**5**

Lily: \_\_\_\_\_

5 Write a summary of the story.

Lily and Hannah were at school. They saw a poster about a fancy dress competition. Lily said that she didn't have a costume ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Films in English

1 Read. Underline *when* and *because*.

## SEQUELS

► **What is a sequel?**

A sequel is the next part of a story. For example, *Toy Story 2* and *Toy Story 3* are sequels to *Toy Story*. When a film is successful, the film company often decides to make a sequel.



► **The Lord of the Rings series**

*The Lord of the Rings: The Fellowship of the Ring* has got a lot of sequels because the films are based on a series of books by J. R. R. Tolkien. When *The Hobbit: An Unexpected Journey* was made, it was the fourth film in the series. However, the film is actually a prequel because the story comes before all the other *Lord of the Rings* films.



► **Why are sequels popular?**

People enjoy watching sequels because they get to see their favourite characters in new adventures. Some sequels are more popular than the first film in the series. When *X-Men* was released in 2000, it was very popular, but more than 30 percent more people went to see the sequel, *X2*.

2 Answer the questions

- |  |  |
|--|--|
| <p>1 What do film companies often decide to do when a film is successful? <u>They often decide to make a sequel.</u></p> <p>3 Why has <i>Lord of the Rings: The Fellowship of the Ring</i> got a lot of sequels? _____</p> | <p>2 Why do people enjoy watching sequels? _____</p> <p>4 What is a prequel? _____</p> |
|--|--|

3 Connect the sentences. Use *when* or *because*.

- |   |  |
|---|--|
| <p>1 I started school. I met my best friend.<br/><u>When I started school, I met my best friend.</u></p> <p>3 The sequel is more popular than the first film.<br/>It has better visual effects. _____</p> <p>5 We arrived at school. The lesson was about to start. _____</p> | <p>2 Mum gave me a drink. I was thirsty.<br/>_____</p> <p>4 Dad started a new job. We moved house at the same time. _____</p> <p>6 Toby was tired. He got up very early.<br/>_____</p> |
|---|--|



1 Read the web page. Circle the correct question tags.



## All about Canada

### Questions and answers

We are doing a school project about food around the world. Last week, we made pancakes with maple syrup. They were delicious! I would like to find out more about the history of maple syrup for the project. The Canadian aboriginal people were the first people to collect the syrup, <sup>1</sup> **were they / weren't they?**

Danni

Yes, that's right. They made holes in the maple trees and collected the syrup in buckets. They used the syrup to cook a special meal of deer meat for their chief. Today, people use maple syrup for all kinds of food: pancakes, waffles, biscuits, cake and porridge. I'm sure you and your friends loved the pancakes, <sup>2</sup> **weren't you / didn't you?**

I am doing a school project on the Mounties. I have found lots of information on the Internet and I would like to check some facts:

- 1 The Royal Canadian Mounted Police force started in 1920, <sup>3</sup> **did / didn't it?**
- 2 There were mounted police in Canada before 1920, <sup>4</sup> **were / weren't there?**
- 3 When the Mounties started, women weren't allowed to join, <sup>5</sup> **were / did they?**

Becca

Your facts are correct! In May 1873, the North-West Mounted Police force was formed. In 1920, this force joined the Dominion Police force and became The Royal Canadian Mounted Police force (or the Mounties). To begin with, only men could join the Mounties but, in 1974, women were allowed to join. In 2006, a woman got the most important job in the Mounties.

2 Complete the questions about Canada. Then match them to the correct answers.

- |   |   |
|---|---|
| 1 The Mounties were formed in 1920, <u>were they?</u>         | a Yes, she did. They were delicious.          |
| 2 Danni made pancakes at school, _____?                       | b Yes, there were.                            |
| 3 The aboriginals used maple syrup to cook vegetables, _____? | c Yes, they were.                             |
| 4 There were mounted police before 1920, _____?               | e No, they didn't. They used it to cook meat. |
| 5 The first women joined the Mounties in 1920, _____?         | f No, they didn't. They joined in 1974.       |



# English around the World

## 1 Read the text and underline *unless*.

### English in the European Union

There are 25 countries in the European Union (EU) – and 24 different languages! English is the main language in the UK and Ireland. English is the most commonly spoken foreign language in most of the other EU countries, too. More than a third of people in these countries say that they can speak enough English to hold a conversation. Three main languages are used for official EU documents: English, German and French. Unless they did this, the cost of translating documents into all the different EU languages would be much too high.

### English in the United Nations

The United Nations (UN) uses six official languages: English, French, Spanish, Chinese, Russian and Arabic.

However some people have criticized the UN, saying that it uses English too much. Unless the UN uses all six languages equally, they say, it does not respect member countries equally.

### Is English enough?

Two billion people in the world use English to communicate. However, about 75% of people around the world don't speak English. This is why it is important for English speakers to learn another language, too. Unless they understand another language, they won't be able to understand another culture.



## 2 Read and text again and complete the sentences.

- The cost of translating EU documents would be too high, unless they only used three languages.
- Some people say UN member countries aren't equally respected, unless \_\_\_\_\_.
- English speakers won't be able to understand another culture, unless \_\_\_\_\_.

## 3 Choose the correct word to complete the sentences.

- If/Unless you practise a language, you won't improve quickly.
- You'll get lost if / unless you have a map.
- Don't go hiking if / unless someone is with you.
- If / Unless you don't hurry up, we'll be late.

## 4 Choose a language you wouldn't learn. What would make you change your mind?

I wouldn't learn Portuguese unless I had tickets to see a World Cup match in Brazil ...





# Class Play: The Mystery of the Diamond Ring

## 1 Read the play again. Are these sentences *True* or *False*?

- 1 Mrs Jones lost her ring in the garden. False
- 2 It happened on Tuesday morning. \_\_\_\_\_
- 3 The postman saw Mrs Jones that day. \_\_\_\_\_
- 4 He didn't see anyone else at 9 a.m. that day. \_\_\_\_\_
- 5 Mrs Jones didn't leave the window open. \_\_\_\_\_
- 6 The ring disappeared between 9 a.m. and 9.15 a.m. \_\_\_\_\_
- 7 The thief was a bird. \_\_\_\_\_
- 8 There was nothing in the bird's nest except the ring. \_\_\_\_\_



## 2 Write the students' report for the school newspaper. Answer these questions.

- 1 Whose ring disappeared?
- 2 When did it disappear?
- 3 Where did it disappear from?
- 4 Who saw it last? At what time?
- 5 Where was the ring? How was it found?

### Young Investigators! The Mystery of the Diamond Ring

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 3 Write notes about a mystery. Complete the title and answer the questions.

The mystery of the \_\_\_\_\_

What happened? \_\_\_\_\_

When did it happen? \_\_\_\_\_

Who did you see? \_\_\_\_\_

How can you solve the mystery? \_\_\_\_\_

## 4 Use your notes to write sentences. Tell the class.

My mystery is the *Mystery of the missing pencil case*. I noticed it was missing when ...



# Grammar Time

## Unit 1 going to: plans and intentions

affirmative	negative
I'm <b>going to</b> make dinner later.	I'm <b>not going to</b> make dinner later.
He's <b>going to</b> do his homework now.	He <b>isn't going to</b> do his homework now.
They're <b>going to</b> go to France in June.	They <b>aren't going to</b> go to France in June.

## will / won't: decisions and offers as we speak

affirmative	negative
I'll help you to carry that bag.	I <b>won't</b> help you to carry that bag.
We'll watch the football match tonight.	We <b>won't</b> watch the football match tonight.

### 1 Complete the sentences. Use *going to* or *will / won't*.

- Tony is going to play \_\_\_\_\_ (play) tennis this afternoon.
- I feel really tired. I \_\_\_\_\_ (not come) to the cinema tonight.
- We \_\_\_\_\_ (not go) to England. We \_\_\_\_\_ (go) to the US!
- You look tired. Sit down! I \_\_\_\_\_ (make) you a cup of tea.

## Present continuous with future meaning

affirmative	negative	questions
I'm <b>flying</b> to Italy today.	I'm <b>not flying</b> to Italy today.	When <b>are you flying</b> to Italy?
We're <b>starting</b> at 2 o'clock.	We <b>aren't starting</b> at two o'clock.	What time <b>are you starting</b> ?

### 2 Write sentences about Tina's plans.

- Tina / meet Mia / at the shopping centre. Tina is meeting Mia at the shopping centre.
- they / take / the bus at eleven o'clock \_\_\_\_\_
- they / not have / lunch / at the café \_\_\_\_\_
- where / they / have / lunch? \_\_\_\_\_

## Unit 2 First conditional

If (present simple)	result (will / won't)
<b>If Alex finishes</b> his homework,	he'll <b>watch</b> the film at the cinema.
<b>If it rains,</b>	we <b>won't go</b> to the park.
<b>If I don't see</b> Jen at school,	I'll <b>phone</b> her.
<b>If I can't find</b> the book,	the teacher <b>won't be</b> happy.



questions	short answers
Will you <b>come</b> to the park if it's sunny?	Yes, I will. / No, I won't.
Will they <b>win</b> the match if they score a goal?	Yes, they will. / No, they won't.

1 Read and circle.

- If Harry visits us, we go / **we'll go** to the museum.
- Will you wash the dishes if I cook / will cook dinner?
- If I'm hungry, I'll eat / won't eat a sandwich.

Second conditional

If (past simple)	result (would / wouldn't)
If I <b>spoke</b> good Spanish,	I'd <b>move</b> to Mexico.
If Dave <b>listened</b> to the teacher,	he <b>wouldn't make</b> so many mistakes.
If I <b>didn't like</b> fish,	I <b>would tell</b> you.
If she <b>didn't play</b> football so well,	she <b>wouldn't be</b> on the team.

questions	short answers
Would you <b>be</b> scared if you <b>saw</b> a snake?	Yes, I would. / No, I wouldn't.
Would you <b>buy</b> a house if you <b>had</b> lots of money?	Yes, I would. / No, I wouldn't.

2 Complete the sentences.

- If you \_\_\_\_\_ phoned \_\_\_\_\_ (phone) Evie, you wouldn't be bored.
- If Fred got up earlier, he \_\_\_\_\_ (not be) late for school.
- \_\_\_\_\_ you \_\_\_\_\_ (eat) lots of pasta if you lived in Italy?

Unit 3 Present perfect: *since* / *for*

<i>since</i>	I've been here <b>since</b> one o'clock.	<i>for</i>	I've been here <b>for</b> two hours.
--------------	--	------------	--------------------------------------

1 Write sentences. Use the present perfect and *for* or *since*.

- she / have / her new bike / her birthday She's had her new bike since her birthday.
- you / be ill / Tuesday \_\_\_\_\_
- my parents / work / in the same job / 15 years \_\_\_\_\_

Present perfect: *already* / *yet* / *before* / *just*

	affirmative	negative	questions
<i>already</i>	I've <b>already</b> been to Rome.	X	Have you <b>already</b> been to Rome?
<i>just</i>	I've <b>just</b> been to Rome.	X	Have you <b>just</b> been to Rome?
<i>yet</i>	X	I haven't been to Rome <b>yet</b> .	Have you been to Rome <b>yet</b> ?
<i>before</i>	I've been to Rome <b>before</b> .	I haven't been to Rome <b>before</b> .	Have you been to Rome <b>before</b> ?



## Grammar Time

### 2 Read and circle.

- 1 The children haven't seen the sea *already* / **before**.  
 2 We've *just* / *yet* come back from the cinema.  
 3 Have you finished it *before* / *yet*?  
 4 I've *yet* / *already* finished the cake.

### Past simple and present perfect

Past simple affirmative	negative	questions
I <b>went</b> to a concert last night.	I <b>didn't go</b> to a concert last night.	Did you <b>go</b> to a concert last night?
Jo <b>phoned</b> on Friday.	Jo <b>didn't phone</b> on Friday.	Did Jo <b>phone</b> on Friday?

Present perfect affirmative	negative	questions
We've <b>eaten</b> seafood.	We <b>haven't eaten</b> seafood.	<b>Have you eaten</b> seafood?
I've <b>seen</b> this film four times.	I <b>haven't seen</b> this film.	<b>Have you seen</b> this film?

### 3 Read and circle.

- 1 Yesterday, we **went** / *have been* to the museum.  
 2 I *didn't see* / *haven't seen* Ingrid for a long time.  
 3 We *lived* / *have lived* in this house for 10 years.  
 4 Frank *went* / *has been* to France before.

### Unit 4 Present perfect continuous (1)

**for** I've been waiting here **for** 40 minutes.      **since** Lucy has been working **since** 10 o'clock.

**all morning / all day / all week** We've been studying **all day**.

### 1 Write sentences.

- 1 we / play football / three o'clock      We have been playing football since three o'clock.  
 2 Sarah / cook / two hours \_\_\_\_\_  
 3 Charlie / travel / day \_\_\_\_\_  
 4 Amy / swim / day \_\_\_\_\_

### Present perfect continuous (2)

Present perfect continuous affirmative	questions and short answers
I'm tired because I've been studying hard.	<b>Have you been riding</b> your bike?
She's wet because she's been swimming.	Yes, I <b>have</b> . / No, I <b>haven't</b> .
They're thirsty because they've been running.	

### 2 Complete the sentences.

- 1 I'm wet because I 've been walking (walk) in the rain.  
 2 We're hot because we \_\_\_\_\_ (play) tennis.  
 3 Your clothes are dirty. \_\_\_\_\_ you \_\_\_\_\_ (play) football?  
 4 They're not hungry because \_\_\_\_\_ (eat) lots of cakes.



موسسه زبان دهخدا  
dehkhodaedu.com



## Unit 5 The passive (present simple and past simple)

affirmative	negative
TV <b>is watched</b> all over the world.	TV <b>isn't watched</b> all over the world.
Cars <b>were made</b> in this factory.	Cars <b>weren't made</b> in this factory.

### 1 Read and circle.

- Pizza *is* / **was** invented in Italy.
- Every day, letters and postcards *are* / *were* sent around the world.
- Computers *aren't* / *weren't* used in schools 20 years ago.
- Cakes *are* / *were* eaten all over the world.

## The passive (present continuous)

affirmative	negative
A new hotel <b>is being built</b> near the beach.	A new hotel <b>isn't being built</b> near the beach.
The printer <b>is being used</b> now.	The printer <b>isn't being used</b> now.

### 2 Write sentences. Use the present continuous passive.

- photos / take / of each class Photos are being taken of each class.
- tickets / sell / outside the stadium \_\_\_\_\_
- the children / not send / home early / today \_\_\_\_\_

## Unit 6 The passive (future)

affirmative	negative
You <b>will be given</b> lots of homework.	You <b>won't be given</b> lots of homework.
The letter <b>will be sent</b> today.	The letter <b>won't be sent</b> today.

questions	short answers
<b>Will we be given</b> lots of homework?	<b>Yes, we will. / No, we won't.</b>
<b>Will the letter be sent</b> today?	<b>Yes, it will. / No, it won't.</b>

### 1 Read and circle.

- You *will take* / **will be taken** to the museum.
- We *aren't* / *won't be given* lunch. We will have to take sandwiches.
- Will children *teach* / *be taught* at home in the future?
- Will they *drive* / *be driven* by coach?



## Grammar Time

### The passive (present perfect)

affirmative	negative
The kitchen <b>has been cleaned</b> .	The kitchen <b>hasn't been cleaned</b> .
The bikes <b>have been fixed</b> .	The bikes <b>haven't been fixed</b> .

questions	short answers
<b>Has the kitchen been cleaned?</b>	<b>Yes, it has. / No, it hasn't.</b>
<b>Have the bikes been fixed?</b>	<b>Yes, they have. / No, they haven't.</b>

### 2 Complete the sentences.

- I lost my watch, but it has been found (find) now.
- The grass is very long. It \_\_\_\_\_ (not cut) for a long time.
- \_\_\_\_\_ the children \_\_\_\_\_ (take) home?
- Has he been taken to the station? No, \_\_\_\_\_.

## Unit 7 Relative pronouns: *who*, *which*

**who** Edmund Hillary was an explorer **who** climbed Mount Everest.

**which** Nepal is a country **which** lies between India and China.

### 1 Complete the sentences. Use *who* or *which*.

- A compass is an instrument which shows you where north is.
- An architect is a person \_\_\_\_\_ designs buildings.
- A saw is a tool \_\_\_\_\_ you use for cutting wood.

### Relative pronouns: *that*

<b>who / that for people</b>	Ella is the girl <b>who</b> sits next to me in class. Ella is the girl <b>that</b> sits next to me in class.
<b>which / that for things</b>	We found a cave <b>which</b> gave us shelter from the storm. We found a cave <b>that</b> gave us shelter from the storm.

### 2 Cross out the word that can't complete the sentence.

- A torch is something *which / that / who* gives you light.
- The *Mayflower* was the ship *which / that / who* sailed to the US from England in 1620.
- Can you remember the name of the explorer *which / that / who* first went to Antarctica?
- Alexander Bell was the person *which / that / who* invented the telephone.

## Unit 8 Past perfect

### affirmative

After we **had eaten** our sandwiches, we **went** out.

We **discovered** that somebody **had taken** the money.





**1 Read and circle.**

- 1 When I arrived at school, I realized that I forgot / had forgotten all my books.
- 2 The children all passed the test because they worked / had worked hard.
- 3 I had eaten / ate a big lunch, so I didn't want any cake.

**Past perfect: negative sentences and questions**

negative	questions and short answers
We <b>hadn't visited</b> Spain before we went last week.	<b>Had you visited</b> Spain before you went last week?
He <b>hadn't seen</b> the film before he saw it last night.	<b>Had he seen</b> the film before he saw it last night?

**2 Complete the sentences.**

- 1 I was hungry because I hadn't eaten (not eat) my lunch.
- 2 Ruby \_\_\_\_\_ (not finish) her homework before her friends arrived.
- 3 \_\_\_\_\_ they \_\_\_\_\_ (eat) Chinese food before they had it on Friday?

**Unit 9 Third conditional**

If (had / hadn't)	result (would / wouldn't have)
If we <b>had phoned</b> ,	we <b>would have heard</b> the news.
If we <b>had brought</b> some chocolate,	we <b>wouldn't have been</b> hungry.
If you <b>hadn't arrived</b> late,	we <b>would have bought</b> tickets.
If you <b>hadn't forgotten</b> the map,	we <b>wouldn't have got</b> lost.

**1 Complete the sentences. Use the third conditional.**

- 1 If it hadn't rained, we would have had (have) lunch outside.
- 2 If I \_\_\_\_\_ (know) about the TV show, I would have watched it.
- 3 If Anita \_\_\_\_\_ (not lose) your number, she would have phoned you.
- 4 If I hadn't been ill, I \_\_\_\_\_ (not miss) your party.

**Modal verbs**

affirmative	negative
You <b>have to</b> bring your own tennis balls.	You <b>don't have to</b> bring your own racquet.
You <b>must</b> finish your homework tonight.	You <b>mustn't</b> be late for school.
You <b>should</b> say "thank you".	You <b>shouldn't</b> eat too many sweets.
You <b>ought to</b> say you are sorry to her.	You <b>ought not to</b> listen to music that is too loud.

**2 Read and circle.**

- 1 You must / should take your camera when you go on holiday.
- 2 You *mustn't* / *don't have to* talk during the concert – it isn't polite.
- 3 If you want to get fit, you *ought to* / *shouldn't do* more exercise.
- 4 You *shouldn't* / *don't have to* wear a swimming cap, but it's a good idea.



## Unit 10 Reported speech: statements

direct speech	reported speech
"I <b>love</b> chocolate," she said.	She said she <b>loved</b> chocolate.
"I'm <b>doing</b> a project about China," she said.	She said she <b>was doing</b> a project about China.
"I <b>passed</b> all of my exams," she said.	She said she <b>had passed</b> all of her exams.
"I've <b>been</b> to the US," she said.	She said she <b>had been</b> to the US.
"I'll <b>live</b> in Canada one day," she said.	She said she <b>would live</b> in Canada one day.

### 1 Write the sentences in reported speech.

- "I want to be a pilot," he said. He said that he wanted to be a pilot.
- "I'll help her with her homework," he said. \_\_\_\_\_
- "We won the match!" they said. \_\_\_\_\_
- "I'm enjoying this game of tennis," she said. \_\_\_\_\_
- "We've had a great day!" they said. \_\_\_\_\_

## Reflexive pronouns

subject pronoun	I	you	he	she	it	we	you (pl)	they
reflexive pronoun	<b>myself</b>	<b>yourself</b>	<b>himself</b>	<b>herself</b>	<b>itself</b>	<b>ourselves</b>	<b>yourselves</b>	<b>themselves</b>

### 2 Complete the sentences with the correct reflexive pronouns.

- Did the children enjoy themselves at the park?
- I made \_\_\_\_\_ a fantastic sandwich.
- Dad taught \_\_\_\_\_ German when he was young.
- We bought \_\_\_\_\_ tickets for the match.

## Unit 11 Reported speech: Wh- questions

direct speech	reported speech
" <b>What is</b> your name?"	She asked him <b>what</b> his name <b>was</b> .
" <b>Why do</b> you like chess?"	She asked him <b>why</b> he <b>liked</b> chess.
" <b>Who is</b> your best friend?"	She asked him <b>who</b> his best friend <b>was</b> .
" <b>When do</b> you go to the club?"	She asked him <b>when</b> he <b>went</b> to the club.
" <b>Where is</b> the club house?"	She asked him <b>where</b> the club house <b>was</b> .

### 1 Write the questions in reported speech.

- "Where is your house, Erin?" asked Sally. Sally asked Erin where her house was.
- "What is your favourite song?" Tim asked me. \_\_\_\_\_
- "Why are you crying?" I asked the little girl. \_\_\_\_\_
- "When does the bus arrive?" Lily asked a man. \_\_\_\_\_



## Reported commands and requests

	direct speech	reported speech
Commands	"Sit down!"	He told us to sit down.
	"Don't stand up!"	The teacher told me not to stand up.
Requests	"Please help me."	He asked me to help him.
	"Please don't move."	They asked us not to move.

## 2 Write the commands and requests in reported speech.

- "Stop that noise!" the teacher said to the class. The teacher told the class to stop that noise.
- "Please close the window," the teacher asked Layla. \_\_\_\_\_
- "Don't forget your book, Polly!" said Annie. \_\_\_\_\_
- "Please turn down the TV," said my mum. \_\_\_\_\_

## Unit 12 wish

wish	real situation
I wish I could sing.	(She <b>can't</b> sing.)
She wishes she <b>was</b> taller.	(She <b>isn't</b> tall.)
They wish it <b>wasn't</b> raining.	(It <b>is</b> raining.)

## 1 Complete the sentences.

- I wish I wasn't (not be) afraid of spiders.
- I wish I \_\_\_\_\_ (have) a bike.
- I wish you \_\_\_\_\_ (can) stay longer.
- I wish it \_\_\_\_\_ (not be) so hot today.

## Question tags

affirmative	negative
Brad <b>is</b> the winner, <b>isn't he?</b>	Brad <b>isn't</b> the winner, <b>is he?</b>
You <b>can speak</b> French, <b>can't you?</b>	You <b>can't speak</b> French, <b>can you?</b>
You <b>live</b> in New York, <b>don't you?</b>	You <b>don't live</b> in New York, <b>do you?</b>

## 2 Write the question tags.

- These pictures look great, don't they \_\_\_\_\_ ?
- You don't eat meat, \_\_\_\_\_ ?
- Mia can ski, \_\_\_\_\_ ?
- Those boys aren't from our school, \_\_\_\_\_ ?



# Everyday English phrase bank

## Fluency Time! 1

### Talking about future plans

Are you and Zaid doing anything special this weekend?

We're going to the theme park. / No, not really.

Why don't you and Ben come, too?

I'd love to. / Sorry, I can't.

I'm not sure. Mum wants us to go shopping on Saturday.

### Complete the dialogues.

A: Are you and Layla doing (1) \_\_\_\_\_ special this Saturday?

B: No, (2) \_\_\_\_\_ really. How about you?

A: We're (3) \_\_\_\_\_ to the zoo.

B: That sounds good.

A: Why (4) \_\_\_\_\_ you come, too?

B: I'd love (5) \_\_\_\_\_.

A: Are you doing anything special next weekend?

B: Yes, we're going to the theme park. Why don't you come, too?

A: I'm not (6) \_\_\_\_\_. Mum wants (7) \_\_\_\_\_ to go shopping on Saturday.

B: That's OK. We're going on Sunday. Can you come?

A: Sorry, I (8) \_\_\_\_\_. We're visiting my grandparents on Sunday.

B: Never mind!

## Fluency Time! 2

### Requesting favours

(informal language)

Is it OK if I borrow your gloves?

Can you show me how to do this maths?

No, sorry! / Yes, OK. / Sure!

(formal language)

Do you mind if I wear my scarf?

No, that's fine.

Could I close the window, please?

No, I'm sorry. / Yes, of course.

### Circle the correct words.

1 A: Is it OK *when* / *if* I borrow your mobile?

B: *Sure* / *Certain*! Here you are.

3 A: Is it OK if I *using* / *use* your computer?

B: No, *OK* / *sorry*! I'm using it.

5 A: *Would* / *Could* I leave early, please.

B: Yes, *of* / *in* course.

2 A: Can you show me *how* / *which* to make a cake?

B: Yes, *OK* / *course*. Let's find a recipe.

4 A: Do you *want* / *mind* if I open the door?

B: No, that's *fine* / *right*.

6 A: Do you mind if I *borrow* / *borrowing* this pencil?

B: No, I'm *can't* / *sorry*. It's not mine.



**Fluency Time! 3**

**Solving problems**

What shall we do?

I think we should run!

What can we do?

That won't work!

What do you think we should do?

That's a good idea!

I know! We could try ringing Mum and Dad.

I'm not so sure.

**Correct two mistakes in each dialogue.**

- A: This maths homework is too hard! What shall we doing?  
 B: I know! We would try asking my sister. She's really good at maths.  
 A: That's a good idea!
- A: I've lost my bag. What do you want I should do?  
 B: I think you should go to the school office. It might be there.  
 A: Yes. That's a good way.
- A: We're lost and we haven't got a map! What can we do?  
 B: We can phone our parents.  
 A: That won't working! We don't have a signal!  
 B: OK. Let's try this path!  
 A: Hmm. I'm no so sure.  
 B: Look! There's the farmer. Let's ask him.



**Fluency Time! 4**

**Talking about your dreams**

Where would you go if you could go anywhere in the world?

I'd like to visit Disneyworld.

What's your dream holiday?

I've always wanted to go into space.

Where would you most like to go on holiday?

If only I was a millionaire.

I'd love to be rich and famous.

**Choose the correct word.**

- A: Where would you go *if / whether* you could go anywhere in space?  
 B: I'd love *to / at* visit Mars.
- A: What's your *dream / dreaming* job?  
 B: I'd *liking / like* to be a pilot.
- A: Where would you *more / most* like to visit in the world?  
 B: I've *all / always* wanted to go to the pyramids, in Egypt.
- A: Where *would / wish* you most like to live in the world?  
 B: I'd love to live in a huge castle. *If only / once* I was rich!



# Dictionary

These dictionary pages are for the words in Lessons 2 and 6.

**4 x 4 vehicle** *noun* a car, truck, etc. that can drive over difficult land, for example, on rocks, sand, or steep hills

## A

**accent** *noun* a way of pronouncing a language that is connected with the place you come from

**accept** *verb* If you **accept** something, you agree that it is OK

**acceptable** *adj* If you think something is **acceptable**, you agree that it is OK

**achieve** *verb* to finish doing something that is very difficult to do

**achievement** *noun* something that you finish, that was very difficult to do

**adventure** *noun* an exciting or dangerous thing to do

**adventurous** *adj* An **adventurous** person likes doing exciting or dangerous things

**advisable** *adj* If something is **advisable**, it is the best thing to do

**advise** *verb* If you **advise** someone, you tell them what you think they should do

**agree** *verb* If you **agree** with a person, an idea, etc., you have the same opinion

**agreement** *noun* a situation where you have the same idea or opinion as another person

**alone** *adj* without any other people

**altogether** *adv* in total

**amazing** *adj* very good

**ancient** *adj* very old

**appear** *verb* If something **appears**, you can suddenly see it

**arrange** *verb* If you **arrange** to do something, you make plans with someone to do it

**arrangement** *noun* something that you have planned to do with someone

**art gallery** *noun* a building where you can go to look at paintings and other art

**artefact** *noun* an object that was made by a person

**artist** *noun* a person who paints pictures, makes sculptures, etc.

**astronaut** *noun* a person that travels in space

**attach** *verb* to send a file or photo together with an email

**available** *adj* If something is **available**, it is there and can be used if needed

**awful** *adj* very bad

## B

**background** *noun* the part of a picture that looks like it's far from you

**bake** *verb* to cook something, for example, bread or cakes, in the oven

**bakery** *noun* a shop where bread is made and sold

**balance** *noun* the ability to stand up without falling

**bank** *noun* the ground on each side of a river

**barge** *noun* a type of long, flat boat used in the past to carry things along canals and rivers

**baseball** *noun* a sport where you hit a ball with a bat, then run around a diamond shape

**basic** *adj* not very comfortable, with only the necessary things

**beam** *noun* a line of light

**believable** *adj* If something is **believable**, you think it could be true

**believe** *verb* If you **believe** something, you think it is true

**bilingual** *adj* able to speak two languages perfectly

**binoculars** *noun* an object that you hold in front of your eyes to see things far away

**board game** *noun* a game that you play on a flat surface with shapes, words, etc. printed on it

**borrow** *verb* If you **borrow** something from someone, you use it and then give it back to them

**brake** *noun* one of the parts of a bike, car, etc. that you use to slow it down or stop it

**brave** *adj* A **brave** person will do something dangerous without being afraid

**bravery** *noun* actions that are brave

**break** *verb* (*pt* broke, *pp* broken) If something **breaks**, it goes into pieces and cannot be used

**breakable** *adj* If something is **breakable**, it can break

**brick** *noun* one of the hard things, like stone, that you put together to make a building

**bright** *adj* strong in colour

**bug** *noun* a problem in a computer program



**bug** *noun* an insect

**build** *verb* (*pt* built, *pp* built) to make something by putting a lot of pieces together

**builder** *noun* a person who makes houses and other buildings

**bumpy** *adj* going up and down; not flat

**bunch** *noun* a group of bananas, flowers, or other things that grow together

**busy** *adj* full of people and activity

**buy** *verb* (*pt* bought, *pp* bought) to pay money to have something

**by** *prep* next to

## C

**cartridge** *noun* a container that holds things, like ink for printing or film for a camera

**caught** *pp* the past participle of **catch**

**caving** *noun* a sport where you go down under the ground to explore

**celebrate** *verb* to have a party or other fun activity to show that a day or time is important

**century** *noun* 100 years

**cheap** *adj* costing only a little money

**chip** *noun* a small piece of electronic equipment inside a computer

**chip** *noun* a stick of potato cooked in oil

**clay** *noun* heavy earth that is soft when wet and becomes hard when baked

**clear away** *verb* to move something to a different place because you don't need it

**climate** *noun* the normal weather that a place has

**clue** *noun* a piece of information that helps you find an answer or an explanation

**coach** *noun* a bus that travels long distances

**come across** *verb* (*pt* came across, *pp* come across) to find something for the first time by accident

**come back** *verb* (*pt* came back, *pp* come back) to return

**come in** *verb* (*pt* came in, *pp* come in) to enter a place

**come off** *verb* (*pt* came off, *pp* come off) to break away from something

**come on** *verb* (*pt* came on, *pp* come on) If something electrical **comes on**, it suddenly starts to work

**come out** *verb* (*pt* came out, *pp* come out) to appear

**come round** *verb* (*pt* came round, *pp* come round) to visit a person at home

**come up** *verb* (*pt* came up, *pp* come up) If something **comes up**, it happens suddenly and changes your plans

**comet** *noun* an object in space that looks like a bright star and has a long tail

**comfort** *noun* a nice feeling you have when your body has everything it needs and is relaxed

**comfortable** *adj* If you are **comfortable**, your body has everything it needs and is relaxed

**communicate** *verb* to speak and listen to someone so that you understand each other

**compass** *noun* an object that you use for finding which direction to go in

**complete** *adj* If something is **complete**, it has all its parts, with nothing missing

**complication** *noun* something that makes things difficult, and not simple

**connect** *verb* to join two places so that you can go from one to the other

**connect** *verb* to join your computer to the Internet so that you can use it

**constellation** *noun* a group of stars that has a name

**continent** *noun* one of the seven main areas of land on earth, for example Europe, Africa, etc.

**cooking** *noun* learning to cook

**coral reef** *noun* an underwater environment with beautiful structures made by very small sea animals

**correct** *adj* If something is **correct**, it is right, with no mistakes

**court** *noun* a place for playing a sport

**create** *verb* to make something

**cursor** *noun* a line that comes and goes to show your position on a computer screen

**cut down** *verb* (*pt* cut down, *pp* cut down) to make something fall down, for example, a tree



## D

**danger** *noun* something that could hurt you or damage something

**dangerous** *adj* If something is **dangerous**, it could hurt you or damage something

**decorate** *verb* to make a room look special by putting flowers, balloons, etc. in it

**delicious** *adj* tasting very good

**deliver** *verb* to take something to an address

**delivery** *noun* a time when something is brought to an address

**demonstration** *noun* If you do a **demonstration**, you show people how to do something

**deserted** *adj* empty, with no one there

**design** *verb* to draw your idea for how something will be made

**dessert** *noun* sweet food that you eat as the last part of a meal

**develop** *verb* If something **develops**, it grows and becomes better, stronger, etc.

**development** *noun* changes that make something grow and become better, stronger, etc.

**device** *noun* a simple tool or piece of equipment that is made to do a job

**dialect** *noun* a form of a language that is spoken in part of a country

**diamond** *noun* a valuable stone found under the ground, which looks like shiny glass

**disagree** *verb* If you **disagree** with a person, an idea, etc., you do not have the same opinion

**disappear** *verb* to go away and not be there any more

**disconnect** *verb* to stop your computer being joined to the Internet

**discover** *verb* to be the first person to find a place or thing

**discovery** *noun* something you find that you did not know about before

**disgusting** *adj* very bad; horrible

**dish** *noun* a type of food that is made as one part of a meal

**dishonest** *adj* A **dishonest** person sometimes says things that are not true or tries to trick people

**dislike** *verb* If you **dislike** something, you do not like it

**disobey** *verb* If you **disobey** rules or instructions, you do not do what they say

**diving** *noun* a sport where you swim deep down under the sea

**dominant** *adj* the most used, most powerful, etc.

**download** *verb* to copy a file from the Internet onto your own computer

**drive** *verb* (*pt* drove, *pp* driven) to make a car, truck, etc. go

**driver** *noun* a person who drives a car, bus, etc.

**drown** *verb* to die after being underwater for too long

**dull** *adj* boring, not interesting

## E

**east** *noun* the direction towards the right of a map

**enjoy** *verb* If you **enjoy** something, you like doing it, watching it, etc.

**enjoyable** *adj* If something is **enjoyable**, you like doing it, watching it, etc.

**enjoyment** *noun* fun that you have when you do an activity

**entertain** *verb* If you **entertain** people, you do something that they like watching or listening to

**entertainment** *noun* something that people like watching or listening to, for example music, shows, etc.

**entrance** *noun* the door or gate where you go into a place

**environment** *noun* the natural world

**equip** *verb* If you **equip** yourself, you get all the things you need to do an activity

**equipment** *noun* the things you need for an activity or sport

**erupt** *verb* When a volcano **erupts**, fire and stones come out of it

**evidence** *noun* facts that make you believe something is true

**excite** *verb* If something **excites** you, you like it very much and think it is very interesting

**excitement** *noun* the feeling you have when you like something very much and think it is very interesting

**expect** *verb* If you **expect** something, you think it will happen

**expensive** *adj* costing a lot of money

**experienced** *adj* An **experienced** person can do something well because they have done it for a long time

**experiment** *noun* a scientific test to see how something works or if something is true

**experimental** *adj* done as a test, to see what happens



**explore** *verb* to travel the world looking for places that nobody knew about before

**explorer** *noun* a person who finds out about new parts of the world

## F

**fame** *noun* being known or talked about by many people

**famous** *adj* A **famous** person or place is known and talked about by many people

**fascinating** *adj* very interesting

**fence** *noun* something built out of wood or metal around a piece of land, for example to stop animals getting in

**figure** *noun* a shape of a person

**first aid kit** *noun* medical equipment that you carry with you to use if someone has an accident

**fishing line** *noun* a long, very thin piece of strong thread that we use to catch fish

**flavour** *noun* the taste that food has

**float** *verb* If something **floats**, it stays on top of the water and does not go under

**flour** *noun* white powder made from corn that is used to make bread, biscuits, etc.

**flower** *noun* the coloured part of a plant

**fluent** *adj* able to speak a language very well and easily

**foreground** *noun* the part of a picture that looks like it's near you

**forge** *verb* to make a copy of money, a famous painting, etc. and pretend it is real

**forgery** *noun* a copy of money, a famous painting, etc. that someone makes and pretends is real

**freedom** *noun* the feeling that you can do whatever you want to do

**furious** *adj* very, very angry

**fury** *noun* a very, very angry feeling

## G

**garlic** *noun* a vegetable in the onion family that has a strong taste and smell

**give up** *verb* (*pt* gave up, *pp* given up) If you **give something up**, you stop doing it, eating it, etc.

**glow** *verb* to produce light and heat

**grab** *verb* to suddenly take hold of something

**grow** *verb* (*pt* grew, *pp* grown) to get bigger and bigger

**guitarist** *noun* a person who plays the guitar

## H

**hang** *verb* (*pt* hung, *pp* hung) to attach something to a place that is high up

**harbour** *noun* a place where ships can be tied up safely by the shore, where there are no high waves

**hazard** *noun* something that could be dangerous

**hazardous** *adj* If something is **hazardous**, it could be dangerous

**head off** *verb* to start going in the direction of a place

**hear** *verb* (*pt* heard, *pp* heard) to get sounds in your ears

**helicopter** *noun* a flying vehicle with no wings, but with two long, thin parts on top that go round fast

**here** *adv* in this place where you are now

**historian** *noun* a person who studies history

**hit** *verb* (*pt* hit, *pp* hit) If you **hit** something, you make sudden, violent contact with it

**hollow** *adj* If something is **hollow**, it has only empty space inside it

**honest** *adj* An **honest** person does not say things that are not true or try to trick people

**hot-air balloon** *noun* a very big, round, light object full of hot gas, that carries people through the air

**hour** *noun* 60 minutes

**huge** *adj* very, very big

**hunt** *verb* to look for and kill an animal, usually for food

**hurricane** *noun* a storm with strong winds

**hut** *noun* a small, simple house

## I

**ice skating** *noun* a sport where you slide over frozen water wearing special boots

**iceberg** *noun* a very big block of ice that floats in the sea

**ideal** *adj* the best possible thing

**imagine** *verb* to make pictures in your mind

**immature** *adj* An **immature** person behaves in a silly way and seems very young

**immediately** *adv* If something happens **immediately**, it happens the next moment, without a wait

**impatient** *adj* An **impatient** person doesn't like waiting



## Dictionary

**impolite** *adj* An **impolite** person does not always speak in a nice way to other people

**impossible** *adj* If something is **impossible**, it cannot happen

**incomplete** *adj* If something is **incomplete**, it does not have all its parts, so something is missing

**incorrect** *adj* If something is **incorrect**, it is not right, or has mistakes

**incredible** *adj* really amazing; difficult to believe

**inexperienced** *adj* An **inexperienced** person cannot do something well because they have only done it for a short time

**inhabitant** *noun* a person who lives in a place

**ink** *noun* coloured liquid that is used for writing and drawing

**insensitive** *adj* An **insensitive** person is not interested in other people's feelings and problems

**inspiration** *noun* a good idea that you think of quickly

**interesting** *adj* If something is **interesting**, it gets your attention and you want to know more about it

**international** *adj* worldwide; used in all parts of the world

**invent** *verb* to be the first person to make a new type of thing

**investigation** *noun* something to try to find out what happened

**invisible** *adj* If something is **invisible**, you cannot see it

**isolated** *adj* An **isolated** place has no other places near it

## J

**journal** *noun* a book where you write what you did each day

**journalist** *noun* a person who writes for newspapers or magazines

## K

**know** *verb* (*pt* knew, *pp* known) to have information about something in your mind

## L

**landscape** *noun* a picture of the countryside

**last** *verb* We use **last** to talk about how many minutes, hours, days, etc. something is there for

**launch** *verb* to send something up into the sky

**left** *adv* towards the side where your heart is, the opposite of **right**

**left** *pp* the past participle of **leave**

**lightning** *noun* the electricity that lights up the sky in a storm

**load** *noun* something heavy that is carried

**local** *adj* If someone is **local**, they live in the place you are talking about

**log** *noun* part of a tree that has been cut into pieces

**log off** *verb* to stop using a computer, email, etc

**log on** *verb* to give a password to start using a computer, email, etc.

**look after** *verb* to stay with someone and make sure they are safe

**look ahead** *verb* If you **look ahead**, you think about the future

**look for** *verb* If you **look for** something, you try to find it

**look forward to** *verb* to feel excited about something that is going to happen in the future

**look into** *verb* If you **look into** something, you try to discover more information about it

**look round** *verb* to walk around a place looking at things

**look up to** *verb* If you **look up to** someone, you would like to be like them

**look up** *verb* to find a word in a book or on a computer to learn its meaning

**lorry** *noun* a big, strong motor vehicle used for carrying things by road

**luxurious** *adj* expensive and comfortable

**luxury** *noun* something that is expensive and comfortable

## M

**machine** *noun* a man made tool with moving parts, which is made to work for people

**machinery** *noun* machines in general, or lots of machines together

**map** *noun* a drawing that shows where places are

**market** *noun* a place where people come to buy and sell things in the street

**match** *noun* a small, thin piece of wood with a coloured end, which you use for making fire

**match** *noun* a sports game between two teams

**mature** *adj* A **mature** person behaves in an adult way and is not silly

**meat** *noun* the parts of animals or birds that we eat



**meet** *verb* (*pt met, pp met*) to come together with someone

**mother tongue** *noun* the first language you learnt to speak as a child

**motorbike** *noun* a motor vehicle with two wheels, which one or two people can ride on

**mountain biking** *noun* a sport where you ride fast down hills on a bicycle

**mountain** *noun* a very very high, rocky hill, often with snow on the top

**mountainous** *adj* with a lot of mountains

**mouse** *noun* (*pl mice*) a piece of equipment that you put your hand on and use to move around a computer screen

**mouse** *noun* (*pl mice*) a small animal with a tail

**move** *verb* to change your position or change the position of something

**movement** *noun* an action that changes your position or changes the position of something

**mud** *noun* soft, wet earth

**multilingual** *adj* able to speak many languages well

**mural** *noun* a very big picture painted on a wall

**mysterious** *adj* that nobody can understand or explain

**mystery** *noun* something that you can't understand or explain

## N

**nail** *noun* a sharp, thin piece of metal with a flat end that you hit into pieces of wood to attach them together

**nail** *noun* the hard, white covering that you have on the ends of your fingers and toes

**native speaker** *noun* a person who speaks a language as their first language and hasn't learnt it as a foreign language

**needle and thread** *noun* a thin, sharp piece of metal with a hole and cotton, which you use for sewing

**nib** *noun* the point at the end of a pen that you write with

**north** *noun* the direction towards the top of a map

**novel** *noun* a long book that tells a story

**novelist** *noun* a person who writes long books that tell a story

**nurse** *noun* a person whose job is to look after people in hospital

**nursery** *noun* a place where children go during the day when they are too young to go to school

**O**

**oars** *noun* long wooden objects that you use to row a boat

**obey** *verb* If you **obey** rules or instructions, you do what they say

**observatory** *noun* a place with telescopes where people study stars

**official language** *noun* the language that is used most for communication in a country

**orang-utan** *noun* a large animal like a monkey with long red hair, which lives in tree

**ordinary** *adj* normal, and not special

**original** *adj* new and interesting, and different from other things

## P

**package** *noun* a lot of things that are wrapped together, ready to be carried

**painter** *noun* a person who paints pictures or walls

**painting** *noun* a picture that someone has painted

**paragliding** *noun* a sport where you jump off a hill and fly high in the air

**pay** *verb* (*pt paid, pp paid*) to give money for something

**payment** *noun* money that you give for something

**peaceful** *adj* quiet, with little or no activity

**pearl** *noun* A small, round, white object that grows inside a type of seashell. **Pearls** are beautiful and very expensive to buy

**penknife** *noun* (*pl penknives*) a small knife with parts for cutting, opening bottles, etc., that folds away safely

**perfect** *adj* completely right, not having anything wrong

**platform** *noun* a flat surface, higher than ground level, which you stand on to speak in public

**poison** *noun* something that can kill you or make you ill if you drink or eat it

**poisonous** *adj* If something is **poisonous**, it can kill you or make you ill if you drink or eat it

**polite** *adj* A **polite** person always speaks in a nice way to other people

**population** *noun* the number of people that live in a place



## Dictionary

**portrait** *noun* a picture of a person

**possible** *adj* If something is **possible**, it can happen

**precious** *adj* very expensive and special

**predict** *verb* to say that you think something will happen

**prefer** *verb* If you **prefer** one thing to another thing, you like it more

**preferable** *adj* If one thing is **preferable** to another thing, you like it more

**president** *noun* the leader of a country that does not have a king or queen

**press** *verb* to push something, often with your hand or finger

**private** *adj* not for everyone to use

**protect** *verb* to keep someone or something safe from danger

**provide** *verb* to give a person something they need

**public** *adj* to be used by ordinary people

## Q

**quarry** *noun* a place where stone, sand, etc. is dug from the ground

## R

**railway** *noun* the metal lines that trains travel along

**reason** *noun* words that say why something happened, why you did something, etc.

**reasonable** *adj* If something is **reasonable**, you think it is right and not silly

**recipe** *noun* instructions on how to make a type of food

**recover** *verb* to get better after being ill

**recovery** *noun* the time when you get better after being ill

**reservoir** *noun* a place where liquids are stored

**rhino** *noun* a big, heavy African animal with a horn on its nose

**rickshaw** *noun* a taxi with two wheels, pulled by a bicycle

**right** *adj* correct, with no mistake

**right** *adv* towards one side, away from the side where your heart is

**rob** *verb* to steal something from a person or place

**robbery** *noun* when someone steals something from a person or place

**rock climbing** *noun* a sport where you climb mountains using ropes

**rod** *noun* a straight, thin piece of metal or other hard material

**rope** *noun* very thick, strong string that is used for tying, for lifting heavy things, etc.

**rotate** *verb* to go round and round

**row** *verb* to move your boat through the water using oars

**rugby** *noun* a team sport played with an egg-shaped ball

**rush** *verb* to do something as fast as possible

## S

**sails** *noun* big pieces of material on a ship that the wind blows into to move it

**sand dune** *noun* a hill made of sand

**sank** *pt* went down underwater

**saw** *pt* the past of see

**saw** *noun* a flat piece of metal with sharp teeth along one side and a handle, used for cutting wood

**scary** *adj* If something is **scary**, it makes you scared

**scene** *noun* one part of a film, that happens in one place

**sculpture** *noun* an animal, a shape, or a person made from stone, wood, etc.

**sea** *noun* the salt water that covers most of the earth; the ocean

**seal** *noun* a sea animal that lives around the shore

**search** *verb* try to find

**see** *verb* (*pt* saw, *pp* seen) If you **see** something, you have its picture in your eyes

**seen** *pp* the past participle of see

**sensitive** *adj* A **sensitive** person is able to understand other people's feelings and problems

**sharp** *adj* with an edge or point that cuts or makes holes easily

**shelter** *noun* a small building that keeps you safe from bad weather, etc.

**shipwreck** *noun* an old ship that sank a long time ago and is under the water

**shooting star** *noun* a piece of rock in space that burns with a bright light when it gets near earth



**site** *noun* a place where a building used to be, or where something happened

**sketch** *noun* a simple drawing of something

**skiing** *noun* a sport that you do on snow in the mountains

**skills** *noun* things you can do well

**smoke** *noun* the white gas that you see in the air when there is a fire

**snack** *noun* a small amount of food that you eat when you are hungry between meals

**snorkelling** *noun* a sport where you swim under the sea wearing a mask and a breathing tube

**snow** *noun* soft white pieces of frozen water that fall from the sky in cold weather

**snug** *adj* feeling warm and comfortable

**soil** *noun* earth that plants or trees can grow in

**solar system** *noun* the sun and all the planets

**some** *determiner* a little of; a few

**south** *noun* the direction towards the bottom of a map

**space shuttle** *noun* a special plane that carries people into space and back to earth

**space station** *noun* a place where people live and work in space

**speaker** *noun* a person who speaks to a big group of people

**speaker** *noun* a piece of equipment that gives out sound

**spicy** *adj* If food tastes **spicy**, it feels hot in your mouth

**splash** *noun* a small amount of water that falls onto something

**spin** *verb* (*pt* span, *pp* spun) to go round and round very fast

**stare** *verb* to look at somebody or something for a long time, for example because you are surprised

**statue** *noun* a model of a person made from stone or metal

**stimulating** *adj* interesting and exciting

**storm** *noun* sudden very bad weather with strong winds and rain

**strange** *adj* unusual and difficult to understand or explain

**string** *noun* thin rope used to tie things together

**submarine** *noun* a type of closed boat that travels under the water

**sum** *noun* a simple problem where you put numbers together, take one number from another, etc.

**supplies** *noun* the things you need to have with you to live, such as food

**surf** *verb* to look at a number of different websites on the Internet

**surface** *noun* the outside part of something, which you can see and touch

**survivor** *noun* a person that lives after something dangerous happens to them

**sweet** *adj* If food is **sweet**, it has a taste like sugar

**sweet** *noun* a small piece of food made of sugar

## T

**talented** *adj* very good at doing something

**telescope** *noun* a tube that you look through to see things that are far away, for example, stars

**temple** *noun* a building where people go to pray

**tie** *verb* If you **tie** one thing to another, you attach it using a rope or string

**tour** *noun* a visit to a place, where you travel around to see different parts

**tourist** *noun* a person who visits a place on holiday

**traditional** *adj* something that has always been done or made in the same way

**treasure** *noun* a collection of special and valuable objects

**tribe** *noun* a group of people who live in the same place and speak the same language

## U

**underneath** *prep* below something, at a lower level

**understandable** *adj* If something is **understandable**, you can understand it

**underwater** *prep* below the surface of the water

**unfortunately** *adv* a word we use to show that we are sorry about something

**unfriendly** *adj* An **unfriendly** person doesn't behave in a kind and open way

**unhappy** *adj* not happy

**uninteresting** *adj* not interesting

**unlucky** *adj* not lucky

**unpopular** *adj* If something is **unpopular**, most people don't like it

**untidy** *adj* If a place is **untidy**, things are not arranged in good order



## Dictionary

**upload** *verb* to copy a file from your own computer to the Internet

**use** *verb* If you **use** something, you do something with it

**useable** *adj* If something is **useable**, you can use it to do something

## V

**valuable** *adj* If something is **valuable**, you could sell it for a lot of money

**visible** *adj* If something is **visible**, you can see it

**volunteer** *noun* a person who chooses to work for no money

**voyage** *noun* a long journey by ship

## W

**wall** *noun* something built out of stones or bricks around a piece of land, for example, to stop animals getting in

**water bottle** *noun* a bottle that you use for carrying water

**weather** *noun* how much rain, sunshine, wind, etc. there is, and how hot or cold it is in a place

**west** *noun* the direction towards the left of a map

**what** *determiner* a question word used to ask for information

**wheel** *noun* one of the round parts of a bike, car, etc. that turns when it moves

**whether** *conjunction* a word used in the same way as 'if' when there are two possibilities

**whistle** *noun* a tube that makes a very loud, high sound when air blows through it

**white** *adj* the colour of snow or milk

**wildlife** *noun* animals and birds

**wrap** *verb* to put paper or other material around something as a cover

**write** *verb* (*pt* wrote, *pp* written) to make words on paper with a pen or pencil

**writer** *noun* a person who writes books

**wrong** *adj* If something is **wrong**, it is a mistake and not correct

## Y

**yacht** *noun* a boat with a sail, often used for racing



موسسه زبان دهخدا  
dehkhodaedu.com



# Irregular verb list

Base form	Past simple	Past participle	Base form	Past simple	Past participle
be	was / were	been	lose	lost	lost
become	became	become	make	made	made
bite	bit	bitten	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
bury	buried	buried	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cut	cut	cut	see	saw	seen
dig	dug	dug	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	show	showed	shown
drink	drank	drunk	sing	sang	sung
drive	drove	driven	sink	sank	sunk
eat	ate	eaten	sit	sat	sat
fall	fell	fallen	sleep	slept	slept
feed	fed	fed	slide	slid	slid
feel	felt	felt	speak	spoke	spoken
find	found	found	spend	spent	spent
fly	flew	flown	spin	span	spun
forget	forgot	forgotten	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	study	studied	studied
go	went	gone / been	swim	swam	swum
grow	grew	grown	take	took	taken
hang	hung	hung	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	tidy	tidied	tidied
hold	held	held	try	tried	tried
hurry	hurried	hurried	understand	understood	understood
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
learn	learnt	learnt	write	wrote	written
leave	left	left			



Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2014

The moral rights of the author have been asserted

First published in 2014

2018 2017 2016 2015 2014

10 9 8 7 6 5 4 3 2 1

**No unauthorized photocopying**

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

ISBN: 978 0 19 480812 5

Printed in China

This book is printed on paper from certified and well-managed sources

**ACKNOWLEDGEMENTS**

Cover illustration by: Eric Kim (Three in a Box Illustration)

Illustrations by: Vince Chui 4, 5, 8, 16, 17, 24, 25, 34, 35, 42, 43, 50, 51, 68, 69, 76, 86, 87, 94, 95, 102, 103; Dave Cockburn pp.7, 15, 19, 23, 27, 33, 37, 41, 45, 49, 53, 59, 67, 71, 75, 85, 89, 93, 97, 101, 105; David Belmonte (Beehive Illustration) pp.30, 56, 82, 108, 110, 111; Nigel Dobbyn (Beehive Illustration) p.84 (elephant); Stephen Elford p.115; Mélanie Florian (The Bright Agency) pp.13, 21, 29, 39, 47, 55, 65, 73, 81, 91, 99, 107; Eric Kim (Three in a Box Illustration) pp.2, 3, 6, 14, 22, 32, 58, 66, 74, 84 (top), 92, 100; David Lopez (The Bright Agency) pp.10, 11, 12, 78, 79, 80, 96, 98; Dusan Pavlic (Beehive Illustration) pp.20, 38, 90; Mark Ruffle pp.44, 77; Laszlo Veres (Beehive Illustration) pp.48, 61

The publisher would like to thank the following for their kind permission to reproduce photographs: **Alamy** pp.18 (research divers/David Fleetham), 26 (chillies/Stock Italia), (chillies drying on house/Penny Tweedie), 42 (pizza/foodfolio), 54 (modern mobile phone/Stanca Sanda), 60 (Antarctica/Adam Burton), 64 (desert explorer/Christine Osborne Pictures), 70 (Easter Island Maoi/Felix Stensson), 72 (Khufu pyramid/Konstantin Kalishko), 104 (orang-utan/Peter Horree), (diver/Charles Stirling), 113 (poutine/Lee Brown), (maple syrup being poured/Tetra Images), (Mountie/Gunter Marx), 114 (UN building/Sandra Baker); **Corbis** pp.10 (painting of boys in a boat/Francis G. Mayer), 27 (Mexican bread/Douglas Peebles), 36 (trucks in desert/Sergio Pitamitz), (camel rider/Emilio Suetone/Hemis), 46 (Alexander Graham Bell/William Radcliffe/Science Faction), (early telephone/Underwood & Underwood), 52 (early mobile phone/Bruno Torres), 64 (space explorer/Corbis), (mountain explorer/Peter Richardson/Robert Harding World Imagery), 100 (dolphin/Image Source), 104 (Bangkok market/Stuart Westmorland), (Great Wall of China/Gavin Hellier/Robert Harding World Imagery); **Kobal Collection** pp.112 (The Hobbit/New Line Cinema); **Mary Evans Picture Library** pp.40 (Montgolfier balloon/Mary Evans Picture Library); **Oxford University Press** pp.18 (Henry Watson/Oxford University Press), 36 (sand dune/Corbis/Digital Stock); **Rex Features** pp.62 (hieroglyphics/Alessandro Contaldo), 112 (Toy Story 3/c. BuenaVist/Everett); **Science Photo Library** pp.113 (Rocky Mountains Canada/James Steinberg); **Shutterstock** pp.32 (notepad/Prapann), 57 (notepad/Prapann), 63 (Karnak statues/orlandin), 83 (notepad/Prapann), 109 (notepad/Prapann), 113 (elk/Alfie Photography)

Oxford University Press DVD stills: pp.31, 57, 83, 109



# 2<sup>nd</sup> Edition Family and Friends

Support and  
development for  
the whole child



Building on the exceptionally strong skills training, phonics and civic education of the internationally best-selling first edition, **Family and Friends 2nd Edition** now brings you:

- NEW** Real-world fluency development with supporting DVD
- NEW** Interactive online practice you can assign and track
- NEW** Comprehensive assessment and testing programme, including Cambridge English: Young Learners (YLE)

## Components

- Class Book with Student MultiROM
- Workbook
- Class Audio CDs
- Teacher's Book Plus with Fluency DVD, Online Practice and Assessment and Resource CD-ROM & Audio CD
- Writing Posters
- Oxford iTools  
Digital Classroom Resources

## Also available

- Grammar Friends
- Readers
- Oxford Primary Skills: Reading and Writing

**OXFORD**  
UNIVERSITY PRESS

**oxfordparents**  
Help your child with English  
[www.oup.com/elt/oxfordparents](http://www.oup.com/elt/oxfordparents)

ISBN 978-0-19-480812-5



9 780194 808125

[www.oup.com/elt/familyandfriends](http://www.oup.com/elt/familyandfriends)

[dekhodaedu.com](http://dekhodaedu.com)