

Mary Bowen Liz Hocking

# English World



Workbook

6



MACMILLAN

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# 1 Study skills

Do you remember the abc?



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

## 1 abc Write the words in the correct order.

- |       |            |           |           |        |         |
|-------|------------|-----------|-----------|--------|---------|
| 1     | thrilling  | dangerous | active    | weird  | rough   |
| <hr/> |            |           |           |        |         |
| 2     | spring     | fire      | island    | tap    | Iceland |
| <hr/> |            |           |           |        |         |
| 3     | erupt      | cut       | heat      | climb  | bubble  |
| <hr/> |            |           |           |        |         |
| 4     | student    | rock      | power     | dragon | pool    |
| <hr/> |            |           |           |        |         |
| 5     | incredible | rough     | brilliant | smooth | sharp   |
| <hr/> |            |           |           |        |         |
| 6     | melt       | freeze    | cool      | boil   | steam   |
| <hr/> |            |           |           |        |         |

## 2 Match the words and the definitions.

volcano   guide   shoot   glacier   peculiar   fountain   lava   crater

- |  |       |
|--|-------|
| 1 a place where water rises up into the air:     | _____ |
| 2 a kind of mountain:                            | _____ |
| 3 a large area of ice which moves down a valley: | _____ |
| 4 the central part of a volcano:                 | _____ |
| 5 very strange, weird:                           | _____ |
| 6 a person who shows a place to visitors:        | _____ |
| 7 the liquid rock which flows from a volcano:    | _____ |
| 8 to move very quickly:                          | _____ |

Now check the words in your Dictionary.

## Reading comprehension and vocabulary

1 Read *The land of fire and ice* again.

2 Read the sentences. When did these things happen? Write the day.

- 1 Ari drew a diagram of Hekla. Monday
- 2 Andy and his father swam in a hot spring. \_\_\_\_\_
- 3 Andy's father took a picture of a geyser. \_\_\_\_\_
- 4 Andy and his father flew over the island. \_\_\_\_\_
- 5 Ari, Andy and his father went inside a volcano. \_\_\_\_\_
- 6 Ari talked about lava rock. \_\_\_\_\_
- 7 Andy heard strange sounds from the mud pots. \_\_\_\_\_
- 8 Ari gave Andy a picture of Hekla erupting. \_\_\_\_\_

3 Match the phrases to the pictures.

- |                        |                       |
|------------------------|-----------------------|
| 1 rough and sharp      | 2 thrilling and noisy |
| 3 active and dangerous | 4 bubbling and hot    |
| 5 hot and high         | 6 huge and warm       |

a



b



c



d



e



f



## Reading comprehension and vocabulary

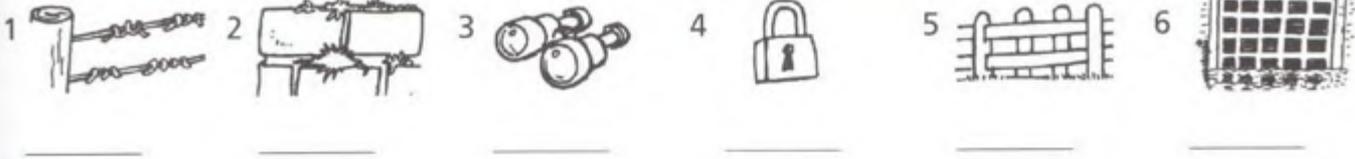
1 Read *Danger at the old house* again.

2 Read the sentences. Number them in order.

- a \_\_\_ Jack pulled Mary back against the wall of the house.
- b \_\_\_ Jack looked upstream.
- c \_\_\_ Mary walked carefully down to the water's edge.
- d \_\_\_ Uncle Ted thought for a moment.
- e 1 The stream looked grey and gloomy.
- f \_\_\_ They set off along the bank.
- g \_\_\_ They set up their rods and began fishing.
- h \_\_\_ Jack ran over to her.
- i \_\_\_ Jack looked at the building through his binoculars.
- j \_\_\_ Suddenly, she let out a gasp of horror.

3 Read and write the nouns under the correct picture.

padlock fence grid barbed wire weed binoculars



4 Underline the verbs from the story.

flow bank peer bump into gap iron shudder gasp binoculars promise

5 Match the underlined words in exercise 4 with their definitions. Write the words.

- 1 to take in breath suddenly with a small sound \_\_\_\_\_
- 2 to say that you will do something \_\_\_\_\_
- 3 to look carefully and slowly at something \_\_\_\_\_
- 4 to move freely and smoothly \_\_\_\_\_
- 5 to make a small movement of horror \_\_\_\_\_
- 6 to meet someone unexpectedly \_\_\_\_\_

## Grammar

### 1 Complete the sentences with the words in the box. Use the present continuous.

take leave go spend fly perform

- 1 We are going to the mall tomorrow afternoon.
- 2 Uncle Joe \_\_\_\_\_ to America on Sunday.
- 3 \_\_\_\_\_ you \_\_\_\_\_ your exams next week?
- 4 I \_\_\_\_\_ not \_\_\_\_\_ my next holidays in the city.
- 5 The children \_\_\_\_\_ their play tomorrow.
- 6 Our train \_\_\_\_\_ at three o'clock.

### 2 Look at Joe's list. Answer the questions.

- 1 When is he playing football?  
\_\_\_\_\_
- 2 Who is Joe seeing on Tuesday?  
\_\_\_\_\_
- 3 What is happening on Saturday morning?  
\_\_\_\_\_
- 4 When are they having a party?  
\_\_\_\_\_
- 5 Where are Joe and Bob going on Friday?  
\_\_\_\_\_



### 3 How about you? Write about your plans. Use the present continuous.

- 1 Tomorrow \_\_\_\_\_
- 2 On Friday \_\_\_\_\_
- 3 Next week \_\_\_\_\_
- 4 At the weekend \_\_\_\_\_
- 5 Next year \_\_\_\_\_

## Grammar in conversation

### 1 Complete the exclamations with *What*, *What a* or *What an*.

- 1 \_\_\_\_\_ beautiful beach!
- 2 \_\_\_\_\_ exciting film!
- 3 \_\_\_\_\_ lovely music!
- 4 \_\_\_\_\_ clever children!
- 5 \_\_\_\_\_ interesting photos!
- 6 \_\_\_\_\_ old house!
- 7 \_\_\_\_\_ freezing water!
- 8 \_\_\_\_\_ weird noise!



Don't forget the exclamation marks!

### 2 Write an exclamation under each picture. Start with *What*, *What a* or *What an*.

1



2



3



4



# Spelling

Remember!  
For most nouns ending with **o**, we add **es** to make them plural.



This is a volcano.

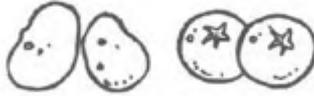


Here are two volcanoes.



**1** Find and underline the plurals. Circle the picture. Write the word.

1 b g s t o m a t o e s l t a w



\_\_\_\_\_

2 f u h f h e r o e s t i f v o



\_\_\_\_\_

3 d l f l a m i n g o e s a s t



\_\_\_\_\_

4 a s v o l c a n o e s e b r o



\_\_\_\_\_

5 y a m p o t a t o e s h a b



\_\_\_\_\_



Remember!  
For nouns ending **oo**, we add **s**.



Some words ending **o** do not follow the rules.

**2** Match and write the plural word under the correct picture.

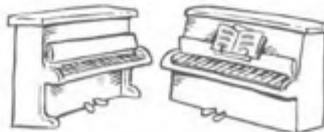
kangaroo piano cockatoo zoo photo hippo



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_



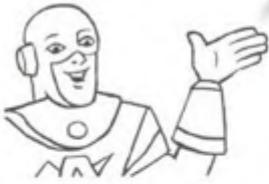
4 \_\_\_\_\_

5 \_\_\_\_\_

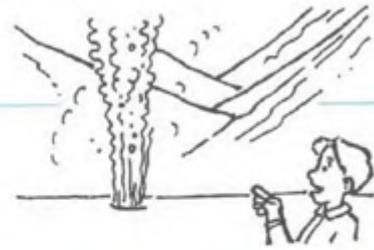
6 \_\_\_\_\_

## Use of English

Some nouns name things that you cannot see.

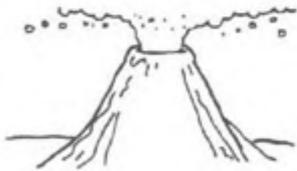


Look at the geyser.  
What incredible **power**!

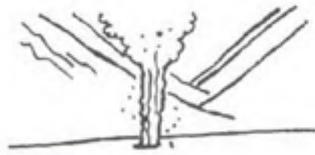


### 1 Read.

Remember: a noun is a naming word. These nouns name objects:



volcano



geyser

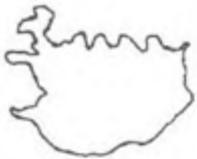


geologist



rock

Proper nouns name people and places.



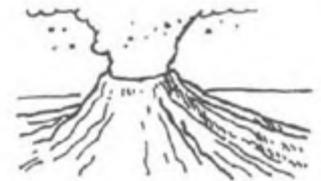
Iceland



Ari



Andy



Hekla

Some nouns name things you cannot see, hear, touch, taste or smell.

You can feel and think these things. They are nouns, too. They are abstract nouns.

fear danger happiness kindness anger beauty power

### 2 Match the adjectives and the abstract nouns. Write the words.

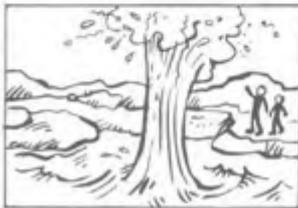
frightened	power	1	_____
dangerous	beauty	2	_____
happy	anger	3	_____
kind	fear	4	frightened fear
angry	happiness	5	_____
beautiful	danger	6	_____
powerful	kindness	7	_____

## Writing preparation

### 1 Read.

On Sunday Andy and his dad visited some different places. Write the words.

volcano mud pot cave glacier geyser waterfall hot spring



Which places do you think are the most interesting and exciting?

Choose three places. Note them here. \_\_\_\_\_

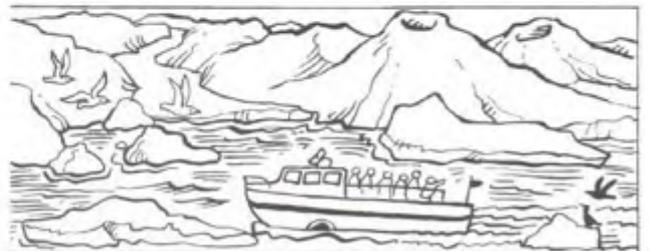
How did they travel to the place?

Choose one. Note it here. \_\_\_\_\_



### 2 Read.

On Monday Andy and his dad went in a boat. Look at these pictures. Choose which trip they did.



Why did they choose the trip? Write the reason here.

\_\_\_\_\_



## Check-up 1

- 1 Complete the sentences with the words in the box.**  
Use the present continuous.

give   have   take   play   drive   spend   go   visit

- 1 They \_\_\_\_\_ their next holidays in the mountains.
- 2 Our teacher \_\_\_\_\_ us a test next week.
- 3 When \_\_\_\_\_ the children \_\_\_\_\_ their grandparents?
- 4 Jim \_\_\_\_\_ in a football match on Wednesday.
- 5 I \_\_\_\_\_ not \_\_\_\_\_ to the mall tomorrow.
- 6 \_\_\_\_\_ Uncle Fred \_\_\_\_\_ his old car to the coast?
- 7 We \_\_\_\_\_ a picnic tomorrow afternoon.
- 8 \_\_\_\_\_ you \_\_\_\_\_ your exams next month?

- 2 Answer the questions.**

- 1 What are you doing next week?

\_\_\_\_\_

- 2 What are you and your friends doing after school?

\_\_\_\_\_

- 3 What is your family doing at the weekend?

\_\_\_\_\_

- 3 Complete the exclamations with *What*, *What a* or *What an*.**

- 1 \_\_\_\_\_ fantastic film!
- 2 \_\_\_\_\_ noisy children!
- 3 \_\_\_\_\_ amazing photo!
- 4 \_\_\_\_\_ delicious juice!
- 5 \_\_\_\_\_ interesting holiday!
- 6 \_\_\_\_\_ beautiful flowers!
- 7 \_\_\_\_\_ heavy rain!
- 8 \_\_\_\_\_ difficult exam!

## Check-up 1

### 4 Look at the notice board.

What a busy week!



### 5 Think about these questions.

- 1 When is Dad going to France? Is he flying there or taking the train?  
When is he getting home?
- 2 Who is Billy seeing on Tuesday?
- 3 Where are Mum and Billy going on Wednesday?  
Why do you think Annie can't go with them?
- 4 What's Mum doing on Friday?
- 5 Who is arriving on Saturday morning?
- 6 What's happening on Saturday evening?

### 6 Write about the family's busy week.

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## 2 Study skills



### 1 Read and guess the meaning of the underlined words. Don't look in your Dictionary! Circle your guesses.

- We sat under the magnolia and listened to the bees buzzing in its flowers.  
a an umbrella                      b a small plant                      c a tree
- Grandfather picked up the heavy tome from the table and started to read.  
a a box                                  b a book                                  c a cloth
- Small white flowers were growing in the green turf beneath our feet.  
a leaves                                  b earth                                  c grass
- John pushed his feet into the tall red wellies and went out into the rain.  
a boots                                  b shoes                                  c gloves
- Joe put his foot on the accelerator and the car shot forward.  
a it stops a car                      b it makes a car go faster      c it plays music
- The children's faces were flushed with excitement.  
a red    b white    c sad

Did you guess correctly? Ask your teacher!



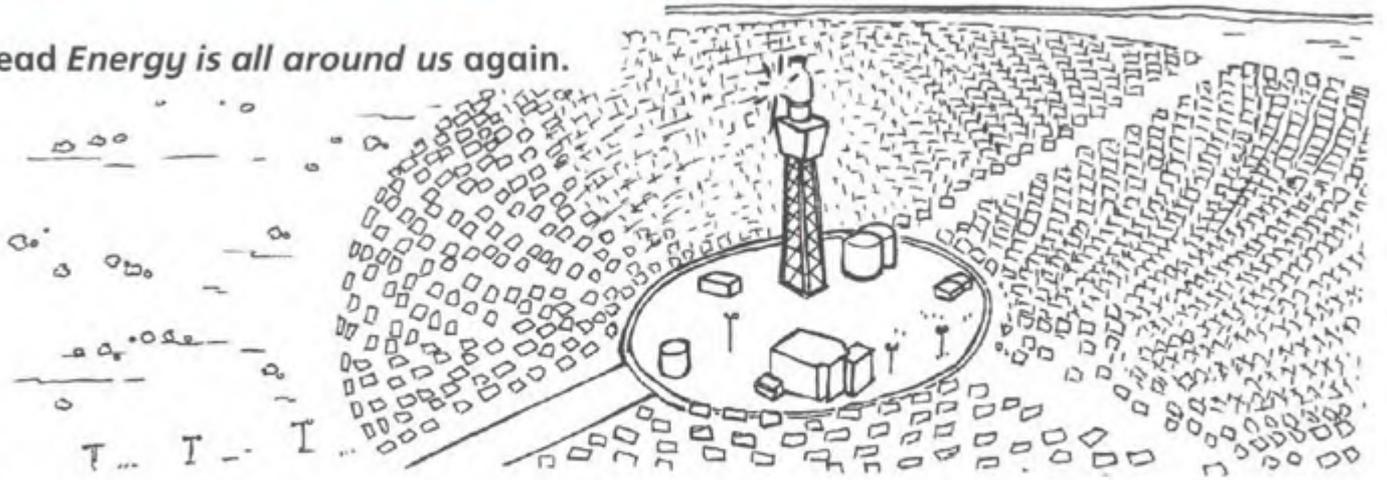
### 2 Can you remember the missing words? They were all in the Reading text. Complete the words.

- The radio isn't working. It needs a new b\_\_\_\_\_.
- A large a\_\_\_\_\_ of snow has fallen on the mountains.
- Billy, please turn round and f\_\_\_\_\_ the board.
- The moon is so bright! Look how it is r\_\_\_\_\_ on the sea!
- Be careful! That knife has a very sharp b\_\_\_\_\_.
- This island has a very rocky c\_\_\_\_\_.
- The Earth has n\_\_\_\_\_ energy such as wind and water.
- We can't light a fire. The wood has r\_\_\_\_\_ o\_\_\_\_\_.

Now check the words in your Dictionary.

## Reading comprehension and vocabulary

### 1 Read *Energy is all around us again*.



### 2 Read the sentences. Number them in order.

- a \_\_\_ The turbine turns a generator.
- b \_\_\_ The liquid at the top of the tower gets very hot.
- c 1 Hundreds of mirrors are arranged around a tall tower.
- d \_\_\_ The hot liquid is used to make steam.
- e \_\_\_ The mirrors reflect the sunlight onto the top of the tower.
- f \_\_\_ The generator makes electricity.
- g \_\_\_ The steam turns a turbine.
- h \_\_\_ Sunlight shines onto the mirrors.

### 3 Read the words.

steam      nature      generator      tide      turbine  
energy      wave      calculator      power

A Find three nouns that name things to do with water.

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

B Find three nouns that name machines.

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

C Find three nouns that name things you cannot see, hear, smell or touch.

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

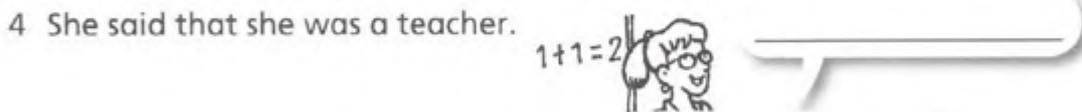
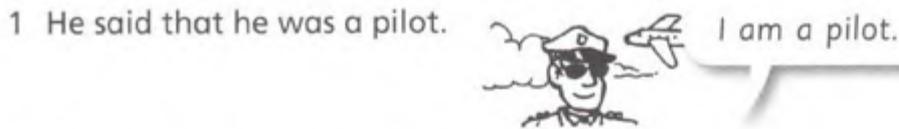
## Grammar

### 1 Look, read and answer the questions.



- 1 Look at A. What did she say? She said that she was a dentist.
- 2 Look at B. What did they say? \_\_\_\_\_
- 3 Look at C. What did he say? \_\_\_\_\_
- 4 Look at D. What did they say? \_\_\_\_\_
- 5 Look at E. What did he say? \_\_\_\_\_
- 6 Look at C. What did she say? \_\_\_\_\_

### 2 Read the sentences. Write the speech bubbles.



## Grammar in conversation

### 1 Look and read. Write Yes or No.



I work in a hospital.



I play the piano.



We go to a good school.



I can run fast.



We feel sad.



I write poems.

- 1  He said he played the guitar. \_\_\_\_\_
- 2  She said she worked in a hospital. \_\_\_\_\_
- 3  They said they felt happy. \_\_\_\_\_
- 4  They said they went to a good school. \_\_\_\_\_
- 5  She said she wrote stories. \_\_\_\_\_
- 6  He said he could run fast. \_\_\_\_\_

Correct the sentences which are wrong.

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### 2 What did they say? Write sentences.

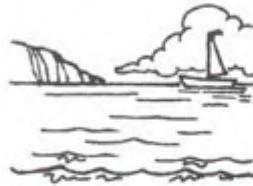
- 1  I can swim. He said \_\_\_\_\_
- 2  I play football. \_\_\_\_\_
- 3  We have a cat. \_\_\_\_\_
- 4  I make lovely cakes. \_\_\_\_\_



Remember! We can divide words into parts. The parts are called syllables. Each syllable has a vowel sound.

sea

one-syllable word



river

two-syllable word



**1 Read these words.**

turbine coast tower Earth steam mirror

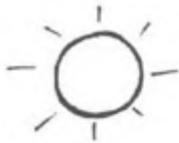
Write the words in the correct list.

one-syllable words \_\_\_\_\_

two-syllable words \_\_\_\_\_

**2 Write the words. Count the syllables. Write the number.**

1



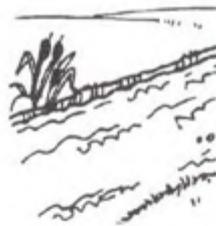
\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

5



\_\_\_\_\_

**3 Read these words. Circle the one-syllable words.**

liquid

power

heat

light

dry

lake

sunny

station

hot

**4 Write two sentences. Use a one-syllable word and a two-syllable word from exercise 3.**

\_\_\_\_\_

\_\_\_\_\_

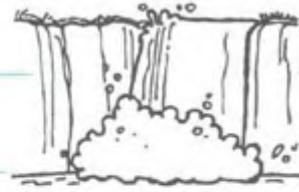
## Use of English



We can add different endings to nouns to make adjectives.

ful

power + ful → powerful



### 1 Read these words and the ending *ful*. Write the words.

1 care + ful \_\_\_\_\_

2 help + ful \_\_\_\_\_

2 colour + ful \_\_\_\_\_

4 use + ful \_\_\_\_\_



Be careful!

beauty + ful → beautiful

less

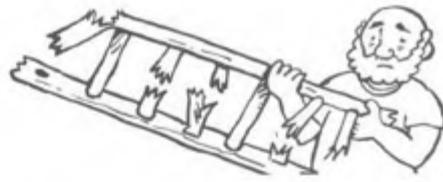
care + less → careless



### 2 Read these words and the ending *less*. Write the words.



1 power + less \_\_\_\_\_



2 use + less \_\_\_\_\_



3 fear + less \_\_\_\_\_



4 tooth + less \_\_\_\_\_

y

hair + y → hairy



### 3 Read these words and the ending *y*. Write the words.

1 dirt + y \_\_\_\_\_

2 sand + y \_\_\_\_\_

3 rock + y \_\_\_\_\_



Be careful!

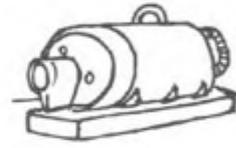
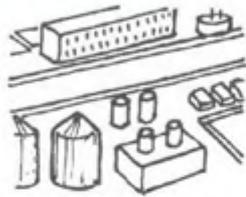
sun + y → sunny

wave + y → wavy

## Writing preparation

### 1 Match the words to the objects.

turbine generator battery wave power station



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

### 2 Match the words and the definitions. Write the words.

turn push move air power electricity

1 to go from one place to another move

2 strength \_\_\_\_\_

3 to go round in a circle \_\_\_\_\_

4 the energy that people use to work lights and machines \_\_\_\_\_

5 the space all around us \_\_\_\_\_

6 to make something go forwards \_\_\_\_\_

### 3 What do you know about the power of the sea and waves? Write notes.



### 4 Label the diagrams on page 19.

### 5 Write three paragraphs about wave power on page 19.

- 1 Write about the power of the sea and waves. Use your notes.
- 2 Explain how a wave power station works. Use the diagram to help you explain.
- 3 How is wave power used in Scotland? Use the diagram to help you explain.

## Composition practice

Remember! When we explain how things work, we use the present tense.

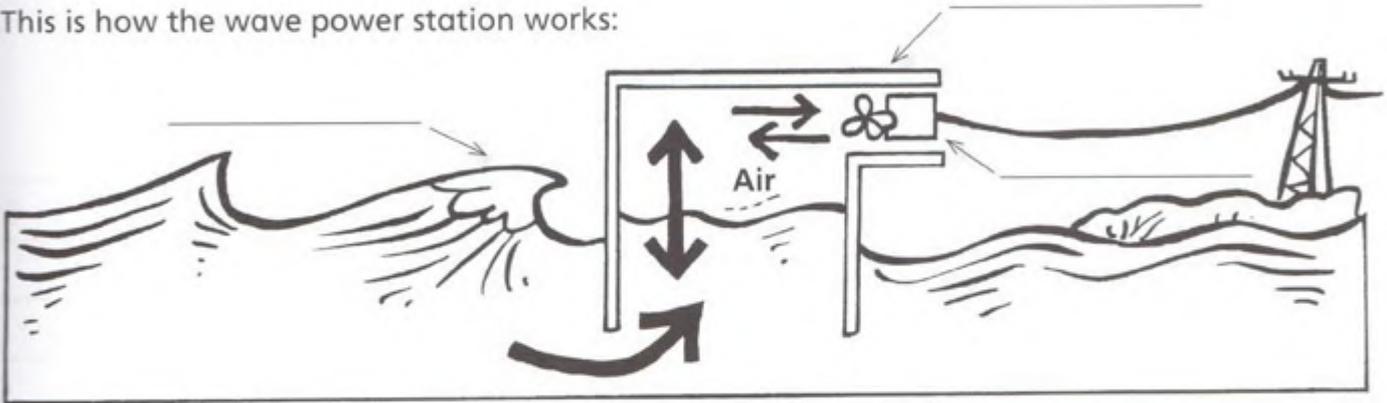


### Wave power



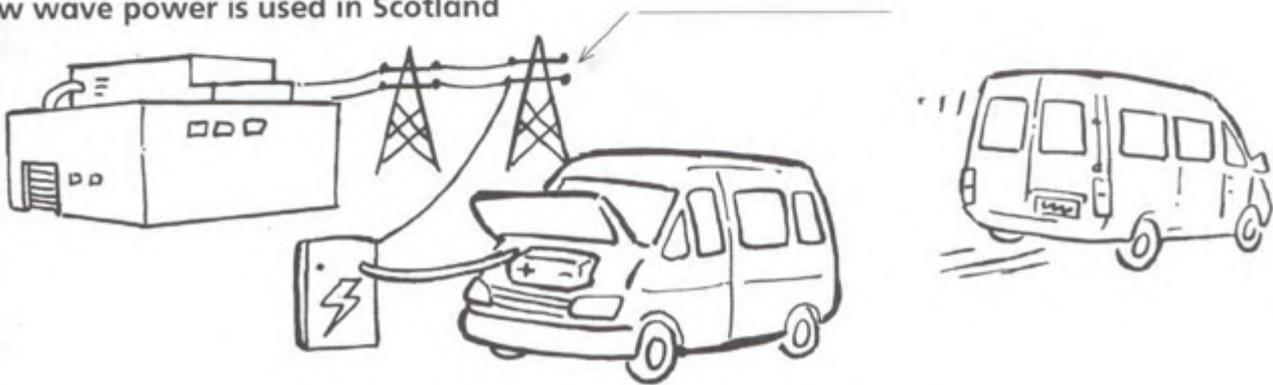
### A wave power station

This is how the wave power station works:



First, the waves

### How wave power is used in Scotland

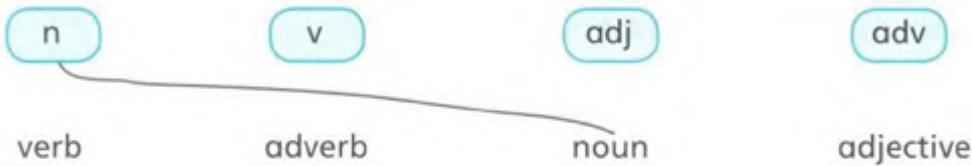


### 3 Study skills

Do you remember these abbreviations?



#### 1 Match.



#### 2 Read and write the correct abbreviations.

- |   |                    |
|---|--------------------|
| 1 The sky was cloudy.                   | cloudy _____       |
| 2 Lots of people worked at the factory. | factory _____      |
| 3 It looks like an interesting place.   | interesting _____  |
| 4 They walked beside the river.         | walked _____       |
| 5 Come here quickly!                    | quickly _____      |
| 6 Suddenly they heard voices.           | voices _____       |
| 7 The voices were getting closer.       | were getting _____ |
| 8 Yesterday the children went fishing.  | yesterday _____    |

#### 3 Read and write the correct words.

- |   |       |     |
|---|-------|-----|
| 1 The river doesn't look pretty today.      | _____ | adv |
| 2 They walked towards the old building.     | _____ | n   |
| 3 The gate was locked with a heavy padlock. | _____ | adj |
| 4 Jack and Mary heard men's voices.         | _____ | v   |

#### 4 Match the words and the definitions.

local   dye   bank   gap   underneath   imagine

- the empty space between two things \_\_\_\_\_
- in or from a particular area \_\_\_\_\_
- to think that something is true when it is not \_\_\_\_\_
- under, below \_\_\_\_\_
- the land beside a river or stream \_\_\_\_\_
- to change the colour of something \_\_\_\_\_

Now check the words in your Dictionary.



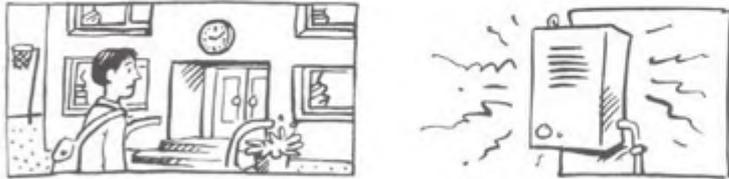
**1 Complete the sentences with the verbs in brackets.**

- 1 After her visitors \_\_\_\_\_, Grandma \_\_\_\_\_ tired.  
(go, feel)
- 2 When the boys \_\_\_\_\_ their homework, they \_\_\_\_\_ football.  
(finish, play)
- 3 The passengers \_\_\_\_\_ off the plane after it \_\_\_\_\_.  
(hurry, land)
- 4 The children \_\_\_\_\_ their dinner when they \_\_\_\_\_ their hands.  
(eat, wash)
- 5 When Jane \_\_\_\_\_ a big bunch of flowers, she \_\_\_\_\_ them in a jug.  
(pick, put)
- 6 After the rain \_\_\_\_\_, the trees \_\_\_\_\_ in the sunshine.  
(stop, glitter)

**2 Look at the pictures. Complete the sentences with the verbs in brackets. Use the past simple and the past perfect.**

1  (pick, take)  
When the farmer \_\_\_\_\_, he \_\_\_\_\_.

2  (sing, play)  
After Jenny \_\_\_\_\_, Billy \_\_\_\_\_.

3  (arrive, ring)  
Sam \_\_\_\_\_ after \_\_\_\_\_.



## Grammar in conversation

### 1 Complete the sentences. Use question tags.

- 1 It's a lovely day today, \_\_\_\_\_
- 2 That boy is a fast swimmer, \_\_\_\_\_
- 3 Those factories are ugly, \_\_\_\_\_
- 4 Iceland is a fascinating country, \_\_\_\_\_
- 5 We're late for school, \_\_\_\_\_
- 6 Anna is an intelligent girl, \_\_\_\_\_
- 7 You're good at maths, \_\_\_\_\_
- 8 The children are very noisy, \_\_\_\_\_

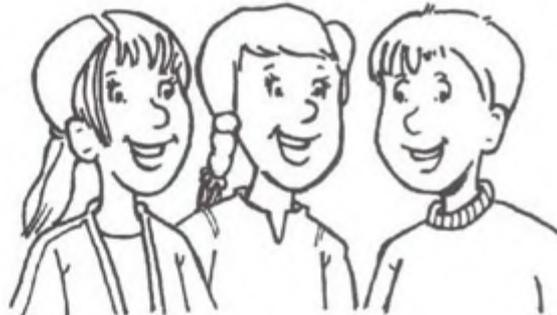
### 2 Write a sentence about each picture. Use the words in the box.

isn't he?   isn't she?   isn't it?   aren't they?

1



2



3



4





Remember! Some words end in **dge**.  
The letters sound like **j**.

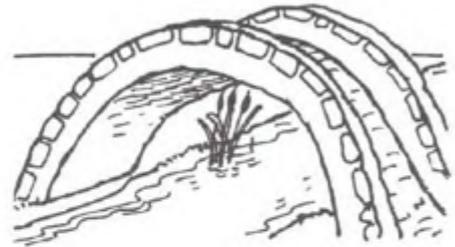
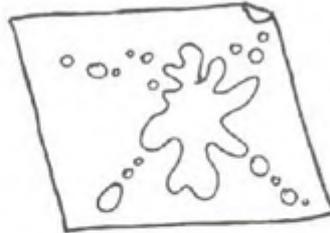
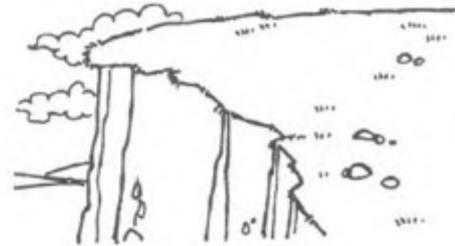
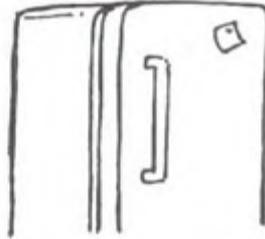
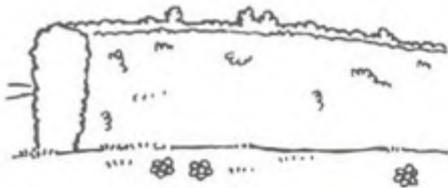
**edge** Mary walked carefully down to the water's **edge**.



**1 Write the words. Read the words.**

e	→	dge	→	edge
ba	→		→	_____
he	→		→	_____
spl	→		→	_____
fri	→		→	_____
bri	→		→	_____

**2 Answer the questions. Write the word.**



- 1 What can you use to keep food cold? \_\_\_\_\_
- 2 What do children sometimes have to show they are in a club? \_\_\_\_\_
- 3 What do engineers build across a river? \_\_\_\_\_
- 4 What is the word for a thick line of tall plants growing close together? \_\_\_\_\_
- 5 What part of a tall cliff must you not go near? \_\_\_\_\_
- 6 What is the word for a large splash of liquid on paper or material? \_\_\_\_\_

## Use of English

Remember! When we write direct speech, we use speech marks.



"We'll be very careful," said Mary.

### 1 Read.

Speech marks show the exact words that somebody said.



The reporting words can come at the beginning or at the end of the direct speech.

We'll be very careful.

"We'll be very careful," said Mary.

↑ speech marks    ↑ comma    ↑ speech marks    ↑ full stop

Mary said, "We'll be very careful."

↑ comma    ↑ speech marks    ↑ full stop    ↑ speech marks



The reporting words can come between two sentences.

I tell you, Sid.  
I saw some kids.

Look at the punctuation in these sentences.

"I tell you, Sid," said a voice. "I saw some kids."



### 2 Write the speech marks for these sentences.

- 1 It's not so pretty today, said Mary sadly.
- 2 Jack asked, What's that building?
- 3 Shh! whispered Jack. Someone's coming.

Do you need help?  
Look at the examples in  
exercise 1. Check your work.

### 3 Write all the punctuation for these sentences.

- 1 I don't know about that said Uncle Ted
- 2 Mary asked Please can we go and look at the old house
- 3 All right said Uncle Ted But don't go too near



## Writing preparation

### 1 Read and answer the questions. Make notes.

Uncle Ted and the children went back to the old house at night. Why?

Use these ideas or use your own ideas.



They were looking for something.

They were looking for \_\_\_\_\_



They wanted to watch someone.

They wanted to watch \_\_\_\_\_

What was the house like at night?



Was there anybody there?

Were there any lights?

Think of words to describe the house at night. Write them in the box.

Use your Dictionary.

### 2 Think about these questions. Choose from these ideas or use your own ideas.

What was the weather like? cold? windy? warm?

What did they see and hear? people? a car? a van? the stream? anything else?

Did they find anything? No \_\_\_ Yes \_\_\_ What was it? \_\_\_\_\_

What did Uncle Ted say? \_\_\_\_\_

What did Jack and Mary say? \_\_\_\_\_

What happened at the end? \_\_\_\_\_



### Check-up 3

- 1 Complete the sentences. Use *had* + one of the verbs in the box. Be careful to use the correct form of the verb.**

eat spend begin leave stop swim

- 1 Grandma felt tired after her guests \_\_\_\_\_.
- 2 When the rain \_\_\_\_\_, we went for a walk.
- 3 The children played on the beach after they \_\_\_\_\_ in the sea.
- 4 When he \_\_\_\_\_ all the chocolate, Jimmy began to feel ill.
- 5 We arrived at Aunt Jane's house after the party \_\_\_\_\_.
- 6 After John \_\_\_\_\_ all his money at the mall, he wanted to go home.

- 2 Complete the sentences with the verbs in brackets. Be careful to use the correct forms of the verbs.**

- 1 After the children \_\_\_\_\_ their homework, they \_\_\_\_\_ TV.  
(do, watch)
- 2 When the boys \_\_\_\_\_ their hands, they \_\_\_\_\_ down at the table.  
(wash, sit)
- 3 The school \_\_\_\_\_ very quiet when the children \_\_\_\_\_ home.  
(be, go)
- 4 The grass \_\_\_\_\_ green again after the rain \_\_\_\_\_.  
(become, fall)

- 3 Complete the sentences with question tags. Don't forget the question marks!**

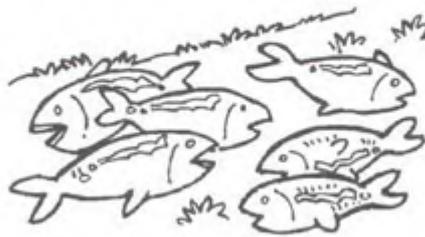
- 1 Linda's a clever girl, \_\_\_\_\_
- 2 The children are very polite, \_\_\_\_\_
- 3 It's windy today, \_\_\_\_\_
- 4 Tigers are beautiful animals, \_\_\_\_\_
- 5 That man is a famous actor, \_\_\_\_\_
- 6 Our exams are always difficult, \_\_\_\_\_
- 7 That dog is very noisy, \_\_\_\_\_
- 8 These jeans are expensive, \_\_\_\_\_

### Check-up 3

#### 4 Look and read.



It's a beautiful river, isn't it?



These fish are delicious, aren't they?



#### 5 Read the story and underline the mistakes.

On Saturday night Danny went swimming with his sister. The weather was terrible. When they had found a bad place to sit on the beach, they started to swim. There were lots of fish in the pond and they caught five. They made a fire and cooked the fish on it. Soon breakfast was ready. The fish tasted awful. After they had eaten the fish, Dad had a sleep under an umbrella and Danny read a magazine. They enjoyed their busy afternoon.

#### 6 Write the story correctly. Use the words in the box.

fishing    lazy    lovely    bank    fish    book    river  
lunch    good    delicious    tree    father    morning    six

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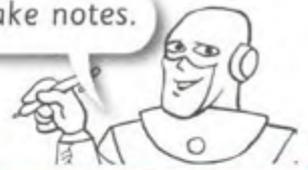
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## 4 Study skills

It's often useful to make notes.

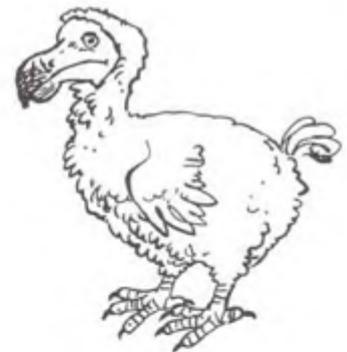


### 1 Read.

The dodo was a large bird which lived on the island of Mauritius in the Indian Ocean. It built its nest on the ground and it could not fly. When men arrived on the island, the dodos were not afraid and did not run away. Men hunted the birds and took their eggs. By the end of the seventeenth century the dodo was extinct.

### 2 Look at these notes on the dodo.

Dodo - large bird - lived - Mauritius - Indian Ocean  
built - nest - ground - could not fly  
men arrived - dodos not afraid - not run away  
men hunted birds - took eggs  
end 17th century - extinct



### 3 Think about it.

- 1 What sort of words appear in the notes?
- 2 What sort of words do not appear in the notes?

### 4 Read about tigers. Write notes.

Tigers live in many countries in Asia. At the start of the twentieth century there were about 100,000 tigers in the world. People hunted tigers for their fur. They also cut down the forests where the tigers lived. Today there are only 2,000 tigers in the wild.

Tigers are protected in many countries but they are still in danger.



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# Reading comprehension and vocabulary

1 Read *The bear and the two travellers* again.

2 Read. Choose answer a, b or c to complete each sentence.

- 1 One of the travellers was  
a careful. b fearful. c helpful.
- 2 The timid traveller froze because  
a he felt cold. b his friend told him to keep still.  
c he was scared.
- 3 The timid man could not escape because  
a there was not enough time. b he was too cold.  
c he could not climb the tree.
- 4 The traveller held his breath because  
a he was too scared to breathe. b he wanted the bear to go away.  
c he wanted the bear to think he was dead.
- 5 The other traveller came down the tree because he wanted to know  
a where the bear was. b what the bear said. c where the bear went.
- 6 The timid man said that the bear's advice was never to travel with a friend who  
a is not brave. b is scared of danger. c leaves you when there is danger.



3 Match the verbs and the definitions.

Check! Use your Dictionary.



pretend sniff repeat destroy worry hide cry

- 1 to use your nose to find out what something smells like \_\_\_\_\_
- 2 to go out of sight of everyone \_\_\_\_\_
- 3 to think that something bad is going to happen \_\_\_\_\_
- 4 to behave as though something is true that is not true \_\_\_\_\_
- 5 to call out \_\_\_\_\_
- 6 to break and harm something so it cannot be used again \_\_\_\_\_
- 7 to say something again \_\_\_\_\_

## Grammar

### 1 Find the pictures and answer the questions.



Sit down!



Look at the board, please.



Jump!



Please, buy a cake.

- 1 What did the rider tell the horse to do? \_\_\_\_\_
- 2 What did the teacher ask the children to do? \_\_\_\_\_
- 3 What did the boy ask his mother to do? \_\_\_\_\_
- 4 What did the farmer tell the dog to do? \_\_\_\_\_

### 2 Find the pictures and answer the questions.



Please, don't pick the flowers.

Don't climb the ladder!



Don't shout!



Please, don't run!

- 1 What did the man tell the boy not to do? \_\_\_\_\_
- 2 What did the teacher ask the girls not to do? \_\_\_\_\_
- 3 What did the woman tell the boy not to do? \_\_\_\_\_
- 4 What did the woman ask the girl not to do? \_\_\_\_\_

### 3 What did they say? Use *told* or *asked*.

- 1 "Stand up, everyone," said the teacher. \_\_\_\_\_
- 2 "Don't swim in the river, boys," said the man. \_\_\_\_\_
- 3 "Please, play quietly, children," said Mum. \_\_\_\_\_
- 4 "Don't be late, John," said Dad. \_\_\_\_\_
- 5 Lucy said, "Please, don't be angry, Meg." \_\_\_\_\_
- 6 "Please, wash the dishes, Tom," said Mum. \_\_\_\_\_

## Grammar in conversation

### 1 Complete the sentences with the verbs in brackets.

Use the present perfect or the past simple.

- 1 \_\_\_\_\_ you ever \_\_\_\_\_ to China? (be)
- 2 Freddy \_\_\_\_\_ to England last year. (go)
- 3 I \_\_\_\_\_ never \_\_\_\_\_ a kangaroo. (see)
- 4 Milly \_\_\_\_\_ often \_\_\_\_\_ by plane. (travel)
- 5 \_\_\_\_\_ John \_\_\_\_\_ to school by bus this morning? (come)
- 6 On Saturday the girls \_\_\_\_\_ books and CDs at the mall. (buy)
- 7 \_\_\_\_\_ the children ever \_\_\_\_\_ an orchestra? (hear)
- 8 The boys \_\_\_\_\_ not \_\_\_\_\_ their lunch yesterday. (eat)

### 2 Complete the questions.

\_\_\_\_\_ to Canada?

Yes, I have.

When \_\_\_\_\_ there?

I went there last summer.

What \_\_\_\_\_?

I saw lakes and mountains.

\_\_\_\_\_ any bears?

No, I didn't!



### 3 Complete the answers.

Have you ever eaten Italian food?

Yes, \_\_\_\_\_.

Where did you eat it?

\_\_\_\_\_ at an Italian restaurant.

What did you think of it?

\_\_\_\_\_ it \_\_\_\_\_

delicious!



Remember! Some words sound the same but are spelled differently. They have different meanings, too.



The bear's paws were huge. Poor man!



**1 Read. Write another word that sounds the same but is spelled differently.**

- |        |                 |         |       |
|--------|-----------------|---------|-------|
| 1 poor | _____ paw _____ | 2 right | _____ |
| 3 rode | _____           | 4 wear  | _____ |
| 5 some | _____           | 6 past  | _____ |
| 7 tied | _____           | 8 wood  | _____ |

**2 Complete these sentences.**

- 1 \_\_\_\_\_ Grandad has a broken leg.
- 2 \_\_\_\_\_ is my book?
- 3 The old house was made of \_\_\_\_\_.
- 4 We \_\_\_\_\_ coats when it is cold.
- 5 This \_\_\_\_\_ goes up the hill and through the forest.
- 6 Is this answer \_\_\_\_\_ or wrong?
- 7 We had to \_\_\_\_\_ a story for our English homework.
- 8 Does this bus go \_\_\_\_\_ the station?
- 9 Can I have \_\_\_\_\_ water, please?
- 10 When the \_\_\_\_\_ comes in the water covers the rocks.



**3 Use these words in sentences of your own.**

- 1 rode \_\_\_\_\_
- 2 tied \_\_\_\_\_
- 3 passed \_\_\_\_\_
- 4 some \_\_\_\_\_

Some words have the same meanings, or nearly the same meanings.



The man was **fearful**.

The man was **frightened**.



1 Read. Write the words in the box next to the correct words in the list.

creature   angry   happy   jump   closed   begin   huge   tiny

- |                |                  |
|----------------|------------------|
| 1 leap _____   | 2 joyful _____   |
| 3 animal _____ | 4 enormous _____ |
| 5 cross _____  | 6 shut _____     |
| 7 little _____ | 8 start _____    |

2 Rewrite the sentences. Use words from exercise 1 to replace the words in blue.

- We were late and Dad was **angry**. \_\_\_\_\_
- The **little** bird hopped onto the branch. \_\_\_\_\_
- The giant's castle was **huge**. \_\_\_\_\_
- That **animal** is very strange. \_\_\_\_\_

3 Complete the paragraph.

Use words from this page. Use each word once only.

In writing, we can use different words for the same idea. This makes writing more interesting.



There was a \_\_\_\_\_ bird on a \_\_\_\_\_ log. It \_\_\_\_\_ to sing a \_\_\_\_\_ song. A \_\_\_\_\_ frog was next to the \_\_\_\_\_ pond. It \_\_\_\_\_ to make a strange sound. Suddenly, a cat \_\_\_\_\_ towards the frog. The frog was \_\_\_\_\_ and it \_\_\_\_\_ into the pond. The \_\_\_\_\_ bird flew up into the tree.

## Writing preparation

1 Look at the pictures. They tell a fable about a hare



and



a tortoise.

Read the words. Talk about the story.

1



proud fastest

2



race laugh

3



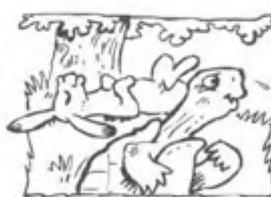
quickly slowly

4



sit shady cool

5



hot pass asleep

6



wake up near line

7



jump up run

8



cross behind late

9



clap happy silly

2 Think about these questions. Write the speech bubbles.

Picture 1 What did the hare say?

Picture 2 What did the tortoise reply?

Picture 9 What did the animals say?

3 This is the moral. Write the words in the correct order.

Moral: race. and steady wins Slow the



## Check-up 4

### 1 What did they say? Use *told* or *asked*.

1



Be quiet, please, boys.

2



Stop talking, children!

3



Please hurry up, Lucy.

4



Go to bed, Tom!

1 Mr Jones

2 The teacher

3 Mum

4 Dad

### 2 What did they say? Use *told* or *asked*.

1 "Please, don't shout, John!" said Mum. \_\_\_\_\_

2 "Don't be so lazy, Harry!" said Dad. \_\_\_\_\_

3 Grandpa said, "Don't pick the apples, Danny." \_\_\_\_\_

4 The teacher said, "Children, please don't run." \_\_\_\_\_

### 3 Complete the conversations. Use the verbs in brackets.

1 (be, go) \_\_\_\_\_ you ever \_\_\_\_\_ to Spain?

Yes, \_\_\_\_\_.

When \_\_\_\_\_ you \_\_\_\_\_ there?

I \_\_\_\_\_ two years ago.

2 (eat, try) \_\_\_\_\_ you ever \_\_\_\_\_ Chinese food?

No, I \_\_\_\_\_ never \_\_\_\_\_ it.

3 (be, see) \_\_\_\_\_ Sally ever \_\_\_\_\_ to the theatre?

Yes, \_\_\_\_\_.

What \_\_\_\_\_ she \_\_\_\_\_ ?

She \_\_\_\_\_ the Russian ballet.

## Check-up 4

4 Look at the picture and complete the dialogue.

The words in the boxes can help you.

Be careful to use the correct forms of the verbs.



see

go

stay

be

a month    last summer    lots of them    Lucky    Really    Never mind  
the weather    Australia    my mum and dad    hot and sunny

Molly: Jack, \_\_\_\_\_ you ever \_\_\_\_\_ abroad?

Jack: Yes, \_\_\_\_\_.

Molly: \_\_\_\_\_ you! Where \_\_\_\_\_ ?

Jack: I \_\_\_\_\_ to \_\_\_\_\_.

Molly: \_\_\_\_\_? When \_\_\_\_\_ there?

Jack: I \_\_\_\_\_.

Molly: Who \_\_\_\_\_ with?

Jack: I \_\_\_\_\_.

Molly: How long \_\_\_\_\_ there?

Jack: We \_\_\_\_\_ for \_\_\_\_\_.

Molly: What \_\_\_\_\_ like?

Jack: It \_\_\_\_\_.

Molly: \_\_\_\_\_ any kangaroos?

Jack: Yes, \_\_\_\_\_. We \_\_\_\_\_.

Molly: I \_\_\_\_\_ never \_\_\_\_\_ abroad.

Jack: \_\_\_\_\_!

## 5 Study skills

Abbreviations again!



### 1 Write the abbreviations for these words.

noun \_\_\_\_\_ verb \_\_\_\_\_ adjective \_\_\_\_\_ adverb \_\_\_\_\_

### 2 Read and write the correct abbreviations.

- |  |                   |
|--|-------------------|
| 1 Matryoshka dolls are made of wood.   | wood _____        |
| 2 They are hollow.                     | hollow _____      |
| 3 The dolls are beautifully decorated. | beautifully _____ |
| 4 Roses mean love and motherhood.      | mean _____        |

### 3 Read and write the correct words.

- 1 This pattern represents night and day. \_\_\_\_\_ v
- 2 I have always wanted to visit Peru. \_\_\_\_\_ n
- 3 The condor is a huge bird. \_\_\_\_\_ adj
- 4 It flies gracefully over the mountains. \_\_\_\_\_ adv

### 4 Look! Some words have more than one meaning.

- 1 wave v      I **waved** goodbye to Aunt Jane.
- 2 wave n      Huge **waves** crashed onto the beach.

### 5 Find the definitions of the underlined words in the box. Write the numbers.

- a The children are laughing. Look at their happy faces. \_\_\_\_\_
- b Please turn round and face me. \_\_\_\_\_
- c It's cold. Shall we light a fire? \_\_\_\_\_
- d I can carry the suitcase. It's very light. \_\_\_\_\_
- e The thieves stole a lot of money from the bank. \_\_\_\_\_
- f We walked along the river bank. \_\_\_\_\_

- |             |  |
|-------------|--|
| 1 bank n    | the land at the side of a river                          |
| 2 bank n    | a place where people save money                          |
| 3 face v    | to look at something; to turn the face towards something |
| 4 face n    | the part of the head with eyes, nose and mouth           |
| 5 light adj | not heavy  |
| 6 light v   | to make something burn                                   |

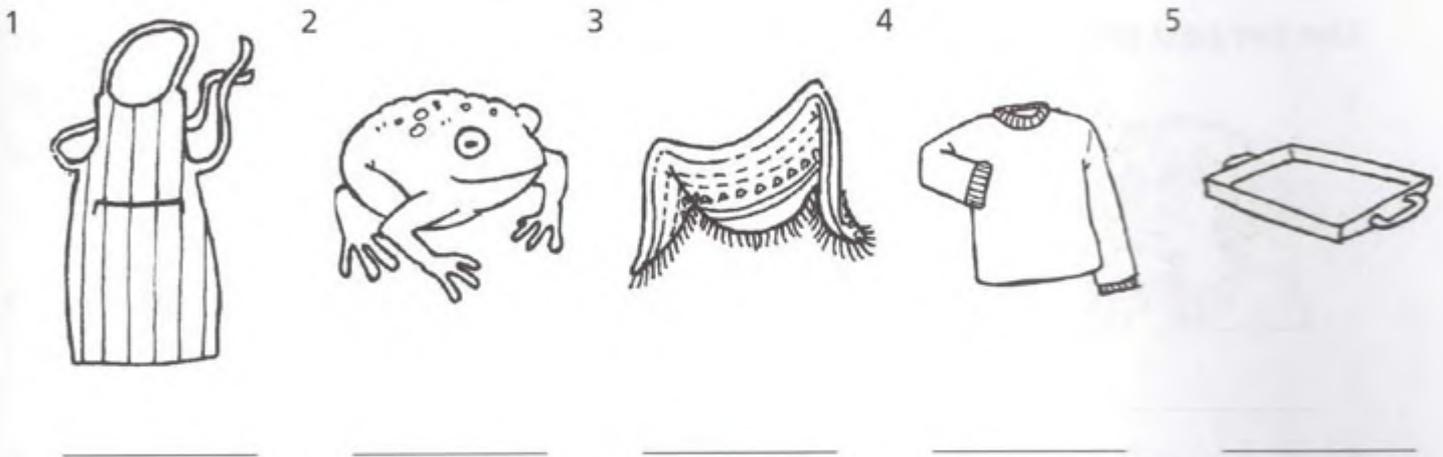
## Reading comprehension and vocabulary

1 Read *The meanings of patterns* again.

2 Read and complete the sentences.

- 1 A pattern is a drawing of lines, shapes or objects that is \_\_\_\_\_.
- 2 People began to draw \_\_\_\_\_ thousands of years ago.
- 3 Many Russian patterns came from \_\_\_\_\_ life.
- 4 The painted wooden dolls are in two halves and they are \_\_\_\_\_.
- 5 The rose means \_\_\_\_\_ and motherhood.
- 6 Some Aran patterns are named after \_\_\_\_\_ and objects.

3 Look at the pictures. Write the words.



4 Read the words and the definitions. Write the word next to the correct definition.

repeat   modern   graceful   ancient   century   traditional   nature   motherhood

- 1 a period of one hundred years \_\_\_\_\_
- 2 the time of being a mother \_\_\_\_\_
- 3 very old \_\_\_\_\_
- 4 of the present time \_\_\_\_\_
- 5 in the way of old customs \_\_\_\_\_
- 6 able to move in a beautiful way \_\_\_\_\_
- 7 all the plants, animals, land and sea around us \_\_\_\_\_
- 8 to do or say again \_\_\_\_\_

## Grammar

### 1 Complete the sentences with the verbs in brackets.

Use the past simple and the past perfect.

- 1 The girl \_\_\_\_\_ the doll that the man \_\_\_\_\_. (like, paint)
- 2 The tourists \_\_\_\_\_ the shawls that the woman \_\_\_\_\_. (buy, make)
- 3 The children \_\_\_\_\_ the blackberries that their grandmother \_\_\_\_\_. (eat, pick)
- 4 We \_\_\_\_\_ the fish that the fishermen \_\_\_\_\_. (cook, catch)
- 5 The boy \_\_\_\_\_ the ring that his sister \_\_\_\_\_. (find, lose)
- 6 Meg \_\_\_\_\_ at the photos that her uncle \_\_\_\_\_. (look, take)

### 2 Look at the pictures. Write sentences using the verbs in brackets.

Use the past simple and *that* + the past perfect.

1



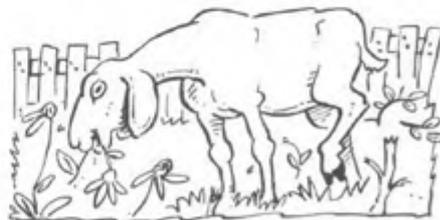
(lose, give)

2



(jump, build)

3



(eat, grow)

## Grammar in conversation

### 1 Complete the conversation. Use the words in the box.

agree Well believe right cruel protect Really  
mind opinion free disagree rubbish

Joe: I went to the zoo yesterday.

Milly: \_\_\_\_\_? I don't like zoos.

Joe: Why not?

Milly: In my \_\_\_\_\_ zoos are \_\_\_\_\_ places.

Karen: That's \_\_\_\_\_! Zoos help to \_\_\_\_\_ animals.

Milly: \_\_\_\_\_, to my \_\_\_\_\_ wild animals should be \_\_\_\_\_.

Karen: No, no, no. I \_\_\_\_\_ completely.

Joe: I think Karen's \_\_\_\_\_, Milly.

Milly: Well, I \_\_\_\_\_ that animals should live in the wild.

Joe: We'll have to \_\_\_\_\_ to disagree then.

### 2 Read. Then write your opinions. Use the phrases in the box.

In my opinion... To my mind... I believe... I think...

1 Watching television is a waste of time.



2 We should spend all our free time studying.



3 Football is the most exciting sport in the world.



4 Computer games are boring.



# Spelling

Remember! Some words have silent letters inside them. You cannot hear the letters when you say the words.



often There are **often** flowers on the dolls' aprons.



## 1 Complete the words. Use silent t or silent l.



ta\_\_k



lis\_\_en



whist\_\_e



pa\_\_m



ca\_\_f



cas\_\_le



ha\_\_f



wa\_\_k

## 2 Write the words. Underline the silent letters.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## 3 Write the silent letters in these words.

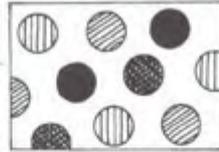
i\_\_land of\_\_en

Write one sentence using these two words.

\_\_\_\_\_

## Use of English

Some patterns have shapes.  
Some patterns have objects.



These are simple sentences.



We can join two simple sentences  
and make one longer sentence.



Some patterns have shapes **and** some patterns have objects.

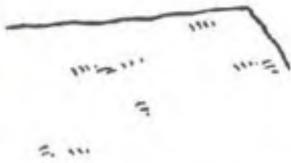
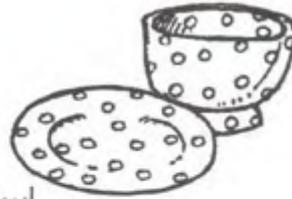
### 1 Read.

We can join simple sentences with these words:

and      but      or

There are spots on the plate. There are spots on the bowl.

There are spots on the plate **and** there are spots on the bowl.



This piece of cloth is plain.      This piece of cloth is patterned.

This piece of cloth is plain **but** this piece of cloth is patterned.



You may choose a blouse.      You may choose a shawl.

You may choose a blouse **or** you may choose a shawl.

### 2 Talk about how to join these sentences.

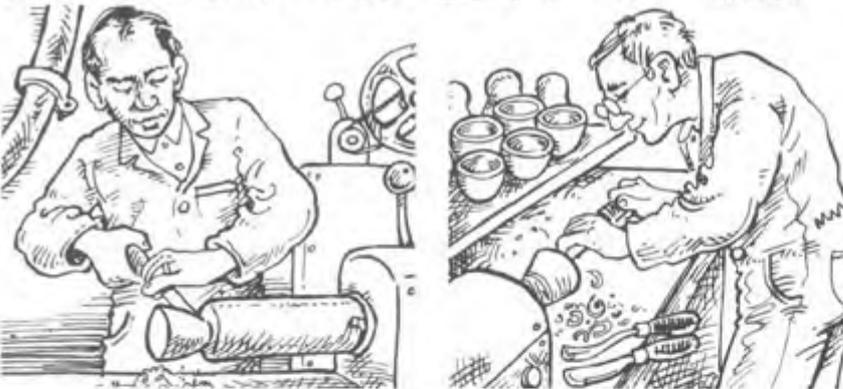
- 1 She can make an apron. She can make a skirt.
- 2 This shawl is patterned. This shawl is plain.
- 3 The dolls are in two halves. The dolls are hollow.

## Writing preparation

Do you remember? Russian craft workers make wooden dolls.



Look at the pictures. Read the notes.



1

matryoshka dolls – made from forest trees  
work done

- by machine
- by hand

lots of people do the work

- woodcutters
- wood turners
- artists

2

woodcutters

- bring logs from forest
- cut to short lengths

wood turners

- use machines to turn wood fast – make long, round shapes
- make doll shapes using machines

3

artists

- paint each part of the clothes
- paint patterns
- draw face
- paint face

usually, all dolls painted with the same patterns



## Check-up 5

### 1 Complete the sentences with the verbs in brackets.

Use the past simple and the past perfect.

- 1 The old woman \_\_\_\_\_ the shawl that she \_\_\_\_\_. (sell, make)
- 2 Jenny \_\_\_\_\_ the earrings which she \_\_\_\_\_ at the market. (lose, buy)
- 3 Grandma \_\_\_\_\_ a cake with the apples that Grandpa \_\_\_\_\_. (make, pick)
- 4 The writer \_\_\_\_\_ about the place where he \_\_\_\_\_ as a child. (write, live)
- 5 The traveller \_\_\_\_\_ about the people who he \_\_\_\_\_ on his journey. (speak, meet)
- 6 They \_\_\_\_\_ the fish which they \_\_\_\_\_ in the river. (eat, catch)

### 2 Read. Then write your opinions. Use the phrases in the box.

In my opinion... To my mind... I believe... I think...

1



Eating meat is wrong.

\_\_\_\_\_

2



Boys are cleverer than girls.

\_\_\_\_\_

3



Football is the most boring sport in the world.

\_\_\_\_\_

4



Children should do homework every day.

\_\_\_\_\_

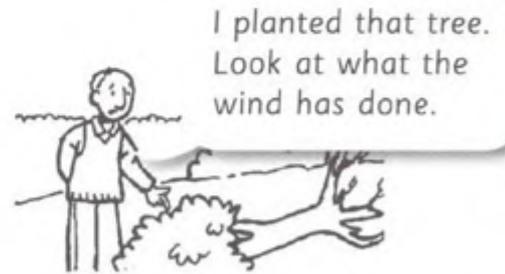
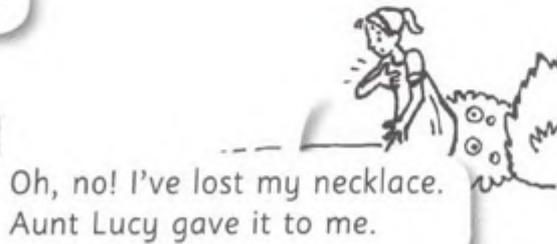
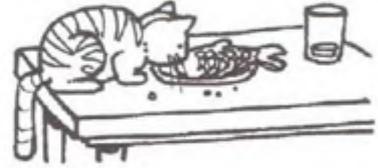
## Check-up 5

### 3 Look and read.

A terrible day



Grandma cooked a fish for dinner but look at it now!



### 4 Read about Billy, Jenny and their family. Underline the mistakes.

What a terrible day! Jenny lost the bracelet that Grandad had made for her. The dog ate the chicken that Mum had cooked for breakfast. Billy found the statue that dad had lost in India. The wind blew down the house that Grandad had built. Mum remembered the cake that she had put in the cupboard. Dad jumped over some boxes that someone had left on the stairs. It really was a wonderful day!

### 5 Write the story correctly.

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## 6 Study skills

Don't forget your abc!



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

### 1 abc Write the words in the correct order.

1 Japan      England      Malaysia      Scotland      Russia      India

\_\_\_\_\_

2 skirt      kimono      jacket      sari      kilt      jeans

\_\_\_\_\_

3 like      wear      learn      choose      walk      carry

\_\_\_\_\_

4 interesting      wrong      modern      cool      brilliant      terrible

\_\_\_\_\_

5 fashion      fluffy      uniform      fantastic      disaster      rehearsal

\_\_\_\_\_

### 2 Read and then make notes.

The children in Miss Pye's class were doing a project about clothes. It was very interesting. First they learned about clothes from around the world. Lucy liked the Indian sari. Joe's favourite was the kimono from Japan. They put on a fashion show, too, and invited their families to watch it.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 3 Cover the box in exercise 2 above. Use your notes to write the text.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Don't peep!

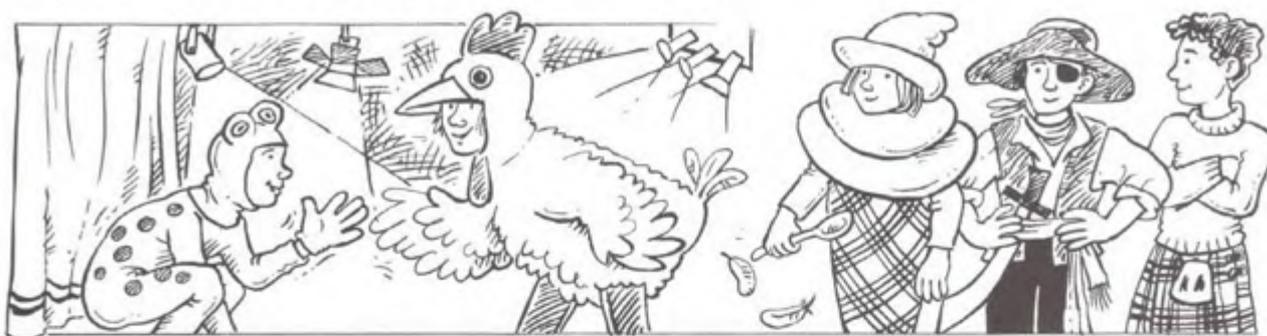


Now you can look at the box!

## Reading comprehension and vocabulary

1 Read *The most amazing fashion show* again.

2 Match the sentence beginnings and endings.



- |                                    |                               |
|------------------------------------|-------------------------------|
| 1 Lucy liked                       | a a cotton jacket and skirt.  |
| 2 Joe liked                        | b a giant ice cream costume.  |
| 3 Anna liked                       | c a shiny green frog costume. |
| 4 Fred thought that the Scots kilt | d looked like a skirt.        |
| 5 Anna was wearing                 | e the sari from India.        |
| 6 Joe thought that the kilt        | f was interesting.            |
| 7 Lucy held up                     | g the script.                 |
| 8 Joe found                        | h a large bag.                |
| 9 Miss Pye was holding             | i the kimono from Japan.      |
| 10 Mr Barry brought                | j the sarong from Malaysia.   |

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_ 6 \_\_\_\_ 7 \_\_\_\_ 8 \_\_\_\_ 9 \_\_\_\_ 10 \_\_\_\_

3 Write the word next to the correct definition.

costume stage directions lines scene plot character

- 1 a part of the play \_\_\_\_\_
- 2 what happens in the play \_\_\_\_\_
- 3 the instructions for the actors \_\_\_\_\_
- 4 what an actor wears \_\_\_\_\_
- 5 a person in the play \_\_\_\_\_
- 6 the words the characters say \_\_\_\_\_

## Grammar

### 1 Complete the sentences with the verbs in the box. Use the future passive.

bring solve wear use put on invite

- 1 The fashion show \_\_\_\_\_ in the school hall.
- 2 The stage in the hall \_\_\_\_\_ for the show.
- 3 The clothes \_\_\_\_\_ to school by Mrs Barry.
- 4 The clothes \_\_\_\_\_ by the pupils in P6.
- 5 The children's families \_\_\_\_\_ to the show.
- 6 All the problems \_\_\_\_\_.

### 2 Make questions. Use the future passive.

- 1 When – the house – build?  
\_\_\_\_\_

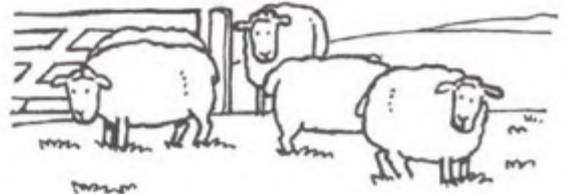
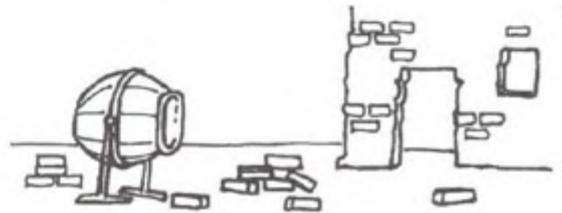
- 2 it – finish – soon?  
\_\_\_\_\_

- 3 Where – the sheep – take?  
\_\_\_\_\_

- 4 they – sell – at the market?  
\_\_\_\_\_

- 5 How – the ship – save?  
\_\_\_\_\_

- 6 it – break – by the waves?  
\_\_\_\_\_



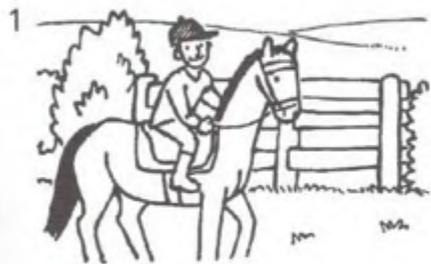
### 3 Make the sentences negative. Add *not*.

- 1 The car will be mended. \_\_\_\_\_
- 2 The play will be performed next week. \_\_\_\_\_
- 3 The children will be given presents. \_\_\_\_\_
- 4 The dresses will be made of silk. \_\_\_\_\_
- 5 A hotel will be built near the beach. \_\_\_\_\_
- 6 The school will be shut tomorrow. \_\_\_\_\_

## Grammar in conversation

### 1 Complete the sentences with the verbs in brackets.

Use the present simple or the present continuous.



(work, ride)

This is James Clark. He is a teacher.

He \_\_\_\_\_ at a school in the city.

He \_\_\_\_\_ not \_\_\_\_\_ today.

He is in the country and he \_\_\_\_\_ a horse.

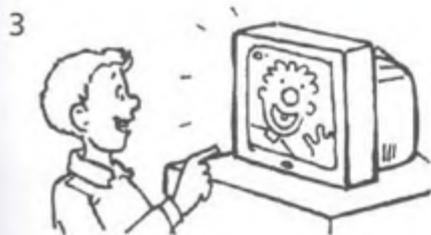


(go, drive)

Lisa and Tom usually \_\_\_\_\_ to school by bus.

Today they \_\_\_\_\_ by car.

Their mother \_\_\_\_\_ them to school.



(watch, laugh)

Jim always \_\_\_\_\_ TV after school.

Today he \_\_\_\_\_ his favourite programme.

It is funny and he \_\_\_\_\_.

### 2 Complete the conversation. Use the words in the box.

Go away	go on	Why	Well	Tell
poem	writing	write	business	

Katy: What are you writing?

Max: A \_\_\_\_\_.

Katy: What? You never \_\_\_\_\_ poems.

Max: \_\_\_\_\_, I'm \_\_\_\_\_ a poem today.

Katy: \_\_\_\_\_?

Max: It's none of your \_\_\_\_\_.

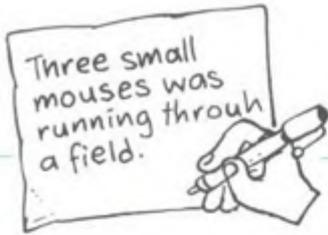
Katy: \_\_\_\_\_ me.

Max: No.

Katy: Oh, \_\_\_\_\_!

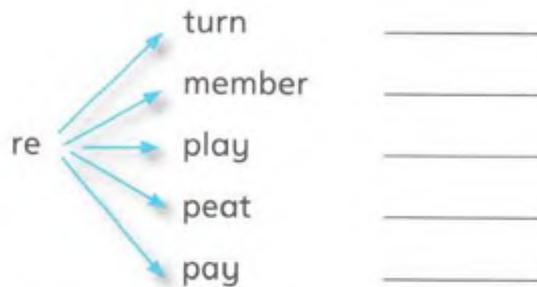
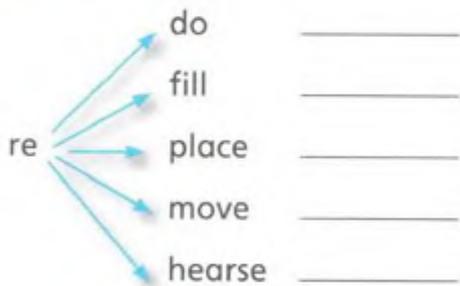
Max: No! \_\_\_\_\_!



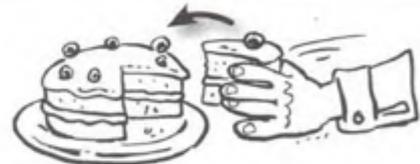
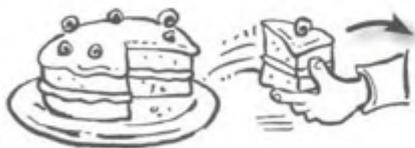


Ben **writes** his story. Ben corrects his mistakes. Ben **rewrites** his story.

**1 Write the words. Read the words.**



**2 Choose the best words from exercise 1 to match these pictures.**



**3 Choose the best words from exercise 1 to complete these sentences.**

- 1 Miss Pye said, "We are going to \_\_\_\_\_ the show in the hall."
- 2 Can you \_\_\_\_\_ your first day in school?
- 3 Listen to your teacher and \_\_\_\_\_ the words carefully.
- 4 My uncle is on holiday but he will \_\_\_\_\_ at the weekend.
- 5 Ben's homework wasn't good enough and he had to \_\_\_\_\_ it.
- 6 I like this CD so I am going to \_\_\_\_\_ it.

A simple sentence has a subject and a verb.



Miss Pye was talking.  
 ↑ subject                      ↑ verb



Remember!  
 The subject does the action.  
 The verb is the action.

**1 Read these sentences. Circle the subject. Underline the verb.**

- 1 The children listened.
- 2 The rehearsal began.
- 3 Anna was walking.
- 4 Mr Barry arrived.



A simple sentence can have an object.



Lucy liked the sari.  
 ↑ subject                      ↑ verb                      ↑ object



Remember!  
 The object can be a person or a thing. It can be singular or plural.

**2 Read these sentences. Circle the object.**

- 1 Miss Pye watched the children.
- 2 The children opened the bag.
- 3 Joe picked up a costume.
- 4 Miss Pye and the children left the hall.



**3 Think of an object to complete these sentences. Write the object.**

- 1 Joe did not like the \_\_\_\_\_.
- 2 Miss Pye phoned \_\_\_\_\_.
- 3 The wind blew the \_\_\_\_\_.
- 4 The children rehearsed the \_\_\_\_\_.

## Writing preparation



### 1 Think about these questions. Write notes.

Who has come to watch the show? the families? Mr Barry? Mrs Barry?

Decide which characters are in the scene. Write the names.

You don't have to use all the spaces.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where does the scene happen? Write the place. \_\_\_\_\_



### 2 What is each person wearing? Write notes. What do they say about their clothes? Write sentences.



Anna is wearing \_\_\_\_\_

I am wearing \_\_\_\_\_. It is made of \_\_\_\_\_.

It has got \_\_\_\_\_.



Fred is wearing \_\_\_\_\_

I am wearing \_\_\_\_\_. It is made of \_\_\_\_\_.

It has got \_\_\_\_\_.



Joe is wearing \_\_\_\_\_

I am wearing \_\_\_\_\_. It is made of \_\_\_\_\_.

It has got \_\_\_\_\_.



Lucy is wearing \_\_\_\_\_

I am wearing \_\_\_\_\_. It is made of \_\_\_\_\_.

It has got \_\_\_\_\_.

### 3 What do these people say after the show? Write notes.



the families \_\_\_\_\_



Miss Pye \_\_\_\_\_



Mr Barry, Mrs Barry \_\_\_\_\_



the children \_\_\_\_\_



## Check-up 6

### 1 Complete the sentences with the verbs in the box. Use the future passive.

give   build   teach   take

- 1 A new bridge \_\_\_\_\_ across the river next year.
- 2 In the summer exams \_\_\_\_\_ by all the children in the school.
- 3 Next year this class \_\_\_\_\_ science by Professor Jones.
- 4 At the end of the year prizes \_\_\_\_\_ to the best students.

### 2 Make questions. Use the future passive.

- 1 When – the film – finish? \_\_\_\_\_
- 2 How – the problem – solve? \_\_\_\_\_
- 3 the cows – keep – in the barn? \_\_\_\_\_
- 4 the car – mend? \_\_\_\_\_

### 3 Make the sentences negative. Add *not*.

- 1 The new mall will be opened in July. \_\_\_\_\_
- 2 The house will be sold. \_\_\_\_\_
- 3 The trees will be cut down. \_\_\_\_\_
- 4 The school will be painted. \_\_\_\_\_

### 4 Complete the sentences with the verbs in brackets.

Use the present simple or the present continuous.

- 1 (go, drive, walk)

Mr Fox usually \_\_\_\_\_ to work by car but today he \_\_\_\_\_ not \_\_\_\_\_ . It is a beautiful day so he \_\_\_\_\_ to work.

- 2 (visit, go, study)

Billy and Milly \_\_\_\_\_ their grandparents every weekend but this weekend they \_\_\_\_\_ not \_\_\_\_\_ to see them. They will have an exam tomorrow so today they \_\_\_\_\_ .

- 3 (sit, enjoy, watch)

Carol \_\_\_\_\_ in front of the TV. She \_\_\_\_\_ her favourite programme. She always \_\_\_\_\_ TV after school.

## Check-up 6

### 5 Look and read.



Monday 1st June 10.30  
Sunnyside Mall  
Grand opening by the famous actor  
*Johnny Johns*  
Listen to the town band!  
Balloons for all the children!

### 6 Think about these questions.

- 1 What is Tom Park's job? Does he write books or newspaper stories?
- 2 Where is he standing at the moment?
- 3 Is the mall open or closed? Are there lots of people outside?
- 4 When will the mall be opened? Who will it be opened by?
- 5 Will music be played? Who will it be played by?
- 6 What will be given to all the children?
- 7 Is everybody very bored or very excited?

### 7 Write about Tom Park and the opening of the new mall.

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**1 There are mistakes with the verbs in these sentences. The mistakes are underlined. Write the sentences correctly. (v = verb)**

1 (v) Lucy is taking the bus to school every day.

\_\_\_\_\_

2 (v) My brother enjoy playing football.

\_\_\_\_\_

3 (v) John has gone to Scotland last year.

\_\_\_\_\_

4 (v) You will see skyscrapers if you will go to New York.

\_\_\_\_\_

5 (v) Would you mind to open the window?

\_\_\_\_\_

6 (v) If Sam would work harder, he would pass his exam.

\_\_\_\_\_

7 (v) The children was playing on the beach.

\_\_\_\_\_

8 (v) The train will leaving at eight o'clock.

\_\_\_\_\_

**2 Complete the words. They were all in the Reading text.**

1 The wind stopped blowing and the sea became c\_\_\_\_\_ again.

2 The sun was shining and the children jumped into the sp\_\_\_\_\_ water.

3 In the middle of the island snowy p\_\_\_\_\_ rose up into the blue sky.

4 Colourful fish and strange sea creatures lived in the coral r\_\_\_\_\_.

5 We took food, water and a map and set out to ex\_\_\_\_\_ the island.

6 Behind the trees we found a h\_\_\_\_\_ cave.

7 Windsurfing and jet-skiing are exciting a\_\_\_\_\_.

8 The boys could ride well so they travelled through the mountains on h\_\_\_\_\_.

**Now check the spelling in your Dictionary.**

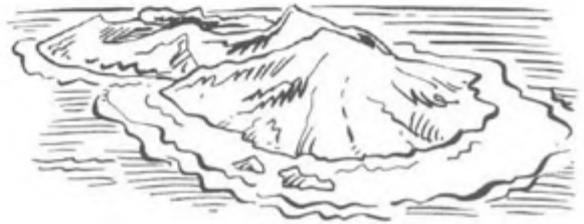
## Reading comprehension and vocabulary

1 Read *An island in the South Pacific* again.

2 Choose the best word to complete each sentence.

coral reef canoe jet-ski windsurf ocean dolphins

- 1 Around Tahiti is the clear blue \_\_\_\_\_.
- 2 You can \_\_\_\_\_ across the bays.
- 3 You can touch the \_\_\_\_\_ in the bay.
- 4 You can dive down to the \_\_\_\_\_.
- 5 You can \_\_\_\_\_ round the island.
- 6 You can \_\_\_\_\_ across the calm lagoons.



3 Match the words and the definitions.

attractive meet encourage explore persuade

- 1 to say things that help people to do something \_\_\_\_\_
- 2 to say things that make people want to do something \_\_\_\_\_
- 3 to see and talk with someone \_\_\_\_\_
- 4 to go to a new place and see what is there \_\_\_\_\_
- 5 looking nice and pretty \_\_\_\_\_

4 Match and write the words that have the same or similar meanings.

pretty persuade peak sparkling unseen discover order

- 1 mountain \_\_\_\_\_
- 2 shining \_\_\_\_\_
- 3 arrange \_\_\_\_\_
- 4 encourage \_\_\_\_\_
- 5 attractive \_\_\_\_\_
- 6 explore \_\_\_\_\_
- 7 hidden \_\_\_\_\_

Check in your Dictionary!



1 Complete the sentences with the words in the box.

me you him her it us you them

- 1 John is the winner. Give \_\_\_\_\_ the prize!
- 2 The children are bored. Will you read \_\_\_\_\_ a story?
- 3 It's Grandma's birthday tomorrow. Let's make \_\_\_\_\_ a cake!
- 4 The cat was very hungry so we gave \_\_\_\_\_ some fish.
- 5 Are you interested in music? Shall I sing \_\_\_\_\_ a song?
- 6 I want to buy a CD. Can you lend \_\_\_\_\_ some money?
- 7 We are lost. Can you tell \_\_\_\_\_ the way to the station, please?
- 8 I had a wonderful holiday. Shall I show \_\_\_\_\_ my photos?

2 Change the sentences.

- 1 I gave the present to her. I gave her the present.
- 2 I won't sing a song for them. \_\_\_\_\_
- 3 Show your homework to me. \_\_\_\_\_
- 4 We bought a book for him. \_\_\_\_\_
- 5 Dad read a story to us. \_\_\_\_\_
- 6 I've brought these flowers for you. \_\_\_\_\_
- 7 Shall we bake a cake for her? \_\_\_\_\_
- 8  Let's make a house for it! \_\_\_\_\_

3 Complete the sentences with a word from each box.

buy write send  
play lend

me him her  
us them

a rubber a card a tune  
a letter a pet

- 1 Grandma loves hearing from us. Let's \_\_\_\_\_.
- 2 They like music. Why don't you \_\_\_\_\_?
- 3 I've made a mistake. Please can you \_\_\_\_\_?
- 4 We love animals. Mum and Dad should \_\_\_\_\_.
- 5 It's Grandpa's birthday next week. Let's \_\_\_\_\_.

## Grammar in conversation

### 1 Read the sentences. Tick (✓) the sentence which is more polite.

- 1 A Give me an apple. \_\_\_\_\_  
B Give me an apple, please. \_\_\_\_\_
- 2 A Please, can I borrow your pen? \_\_\_\_\_  
B Can I borrow your pen? \_\_\_\_\_
- 3 A Can I ask you a question? \_\_\_\_\_  
B Could I ask you a question? \_\_\_\_\_
- 4 A Could I have a banana? \_\_\_\_\_  
B Could I have a banana, please? \_\_\_\_\_
- 5 A May I open the window? \_\_\_\_\_  
B Can I open the window? \_\_\_\_\_
- 6 A Could I leave the room? \_\_\_\_\_  
B May I leave the room? \_\_\_\_\_
- 7 A Close the door, please! \_\_\_\_\_  
B Would you be so kind as to close the door? \_\_\_\_\_

### 2 Number these sentences from 1–5. Start with the least polite.

- A Could I have a sweet? \_\_\_\_\_
- B Give me a sweet, please. \_\_\_\_\_
- C May I have a sweet? \_\_\_\_\_
- D Give me a sweet. \_\_\_\_\_
- E Can I have a sweet? \_\_\_\_\_

### 3 Complete the dialogue with the words in the box.

nicely    please    Thanks    Can I    Give  
sorry    Of course    magic    polite    me



- Jim: \_\_\_\_\_ me an orange, Mum.
- Mum: I'm \_\_\_\_\_?
- Jim: Give \_\_\_\_\_ an orange.
- Mum: That's not very \_\_\_\_\_. Ask \_\_\_\_\_.
- Jim: \_\_\_\_\_ have an orange?
- Mum: What's the \_\_\_\_\_ word?
- Jim: Can I have an orange, \_\_\_\_\_?
- Mum: \_\_\_\_\_. Here you are.
- Jim: \_\_\_\_\_, Mum!

## Spelling

Remember! We can divide words into small parts. The parts are called **syllables**. Each syllable has a vowel sound.



This word has one syllable.

beach



This word has two syllables.

lagoon



Some two-syllable words have a **double consonant** in the middle.



Explore the **hidden** pathways.



### 1 Circle the double consonant in these words.

parrot rabbit kitten yellow apple hidden  
swimmer runner coffee foggy lesson pizza

### 2 Read the clues. Write the words.

All the answers have double consonants.

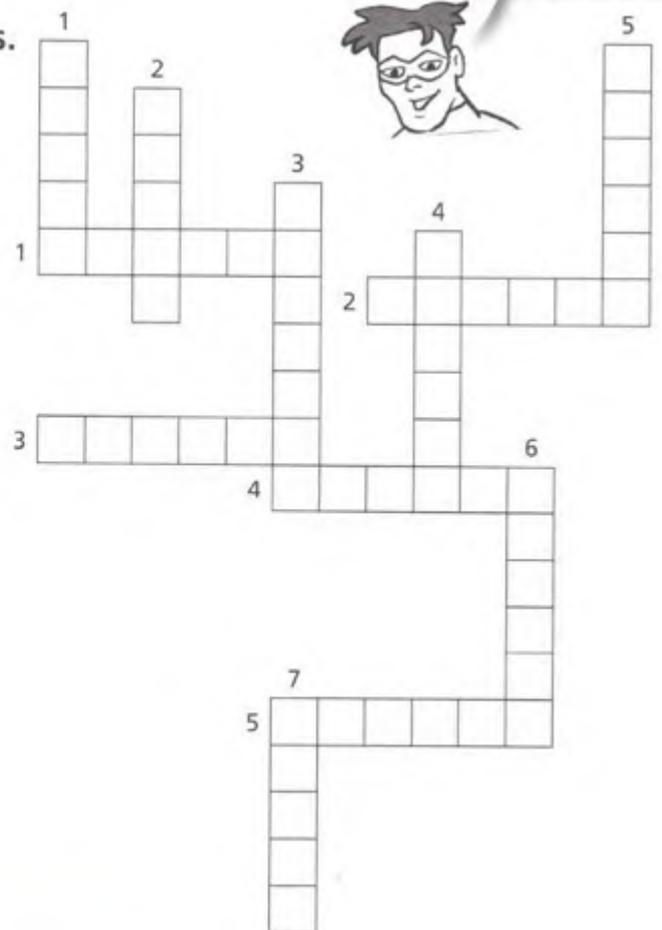
#### Down

- 1 weather with fog
- 2 a round fruit
- 3 a person who swims
- 4 not seen
- 5 a length of time in school
- 6 an animal with big ears
- 7 a round, flat food

#### Across

- 1 a light colour
- 2 a baby cat
- 3 a drink
- 4 a person who runs
- 5 a bird that can talk

Watch your spelling!



## Use of English

Do you remember? We use 's to show the owner of something. An object can have **more than one** owner. Read about the boys.

This is the boys' canoe.



The boys are the owners of the canoe. The canoe belongs to the boys.



### 1 Read.

If the noun is plural there is more than one owner.

We add ' after plural nouns ending in s.

birds



the birds' nest



The birds are the owners of the nest.

The nest belongs to the birds.

### 2 Write the owners of the objects. Write the sentence.

the hens' **eggs** \_\_\_\_\_ the hens \_\_\_\_\_ the cows' **tails** \_\_\_\_\_

\_\_\_\_\_ The eggs belong to the hens. \_\_\_\_\_

the girls' **horse** \_\_\_\_\_ the bears' **cave** \_\_\_\_\_

\_\_\_\_\_

### 3 Read.

If the plural noun does not end in s, we add 's.

the children



the children's bags



The children are the owners of the bags.

The bags belong to the children.

### 4 Write the owners. Write the sentence.

the men's boat \_\_\_\_\_ the men \_\_\_\_\_ the women's shoes \_\_\_\_\_

\_\_\_\_\_ The boat belongs to the men. \_\_\_\_\_

the people's city \_\_\_\_\_ the geese's feathers \_\_\_\_\_

\_\_\_\_\_

## Writing preparation

- 1 Look at these pictures for a leaflet about a Tahitian boat trip.
- 2 What do the Tahitian people say about boat trips? Write your idea in the speech bubble.



- 3 What can you do on a boat trip? Write your ideas in the box.



- 4 Which activities are the best?

Choose two pictures. Write captions.  
You may write your sentences in  
the box.

- 5 What can you see on a boat trip? Write your ideas in the box.



- 6 Which creatures are the most interesting or the most beautiful?

Choose two creatures.  
Colour them if you like.  
Write captions in the box.

## Composition practice

### 1 Write your leaflet. Use you ideas on page 68. Think of a title.

Include the words the man says.

Draw the pictures you have chosen. Write the captions.

Write what you can do on a boat trip. Write what you can see on a boat trip. Set the information out clearly.

### 2 Look at your leaflet. Does it make the boat trip sound exciting?

Is the information clear? Does it look good? Make it better if you can.

---

## Check-up 7

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

- 1 It's Grandpa's birthday next week. Let's buy \_\_\_\_\_ a present.
- 2 The children are bored. Can you read \_\_\_\_\_ a story?
- 3 I'll write to you. Please give \_\_\_\_\_ your address.
- 4 Nobody wanted this little dog so we gave \_\_\_\_\_ a home.
- 5 Are you hungry, boys? Shall I make \_\_\_\_\_ some sandwiches?
- 6 We're going to France. Can you teach \_\_\_\_\_ French?
- 7 My sister was feeling sad so I told \_\_\_\_\_ some jokes.
- 8 Do you like guitar music? Shall I play \_\_\_\_\_ my favourite tune?

me  
you  
him  
her  
it  
us  
you  
them

### 2 Change the sentences. Use the words in the box.

- 1 I bought these flowers for Grandma. \_\_\_\_\_
- 2 John played a tune for Grandpa. \_\_\_\_\_
- 3 Lily read a story to the children. \_\_\_\_\_
- 4 Mum gave my brother and me some sweets. \_\_\_\_\_

them  
her  
us  
him

### 3 Number the sentences from 1–5. Start with the least polite.

- A Can I have some water? \_\_\_\_\_
- B Give me some water. \_\_\_\_\_
- C May I have some water? \_\_\_\_\_
- D Can I have some water, please? \_\_\_\_\_
- E Could I have some water? \_\_\_\_\_

### 4 Write questions. Use a different verb each time.

- 1 You want to borrow your friend's rubber.  
\_\_\_\_\_

- 2 You'd like to have a sandwich. Ask your Grandma nicely.  
\_\_\_\_\_

- 3 You need to leave the room. Ask your teacher very politely!  
\_\_\_\_\_

## Check-up 7

### 5 Look and read.

Saturday morning

Hello, Aunt Meg!



Hello, Pete! Hello, Sally!

What a lovely day!



Two ice creams, please.

Later at home

Could I have a kite, please, Aunt Meg?



Of course!

We must thank Aunt Meg.



She isn't at home.



Let's send her an email!

### 6 Think about these questions.

- 1 Who did Sally and Pete visit on Saturday?
- 2 Where did she take them? Was the weather cold and wet?
- 3 What did Aunt Meg buy them?
- 4 What did Pete want? Did Aunt Meg get him one?
- 5 When Pete and Sally got home, what did they try to do? Why?  
Could they speak to Aunt Meg? Why not?
- 6 So what did they do?

### 7 Write the story.

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**1** There are mistakes with spelling in these sentences. The mistakes are underlined. Write the sentences correctly. (sp = spelling)

1 (sp) (sp) The children enjoy swiming in the see.

\_\_\_\_\_

2 (sp) (sp) The acter recieved a prize for his performance in the film.

\_\_\_\_\_

3 (sp) (sp) Hurry up! The plain is takeing off in half an hour.

\_\_\_\_\_

4 (sp) (sp) We stoped to look at the ponys in the field.

\_\_\_\_\_

5 (sp) (sp) The firemen were heros. They saved the lifes of the people in the fire.

\_\_\_\_\_

**2** Find the correct definitions of the underlined words in the box below. Write the numbers.

- a The children were longing for the holidays to start. \_\_\_\_\_
- b We watched a very long film. \_\_\_\_\_
- c The elephant picked up the log with its trunk. \_\_\_\_\_
- d The man sat down under the tree and rested his back against its trunk. \_\_\_\_\_
- e The Aztecs were a race of people who lived in South America. \_\_\_\_\_
- f The cars raced round the track. \_\_\_\_\_
- g A black fly landed on the cake. \_\_\_\_\_
- h The birds are flying south for the winter. \_\_\_\_\_

1	fly v	to move above the ground using wings
2	fly n	a small insect with wings
3	long v	to want something very much
4	long adj	lasting some time; not short
5	race v	to move very fast
6	race n	a group of people who are the same
7	trunk n	the main, central part of a tree
8	trunk n	the long nose of an elephant

## Reading comprehension and vocabulary

1 Read *How peace came to the people of the great lakes again*.

2 Choose the correct ending to complete each sentence.

- 1 For many years the tribes had been \_\_\_\_\_  
a at war. b arguing. c fighting.
- 2 The old woman's daughter had \_\_\_\_\_  
a a dream. b a son. c a daughter.
- 3 Deganawida paddled a canoe made of \_\_\_\_\_  
a rock. b sticks. c stone.
- 4 Hiawatha's warriors were afraid of \_\_\_\_\_  
a the chief of the Onondaga. b their neighbours. c Deganawida.
- 5 The chief of the Onondaga was very \_\_\_\_\_  
a powerful. b peaceful. c fearful.
- 6 On his journey, Hiawatha fought wild \_\_\_\_\_  
a beasts. b bears. c beans.
- 7 The chief of the Onondaga had snakes in his \_\_\_\_\_  
a head. b hand. c hair.
- 8 The tribes agreed to bury their \_\_\_\_\_  
a axes. b weapons. c bows.



3 Match the words with their opposite meanings.

- |            |             |
|------------|-------------|
| 1 peace    | a fearful   |
| 2 argue    | b protect   |
| 3 hate     | c war       |
| 4 sadness  | d love      |
| 5 ugliness | e beauty    |
| 6 brave    | f agree     |
| 7 harm     | g happiness |

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_

## Grammar

### 1 Complete the sentences with the verbs in the box.

Use the present perfect continuous.

teach travel play wait live learn

- 1 Mr Jones said, "I \_\_\_\_\_ in this town for many years."
- 2 Professor James \_\_\_\_\_ at the university since 2005.
- 3 "We \_\_\_\_\_ French since September," said Joe.
- 4 Henry and Rupert \_\_\_\_\_ around the world for nine months.
- 5 Mrs Bond \_\_\_\_\_ for a taxi for half an hour.
- 6 "You \_\_\_\_\_ basketball for three hours," said the teacher.

### 2 Write questions for the answers.

- 1 How long \_\_\_\_\_  
The baby has been sleeping for six hours.
- 2 \_\_\_\_\_  
The boys have been arguing all afternoon.
- 3 \_\_\_\_\_  
Aunt Jane has been driving that car for years.
- 4 \_\_\_\_\_  
We have been watching TV since three o'clock.

### 3 Complete the sentences with *for* or *since*.

- 1 Uncle John has been flying planes \_\_\_\_\_ ten years.
- 2 The girls have been playing tennis \_\_\_\_\_ two o'clock.
- 3 We have been living in our apartment \_\_\_\_\_ October.
- 4 Mrs Morris has been working in this school \_\_\_\_\_ nine months.

### 4 Answer the questions.

- 1 How long have you been living in this town? \_\_\_\_\_
- 2 How long have you been studying in this school? \_\_\_\_\_
- 3 How long have you been learning English? \_\_\_\_\_

## Grammar in conversation

### 1 What does the boy say to the girl? Use the words in the box.

So am I.    Neither am I.    So do I.    Neither do I.



- 1 I'm good at maths. \_\_\_\_\_
- 2 I like reading. \_\_\_\_\_
- 3 I don't like spiders. \_\_\_\_\_
- 4 I'm not feeling well. \_\_\_\_\_
- 5 I play the piano. \_\_\_\_\_
- 6 I don't speak French. \_\_\_\_\_
- 7 I'm going to London. \_\_\_\_\_
- 8 I don't eat sweets. \_\_\_\_\_

### 2 Complete the dialogue with the words in the box.

- Max: What films do you like?  
Nina: \_\_\_\_\_ the "Harry Potter" films.  
Max: \_\_\_\_\_. They're great.  
Nina: They're \_\_\_\_\_ scary sometimes.  
Max: No! \_\_\_\_\_. I think they're exciting.  
Nina: I don't like very \_\_\_\_\_ films.  
Max: \_\_\_\_\_.  
Nina: But Harry Potter's \_\_\_\_\_.  
Max: Yes, \_\_\_\_\_.

I agree    I disagree    I enjoy  
Me too    Me neither  
brilliant    scary    a bit



### 3 What's your opinion? Write *I agree* or *I disagree* and one more sentence.

- 1 It's great to live in a big city. \_\_\_\_\_
- 2 Watching TV is a waste of time. \_\_\_\_\_
- 3 Every family should have a pet. \_\_\_\_\_

## Spelling

In some words the letter **o** sounds like **u**.



son

Her daughter had a son.



### 1 Write the **o** that sounds like **u** in each word.

m\_\_nth    c\_\_lour    fr\_\_nt    s\_\_n    n\_\_thing  
ab\_\_ve    w\_\_nderful    w\_\_n    m\_\_ney    l\_\_ve

Read the words.

### 2 Write the word with the opposite meaning.

- |                  |                   |
|------------------|-------------------|
| 1 back _____     | 2 below _____     |
| 3 daughter _____ | 4 lost _____      |
| 5 awful _____    | 6 something _____ |
| 7 hate _____     |                   |

### 3 Complete these statements.

- 1 There are twelve \_\_\_\_\_ in a year.
- 2 There are seven \_\_\_\_\_ in a rainbow.

### 4 Which word in exercise 1 is not an answer in exercise 2 or 3?

\_\_\_\_\_

Write it in a sentence of your own.

\_\_\_\_\_

### 5 Solve these clues.

- 1 The opposite of sister is \_\_\_\_\_.
- 2 The opposite of father is \_\_\_\_\_.
- 3 This book has a space rocket on the front \_\_\_\_\_.



Remember when to use an apostrophe!



1 Read.

1 We use an apostrophe when we miss out a letter or letters.

Hiawatha couldn't sleep at night. "I've been dreaming," he said.

couldn't = could not

I've = I have

**Write the apostrophe:** I am = I m we are = we re

he cannot = he can t



2 We use an apostrophe to show the owner of something.

The chief's face was ugly.

The face belonged to the chief.



When there is one owner we use 's.

**Write the apostrophe:** Ben s books the boy s hand the bird s wing

3 We use an apostrophe to show more than one owner.

The warriors' weapons were buried in the ground.

The weapons belonged to the warriors.



If the plural noun ends with s the apostrophe comes after the s.

**Write the apostrophe:** the girls bags the horses tails the trees branches

4 Remember! Some plurals do not end in s.

The people's lives were peaceful at last.

The lives belonged to the people.



If the plural noun does not end with s we use 's.

**Write the apostrophe:** the children s toys the women s dresses  
the men s shoes

## Writing preparation

Deganawida grew up to be a brave, kind and gentle boy.



### 1 Look at the pictures.

Decide which pictures show Deganawida was brave, kind or gentle.

### 2 Write notes under each picture about what Deganawida did.

Use your Dictionary to help you find words.



## Composition practice

### 1 Write the story of Deganawida as a boy. Write three paragraphs.

Paragraph 1 Write about the kind things he did.

Paragraph 2 Write about the brave things he did.

Paragraph 3 Write about the gentle things he did.

Begin like this.

Deganawida was a kind boy. One day he

## Check-up 8

### 1 Complete the sentences with the verbs in the box.

Use the present perfect continuous.

play   rain   learn   ride   wait   feel

- 1 Lisa \_\_\_\_\_ Russian for two years.
- 2 The boys \_\_\_\_\_ football all morning.
- 3 How long \_\_\_\_\_ you \_\_\_\_\_ for a bus?
- 4 Uncle Fred \_\_\_\_\_ that old motorbike for years.
- 5 "I \_\_\_\_\_ not \_\_\_\_\_ well recently,"  
said Aunt Jane.
- 6 What terrible weather! It \_\_\_\_\_ all day.

### 2 Complete the sentences with *for* or *since*.

- 1 Professor Green has been teaching science \_\_\_\_\_ many years.
- 2 The children have been watching TV \_\_\_\_\_ hours.
- 3 Mr and Mrs Jones have been living in that apartment \_\_\_\_\_ 1994.
- 4 Billy has been doing his homework \_\_\_\_\_ 5 o'clock.
- 5 Lucy has been speaking on the phone \_\_\_\_\_ forty-five minutes.
- 6 Miss Potter has been working at the hospital \_\_\_\_\_ last July.

### 3 What does the girl say to the boy? Use the words in the box.

So am I.   Neither am I.   So do I.   Neither do I.



- 1 I play the piano. \_\_\_\_\_
- 2 I'm hungry. \_\_\_\_\_
- 3 I don't like exams. \_\_\_\_\_
- 4 I'm feeling tired. \_\_\_\_\_
- 5 I'm not afraid of spiders. \_\_\_\_\_
- 6 I love pizza. \_\_\_\_\_

## Check-up 8

### 4 Look and read.



- Hello, Max. What are you doing here?
- I'm waiting for Joe. We're going to play football. I got here at 9.30.
- It's 10.30 now.
- Yes, and he still hasn't arrived.



- Maybe that's him. Hello? Joe? Where are you?
- I'm at the park. I got here at 9.00. Where are you?
- I'm at the park, too. I'm waiting for you!
- Are you standing by the white gates?
- No! The black gates.
- You said "I'll meet you in front of the white gates."
- Really? Oh! Sorry.



### 5 Think about these questions.

- 1 Where is Max? Who is he waiting for? What are they going to do?
- 2 How long has he been waiting?
- 3 What happens suddenly? Who is it? Where is he? Who is he waiting for?
- 4 Is Joe standing in front of the white gates or the black gates? How long has he been standing there?
- 5 Who has made a mistake, Max or Joe? Has he been waiting in the right place or the wrong place?

### 6 Write about Max and Joe.

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## 9 Study skills

Here's a different way to make notes!



### 1 Read.

We know that the first doctors worked thousands of years ago in the ancient world. In Egypt a doctor called Imhotep treated the pharaoh Zoser. In Greece Hippocrates looked carefully at patients before he started to treat them. In Rome a doctor called Galen did brain and eye operations.

### 2 Look.



### 3 Cover the text in exercise 1 above. Use the notes in exercise 2 to talk about the first doctors.

### 4 Read.

In Europe two hundred years ago doctors started to use microscopes to look at germs. In Hungary a doctor called Semmelweis realised that it was important for doctors to wash their hands to stop germs from spreading. In London a surgeon called Lister made sure that instruments were cleaned before and after operations.

### 5 Make notes as in exercise 2 above.

### 6 Cover the text in exercise 4. Use your notes to talk about doctors in Europe.

## Reading comprehension and vocabulary

1 Read *The first doctors* again.

2 Complete the sentences with the words in the box.

illness microscope healthy medicine operation

- 1 Imhotep treated \_\_\_\_\_ 4,700 years ago.
- 2 Avicenna wrote a book about \_\_\_\_\_ 1,000 years ago.
- 3 Doctors in Europe began to use a \_\_\_\_\_ to look at germs.
- 4 They did not understand that \_\_\_\_\_ people could spread germs by touch.
- 5 Lister said that instruments must be cleaned before and after each \_\_\_\_\_.

3 Match the pairs. Write the words in the correct list.

healthy    clean    pain    angry    painful    ill  
illness    cleanliness    health    anger

noun

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adjective

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4 Complete the sentences with the words in the box.

fresh disposable disgrace evidence dressing

- 1 Harry is in \_\_\_\_\_ because he hasn't done any homework this week.
- 2 It is best to eat \_\_\_\_\_ fruit and vegetables.
- 3 Mum put a clean \_\_\_\_\_ on Lucy's cut finger.
- 4 These dressings are \_\_\_\_\_ and you only use them once.
- 5 In our science lesson we looked for \_\_\_\_\_ that wood floats in water.

## Grammar

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

myself yourself himself herself itself

- 1 I hope you enjoy \_\_\_\_\_ at the party.
- 2 The monkey is looking at \_\_\_\_\_ in the mirror.
- 3 I fell over on the icy road and hurt \_\_\_\_\_.
- 4 The boy bought \_\_\_\_\_ an electric guitar.
- 5 Aunt Jane cut \_\_\_\_\_ on a piece of glass.

### 2 Complete the sentences with the words in the box.

ourselves yourselves themselves

- 1 "You've done very well," said the teacher. "Give \_\_\_\_\_ a clap."
- 2 We passed our exams. We were very pleased with \_\_\_\_\_.
- 3 The children opened their eyes and found \_\_\_\_\_ in a dark forest.

### 3 Write a sentence about each picture. Use the verbs in brackets.

- 1  \_\_\_\_\_ (wash)
- 2  \_\_\_\_\_ (look)
- 3  \_\_\_\_\_ (enjoy)
- 4  \_\_\_\_\_ (hurt)

### 4 Answer the questions.

- 1 When were you last angry with yourself?  
\_\_\_\_\_

- 2 When did you and your friends last enjoy yourselves?  
\_\_\_\_\_

## Grammar in conversation

- 1** Complete the sentences with the verbs in brackets.  
Use the past continuous and the past simple.

- 1 I \_\_\_\_\_ in the park when I \_\_\_\_\_ my friend.  
(walk, see)
- 2 Joe \_\_\_\_\_ across the road when he \_\_\_\_\_ down.  
(run, fall)
- 3 We \_\_\_\_\_ a picnic when suddenly it \_\_\_\_\_ to rain.  
(have, begin)
- 4 The scientist \_\_\_\_\_ late when he \_\_\_\_\_ a discovery.  
(work, make)
- 5 Mrs Johns \_\_\_\_\_ in the mall when she \_\_\_\_\_ her bag.  
(shop, lose)
- 6 The boys \_\_\_\_\_ football when they \_\_\_\_\_ the window.  
(play, break)

- 2** Look at the pictures and write sentences. Use the verbs under the pictures.  
Use the past continuous and the past perfect.



buy



drop



climb



start



watch



ring



swim



see

- 1 Mrs May \_\_\_\_\_ when \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

## Spelling



Remember! The parts of a word are called syllables. Each syllable must have one vowel or more.

Say this word! How many syllables can you hear?

ambulance



### 1 Read the syllables. Write the words. Say the words.

am - bu - lance = \_\_\_\_\_

hos - pit - al = \_\_\_\_\_

med - i - cine = \_\_\_\_\_

im - port - ant = \_\_\_\_\_

mic - ro - scope = \_\_\_\_\_

in - struc - tion = \_\_\_\_\_

How many syllables do these words have? \_\_\_\_\_

### 2 Say the words. Write the number of syllables.

1 nurse \_\_\_\_\_

2 patient \_\_\_\_\_

3 sheet \_\_\_\_\_

4 illness \_\_\_\_\_

5 nowadays \_\_\_\_\_

6 clean \_\_\_\_\_

### 3 Say the words. Circle the words that have three syllables.

germ   carefully   touch   doctor   understand

through   cleanliness   famous   surgeon

### 4 Write the words from exercise 3 in the correct list.

one syllable

two syllables

three syllables

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Use of English



Do you remember?  
Some words have more than one meaning.



Florence Nightingale wrote on sheets of paper.

### 1 Read.

When you look for a word in a dictionary, sometimes there is more than one meaning.

**sheet n** (1) a large piece of material that is put on a bed

Anna has blue sheets on her bed.

(2) a large piece of paper for writing or drawing on

Use a clean sheet when you copy out your story.

Look back at *The first doctors*. Which meaning of 'sheet' was used in the text?

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Sometimes the word can be used as different parts of speech.

**treat n** a special present or a special event

Dad took us to the theatre as a treat.

**v** (1) to behave towards someone in a particular way

Grandma always treats us very kindly.

(2) to try to make something or someone better

Doctors treated my aunt in hospital.

1 Look back at *The first doctors*. Was the verb or the noun of 'treat' used? \_\_\_\_\_

2 What was the meaning of 'treat' in the text? \_\_\_\_\_

3 Find 'record' in the text. What part of speech is it? \_\_\_\_\_

4 Find the correct meaning in your Dictionary. Write it here.

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5 Write a sentence using the other meaning of the verb 'record'.

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## Writing preparation

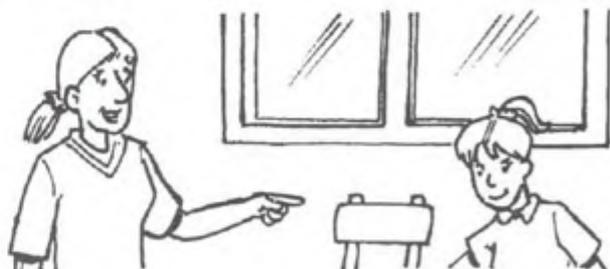
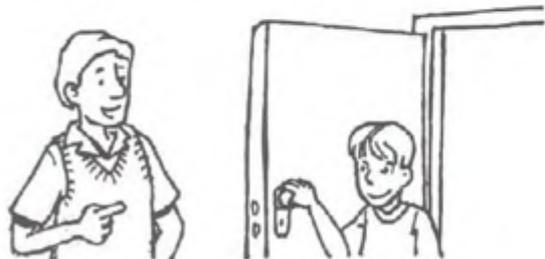
1 Name the objects. Check in your Dictionary.



2 Read the sentences. Underline the sentences that are instructions.

- 1 You should call an ambulance if it is needed.
- 2 Do you know where the nearest hospital is?
- 3 Write your name on your copy book.
- 4 Do not run in the corridors.
- 5 You must do your homework at the weekend.
- 6 This is a really good game!
- 7 We will leave at four o'clock.
- 8 Do your work quietly.

3 These people are giving instructions. Write the instruction.

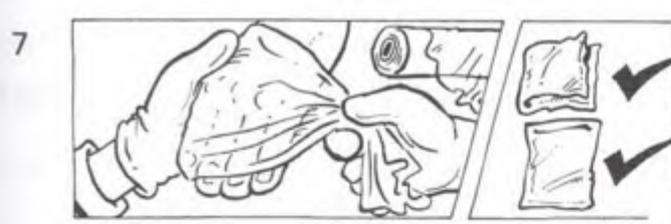
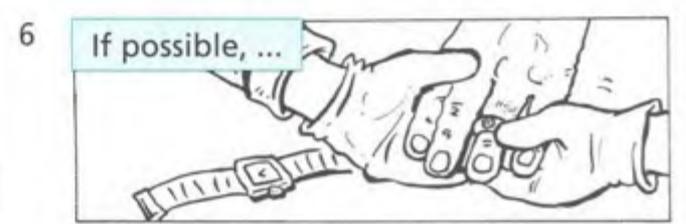
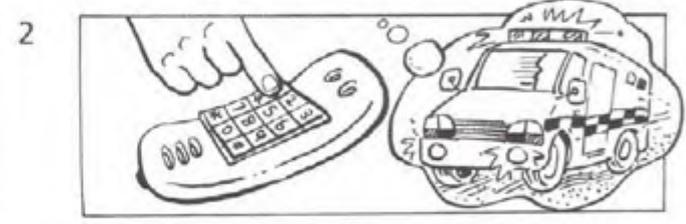


# Composition practice

## 1 Read.

If you know what to do when someone is hurt, you can help.

How to treat a burn.



## 2 Write the instructions.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

## Check-up 9

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

myself      yourself      himself      herself      itself  
ourselves      yourselves      themselves

- 1 Jane made no mistakes in her exam. She was very pleased with \_\_\_\_\_.
- 2 Here's some money, children. Go and buy \_\_\_\_\_ some sweets.
- 3 Be careful with that knife, Sam! Don't cut \_\_\_\_\_!
- 4 The boys fell off their bikes and hurt \_\_\_\_\_.
- 5 The man looked at \_\_\_\_\_ in the mirror.
- 6 We enjoyed \_\_\_\_\_ at the party.
- 7 When I failed my exam, I was very angry with \_\_\_\_\_.
- 8 The cat is washing \_\_\_\_\_ in the sunshine.

### 2 Complete the sentences. Use words from the box in exercise 1.

- 1 Those scissors are sharp. Don't \_\_\_\_\_.
- 2 Grandma and Grandpa are going on holiday. I hope \_\_\_\_\_.
- 3 Why \_\_\_\_\_ Annie \_\_\_\_\_ in the mirror?
- 4 When the boys didn't win their match, they were \_\_\_\_\_.

### 3 Complete the sentences with the verbs in brackets.

Use the past continuous and the past simple.

- 1 I \_\_\_\_\_ when the telephone \_\_\_\_\_. (sleep, ring)
- 2 Eddie \_\_\_\_\_ to school when it \_\_\_\_\_ to rain. (walk, begin)
- 3 The boys \_\_\_\_\_ the door when they \_\_\_\_\_ a noise. (open, hear)
- 4 We \_\_\_\_\_ the old bridge when it \_\_\_\_\_. (cross, break)
- 5 The man \_\_\_\_\_ the mountain when he \_\_\_\_\_. (climb, fall)
- 6 Mrs Day \_\_\_\_\_ when a thief \_\_\_\_\_ her bag. (shop, steal)

## Check-up 9

### 4 Look and read.



You're the best player in the team.



### 5 Think about these questions.

- 1 Was Tommy playing in a basketball match or a football match?
- 2 What was he doing when he fell over?
- 3 Did he hurt himself? Were his clothes very clean or very dirty?
- 4 Was Tommy pleased with himself or angry with himself? Why?
- 5 What did the referee tell Tommy after the match?
- 6 Was Tommy very angry with himself or very pleased with himself?

### 6 Write the story.

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**1 There are mistakes with word order in these sentences.**

**Write the sentences correctly. (w o = word order)**

1 (w o) John plays football always at the weekend.

\_\_\_\_\_

2 (w o) Never they have travelled by plane.

\_\_\_\_\_

3 (w o) At the beach we arrived in the afternoon.

\_\_\_\_\_

4 (w o) Why the children are making such a noise?

\_\_\_\_\_

5 (w o) The teacher told the children to not shout.

\_\_\_\_\_

6 (w o) You don't like bananas and neither I do.

\_\_\_\_\_

**2 Match the words and the definitions.**

medicines   bones   sore   habitat   blood   pain   anxious   throat

1 the place where a plant or animal lives

\_\_\_\_\_

2 worried

\_\_\_\_\_

3 the red liquid that flows through our bodies

\_\_\_\_\_

4 the part of the body behind the mouth inside the neck

\_\_\_\_\_

5 we use these to treat illnesses

\_\_\_\_\_

6 hurting

\_\_\_\_\_

7 the strong, hard parts of the body

\_\_\_\_\_

8 the feeling in the body when something hurts

\_\_\_\_\_

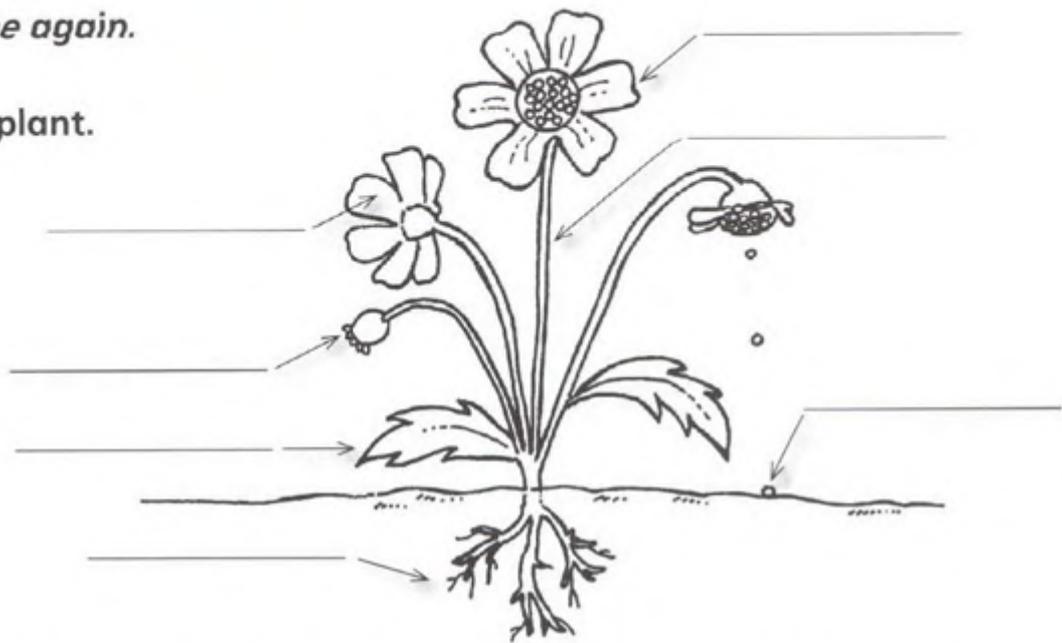
**Now check the words in your Dictionary.**

# Reading comprehension and vocabulary

1 Read *Plants in medicine* again.

2 Label the parts of the plant.

- stem   leaf
- root   seed
- bud   petal
- flower

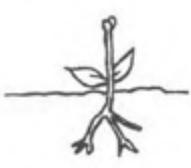


3 Number the sentences and pictures in order. Try not to look in your book again.

- \_\_\_ The stem grows longer and stronger.
- \_\_\_ The petals unfold and the flower opens.
- \_\_\_ One shoot grows up and one shoot goes down.
- \_\_\_ The seeds form in the flower and the flower dies.
- \_\_\_ The seed cracks open and tiny shoots appear.
- \_\_\_ A bud begins to develop on the stem.
- \_\_\_ The seeds drop down on the earth.
- \_\_\_ The seed lies on the earth.
- \_\_\_ The first leaves appear and the roots grow.



a \_\_\_



b \_\_\_



c \_\_\_



d \_\_\_



e \_\_\_



f \_\_\_



g \_\_\_



h \_\_\_



i \_\_\_

## Grammar

### 1 Look at the pictures and answer the questions. Use the verbs in the box.

cut down   pick   steal   break   burn   eat

- 1  What has happened to the windows? They have been broken.
- 2  What has happened to the tree? \_\_\_\_\_
- 3  What has happened to the cakes? \_\_\_\_\_
- 4  What has happened to the statue? \_\_\_\_\_
- 5  What has happened to our dinner? \_\_\_\_\_
- 6  What has happened to the apples? \_\_\_\_\_

### 2 Write questions for the answers.

- 1 How many \_\_\_\_\_  
Fifty houses have been built.
- 2 \_\_\_\_\_  
No, the car has not been mended yet.
- 3 How \_\_\_\_\_  
This medicine has been used to treat fevers.
- 4 Where \_\_\_\_\_  
The plants have been found in the rainforest.
- 5 \_\_\_\_\_  
Yes, the patients have been cured by the doctor.
- 6 \_\_\_\_\_  
Yes, this child has been seen by the nurse.

### 3 What changes have been made in your town recently? Write three sentences.

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

## Grammar in conversation

### 1 Complete the sentences with the verbs in brackets.

- 1 I wish I \_\_\_\_\_ play the piano. (can)
- 2 Susie wishes she \_\_\_\_\_ famous. (be)
- 3 Fred wishes he \_\_\_\_\_ not \_\_\_\_\_ a test today. (have)
- 4 The children wish they \_\_\_\_\_ near the beach. (live)
- 5 They wish they \_\_\_\_\_ on holiday. (be)
- 6 Do you wish you \_\_\_\_\_ a pet? (have)

### 2 Read the speech bubbles. Write about Amy and Jack.

What do they wish?

I'm twelve but  
I want to be sixteen.



I have short hair. I don't like it.  
Long hair is better.

I love kittens but Mum says  
I can't have one.

- 1 Amy wishes \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

I try and try but  
I can't whistle.



I don't like being so short.

We live in an apartment.  
I don't like it.

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

### 3 What about you? Write three wishes. Use the verbs *can*, *have* and *be*.

- 1 I wish I \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## Spelling

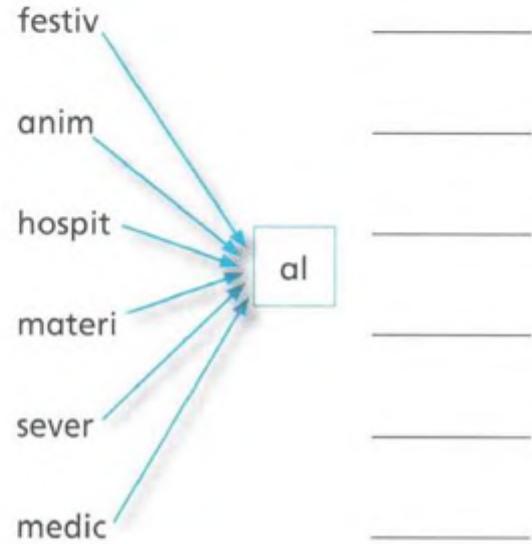
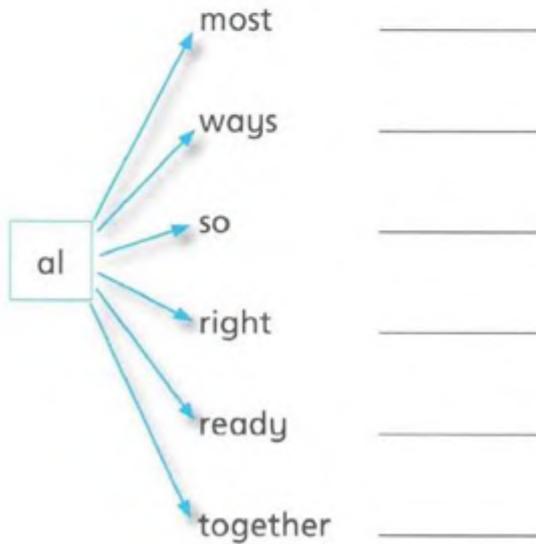


Remember! Some words begin with *al*.  
Some words end with *al*.

There are *always* nurses at the hospital.



### 1 Write the words. Read the words.



### 2 Write the words starting with *al* in exercise 1 with the same or similar meanings.

- safe and well \_\_\_\_\_
- nearly \_\_\_\_\_
- at all times \_\_\_\_\_
- as well \_\_\_\_\_
- in a group \_\_\_\_\_
- before the time \_\_\_\_\_

### 3 Write the words ending *al* in exercise 1 next to the correct definition.

- a place where sick people are treated \_\_\_\_\_
- a living creature \_\_\_\_\_
- a time when people come together for a special occasion \_\_\_\_\_
- to do with medicine \_\_\_\_\_
- a few of something \_\_\_\_\_
- something like plastic or wood that can be used to make things \_\_\_\_\_

## Use of English

Sometimes in speaking we add extra words to a sentence.



I think rainforests are important, **don't you?**

**Anna,** what do you know about rainforests?



We use a comma to separate the extra words from the main sentence.

### 1 Read.

The extra words can be at the beginning of the sentence.

Sorry, could you say your name again? Lucy, is that you?

Circle the comma in these sentences.



### 2 Write the comma in these sentences. The extra word or words are at the beginning.



Oh dear I've broken my pen.  
Thanks you're very kind.



Well you can borrow mine.  
Alright just give it back tomorrow.

### 3 Read.

The extra words can be at the end of the sentence.

I can't hear you, you know. You'll have to speak louder, Anna.

Circle the comma in these sentences.



### 4 Write the comma in these sentences. The extra word or words are at the end.



This is a good game isn't it?  
No I don't sorry.



What's the score do you know?  
I'll ask someone else I think.

### 5 Write the commas in these sentences. Decide whether the extra words are at the beginning or at the end.

Oh no I haven't done my homework.

I'm glad you told me that Ben.

It's Saturday remember!

Now we can go back to sleep can't we?

## Writing preparation

### 1 Read.



This insect comes from the rainforest. It finds food there. It looks for a good place to lay its eggs among the leaves and branches.

### 2 Read and match.



- 1 The egg is small and white. \_\_\_\_\_
- 2 The butterfly has wings. \_\_\_\_\_
- 3 The caterpillar is patterned.  
It has tiny feet. \_\_\_\_\_
- 4 The pupa has a hard shell.  
It is often brown or black. \_\_\_\_\_

### 3 Read these verbs. Match them to the pictures.

lays hatches eats sticks itself breaks open comes out



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

## Composition practice

1 These pictures show how a butterfly grows. Look and write sentences. Use page 98 to help you.

2 Check your work. Think of a title.

1



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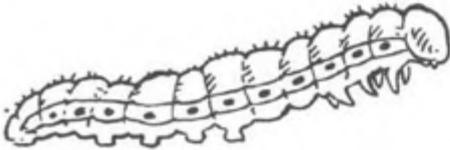
2



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3



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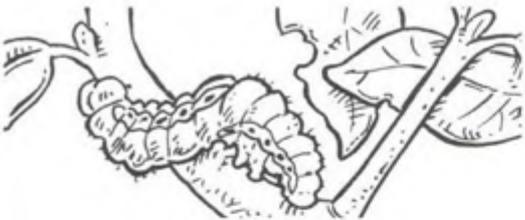
4



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5



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6



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7



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8



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## Check-up 10

### 1 Change the sentences. Use the passive.

1 Someone has picked all the flowers.

All the flowers

2 People have heard wolves in these mountains.

3 An excellent team has won the competition.

by

4 A group of Australian explorers have found unusual animals in this forest.

### 2 What has happened? Complete the sentences.

Use the present perfect passive. Use the verbs in brackets.

1



(blow down) The tree

2



(break) The windows

3



(mend) The jeans

4



(steal) The picture

### 3 Write sentences using *wish*.

1 Jenny hasn't got a pet but she wants one. She wishes

2 Billy can't whistle. He's trying to learn. \_\_\_\_\_

3 Ann and Jane don't like their brown hair. \_\_\_\_\_

4 I'd like to live in a big house. \_\_\_\_\_

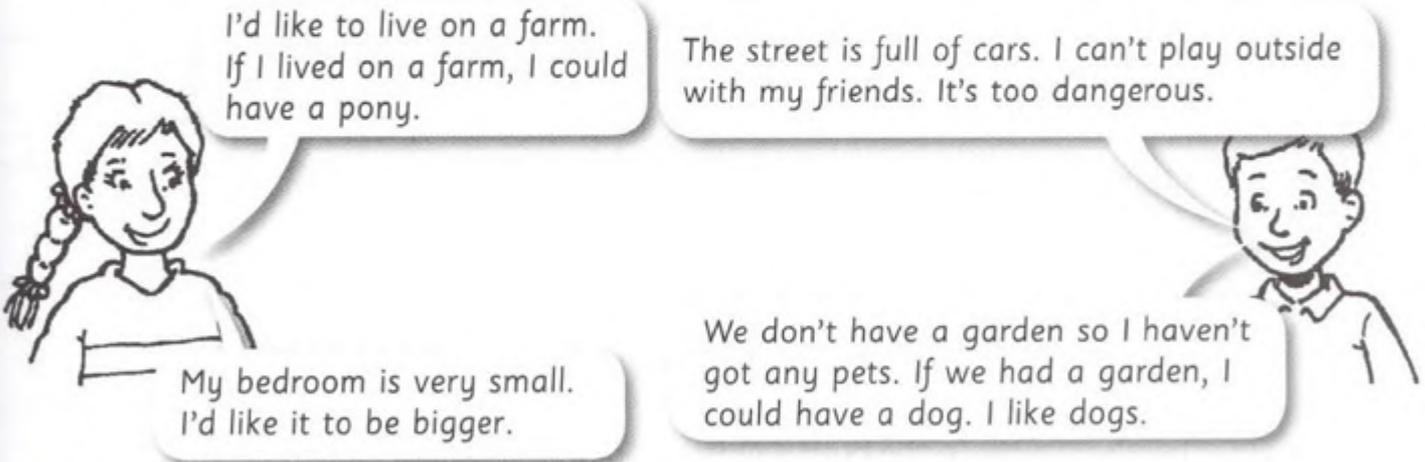
5 Freddy wants to be taller. \_\_\_\_\_

6 We'd like to be on holiday. \_\_\_\_\_

## Check-up 10

### 4 Look and read.

Ellie and Mike live with their mum and dad in a small apartment in the centre of the city. The city is noisy and busy. Ellie and Mike don't like living there.



I'd like to live on a farm. If I lived on a farm, I could have a pony.

The street is full of cars. I can't play outside with my friends. It's too dangerous.

My bedroom is very small. I'd like it to be bigger.

We don't have a garden so I haven't got any pets. If we had a garden, I could have a dog. I like dogs.

### 5 Think about these questions.

- 1 Where do Ellie and Mike live? Do they like living there?
- 2 What's their street like? Can Mike play outside? What does he wish?
- 3 Has Mike got a pet? What does he wish?
- 4 Is Ellie's bedroom big or small? What does she wish?
- 5 Do they live on a farm? What does Ellie wish?
- 6 Has Ellie got a pet? What does she wish?

### 6 Write about Ellie and Mike.

---

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---

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---



**1** There are mistakes with articles in these sentences.

Write the sentences correctly. (a = article)

1 (a) The name of the great river in South America is Amazon.

---

2 (a) The highest mountain in the world is the Everest.

---

3 (a) Animals cannot live without the water.

---

4 (a) (a) (a) (a) There is plane and helicopter in the sky. Plane is fast. Helicopter is slow.

---

5 (a) Help! There's a spider in the bath. I'm frightened of the spiders.

---

6 (a) (a) Is there a easy way to learn words of this song?

---

**2** Look again at page 82.

Let's make notes!

**3** Read.



Kitesurfing and skateboarding are extreme sports. In kitesurfing you have a kite tied to your back and you stand on a small board. The wind blows the kite and this pulls you across the water. In skateboarding you can skate on ramps, steps and rails. A skateboarder should wear a helmet, knee pads and elbow pads. A kitesurfer does not need so many protective clothes but it is a good idea to wear a lifejacket.

**4** Make notes.

**5** Cover the text in exercise 3 above. Use your notes to talk about the two sports.

## Reading comprehension and vocabulary

1 Read *Extreme sports!* again.

2 Answer the questions.

1 What four main places are used for these sports?

\_\_\_\_\_

2 What two things are important in extreme sports?

\_\_\_\_\_

3 What two parts of the body do bikers and boarders protect with pads?

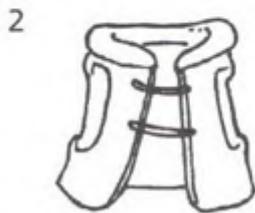
\_\_\_\_\_

4 Which four sports are not in the Olympics?

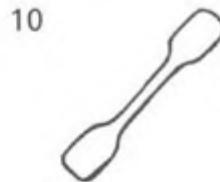
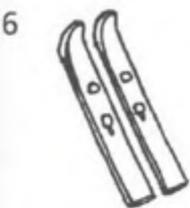
\_\_\_\_\_

3 Read the words. Label the protective clothing. Label the equipment.

kneepads goggles helmet lifejacket elbow pads



skateboard canoe paddles poles kite skis



4 Write the words in the text with the opposite meanings to these words.

1 dangerous \_\_\_\_\_

2 calm \_\_\_\_\_

3 boring \_\_\_\_\_

4 same \_\_\_\_\_

5 usual \_\_\_\_\_

6 loser \_\_\_\_\_

## Grammar

### 1 Complete the sentences with the correct word in brackets.

- 1 Summer is the time \_\_\_\_\_ people go on holiday. (where / when)
- 2 A downhill skier is a person \_\_\_\_\_ enjoys skiing fast. (which / who)
- 3 Trainers are shoes \_\_\_\_\_ people wear for sport. (that / who)
- 4 Ski jumping is a sport \_\_\_\_\_ can be dangerous. (where / which)
- 5 This is the playground \_\_\_\_\_ the skateboarders practise. (where / that)
- 6 In ski jumping the winner is the person \_\_\_\_\_ jumps the furthest. (which / that)

### 2 Change the sentences. Use the relative clauses in the box.

Make sure you put the clauses in the correct place.

that downhill skiers wear    when snowboarding became an Olympic sport  
who won the marathon    which the champion rode    where the boys are canoeing

- 1 The man is from Spain.

The man who won the marathon is from Spain.

- 2 The river is dangerous.

\_\_\_\_\_

- 3 I can't remember the year.

\_\_\_\_\_

- 4 Jimmy has bought one of those helmets.

\_\_\_\_\_

- 5 The bike was black and gold.

\_\_\_\_\_

### 3 Write your own sentences. Use the words in brackets.

- 1 (someone that) \_\_\_\_\_

- 2 (something that) \_\_\_\_\_

- 3 (a/the place where) \_\_\_\_\_

- 4 (a/the time when) \_\_\_\_\_

## Grammar in conversation

Don't forget to use question marks.



### 1 Complete the sentences. Use question tags.

- 1 You play computer games, \_\_\_\_\_
- 2 The children go to school by bus, \_\_\_\_\_
- 3 Your uncle drives a fast car, \_\_\_\_\_
- 4 I work hard, \_\_\_\_\_
- 5 Anna plays the piano beautifully, \_\_\_\_\_
- 6 We all enjoy birthday parties, \_\_\_\_\_
- 7 The ski jump looks dangerous, \_\_\_\_\_
- 8 You like ice cream, \_\_\_\_\_
- 9 Your grandparents live in Australia, \_\_\_\_\_
- 10 Harry speaks Chinese, \_\_\_\_\_

### 2 Write a sentence about each picture. Use words from each box.

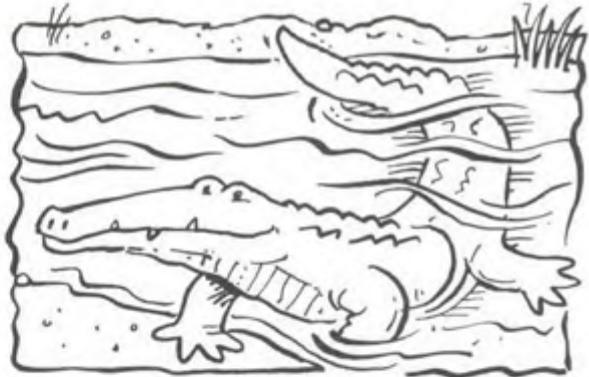
live wear play enjoy

doesn't he? doesn't she? doesn't it? don't they?

1



2



3



4



# Spelling



Remember! Some words for people end in **or**. They are usually people who do something.

competitor

A competitor in skateboarding always wears a helmet.



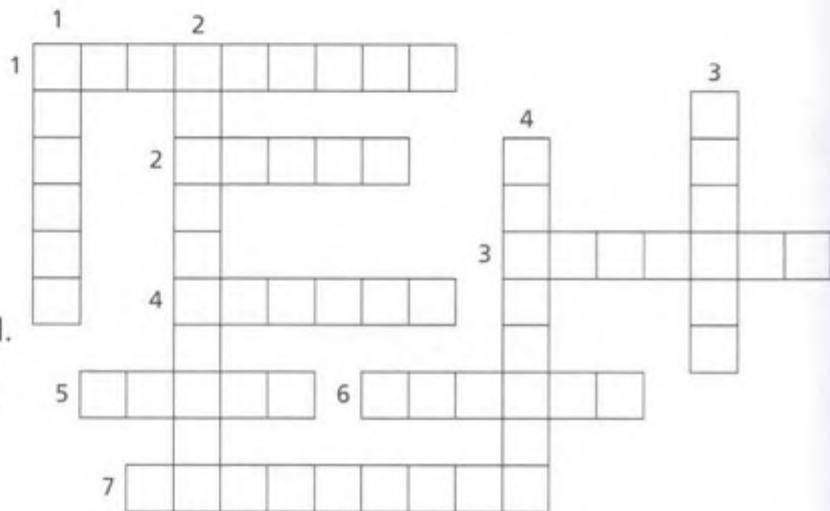
## 1 Complete the words. Write *or*. Read the words.

act\_\_\_\_ doct\_\_\_\_ auth\_\_\_\_ sail\_\_\_\_ profess\_\_\_\_  
 invent\_\_\_\_ visit\_\_\_\_ may\_\_\_\_ tail\_\_\_\_ edit\_\_\_\_

## 2 Read the clues. Complete the crossword.

### Down

- 1 This person works on ships and boats.
- 2 There are thousands of these at the Olympics.
- 3 You will see this person in a hospital.
- 4 This person has ideas about making new things.



### Across

- 1 This person watches sports and other events.
- 2 This person is the leader of the people in a town or a city.
- 3 This person comes to see you.
- 4 This person can make you a new jacket.
- 5 You will see this person in a play or a film.
- 6 This person checks writing and corrects mistakes.
- 7 If you go to a university, this person may teach you.

## 3 Find the word.

One word from exercise 1 is not in the crossword. What is it? \_\_\_\_\_

What does this person do? \_\_\_\_\_



Do you remember? We can join two simple sentences to make a longer sentence.

The biker rode up the ramp. He jumped in the air.

The biker rode up the ramp and he jumped in the air.



**1 Read.**

1 Read the sentence again. Circle the subject. Underline the verb.

The biker rode up the ramp.

Now do the same with this sentence.

He jumped in the air.



2 A simple sentence can also be called a main clause.

When we join two simple sentences we have one sentence with two main clauses.

main clause 1

main clause 2

The biker rode up the ramp and he jumped in the air.

Each main clause has a subject and a verb. What are they?

main clause 1 subject \_\_\_\_\_

main clause 2 subject \_\_\_\_\_

verb \_\_\_\_\_

verb \_\_\_\_\_

3 Sometimes we can leave out the subject of main clause 2. Read the new sentence.

The biker rode up the ramp and he jumped in the air.

The biker rode up the ramp and jumped in the air.



Does it still make sense?

**2 Read the sentences. Underline the main clauses.**

1 The children went to the river and they watched the canoes.

2 The canoe spun around but it did not turn over.

3 The woman stood in the snow and she watched the skiers.

4 The skier jumped high into the air but he landed safely.

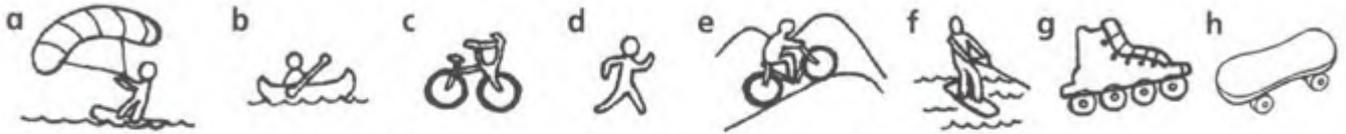


**3 Cross out the subject of the second main clause. Read the sentences again.**

Check that they still make sense.

## Writing preparation

1 Match the pictures with the extreme sports. Write the letter.



- 1 marathon \_\_\_\_\_ 2 canoe slalom \_\_\_\_\_ 3 skateboarding \_\_\_\_\_ 4 wakeboarding \_\_\_\_\_  
 5 BMX biking \_\_\_\_\_ 6 kite surfing \_\_\_\_\_ 7 in-line skating \_\_\_\_\_ 8 mountain biking \_\_\_\_\_

2 Read the description and complete the chart.

**Extreme sports: The summer games**

On the first day the sport was in-line skating and 4,000 people watched it.

The next day was much hotter, 35 degrees and it was sunny all day. On the day after that it rained and 3,500 people watched the kite surfing. On the fourth day it was cloudy but it didn't rain. The competition on that day was skateboarding. On the fifth day it was 32 degrees and very windy. Four thousand five hundred people were watching on that day. The sixth and seventh days were stormy. On the sixth day 9,000 people watched the mountain biking. The seventh day was cooler and 15,000 people watched the marathon. The eighth day was sunny and hot again. Lots of people watched the canoe slalom on the last day.

Day	Temperature	Weather	Sport	Spectators
	30			
				5,000
	24			
	27			5,500
				
	24			
	22			
	36			6,500



## Check-up 11

### 1 Complete the sentences with one of the words in brackets.

- 1 Winter is the time \_\_\_\_\_ people go skiing. (when / which)
- 2 Football is a sport \_\_\_\_\_ many people enjoy. (who / that)
- 3 The Aztecs were people \_\_\_\_\_ lived in South America. (who / which)
- 4 This is the cave \_\_\_\_\_ the treasure was found. (when / where)
- 5 The first men \_\_\_\_\_ went to the moon were very brave. (which / that)
- 6 The film \_\_\_\_\_ we watched last night was fantastic. (which / who)

### 2 Change the sentences. Use the relative clauses in the box.

Make sure you put the clauses in the correct place.

that Henry had taken    who had stolen the jewels    which we gave her  
when people try to escape from the city    where I was born

- 1 The village has grown into a busy town.  
\_\_\_\_\_

- 2 August is a hot month.  
\_\_\_\_\_

- 3 Grandma loved the present.  
\_\_\_\_\_

- 4 The thief was caught by the police.  
\_\_\_\_\_

- 5 The photo won first prize in the competition.  
\_\_\_\_\_

### 3 Complete the sentences. Use question tags.

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1 You enjoy sport, _____     | 2 John rides horses, _____        |
| 3 We all understand, _____   | 4 The boys feel tired, _____      |
| 5 That dog's noisy, _____    | 6 I sing badly, _____             |
| 7 You all like sweets, _____ | 8 Your aunt lives in Paris, _____ |
| 9 The girls look sad, _____  | 10 The music sounds lovely, _____ |

## Check-up 11

### 4 Look.

Hi, I'm Lily. This is where I always spend my summer holidays.



### 5 Complete the text. Use the words in the boxes.

they can lie in the sun and swim    play on the beach every day  
most people take a holiday    have children    live there  
she spends at the beach every year    they enjoy the cool, fresh air  
is on the coast

that  
where  
which  
who  
when

Summer is the time \_\_\_\_\_.

Some people go to the mountains \_\_\_\_\_.

Other people, especially those \_\_\_\_\_, go to a beach \_\_\_\_\_.

Lily's family always stays in a little town \_\_\_\_\_.

The people \_\_\_\_\_ are kind and friendly. Lily is friends with some of the children \_\_\_\_\_.

Lily loves the three weeks \_\_\_\_\_.



**1** There are mistakes in these sentences. Write the sentences correctly. Remember! **v** = verb, **sp** = spelling, **w o** = word order, **a** = article

1 (v) (a) My cousins have been to the America two years ago.

\_\_\_\_\_

2 (w o) (v) Why Linda has cutted her hair?

\_\_\_\_\_

3 (sp) (v) Listen! The babys cry.

\_\_\_\_\_

4 (sp) (v) Dad is driveing to work today. He is usually going by bus.

\_\_\_\_\_

5 (w o) (sp) Never Susie has riden a horse before.

\_\_\_\_\_

6 (v) (a) (v) (sp) Grandma like flowers and flowers in her garden is beautifull.

\_\_\_\_\_

**2** Find the correct definitions of the underlined words in the box below. Write the numbers.

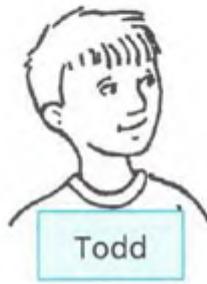
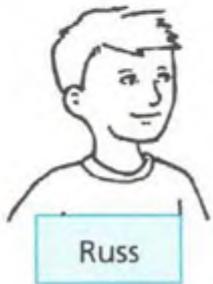
- a Put the top back on the bottle. \_\_\_\_\_
- b The climbers reached the top of the mountain. \_\_\_\_\_
- c Don't stamp on the spider! \_\_\_\_\_
- d Don't forget to put a stamp on the letter. \_\_\_\_\_
- e The farmer put all the sheep in a pen. \_\_\_\_\_
- f You must use a pen in your exams. \_\_\_\_\_
- g You have forgotten to sign your letter. \_\_\_\_\_
- h There was a sign on the gate which said "Keep out!" \_\_\_\_\_

- |   |         |  |
|---|---------|--|
| 1 | pen n   | you use this for writing. It has ink inside.                             |
| 2 | pen n   | a small area with a fence around it for keeping animals in               |
| 3 | sign n  | a notice which tells you something                                       |
| 4 | sign v  | to write your name   |
| 5 | stamp n | a small piece of paper which you stick on a letter to pay for posting it |
| 6 | stamp v | to put your foot down hard on something                                  |
| 7 | top n   | the summit, the highest point  |
| 8 | top n   | a lid, a cover   |

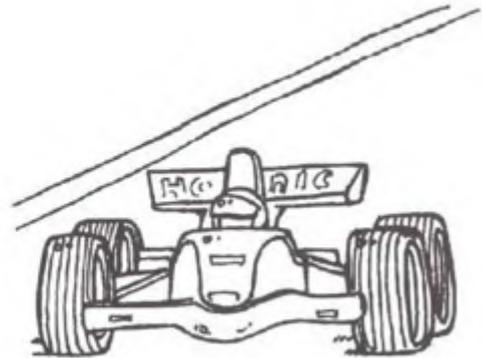
## Reading comprehension and vocabulary

1 Read *Formula 1!* again.

2 Who said it? Write the name.



- 1 The driver is Frank Turner, the national champion. \_\_\_\_\_
- 2 These cars go at 220 kilometres an hour! \_\_\_\_\_
- 3 I think I'll go and sit in the shade. \_\_\_\_\_
- 4 You don't sound very pleased. \_\_\_\_\_
- 5 Mum and I are nearly at the track. \_\_\_\_\_
- 6 Are you watching the race? \_\_\_\_\_
- 7 They've started! \_\_\_\_\_
- 8 Who are you? \_\_\_\_\_
- 9 It was just like being here. \_\_\_\_\_
- 10 I wondered where I had left it. \_\_\_\_\_



3 Choose the best verb to complete each sentence.

glance glare hesitate sigh groan expect cheer

- 1 Everyone \_\_\_\_\_ when the winning car passed the finishing line.
- 2 The water in the pool looked cold and Ben \_\_\_\_\_ before he dived in.
- 3 Anna only \_\_\_\_\_ at her book and she didn't read the words properly.
- 4 Harry \_\_\_\_\_ the book to be boring and he was surprised because it wasn't.
- 5 Harry took Ben's pen without asking and Harry \_\_\_\_\_ at him.
- 6 The story had a good ending and Lucy \_\_\_\_\_ happily when she finished it.
- 7 When Max broke his arm he \_\_\_\_\_ because of the pain.

## Grammar

### 1 Match the sentence beginnings and endings.

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1 Hurry up! The film is starting      | a the boys went home.          |
| 2 I wish                              | b who had stolen the diamonds. |
| 3 After the match had finished,       | c she could play the piano.    |
| 4 Jenny has been learning French      | d in two minutes.              |
| 5 The police caught the thief         | e by fire.                     |
| 6 Lucy wishes                         | f by a famous artist.          |
| 7 The picture will be painted         | g I had a pet.                 |
| 8 Look! The forest has been destroyed | h for three years.             |

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

### 2 Complete the sentences with the verbs in brackets.

- 1 Sally wishes she \_\_\_\_\_ a famous actress. (be)
- 2 Be quick! The shop \_\_\_\_\_ soon. (close)
- 3 Where's the bus? How long \_\_\_\_\_ we \_\_\_\_\_ ? (wait)
- 4 After our visitors \_\_\_\_\_, we watched TV. (leave)
- 5 I think next week's match \_\_\_\_\_ by the Italian team. (win)
- 6 Grandpa was angry. Someone \_\_\_\_\_ his window. (break)
- 7 Look! The plate is empty. All the cakes \_\_\_\_\_. (eat)
- 8 Two girls found the money which Grandma \_\_\_\_\_. (drop)

### 3 Complete these sentences.

- 1 I wish I was \_\_\_\_\_
- 2 I wish I had \_\_\_\_\_
- 3 I wish I could \_\_\_\_\_

**Grammar in conversation.**

Use as many conversational phrases as you can!



- 1** Your friend is looking fed up. Write your conversation with him/her. You speak first.

What's the matter?

---

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- 2** You are very happy because something exciting has happened to you. You are talking to a friend. Write the conversation. You speak first.

Hey! Guess what!

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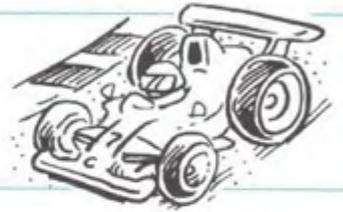
## Spelling

Remember! Some words end in **tion**.  
These letters sound like **shun**.



fascination

Tara looked at the cars with fascination.



### 1 Complete the words. Write **-tion**. Read the words.

explana\_\_\_\_\_ fic\_\_\_\_\_ stat\_\_\_\_\_ na\_\_\_\_\_ opera\_\_\_\_\_ competi\_\_\_\_\_

### 2 Make these verbs into nouns.

Remember! Take the **t** off  
the verb before you add **tion**.



direct

direction



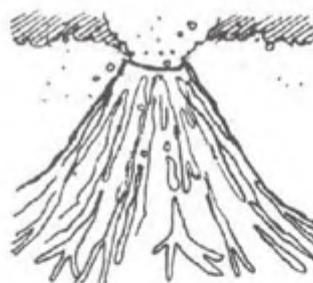
protect



act



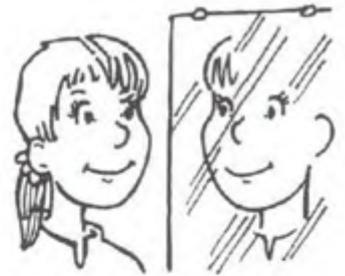
invent



erupt



infect



reflect

### 3 Use words from this page to complete the sentences.

- 1 The volcano exploded with a loud \_\_\_\_\_.
- 2 Ben saw his \_\_\_\_\_ in the mirror.
- 3 The archaeologist gave an interesting \_\_\_\_\_ of the old ruins.
- 4 Elbow pads and kneepads give \_\_\_\_\_ to skateboarders.
- 5 We met Grandma at the \_\_\_\_\_.
- 6 The professor showed us his astonishing new \_\_\_\_\_.



Synonyms are words with the same or similar meanings.

Frank Turner was pleased and happy after the race.



1 Read.

1 We can use synonyms to make writing more interesting.

The car looked shiny in the sunshine. The windows shone and the silver wheels were shining, too.

How many times are *shiny* or the verb *to shine* used? \_\_\_\_\_

Look at these synonyms for shine: *sparkle* *glitter* Check them in your Dictionary.

Read these sentences with the new words added. Do they make it different? How?

The car looked shiny in the sunlight. The windows sparkled and the silver wheels were glittering, too.

2 We can use synonyms to make a description stronger. Read these two sentences.

There was a little mouse under the flower.

There was a tiny little mouse under the flower.

Which sentence makes the mouse sound smaller? Why?



3 We can use synonyms to give the reader a clearer idea of something.

Inside the cave it was dim and gloomy; the dark corners were full of black shadows.

What ideas does the sentence give you of the cave?

scary? interesting? dangerous?

The description could be:

Inside the cave it was dim and the corners were dark.

How is this description different to the first one? Does this sentence give you the same ideas?



2 Find synonyms for these words in your Dictionary.

strong big interesting wonderful afraid

## Writing preparation



### 1 Read.

You read the story *Formula 1*. It was told from Russ's point of view.

You wrote the story of the same events. You wrote from Tara's point of view.

### 2 Think about Todd in the story. Think of answers to these questions.

1 Where was Todd before he spoke to Russ?

What was he thinking and feeling? Write some ideas.



2 Look back at the story. What did Todd do while he was in the car?

Think about the phone conversation from Todd's point of view.



3 What did Russ tell Todd about the race? Write some ideas.



4 What did Todd do when he arrived at the race track? Where did he go? Write notes.

5 Look back at the story. What happened when Todd got to the viewing box?

What did Tara say?

What did Todd say?



Who came into the box? What did he do?

What did everyone say?





## Check-up 12

### 1 Complete the sentences with the verbs in brackets.

- 1 At lunch yesterday Polly \_\_\_\_\_ the sandwiches which Mum \_\_\_\_\_ for Alex. (eat, make)
- 2 Freddy hasn't got a bike. He wishes he \_\_\_\_\_ one. (have)
- 3 Where's the bus? How long \_\_\_\_\_ we \_\_\_\_\_? (wait)
- 4 An important visitor \_\_\_\_\_ to our school next week. (come)
- 5 I play the piano a little but I wish I \_\_\_\_\_ it better. (play)
- 6 Look at the house! All the windows \_\_\_\_\_. (break)
- 7 Uncle Jim is working but he wishes he \_\_\_\_\_ on holiday. (be)
- 8 After the rain \_\_\_\_\_, the children \_\_\_\_\_ outside to play. (stop, go)
- 9 Next month exams \_\_\_\_\_ by all the pupils. (take)
- 10 The children wish they \_\_\_\_\_ have a party. (can)

### 2 Complete the sentences with the words in the box.

Really    What's the matter    That's rubbish    Lucky you

- 1 Why are you crying? \_\_\_\_\_?



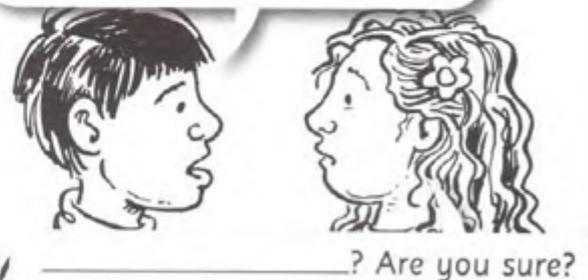
- 2 I'm going to the beach this afternoon.



- 3 There's an elephant in the playground.



- 4 It's going to snow tomorrow.





# Verb round-up

## present continuous with future meaning

*a/w at rough stage and any dodgy shadows under speech bubbles will be removed at next stage*



past perfect with after/when

The next day...



After we **had opened** the door we went inside a tunnel.



After we **had walked** through the tunnel, we came to a big room.



When we **had explored** the room, we went up the staircase.



When we **had opened** the door at the top of the staircase, we went into the next room.



And we got a really big surprise!



Have you **come** through the tunnel?

Yes, we **have**.

When **did** you **come** through?

We **came** through the tunnel ten minutes ago.

Have you **explored** the big room?

Yes, we **have**. We **explored** it carefully then we climbed the stairs.

Have you **found** a key anywhere?

A key? No, we **haven't**.

## past perfect in relative clauses

Oh dear! Poor Professor Spinks!  
His machine starts with a password  
– a very long password.



He put it in a box  
that he had found.



He wrote down the password  
that he had thought of.



He locked the box with  
the key that he had made.



Then he lost the key  
that he had used.



So he couldn't get  
the password that  
he had written.



And he couldn't start  
the machine that he had  
entered in the competition.

future passive



present perfect continuous

Science competition today!

We have been waiting for this for weeks.

Professor Spinks has been working on his machine for years.

I've only been waiting for five minutes and I'm bored already.

I've been standing here since 10 o'clock this morning.

past continuous and past simple with when

We were walking along the road when we saw an amazing machine.

We were watching the machine when it suddenly jumped forwards.

When I took a photograph, the machine was looking in the long grass.

We were wondering what it was doing when it found this ring.

My ring! That's amazing. I lost it a year ago!

present perfect passive

Gold *has been found* in the mountains.

Good afternoon, everybody! This is The Most Amazing Finding Machine. It can find anything. It has been working all day and now...

Oil *has been discovered* in the valley!

Water *has been found* in the forest!

And my ring *has been found* in the grass!

The competition *has been won* by Professor Spinks.

Hurray! Hurray!

I don't think it's such a clever machine. It didn't find the key.

That's because the password was in the box.

And the box was locked.

Well, if it was really clever, it would remember its own password, wouldn't it?

Hmm. It might be cleverer than you think...

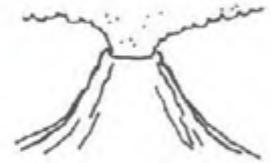
## Portfolio 1: Units 1 and 2

Tick the boxes when you are confident about the task. You can tick in any order.

### Grammar

✓ I can use the present continuous to talk about the future.

We're going to climb up a volcano tomorrow.



✓ I can talk about things with *What ...!*

What a fantastic photo! What an amazing place!

What powerful waves! What incredible energy!



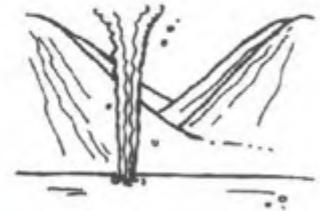
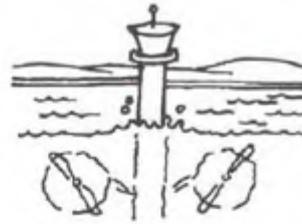
✓ I can use reported speech to say what people said.

He said that he was interested in engines.

She said that she liked science.

They said that they were engineers.

They said that they made turbines.



### Reading and understanding

✓ I have read and understood:

a diary entry *The land of fire and ice*

information and an explanation of a process *Energy is all around us*

### Listening

✓ I have listened to and understood *Kingfisher Valley* Part 1  Part 2

### Vocabulary

✓ I know all the key words in: Unit 1  Unit 2

### Spelling

✓ I can read and spell:

plurals of words ending with *o*: volcanoes potatoes heroes flamingoes tomatoes

zoos cockatoos kangaroos hippos pianos photos

✓ I can recognise one- and two-syllable words:

sea river turbine coast tower Earth steam mirror sun windmill

1 Complete the sentences.

Harry \_\_\_\_\_ to London next week. (fly)

Use *What*, *What a* or *What an*

\_\_\_\_\_ ridiculous hat! \_\_\_\_\_ clever children!



I am tired.

What did he say?

\_\_\_\_\_



We play basketball.

What did they say?

\_\_\_\_\_

2 Answer the questions.

*The land of fire and ice* What was the guide's name? \_\_\_\_\_

*Energy is all around us* What does a generator make? \_\_\_\_\_

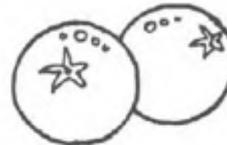
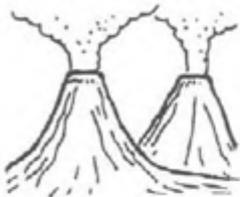
*Kingfisher Valley* Who lived in Hawkwood House? \_\_\_\_\_

3 Choose the correct word.

a turbine   a generator   a barrier

A machine that is turned by wind or by liquid is \_\_\_\_\_.

4 Write the words.



\_\_\_\_\_



## Portfolio 2: Units 3 and 4

Tick the boxes when you are confident about the task. You can tick in any order.

### Grammar

✓ I can use the past perfect with *after* and *when*.

After Sam had heard voices, he saw two men on the path.

When Anna had written the letter, she put it in an envelope.



✓ I can use question tags.

This is a beautiful fish, isn't it?

Those lions are sleeping, aren't they?



✓ I can say what one person told another person to do.

The teacher told the children to stop talking.

✓ I can use the present perfect with the past simple.

Have you read this book?

Yes, I have. I read it last week.



### Reading and understanding

✓ I have read and understood:

a mystery story *Danger at the old house*

a fable and a poem *The bear and the two travellers; Where is the forest?*



### Listening

✓ I have listened to and understood *Kingfisher Valley* Part 3  Part 4

### Vocabulary

✓ I know all the key words in: Unit 3  Unit 4

### Spelling

✓ I can read and spell:

words with *dge*: edge badge hedge splodge fridge bridge

words that sound the same but have different spelling and meanings:

poor, paw right, write rode, road some, sum past, passed wood, would wear, where tied, tide

## English World 6 Diploma 2: Units 3 and 4

### 1 Complete the sentences.

When the children \_\_\_\_\_ lunch, they \_\_\_\_\_ out to play. (eat, go)

The bear \_\_\_\_\_ away after it \_\_\_\_\_ the man. (go, sniff)

These trees are tall, \_\_\_\_\_?

This forest is a bit scary, \_\_\_\_\_?

### 2 Write what the teachers told or asked the children to do.



Please, open your books.



Finish your work quickly.



### 3 Answer the questions.

*Danger at the old house* Who owned the old house? \_\_\_\_\_

*The bear and the two travellers* Who pretended to be dead? \_\_\_\_\_

*Where is the forest?* What happened to the forest? \_\_\_\_\_

*Kingfisher Valley* Who was going to buy the valley? \_\_\_\_\_



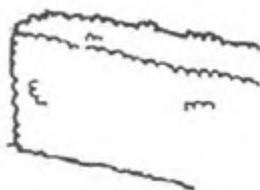
### 4 Choose the correct word.

dangerous   very fierce   in danger

An endangered animal is \_\_\_\_\_.



### 5 Write the words.



$$\begin{array}{r} 12 \\ +12 \\ \hline 24 \end{array} =$$



## Portfolio 3: Units 5 and 6

Tick the boxes when you are confident about the task. You can tick in any order.

### Grammar

✓ I can use the past perfect in a relative clause.

The girl wore the hat that she had made.



✓ I can give my opinion about things.

In my opinion, this is a very good film. I think it's funny.

I disagree. To my mind, it's really silly.

✓ I can use the future passive voice.

Tomorrow the children will be taken to school by car.

✓ I can talk about the present using the present simple and present continuous.

You don't like chocolate, Ben. Why are you eating a chocolate ice cream?



### Reading and understanding

✓ I have read and understood:

factual information *The meanings of patterns*

a play *The most amazing fashion show*



### Listening

✓ I have listened to and understood *Kingfisher Valley* Part 5  Part 6

### Vocabulary

✓ I know all the key words in: Unit 5  Unit 6

### Spelling

✓ I can read and spell:

words with silent letters inside them: talk walk calf half listen whistle castle

words beginning re-: redo refill replace remove rehearse remember replay

repeat repay return

1 Complete the sentences.

Use the past simple and the past perfect.

Ben \_\_\_\_\_ the cake that Grandma \_\_\_\_\_. (like, bake)

The weaver \_\_\_\_\_ the blanket that he \_\_\_\_\_. (sell, make)

Use the future passive.

The clothes \_\_\_\_\_ by the children. (wear)

Use the present simple and the present continuous.

Usually I \_\_\_\_\_ TV after school but today I'm \_\_\_\_\_ chess with Sam. (watch, play)

2 Complete the dialogue.

Ben: This game is amazing!

Anna: Yes, I \_\_\_\_\_. It's fantastic.

Sam: I \_\_\_\_\_! I \_\_\_\_\_ it's really boring!

3 Answer the questions.

*The meanings of patterns* Where do the Quechua people live? \_\_\_\_\_

*The most amazing fashion show* Who brought the wrong clothes? \_\_\_\_\_

*Kingfisher Valley* Who was Tom Winter? \_\_\_\_\_

4 Choose the correct word.

closely   confidently   carefully

When you know you can do something well, you do it \_\_\_\_\_.

5 Write the words.



Don't forget!



Say it again.



## Portfolio 4: Units 7 and 8

Tick the boxes when you are confident about the task. You can tick in any order.

### Grammar

✓ I can use indirect pronouns.

We made Dad a birthday present.



✓ I can ask for things politely.

May I have a drink, please?

✓ I can use the present perfect continuous with *for* and *since*.

Ben has been jet skiing for half an hour.

Anna has been swimming in the sea since two o'clock.



✓ I can agree and disagree with other people's opinions.

I like sailing. So do I.

I don't like diving. Neither do I.



### Reading and understanding

✓ I have read and understood:

a leaflet *An island in the South Pacific*

a legend *How peace came to the people of the great lakes*



### Listening

✓ I have listened to and understood *Adventure in Zarula* Part 1  Part 2

**Vocabulary** ✓ I know all the key words in: Unit 7  Unit 8

**Spelling** ✓ I can read and spell:

two-syllable words with a double consonant: parrot rabbit kitten yellow apple hidden  
swimmer runner coffee foggy lesson pizza

words with *o* sounding *u*: won colour nothing above money month wonderful  
front love son

1 Complete the sentences.

It was Grandma's birthday so we gave \_\_\_\_\_ a present.

\_\_\_\_\_ I borrow your pen, please?

Use the present perfect continuous.

We \_\_\_\_\_ since this morning. (travel)

Pete \_\_\_\_\_ his boat for two hours. (sail)

2 Answer the questions.

*An island in the South Pacific* How was Tahiti formed? \_\_\_\_\_

*How peace came to the people of the great lakes*

What was in the hair of the evil chief? \_\_\_\_\_

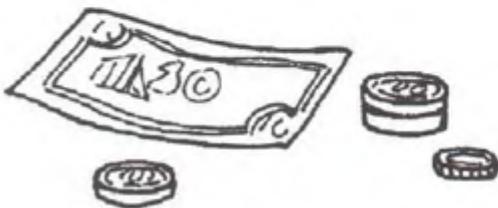
*Adventure in Zarula* Who wanted to steal the diamond? \_\_\_\_\_

3 Choose the correct word.

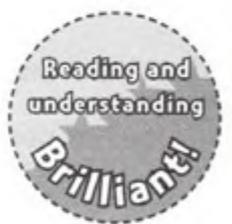
unusual   a stranger   a traveller

A person who is not known by other people is \_\_\_\_\_.

4 Write the words.



0



## Portfolio 5: Units 9 and 10

Tick the boxes when you are confident about the task. You can tick in any order.

### Grammar

✓ I can use reflexive pronouns.

Pete fell down and hurt himself badly.



✓ I can use the past continuous and past simple with *when*.

When we were walking to school, an ambulance went past very fast.

✓ I can use the present perfect passive.

Hospitals have been built all over the world.

✓ I can wish for things.

I wish I had a car and I wish I could drive.



### Reading and understanding

✓ I have read and understood:

information and instructions *The first doctors*

information and a description of a process *Plants in medicine*

### Listening

✓ I have listened to and understood *Adventure in Zarula* Part 3  Part 4

### Vocabulary

✓ I know all the key words in: Unit 9  Unit 10

### Spelling

✓ I can read and spell:

three-syllable words: microscope medicine hospital important instruction

words beginning or ending with *al*: almost alright altogether also always already

several medical festival material hospital

**1 Complete the sentences.**

I've hurt \_\_\_\_\_ on this sharp thorn.

The doctor \_\_\_\_\_ to the nurse when the phone \_\_\_\_\_ (talk, ring)

People \_\_\_\_\_ by doctors for thousands of years. (help)

Ben \_\_\_\_\_ that he \_\_\_\_\_ a new computer. (wish, have)



**2 Answer the questions.**

*The first doctors* Which country did Imhotep work in? \_\_\_\_\_

*Plants in medicine* Where does the rosy periwinkle grow? \_\_\_\_\_

*Adventure in Zarula* How did the friends escape from the island? \_\_\_\_\_



**3 Choose the correct word.**

anxious dangerous infectious

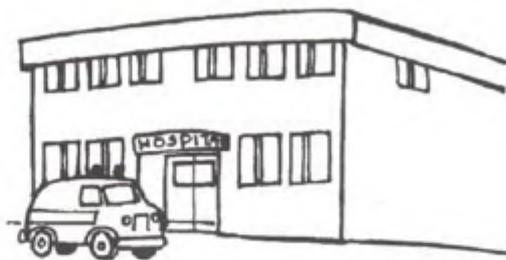
A person who worries a lot is \_\_\_\_\_.



**4 Write the words.**



This word means **nearly**.



## Portfolio 6: Units 11 and 12

Tick the boxes when you are confident about the task. You can tick in any order.

### Grammar

✓ I can use relative clauses with *who, which, that, when, where*.

Twelve o'clock is the time when the race will start.

There is the man who won the race.

The boat which came first had a blue sail.

The place where the race ended is behind the trees.

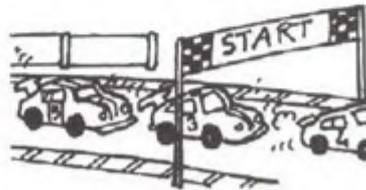


✓ I can use question tags with *do*.

Racing cars go very fast, don't they?

Your dad drives fast, doesn't he?

You like racing, don't you?



### Reading and understanding

✓ I have read and understood:

information and information in a chart *Extreme sports!*

a story from a point of view *Formula 1!*



### Listening

✓ I have listened to and understood *Adventure in Zarula* Part 5  Part 6

### Vocabulary

✓ I know all the key words in: Unit 11  Unit 12

### Spelling

✓ I can read and spell:

words ending *-or*: actor doctor professor author sailor inventor

visitor mayor tailor editor

words ending *-tion*: station nation fiction competition operation

explanation fascination

## English World 6 Diploma 6: Units 11 and 12

### 1 Complete the sentences.

This is the place \_\_\_\_\_ the car stopped.

This is the time \_\_\_\_\_ you should do your homework.

He is the skier \_\_\_\_\_ won the gold cup.

There is the car \_\_\_\_\_ my dad drives.

You like skiing, \_\_\_\_\_?

Anna watches sports, \_\_\_\_\_?



### 2 Answer the questions.

*Extreme sports!* Which sport needs a kite? \_\_\_\_\_

*Formula 1!* Who did Russ talk to on the phone? \_\_\_\_\_

*Adventure in Zarula* Where was the real diamond? \_\_\_\_\_



### 3 Choose the correct word.

hesitate shuffle desperate

If you stop for a moment before you do something you \_\_\_\_\_.



### 4 Write the words.



# Vocabulary

For every unit, learn lists 1 and 2. Make sure you understand what the words mean. Check in your dictionary if you are not sure.

Try to learn the other lists in each unit, too.

## Unit 1

### List 1 (10)

active  
fountain  
mud  
peculiar  
spectacular  
tap  
terrifying  
thrilling  
volcano  
weird

### List 2 (10)

bubble  
crater  
dangerous  
diary  
dragon  
erupt  
eruption  
guide  
rough  
student

### List 3 (9)

bet *v*  
feed  
hot spring  
Iceland  
lava  
personal  
point of view  
steam *v*  
tomato

### List 4 (9)

expert  
geologist  
geyser  
glacier  
kingfisher  
lynx  
rare  
shoot up  
wildlife

## Unit 2

### List 1 (10)

blade  
barrier  
calculator  
discuss  
explanation  
face *v*  
natural  
renewable  
run out  
windmill

### List 2 (10)

amount  
battery  
coast  
energy  
material  
power  
reflect  
steam  
tide  
turbine

### List 3 (9)

decision  
generator  
look *n*  
puzzled  
secret  
solar cells  
spare  
    spare time  
trust *v*  
waterwheel

## Unit 3

### List 1 (10)

bank  
binoculars  
flow  
gap  
imagine  
lock  
promise  
rusty  
single  
underneath

### List 2 (10)

bump into  
dead  
dull  
event  
expect  
fact  
    in fact  
iron  
mysterious  
mystery  
season

### List 3 (9)

board up  
nail  
peer  
relief  
rod  
shudder  
sigh  
trapped  
weed

### List 4 (9)

belong  
borrow  
briefcase  
fuss  
gasp  
padlock  
set up  
temper  
upstream

## Unit 4

### List 1 (10)

bear  
cry  
destroy  
endangered  
fearless  
file  
panda  
pretend  
repeat  
rhyme

### List 2 (10)

advice  
cattle  
chorus  
fable  
fellow  
fortunately  
habitat  
pitch  
safety  
timid

### List 3 (9)

about  
kangaroo  
koala bear  
moral  
rhythm  
risk  
    at risk  
sniff  
sweet  
verse

## Unit 5

### List 1 (10)

ancient  
apron  
blouse  
countryside  
cruel  
headscarf  
paragraph  
title  
traditional  
village

**List 2 (10)**

altogether  
 apart  
 blackberry  
 exactly  
 freedom  
 heading  
 hollow  
 information  
 Ireland  
 meaning

**List 3 (10)**

brain  
 complete  
 leave alone  
 love  
 react  
 rubbish  
 skill  
 strength  
 waste  
   waste of time  
 zoo

**List 4 (10)**

century  
 complicated  
 crop  
 motherhood  
 plain  
 pullover  
 represent  
 sub-heading  
 tray  
 TV station

**Unit 6****List 1 (10)**

airport  
 breathlessly  
 business trip  
 confidently  
 designer  
 sunglasses  
 fancy dress  
 fashion  
   fashion show  
 sort out  
 stage directions

**List 2 (7)**

cotton  
 fluffy  
 gorgeous  
 Malaysia  
 Scottish  
 shy  
 silky

**List 3 (7)**

comic  
 match  
 nephews  
 nieces  
 patterned  
 plot  
 project

**Unit 7****List 1 (10)**

activity  
 attractive  
 calm  
 canoe  
 encourage  
 hidden  
 jet-ski  
 meet  
 sparkling  
 windsurf

**List 2 (9)**

arrange  
 clear  
 effect  
 explore  
 horseback  
 lagoon  
 persuade  
 reef  
 wise

**List 3 (8)**

cute  
 lend  
 magic  
 pathway  
 South Pacific  
 turquoise  
 volcanic  
 surf

**Unit 8****List 1 (10)**

arrival  
 chief  
 fear  
 gentle  
 hate  
 heart  
 kindly  
 native  
 warrior  
 wisely

**List 2 (10)**

cause  
 harm  
 law  
 legend  
 meanwhile  
 neighbour  
 opposite  
 peace  
 sadness  
 ugliness

**List 3 (8)**

meeting  
 mind  
   don't mind  
 nation  
 part  
 spread  
 stranger  
 tribe  
 truth  
   tell the truth

**List 4 (7)**

arrow  
 bow  
 bury  
 hideous  
 horror  
 paddle  
 weapons

**Unit 9****List 1 (10)**

ambulance  
 drain  
 factual  
 health  
 healthy  
 illness  
 instructions  
 medicine  
 properly  
 sheets

**List 2 (10)**

divide  
 European  
 fresh  
 microscope  
 Middle East  
 obvious  
 operation  
 part  
 pain  
 treat  
 treatment

**List 3 (9)**

cleanliness  
 disgrace  
 disposable  
 instruments  
 pharaoh  
 surgeon  
 touch  
 ward  
 wrong  
 go wrong

**Unit 10****List 1 (10)**

anxious  
 blood  
 bone  
 cure  
 fever  
 life  
 life cycle  
 serious  
 sore  
 tablet  
 throat

**List 2 (10)**

bark  
 bud  
 clearing  
 crack  
 petals  
 process  
 root  
 shoot  
 stem  
 trunk

**List 3 (7)**

calm  
 fed up  
 hate  
 normally  
 painkiller  
 recently  
 unfold

**List 4 (6)**

daylight  
 forever  
 light  
 passage  
 secret passage  
 raft  
 torch

**Unit 11****List 1 (10)**

compete  
 competition  
 competitor  
 elbow  
 elbow pad  
 height  
 kite  
 kite surfer  
 kite surfing  
 protective  
 rough  
 speed  
 take place

**List 2 (10)**

chart  
 equipment  
 knee  
 kneepad  
 life-jacket  
 Olympic  
 ramp  
 spectator  
 steep  
 steeply  
 tie  
 twist

**List 3 (10)**

bmx biker  
 bmx biking  
 canoeing  
 downhill  
 extreme  
 freestyle  
 goggles  
 in-line skates  
 in-line skating  
 puzzle  
 skis  
 slalom

**List 4 (11)**

biking  
 control  
 fool  
 marathon  
 mountain biker  
 mountain  
 biking  
 pole  
 skateboard  
 skateboarder  
 skateboarding  
 snowboarder  
 snowboarding  
 wake  
 wakeboarder  
 wakeboarding  
 whizz

**Unit 12****List 1 (10)**

astonished  
 bee  
 chat  
 cheer  
 cheerio  
 commentator  
 desperate  
 hesitate  
 shade  
 suppose

**List 2 (10)**

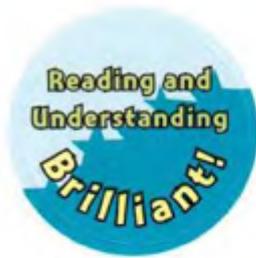
bench  
 champion  
 dim  
 expect  
 fascination  
 gasp  
 groan  
 hug  
 sigh  
 upstairs

**List 3 (7)**

beam  
 glare  
 miss  
 over  
 shuffle  
 turn away  
 viewing box

**List 4 (6)**

burst  
 chequered  
 grandstand  
 run  
 surge  
 turn back





# English World



the adventure starts here!

**English World** is an integrated print and digital English course for primary schools. Written by the authors of the best-selling *Way Ahead* and *Macmillan English*, the course aims to give learners confidence in speaking, listening, reading and writing. Thorough grammar and skills work is applied in natural contexts in the real world through dialogues and cross-curricular material. Independent learning is promoted through portfolios, projects and the use of the dictionaries.

The visually stunning printed resources are complemented by electronic materials for use with an interactive whiteboard and videos of all dialogues using native-speaker students in context, together with a complete teacher training package with video masterclasses. Other features include a testbuilder, animated listening stories, interactive spelling activities and singalong versions of songs.

In Levels 5 and 6 of *English World*, the reading text is the vehicle for the target grammar and structure and there is a greater focus on cross-curricular themes and content. Level 6 is for students who are starting to use language more intuitively and applying critical thinking skills to their work.

*'We believe that learning should be enjoyable - hard work, too, but at the same time something that children will find interesting and motivating.'*

Mary Bowen and  
Liz Hocking

Pupil's Book



Workbook



Grammar Practice Book



Dictionary



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