

Bridge to Success

Activity Book

6

Bridge to Success is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates. This edition covers the first term of Grade 6.

This book sets out to:

- build and develop foundation literacy skills
- build and develop foundation handwriting skills
- build and develop foundation speaking and listening skills
- cover standards for Grade 6 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.

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Activity Book

Term 2

6



Pilot Edition

CAMBRIDGE
Global English

Activity Book

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Jane Boylan and Claire Medwell



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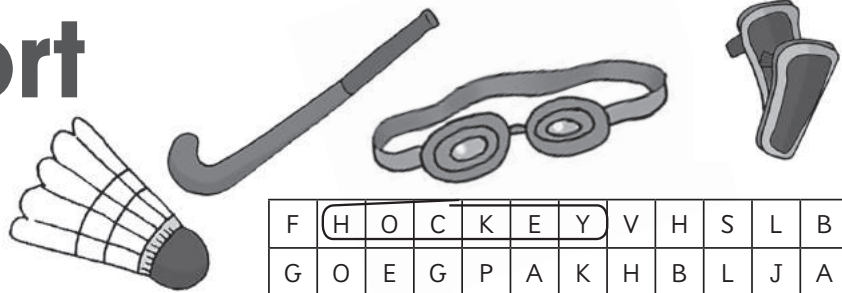
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Unit 6

Sport



1 Get active

1 Vocabulary Sports

Find ten types of sport in the word search and write about them below.

Sports I've tried

Sports I often do

Popular sports in my country

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

2 Vocabulary Equipment

Complete the sentences with a word from the box.

shin pads racquet goggles shuttlecock goalposts

- You wear goggles to protect your eyes when you are swimming.
- You wear _____ to protect the front part of your legs between your knees and ankles.
- You hit a _____ when you are playing badminton.
- You hit the ball with a _____ when you are playing tennis or badminton.
- _____ tell you where the goal is when you are playing football.



Incidental artwork from LB

3 Read

Which sport in Activity 1 are the comments about? _____

1 You can play this sport on the beach, on grass or on a court in a sports centre. The only equipment you need is a net and a ball, and shorts and a T-shirt or vest to play in.


2 Each team has six players and the rules are more complicated than you think! Players must stop the ball from touching the ground in their team's side of the net.

3 You hit the ball with your hands, but you can't throw or catch the ball and you're not allowed to touch the net. You must have strong legs and lots of stamina because there is a lot of jumping and diving in the game.

4 Match a topic to a comment.

Basic rules _____ Parts of the body used _____

Location and equipment _____

5  **Write** a paragraph about a sport that you do or know something about. Use Activities 2, 3 and 4 to help you.

6    **Challenge Interpreting information**

Read Zainab's survey notes. Complete the bar chart with the information. Answer the questions below.

Survey: 30 students

Swimming: 15 students

Basketball: 2 students

Badminton: 3 students

Football: 10 students



1 Which is the most popular sport in the class?

2 Which sport do a third of the class like best?

3 Which sports do a few of the classmates like?

2 Yes I can

Strategy check! Scanning

Tick the strategy which will help you to scan a text. Use the strategy before you read the text below.

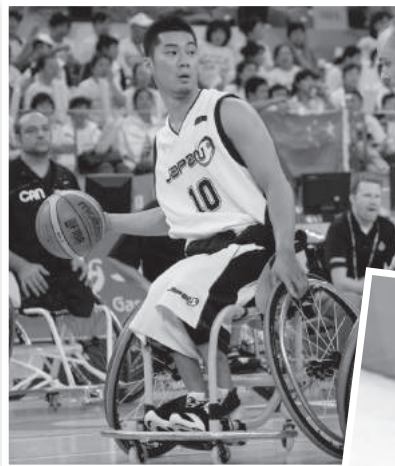
- Look at pictures.
- Read the whole text in detail.
- Read the text quickly for the main points.

The Paralympic Games

The Paralympic Games is one of the largest international sports events in the world. It takes place every two years alongside the summer and winter Olympic Games. These elite sportsmen and women are the best at their sport, despite the fact that every one of them has a disability.

It started when a German doctor organised a sports competition for 2nd World War soldiers at the 1948 London Olympic Games. These soldiers had injuries to their spines, but they were excellent wheelchair athletes. The doctor wanted to show their talents alongside the skills of the Olympic athletes. The Paralympic Games grew from this competition.

Today, in the 21st century Paralympic Games, there are thousands of world-class athletes from nearly 150 different countries. Paralympians compete on the track in wheelchair racing and on blades; in swimming and rowing events in the water; in wheelchair basketball and rugby on a court; skiing on mountain slopes and cycling in the velodrome. There are many more events too. The focus of the Games is always on what the athletes can achieve and never on their disabilities.



1  **Read** the text and answer the questions in your notebook.

- 1 What is the Paralympic Games?
- 2 What do Paralympic athletes have in common?
- 3 How many countries compete in the Paralympic Games today?
- 4 Find five types of sports that you can see at the Paralympic Games.

Use of English

Reported speech in the present

Direct statement

'I think about what I can do, not what I can't do.'

Reported statement

Jonnie says (that) he thinks about what he can do, not what he can't.

Reported Wh- questions

Direct question

'What is your attitude to your sport?'

Reported question

He wants to know what his attitude to his sport is.



2 Use of English

Read the *Use of English* box and the mini-interview with Paralympic athlete, Jonnie Peacock. Report the interviewer's questions and Jonnie's replies.



Interviewer: What is your attitude to your sport?

Jonnie: I think about what I can do, not what I can't do.

Interviewer: What is your record time for running the 100 metres?

Jonnie: It's 10.9 seconds, at the 2012 London Paralympics.

Interviewer: What is your target now?

Jonnie: My goal now is to run the 100 metres in 10.6 seconds!

1 *He wants to know what his attitude his sport is.*

2 *Jonnie says (that) he thinks about what he can do, not what he can't.*

3 _____

4 _____

5 _____

6 _____



3



Challenge

Write questions to ask your favourite sports star. Write his/her answers in reported questions and statements.

3 Giving instructions

1 Vocabulary Parts of the body

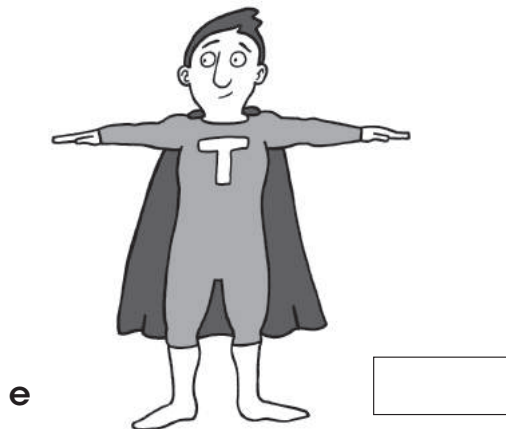
Complete the words to describe parts of the body. Answer the questions.

h i p t h g h l e a r t

h e s t a k e s k h e a r t

- 1 Which parts are connected to your legs and feet? Thighs,
- 2 Which are connected to your arms? _____
- 3 Which part pumps the blood around your body? _____

10 2 Listen and put the pictures in order for the Warrior pose.



64 3 Listen again and follow the instructions. Which parts of your body did you use in this exercise? Which muscles worked the hardest?

4 Use of English

Correct the sentences by replacing the underlined verb with another verb from the box.

mustn't need should

- 1 You should **mustn't** do any hard exercise without warming up first.
- 2 When you warm up, you need _____ stretch your muscles too.
- 3 You mustn't _____ to drink water while you are running.
- 4 You should _____ force your muscles when you stretch them or you might hurt yourself.
- 5 People of all ages should _____ to do some regular exercise.
- 6 Everyone needs _____ try to do some exercise every day to stay healthy.

Use of English

need/should/mustn't for advice and instructions

We use **need** when something is necessary.

First we **need to** get your heart pumping ...

We use **should** to give advice.

You **should** warm up your hips too.

We use **mustn't** when something is not allowed.

You **mustn't** start running without warming up your leg muscles.

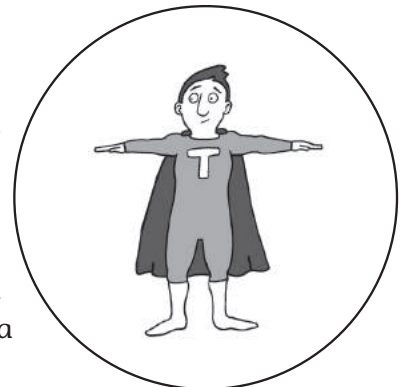


5 Use of English Circle the correct verb to complete the text.

Where does yoga come from?

Yoga is a type of exercise that originated in India and is thousands of years old. You ¹ **mustn't** / **should** try yoga if you want a strong and flexible body, as well as a relaxed mind. There are millions of people from all over the world who agree! But first, there are some facts you ² **need** / **should** know.

Yoga is great for kids of all ages, but you ³ **mustn't** / **need** try difficult yoga exercises without an instructor. Some yoga exercises look easier than they are; the instructor ⁴ **needs** / **should** to make sure you are doing them in the correct way or you might hurt yourself. You ⁵ **should** / **mustn't** do yoga without warming up first and you ⁶ **should** / **mustn't** wear loose, comfortable clothes. You ⁷ **need** / **should** to have enough space around you to stretch your arms and legs. When you are doing the yoga exercises, you ⁸ **mustn't** / **need to** take long breaths in and out – if you do this, you'll feel energetic and relaxed at the same time! Want to try a yoga exercise? Try the Warrior pose in Activity 3!



4 Marathon achievement

1 **Read** the article. How much money has Millie's school raised for charity?

¹ Every year in June, our school does a Fun Run for charity ² in our local park.

³ Hundreds of us go down to the park and run circuits around the lake and through the woods. And even more people come down to the park to watch us and cheer us on.

And it's not just ⁴ pupils who take part. There are teachers, parents, grandparents, aunts and uncles too - and even some dogs! Some of us put on our running clothes, but a lot

of us dress up in fancy dress costumes for the occasion. Last year there were superheroes and big furry animals doing the Fun Run too!

So far our school Fun Run has ⁵ raised over \$20 000 for charity. We ask our family and friends to sponsor us for each circuit we run around the lake. The more circuits we do, the more money we raise for our favourite charities. We ⁶ get fit and charities benefit - so everyone's a winner!



School Magazine

3

2  **Write** Make notes and write a summary

Read the article again. Match the underlined sentences with these headings.

- a Where the Fun Run happens _____
- b When it happens 1 _____
- c Reasons for taking part. _____
- d What it is _____
- e Who takes part _____

3 Match the sentences from the article with a word in the box with a similar meaning.

- 1 ... superheroes and big furry animals costumes
- 2 ... around the lake and through the woods
- 3 ... and even some dogs!
- 4 ... parents, grandparents, aunts and uncles ...

pets
~~costumes~~
families
the park

 **4 Challenge**

Use your notes to write a summary of Millie's article in 65–75 words.

5  **Calculations** Do the calculations and answer the questions.

1 Last year 1500 people watched the Fun Run in the park. This year there were twice as many. How many spectators were at the Fun Run this year?

2 In the Fun Run last year, Millie ran 20 circuits around the lake in the park. Her family sponsored her \$1.50 per circuit. How much money did she raise for charity?

5 Football crazy

1 Read the extract again from *Off side* by Tom Palmer. Decide if the sentences are **T (true)** or **F (false)**. Correct the false sentences in your notebook.

- 1 Danny and his dad go to every game their football team plays at home. I
- 2 Danny's dad is deaf. ___
- 3 In the story, Danny and his dad are watching a match between the teams, City and United. ___
- 4 During the match, Danny describes what's happening to his dad. ___
- 5 The star City players, Anthony Owusu and Sam Roberts are defenders. ___
- 6 During the match, Sam Roberts scores a goal. ___
- 7 When the goal happens, the United fans cheer very loudly. ___
- 8 After the goal, Danny explains to his dad what has happened. ___



2 Over to you

Think about the story and answer the questions.

- 1 Did you like the story? What did / didn't you like about it?

- 2 Did you understand the story better by listening to it, as well as reading it? How does listening make a difference?



Read Descriptive words

When writers write a description, they often use words in a different way to the meaning in the dictionary. To help you understand a descriptive word, 1) think of the **theme** or **context** of the whole story; 2) look at **other words and sentences** in the section to help you guess its meaning.

3 Vocabulary Descriptive words

Find the words in the story and match to a definition.
Use the Reading strategy to help you.

- a extremely good ___
- b bounced ___
- c a kick before the ball hits the ground ___
- d shocked, unable to move ___
- e a fast player in the middle of the field ___
- f two strong football players ___



4 Vocabulary Different parts of a team

Match the words in the box to a description.

midfield defenders (goal) keeper strikers

- 1 Players in the goal area who try to stop the other team from scoring.
- 2 The group of players that connect the defenders and strikers.
- 3 The main role of these players is to score goals.
- 4 A player who defends the goal in the area between the goal posts.

5 Values Team work

Write about any school 'team' that you belong to (e.g. a sports team, a project team, being part of a class). Describe the duties that you and the other team or class members have.

6 Unit 3: Revision

1 Crossword

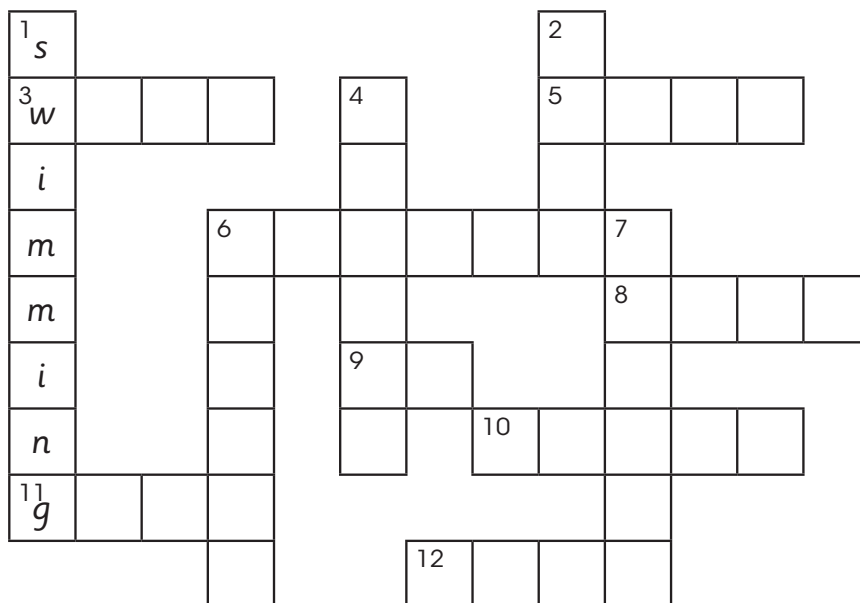
Solve the puzzle with the missing words.

Down ↓

- 1 You should wear goggles if you go ____ .
- 2 The part of your leg between your ankle and thigh is your ____ .
- 4 You can play football ____ in a gym or outside on a pitch.
- 6 Hannah Cockroft won two gold ____ at the 2012 Paralympics.
- 7 This word means 'a strong hard hit'.

Across →

- 3 You mustn't start exercising without doing ____ up exercises.
- 5 You ____ a racquet and a shuttlecock to play badminton.
- 6 Your ____ need to be warm to work properly when you do sport.
- 8 A great thing about playing a sport is working together in a ____ .
- 9 My cousins ____ judo every Thursday evening.
- 10 In hockey, you need a ____ to hit the ball.
- 11 The objective in football, basketball and hockey is to score a ____ .
- 12 A big city marathon is often a ____ of 42 kilometres.



My global progress

Think about what you have studied in this unit. Answer the questions below.

1 What topics did you like and why?

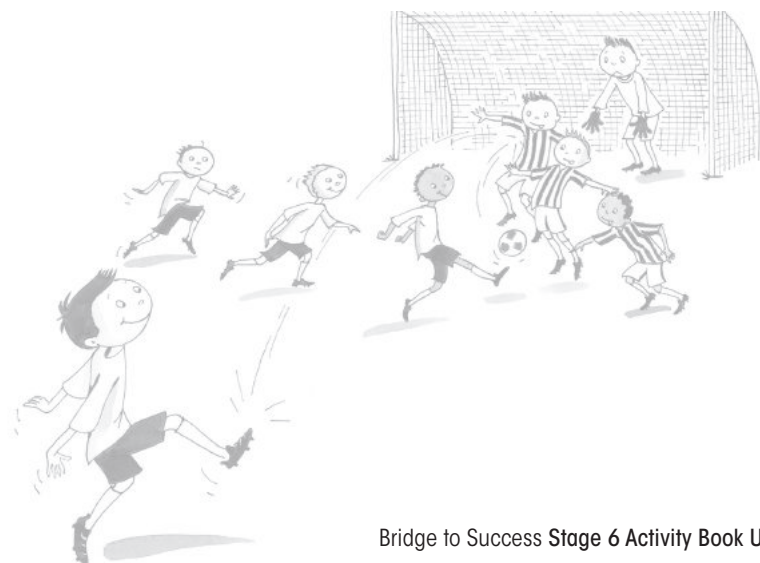
2 What activities did you like and why?

3 What did you find challenging and why?

4 What help do you need now?

5 What would you like to find out more about?

6 What topics and activities relate to other subjects at your school?



Unit 7

The big screen

1 Describing films

1 Vocabulary Types of film

Complete the descriptions with a word from the box.

- 1 Adventure films are sometimes set in a fantasy place. The hero usually has a problem to overcome and the story is often about how he or she does that.
- 2 _____ movies are set in the past and tell stories from 100 years ago or more.
- 3 _____ films are supposed to make you feel really scared.
- 4 _____ movies are set in the future. They imagine what life might be like 50 years or more from now. The setting is often space or another planet.
- 5 In _____ films, there is usually a hero in dangerous and exciting situations. These films are fast-moving and often very noisy!
- 6 _____ films make you laugh a lot and are not very serious.
- 7 _____ films are usually about serious situations in life. They are often sad and might make you cry in some parts!
- 8 Nowadays _____ films have fantastic special effects. This means that talented artists can create characters and scenery that comes to life on the movie screen.

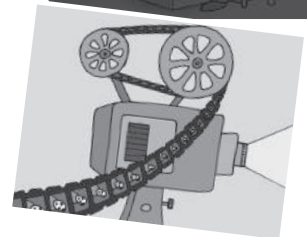


animation
comedy
adventure
science-fiction
horror
drama
action
historical

2 Write

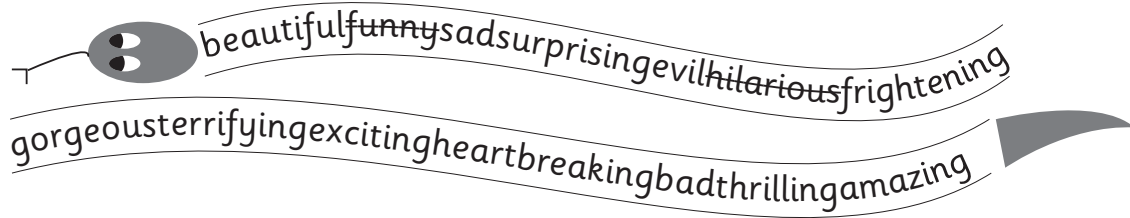
What was the last film you saw? What type of film was it?

Which types of films do you like best? Which ones don't you enjoy?



3 Vocabulary Strong adjectives

Find seven adjective pairs in the word snake and put them in the correct column.



Adjectives	Strong adjectives
<i>funny</i>	<i>hilarious</i>

4 Use of English

Complete the sentences with the correct adverb from the *Use of English* box.

- The special effects in the film were ~~a bit~~ / **really** gorgeous.
- The animation was **absolutely** / **very** funny.
- It was a **very** / **absolutely** bad movie and a waste of money.
- It's **quite** / **absolutely** sad in some parts – we all cried!
- I thought the story was **very** / **absolutely** terrifying; afterwards I couldn't sleep!
- Watch the movie just for the scenery – it's **really** / **very** amazing!

Use of English

Adverbs absolutely/ really

We use **absolutely** and **really** and **not very** with strong adjectives.

The film was ~~very~~ **absolutely hilarious**.

We can use **really**, **very**, **quite** and **a bit** with other adjectives.

It was **quite** slow in some parts and **a bit** boring.

5 Challenge

Choose adverbs and adjectives to describe your opinion of the images in the pictures.

a *I think that kitten is absolutely gorgeous! (It's so small and cute!)*



2 The first movies

Strategy check! Listen for specific information

Tick the strategy which will help you to listen for specific information. Use the strategy before you listen.

- Listen to the recording but don't read the text first.
- Read the information first and make guesses about years or dates.
- When you listen again recheck the dates.

11 1 Listen A brief history of animation

Listen and match the information with the years.

- | | | | |
|-----------------|-------|---------|----------|
| 1 1900s | _____ | 5 1990s | _____ |
| 2 1928 | _____ | 6 1995 | _____ |
| 3 1937 | _____ | 7 2001 | <u>a</u> |
| 4 1940s – 1950s | _____ | | |

- a *Shrek* becomes the first film to win an Academy Award for Best Animated Feature.
- b The first animation films were made.
- c *Toy Story* was released – the first full-length film animated on computers.
- d *Snow White and the Seven Dwarves*, the first full-length animation film was produced by Walt Disney.
- e Disney films became popular and were watched by millions of people in cinemas.
- f Sound was added to cartoons for the first time. Mickey Mouse was also born!
- g Computers were used for the first time to make animation films.



2 Pronunciation Saying decades

What does **the 1940s** mean?

- a 1940 b 1940–1949

12 3 Listen

Listen and write the decade you hear. Then listen again and repeat.

- a _____ b _____ c _____ d _____

13 4 **Pronunciation** Saying years after 2000

Listen and write the correct year. Listen again and repeat.

1 a 2001 b _____ c _____

2 a _____ b _____ c _____

5  **Use of English** Past simple passive

Correct the errors in these sentences.
Use the *Use of English* box to help you.

1 The first film starring Mickey Mouse was make in the 1920s.

The first film starring Mickey Mouse was made in the 1920s.

2 The *Madagascar* films was shown in cinemas all over the world.

3 The first full-length animation film were called *Snow White and the Seven Dwarves*.

4 Computers weren't use to make animation films in the 1940s.

5 When was the first cartoon create?

6 Complete the sentences using the past simple passive.

1 Lots of Disney films were produced (produce) in the 1960s and 70s.

2 The first *Toy Story* film _____ (create) in the 1990s.

3 The first animation films _____ (not make) in colour.

4 In the first cartoons, hundreds of drawings _____ (need) to produce just one minute of animation.

5 The award-winning animation film, *Shrek*, _____ (release) in 2001.

 7  **Challenge**

Write a short paragraph about your favourite animation film.

_____ was released in 20 _____. The main character is

Use of English

Past simple passive

We use this passive form to talk about events in the past. We want to focus on the event, not the person who did it.

The first animation films **were made** in the early 1900s.

Where **were** the first animation films **made**?

If we want to mention the person who did the action, we use **by**.

The first film starring Mickey Mouse **was produced by** Walt Disney.



3 What makes a good film?

1 **Read** the answers below and match them to the questions.

1 Have you seen any good films recently?

2 What kind of film is it?

3 What's it about?

4 Where's it set?

5 Would you recommend it?

a It's set in India and a lot of the action takes place in the middle of the ocean.

b Yes, I saw *Life of Pi* at the cinema two weeks ago with my dad. It was amazing! 1

c Yes, I would. I liked the scenes where the boy faces the tiger, and then makes friends with him. My dad didn't like the film though! He says he prefers films that have more realistic plots! But I thought the plot was interesting and exciting.

d It's an adventure movie which looks fantastic. There are some amazing scenes, with great special effects.

e It's about a boy called Pi who has an incredible adventure at sea. It starts in India where his family own a zoo. But they have to sell the zoo and all the animals. They decide to sail to Canada where they can sell the animals and build a new life. But on the way they have an accident and only Pi and a few animals survive. So Pi is left in the middle of the sea in a lifeboat with the wild animals. And one of them is a huge hungry tiger! The film is about how Pi survives



2 Read the answers again and answer the questions.

1 Which answer tells you about the **plot**? _____

2 Where is the **setting** for the film? _____

3 Which main **characters** are mentioned? _____

3 Use of English

Read the *Use of English* box. Underline five relative clauses in the answers in Activity 1 (one has been done for you).

4 Choose the correct relative pronoun to complete the sentences.

- 1 I like the ending **that** / when / **who** the hero finally saves the planet.
- 2 My little sister doesn't like movies **that** / **who** / **where** are too long.
- 3 The most exciting scenes are **who** / **that** / **where** the superheroes are flying between buildings.
- 4 The special effects are so good **that** / **where** / **who** you think they are real.
- 5 The best scene is **that** / **when** / **who** the heroes finally discover the secret palace.
- 6 It's about a girl **where** / **who** / **when** discovers a lost city.
- 7 Is that the scene **that** / **who** / **where** the dinosaurs escape into the city?
- 8 He is a character **where** / **when** / **who** always does the right thing.



5 Challenge

Use relative clauses to complete the sentences about the film, *Epic*.

- 1 *Epic* is an adventure story that looks amazing.
- 2 It's about a young girl _____ goes on a special journey.
- 3 She is transported to a forest _____ there is a fight between good and evil.
- 4 There are a group of villains _____ want to destroy the forest.
- 5 One of the nicest scenes is _____ she meets the other characters for the first time.
- 6 It is a film _____ I would recommend to my friends.

Use of English

Relative clauses

Relative clauses are parts of a sentence that start with a relative pronoun.

The characters are so life-like **that** they look like real people.

It's about a group of superheroes, **who** have amazing abilities

There is a good scene **where** one of the heroes goes to Antarctica.

I liked the ending **when** the superheroes win.



4 Creating film scenes

1 Vocabulary Reporting verbs

Complete the dialogues with a verb from the box.

sniggered ~~whispered~~ sighed asked insisted

- 1 'Shh! Don't speak so loudly! They'll hear you!' she whispered .
- 2 'I won't take no for an answer! You have to come with us!' he _____ .
- 3 'It's so funny! He still doesn't realise that he's put up his tent on an ants' nest!' he _____ .
- 4 'What time is it?' she _____ for the third time.
- 5 'Oh no, you've done it again! I'm tired of it! Don't you ever learn?' _____ Dad.

2 Read the storyboard and put the pictures in the correct order.

The Light in the Garden

1 It was already past midnight and Lily couldn't sleep. She didn't know why. Then she realised that her sister, Lara, was awake too

2 Lily got up to close the curtain. It seemed unusually bright outside for a cloudy winter night. Then she noticed the light in the corner of the garden.

3 Lara got out of bed and joined Lily at the window. The two girls looked at the light in amazement. Lara wanted to go outside and look at it close up.

4 Lily looked at her sister in shock. She didn't want to go out in the cold dark garden in the middle of the night. But her sister had other ideas!



a _____



b _____



c _____



d 1

3 Punctuation Direct speech

Add speech marks, exclamation marks and commas to the dialogue. Then match the dialogue with the pictures and text in Activity 1.

1 'You are joking!' exclaimed Lily, 'I'm not going out there at this time of night!'

'Well, I'll go on my own then, replied Lara, 'I want to find out what it is.'

Picture b

2 Hey, Lara Are you awake too? I can't sleep whispered Lily
Me neither. I've been awake for hours replied Lara

Picture

3 It's some kind of light. But where's it coming from? wondered Lara
Let's go and have a look

Picture

4 Lara, come and have a look at this What do you think it is?

Picture

★ 4 Challenge

Write sentences and dialogues in your notebook for the next two scenes of the story.



5 Spectacular special effects

1 Read

Complete the summary of the *Jurassic Park* film story with words from the box.

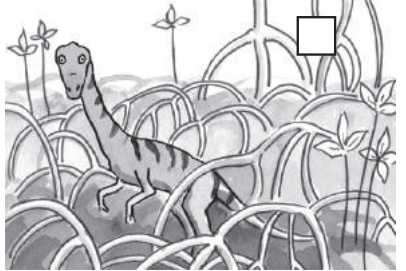
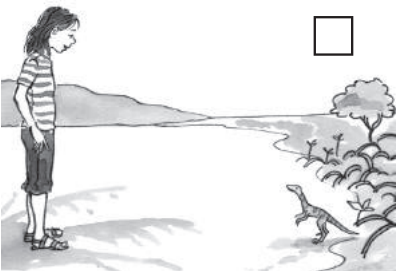
controlled ~~science fiction~~ island dinosaurs
escape breaks scientists escape dinosaurs

Jurassic Park is a ¹ science fiction film. It is about a group of ² _____ who visit an ³ _____ inhabited by ⁴ _____. Before the scientists arrive, the dinosaurs live in a ⁵ _____ area on the island and they can't ⁶ _____. But then, someone ⁷ _____ the security code and the ⁸ _____ escape. The scientists and other people on the island try to ⁹ _____ from the dinosaurs.

2 Why is *Jurassic Park* famous in cinema history? Circle the correct answer.

- a It starred lots of famous actors.
- b It showed computer generated special effects that were new at the time.
- c It is one of the most terrifying films ever made.

3 **Read** the extract again from the novel, *Jurassic Park* by Michael Crichton. Put the pictures from the story in the correct order.



4 Choose the correct answer.

- 1 Tina and her parents are at the beach. Her parents are **a next to her.**
b quite far from her.
- 2 Tina wants to be **a on her own.** **b with her parents.**
- 3 Tina **a stays by the sea.** **b moves under the palm trees.**
- 4 In the sand, she notices **a birds.** **b bird footprints.**
- 5 Next, she sees a lizard **a coming towards her.** **b running away into the bushes.**
- 6 The lizard is **a afraid.** **b not afraid of Tina.**
- 7 Tina thinks that the lizard **a wants to play.** **b wants some food.**
- 8 The lizard jumps onto Tina's **a hand.** **b toes.**
- 9 The lizard is **a heavy.** **b not heavy.**

5  **Write**

Do you think that the creature was really a lizard? Why? Why not? Give at least two reasons to support your answer.

Strategy check! Guess meaning from context

Tick the strategies which will help you to guess meaning from context. Use the strategy to help you with the sentences below.

- Don't read the sentence, just the word, and try to guess it.
- Read the whole sentence to get an idea of the word's meaning.
- Check the dictionary first.

6 **Word study**

Read the sentences from the story. Underline the words that help you understand the meaning of the words in bold.

- 1 ... Tina decided to move out of the sun, back from the water, to the **shade** of the palm trees.
- 2 The lizard stood on its **hind** legs, balancing on its thick tail ...
- 3 ... the lizard jumped onto her hand. Tina could feel its little toes pinching the skin of her **palm** and she felt the surprising **weight** of the animal's body pressing her arm down.
- 4 And then the lizard **scrambled** up her arm, toward her face.

6 Unit 4 Revision

1 Multiple-choice quiz

Choose the correct word to complete the sentences.

- 1 _____ are my favourite kind of film – I don't like anything too serious.
a Dramas b Comedies c Historical stories
- 2 We loved the film – the 3D special effects were _____ amazing.
a really b very c a bit
- 3 There was a great surprising ending to the film – it was _____ .
a boring b thrilling c slow
- 4 The _____ watches a film in the cinema.
a director b pianist c audience
- 5 The first movies were _____ to people in black and white.
a shown b showing c show
- 6 In 1935, the first film _____ produced in colour.
a has b was c is
- 7 The _____ of the film is very hard to follow.
a setting b costumes c plot
- 8 It's a story _____ will make you cry.
a when b who c that
- 9 'We have to _____ to make sure no-one hears us'.
a shout b whisper d ask
- 10 *Jurassic Park* is a _____ film about real live dinosaurs in the 20th century.
a historical b comedy c science fiction
- 11 In the next scene, Tina moved out of the sunlight and under the _____ of the palm trees.
a cloud b shade c sand

My global progress

Think about what you have studied in this unit. Answer the questions below.

1 What topics did you like and why?

2 What activities did you like and why?

3 What did you find challenging and why?

4 What help do you need now?

5 What would you like to find out more about?

6 What topics and activities relate to other subjects at your school?



Unit 8

Inventions

1 Gadget

1 Vocabulary Electronic gadgets

Match the words in the box with the pictures. Write the word under the picture.

- tablet
- mini-DVD player
- player
- memory stick
- camera



a _____



b _____



c camera



d _____

2 Use the words from Activity 1 to complete the sentences.

- 1 My favourite gadget has got to be my camera because I can use it to take photos and make little videos. I take photos of lots of things because I want to be a photographer when I grow up.
- 2 The most important gadget for me at the moment is this little _____ . I've saved the files for my history project on it and all my holiday photos. I use it on my mum's laptop but this is just for my stuff!
- 3 It's got to be my _____ because I can use it to download apps and play games. It's easier to carry around than a laptop and I love the touch screen.

3  **Read** the comments again and answer the questions.

- 1 Which person finds his gadget useful for storing school work?
- 2 Which person uses his gadget to do something creative?
- 3 Which feature does speaker 4 like about his gadget?
- 4 Which other piece of equipment has speaker 3 got to go with her gadget?

4  **Write**

Complete the phrases about the gadgets that you and your family use.


- 1 My favourite gadget has got to be ...
- 2 I can use it to ...
- 3 Another gadget that I use a lot is ...
- 4 The most important gadget in my family is ...
- 5 We think it's ... than a ... because ...

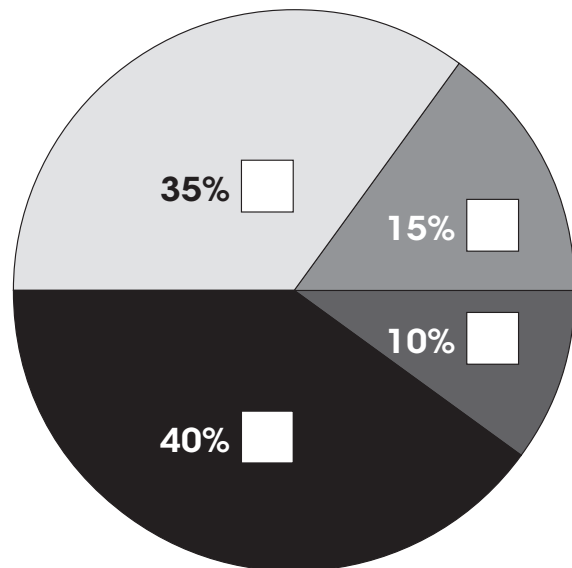
- a *What is your favourite gadget?*
- b *What is the most important reason for using your favourite gadget?*
- c *How many electronic gadgets do you have?*

14 5 **Listen** to Maya talking about her class survey. Tick the question she asked her classmates.



- 1 *Communicate with each other*
- 2 *Store information*
- 3 *For entertainment*
- 4 *Be creative*

14 6  **Listen** again. Use Maya's notes to label the pie chart. Write the numbers of the categories in the correct sections on the chart.



2 Great minds

Strategy check! Use your own knowledge

Tick the strategies which will help you to use your own knowledge to understand a text. Think about what you know about mobile phones before you read the text below.

- Talk about the reading topics first.
- Start reading the text without thinking or talking about it first.

1 **Read** the text and match a picture with a section.



A history of the telephone

- 1 The telephone has changed a lot over the years. The first telephones were long and tall and used to have a separate mouth and ear piece. *f*
- 2 Then, for a long time, home phones had one piece for both listening and speaking. People used to call someone using a round dial.
- 3 The first 'mobile' phones appeared in the 1970s. They were huge handsets that could only be used in cars. They cost nearly \$2000 and the battery used to run out after 20 minutes! At that time only very rich people could afford a mobile phone.
- 4 In the 1980s, some wealthy people started to carry mobiles. But they were still very big and very different from today's mobiles. They used to weigh nearly a kilo, but you could use them to make international calls. Before this, mobiles didn't have the power to do this.
- 5 In the early 1990s, mobiles became much lighter; they were known as 'candy-bar' phones because of the slim rectangular shape.
- 6 Over 30 years later, we have slim, light smart phones with a touch screen and lots of functions. What will be next in the development of the mobile phone?

 mobile phone  cell phone

2 Use of English

Underline four sentences with **used to** in the text.

3 Match the sentence halves to make true sentences about mobile phones.

- | | |
|------------------------------|--|
| 1 Mobiles didn't use to have | a calls and send texts. |
| 2 Mobiles used to be | b mobile phones in cars. |
| 3 Mobiles used to weigh | c photos with their phones. |
| 4 People only used to use | d a lot more than they do now. |
| 5 People didn't use to take | e too expensive for most people to buy. |
| 6 Mobiles only used to make | f the power to make international calls. |

4 Complete the sentences about televisions with the correct form of **use(d) to** and a verb from the box.

own watch not change listen to ~~not have~~

- 1 Televisions didn't use to have so many channels.
- 2 People _____ TV in black and white only.
- 3 People _____ TV channels with a remote control.
- 4 _____ your grandparents _____ a TV when they were young?
- 5 Before TVs, people _____ the radio to hear the news.

Use of English

Used to for past habits

We use **used to** to talk about past habits and states that don't happen now.

People **used to** light their homes with candles ...

Streets **used to** be dark ...

What **did** people **use to do** before electric light?

They **didn't use to have** electric light in their homes.

5 Challenge

Answer these questions about you using **used to**.

- 1 When you were five years old, which toys did you use to play with? When I was five years old I used to play with ...
- 2 Who used to be your best friend when you were very young? Is he/she still your best friend?
- 3 Have you ever moved house? Where did you use to live?
- 4 Have you ever changed schools? Which school did you use to go to?
- 5 What lessons did you use to have when you started school?

3 Bright ideas

1 Use of English

Complete Dmitri's presentation with **will/won't** and a verb from the box.

not have to make like improve
be do ~~change~~ not get

- A** Hello everyone, today I'm going to describe my idea for an invention. It ¹ will change the way we do our homework. It ² _____ our school work and exam results too!
- B** My idea is called the Brain Pen. It is a pen that is powered by your brainwaves. You **won't** need to hold the pen – you just think about what you want to write and the pen will write it for you. The pen will write as fast or as slowly as you want it to. You ³ _____ more relaxed when you do your work because you ⁴ _____ write with your own hand!
- C** The pen will be connected to headphones. The pads on the side of your head will pick up your thoughts; then the words will be transmitted to your pen through a wire and it will write them down.
- D** This invention ⁵ _____ our school work easier because we **won't** need to worry about writing quickly or neatly. If you have a lot of writing to do, your hand ⁶ _____ tired because the Brain Pen will do all the work.
- E** To sum up, I think both kids and adults ⁷ _____ my idea. It will be good for people who write on laptops all the time and find writing by hand too slow. But sometimes you have to write by hand and this ⁸ _____ the job for you!

Use of English

Will for future predictions

This invention **will** change the way people travel ...
People **won't** crash into each other ...
Which idea **will** the judges choose?



2 Read the presentation again and match the sections A-E with a heading.

1 Why people need this invention. _____

2 Introduction. A

3 How you use the invention. _____

4 A summary of the idea. _____

5 Description of the idea. _____

3  **Write**

Sort the words to make five questions from Dmitri's audience after his presentation. Answer the questions in your notebook.

1 will / how / mistakes / correct / Brain Pen / the ?

How will the Brain Pen correct mistakes?

2 handwriting / what / like / will / the / look / ?

3 wear / will / the / comfortable / headphones / be / to / ?

4 electricity / will / the / use / pen / ?

5 will / how / Brain Pen / cost / much / the / ?

4 Over to you Write two more questions to ask Dmitri about the Brain Pen.

 **5**  **Challenge** Write about a new invention for your school.

1 Write four future predictions about your school using **will/won't**.

In 5 years' time my school will

The teachers probably won't

2 Describe an invention that you think your school will need in the future.

Draw a picture to show your idea.

4 Changing the world

1 Read

Put the sentences, a-f, in the correct place to complete the essay.
Look at the phrases in bold to help you.

¹ **b** If we didn't have television, we wouldn't know about important things happening in our country or the world.

² _____ **For example**, when we watch the news, we can know what is happening in the next town or on the other side of the world, all in one programme. ³ _____

I think that television is important to educate us and entertain us too. There are educational TV programmes ⁴ _____ Television gives us important information, but it also makes us relax and laugh too. We can watch TV for fun, ⁵ _____ But some people say that families would talk to each other more, if there was no television. **In my opinion**, families can make time for talking and going out and also enjoy watching TV together too. ⁶ _____



- a **such as** documentaries about wildlife, history and culture.
- b **In my opinion**, one of the most important inventions of all time is the television.
- c **This means that** we can know more information about our own country and other countries too.
- d **for example**, when we watch cartoons and movies that tell great stories.
- e **For these reasons, I think that** TV is one of the most important inventions.
- f This is **because** television can bring us pictures and information very quickly and from far away.

2 Use of English

Complete the sentences with the correct form of the verbs in brackets.
Use the *Use of English* box to help you.

Use of English

2nd conditional

We use the 2nd conditional to talk about situations that are imaginary (not real). 2nd conditional sentences have two parts: **If** + past simple / **would** + verb (without to).

If we **didn't have** television, we **wouldn't know** about important things ...
Families **would talk** to each other more, **if** there was **no** television.



- 1 If I had a lot of money, I would buy a nice big house.
(have / buy)
- 2 If my football team _____ the Cup, I _____ with all my friends. (win / celebrate)
- 3 We _____ the Great Wall, if we _____ to China, (visit / go)
- 4 If you _____ live anywhere in the world, where _____ you _____ ? (can / live)
- 5 If we _____ house, we _____ to live in another city.
(move / not want)
- 6 If you _____ someone famous, what _____ you _____ them? (meet / ask)

3 **Write** about what you would do if you didn't have the things below.

television mobile phone email

- 1 If I didn't have a television, I'd read a book.

★ 4 Challenge

Choose one of the gadgets from Activity 3 and write about why you think it's important. Use the essay on page 58 to help you.

5 Believe in yourself

1 **Read** the extract again from the story, *Start Small, Think Big*. Put the sentences about the story in the correct order.

- a Suddenly Garth sees the Barker Boys walking towards him and tries to run away. _____
- b Garth feels very excited about testing his new invention – his Umbrella Hat – outside in the street near his home. 1
- c The Barker Boys laugh at Garth and his Umbrella Hat. _____
- d The lady has an idea to organise a young inventors' competition for the town. _____
- e After talking to the lady, Garth feels much better. _____
- f A lady from another house in Garth's street has seen Garth and the boys and asks him if he is alright. _____
- g Garth is pleased that his Umbrella Hat protects him against the rain and wind. _____
- h Then the lady looks at Garth's Umbrella Hat and likes it a lot. She thinks that it is a clever idea. _____
- i Garth feels very upset. Now he thinks that his invention is a failure. _____
- j Todd Barker throws the Umbrella Hat on the ground. The boys run away laughing. _____

2 Choose the correct answer.

- 1 Garth created the Umbrella Hat to
 - a **solve a practical problem.**
 - b **make people laugh.**
- 2 Garth thinks that his Umbrella Hat is better than a normal umbrella because
 - a **it protects you against the rain.**
 - b **you don't have to use your hands to carry it.**
- 3 The lady tells Garth to
 - a **fight back at the boys.**
 - b **don't let their attitude stop him from inventing things.**
- 4 The lady wants to organise a competition to
 - a **help children like Garth show their clever ideas.**
 - b **sell children's inventions in her shop.**

3 Word study Adverbs

Change the adjectives into adverbs. Then complete the sentences about the story with the correct adverb.

careful quick secure rough gentle

- 1 Garth didn't want to damage the hat so he put it carefully on his head.
- 2 He fastened it _____ with the strap so it wouldn't fall off in the wind.
- 3 When he saw the boys, Garth turned around _____ to run home.
- 4 Todd Barker pulled the Umbrella Hat _____ off Garth's head.
- 5 The lady took the hat _____ from Garth because she could see it was already damaged.

- 4 Underline the verbs in Activity 3 that the adverbs describe (number 1 has been done for you).

15 5 Pronunciation Pronouncing 'a'

Listen and repeat the sentences. Match the sentences which have the same 'a' sound.

- 1 *Face the day* in a positive way!
- 2 Don't be *sad* and *mad*, be *happy* and *glad*!
- 3 *That man has sat* on his hat!
- 4 You *may be crazy*, but you're not *lazy*!

6 Values Believe in yourself

Imagine you're going to try something new and you're feeling a bit nervous. Tick the attitudes that are the most helpful.

- 1 If other kids can do it, so can I!
- 2 If I can't do it, everyone will laugh at me.
- 3 If I don't try, I won't know if I can do it.
- 4 If I fail, I'll feel really bad!
- 5 If I know I've tried my best, I'll feel OK.

Use of English

Adverbs

We use adverbs to describe (give us more information about) the verb in the sentence. Adverbs tell us how something happens.

You should listen to instructions **carefully** when you're doing a science experiment.

Adverbs are usually formed by adding **-ly** to an adjective. 'Are you feeling better now?' she asked **gently**.



6 Unit 8 Revision

1 Vocabulary Gadgets and equipment

Sort the letters and make words to complete the descriptions.

- 1 A long time ago, bicycles used to have a big wheel at the front and a smaller wheel at the back.
- 2 You use a _____ to tell you which direction you are going.
- 3 We use _____ to fasten our clothes.
- 4 Some _____ have touch screens and some have buttons.
- 5 You can create documents, store files and carry _____ from one place to another.

pzsi
olimbe
onpesh
mscropa
eeybiste
plsaotp

2 Use of English

Use the phrases in the box to complete the sentences.

- 1 When I'm older, I will probably live in another city.
- 2 My sister _____ hate PE, now she loves it.
- 3 If we could go anywhere in the world, we _____ visit a tropical island.
- 4 When I was very young, we _____ have homework at school. Homework didn't exist!
- 5 If I had to choose just one gadget, it _____ be my laptop.
- 6 He _____ do well in the exam because he doesn't work hard enough.
- 7 Where did you _____ live when you were very young?

use to
~~will~~
would (x2)
didn't use to
won't
used to

3 Over to you

Complete the sentences with your own ideas.

- 1 When I started learning English, I used to _____
- 2 When I started school, I didn't use to _____
- 3 If I could go on holiday tomorrow, I _____
- 4 In five years' time, my family will probably _____
- 5 If I could change something in my school, _____

My global progress

Think about what you have studied in this unit. Answer the questions below.

1 What topics did you like and why?

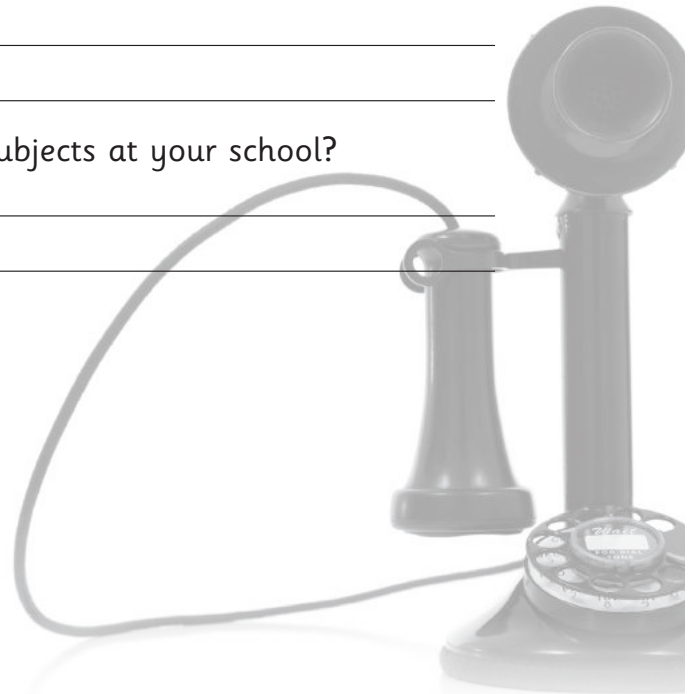
2 What activities did you like and why?

3 What did you find challenging and why?

4 What help do you need now?

5 What would you like to find out more about?

6 What topics and activities relate to other subjects at your school?



Unit 9

Explorers

1 On a mission!

1 **Read** the text on page 65. How did the astronauts' missions benefit other people? Match a heading with a text.

- a Improvements in medicine on Earth. _____
- b Improvements in medicine in space. _____
- c Better communication on Earth. _____
- d More information about Earth's environment. _____

2 Answer the questions about the reasons for the missions. Which space mission ...

- a discovered facts about the effects of no gravity? _____
- b helped people all over the world get information more quickly? _____
- c produced important information about the weather? _____
- d helped improve astronauts' health in space? _____
- e produced information that could help fight disease on Earth? _____
- f discovered facts about things like how dirty Earth's air is? _____

3 Vocabulary Expeditions

Complete the text with a word from the box.

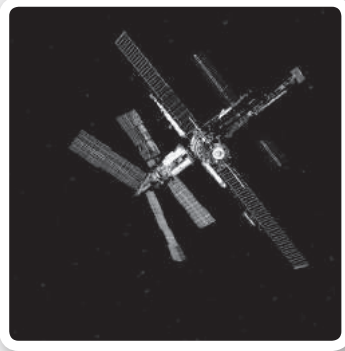
mission voyage discover sailed route

When British yachtswoman, Ellen MacArthur began her voyage in 2005, her ¹ *mission* was not ² _____ to a new land, but to break a world record. She succeeded! She ³ _____ on a ⁴ _____ which took her through the world's most dangerous seas and broke the world record for the fastest non-stop ⁵ _____ around the world.



Women in space

Since 1963, many female space explorers have followed Russian astronaut Valentina Tereshkova. Let's look at the missions of four important female astronauts to find out what astronauts do in space.



1 In **1983**, Sally Ride became the first American woman in space. Her team carried out scientific experiments in space and installed two communications satellites. Satellites make it possible for us to communicate instantly with each other across the world through TV, radio and telephones.

2 In **1984**, Kathryn Sullivan became the first American woman to walk in space. During her mission, she discovered important information about the sun's energy and how it affects the climate in very hot and very cold places on Earth. She also took photographs of Earth and measured air pollution.



3 In **1992**, Mae Jemison became the first African-American woman in space. During her mission, she did scientific experiments using the weightless atmosphere. In space, there is no gravity, so everything floats! Dr Jemison's experiments gave important information about the human body to produce better medicines and healthcare.

4 In **2012**, Liu Yang became the first Chinese woman in space. She did experiments in space medicine, which looks at how astronauts can survive and stay healthy in space. The conditions in space are very hard on the body and space medicine helps astronauts work safely.



2 Exploration exploits

1 **Read** the text. Circle the correct answer below to complete the sentences 1-5.

Ibn Battuta – An amazing journey

Mohammed Ibn Battuta was an extraordinary traveller. In 1325, at the age of 21, he left his home in Morocco in North Africa. He wanted to go on a 16 month pilgrimage*, but instead, he returned nearly 30 years later. During this time, he crossed five continents on foot, by camel and by boat. He was on a mission for knowledge and experience of different kingdoms and cultures. He travelled more than 100,000 kilometres across Africa, the Middle East, Central and South East Asia, China, India and Europe.



When he returned, Ibn Battuta wrote about his amazing experiences in a book called the *Rihla (Journey)*. His writing shows us a 14th century world that was as international as our world today. He saw people moving between countries to buy and sell goods, share knowledge and make pilgrimage. He wrote about the beauty of exotic cities and the geography of the landscapes. And he noticed how people across continents could be very similar and very different in their habits and customs.

*pilgrimage = the journey to Mecca for Hajj

- 1 In 1325, Ibn Battuta was born / Ibn Battuta started his travels.
- 2 Ibn Battuta was 30 years old when he returned home / away from home for 30 years.
- 3 Ibn Battuta visited five continents / countries during his travels.
- 4 He noticed how people's customs were never / sometimes the same wherever he travelled.
- 5 Ibn Battuta lived after / during the 14th century.

2 Use of English

Write questions about the text.

1 transport / use / did / what / Ibn Battuta / ?

What transport did Ibn Battuta use?

2 he / did / many / years / travel / how / for / ?

3 he / which / travel / continents / in / did / ?

4 travel / how many / he / did / kilometres / ?

5 country / which / born / he / was / in / ?

3 Write more questions about expeditions using **question words + noun**.

1 countries / visit Which countries did the explorers visit?

2 dangers / face What dangers did they face?

3 days / travel for _____

4 things / find _____

5 food / eat _____

6 people / meet _____

7 information / learn _____

4 Vocabulary Exploration

Complete the sentences with a word from the box.

1 Kenya, Ethiopia and Somalia are all on the continent of Africa.

2 The explorers discovered gold and other _____ things.

3 It was an _____ of exploration that lasted four centuries.

4 In the past, expeditions _____ people's knowledge of other cultures.

5 The Aztec _____ stretched across Central America.

6 In the 16th century, the Spanish army _____ the Aztec civilisation.

Use of English



Question forms

Question words + noun

How many ships did Columbus have?

What food did Columbus take?

Which countries did he travel to?

valuable
continent
era
increased
empire
destroyed

3 Intrepid explorers

- 1 **Read** Ola and Eva's description of their expedition plan. Put the paragraphs in the correct order 1-3.

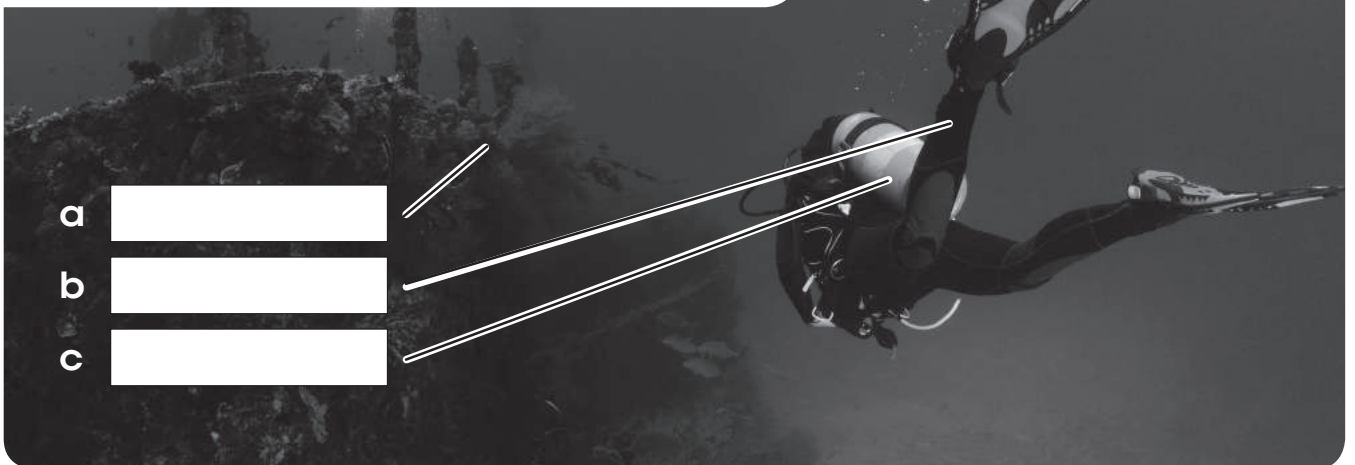
a The ship sank 30 kilometres from the coast here on the map. From this town here, we'll travel by boat until we get to the shipwreck site. We'll need a compass and sea maps to help us sail in the right direction. From here, we'll dive down to explore. As well as our diving equipment – wet suits and oxygen tanks – we'll take underwater cameras. We'll take pictures while we're looking for objects in the shipwreck.

b We're going to go on a diving expedition to the Indian Ocean to explore a 400-year-old shipwreck. This ship had a very bad accident and sank to the bottom of the ocean. We're hoping to find objects that will tell us about the people on the ship and what life was like on board. We'd also like to find out why it sank.

c We'll spend a lot of time on the boat too. As soon as we finish exploring, we'll record our findings on a laptop and upload our photos too. When we're not underwater, we'll need light clothing and also waterproof clothing, in case it rains. There'll be a first-aid kit too, in case we get sick or injured. While we're on the boat, we'll also make a video diary. When we get home, we'll organise an exhibition to show our photos and the objects we found in the shipwreck.

Paragraph order: **a** **b** **c**

- 2 Find words in the text to label the photograph.



3 Read

Circle the answer that is *not* correct.

- Ola and Eva want to find out about ...
a life on the ship. b the people on the ship.
c life in the ocean.
- While they are underwater, they're going to ...
a take photos. b make a video diary.
c explore the shipwreck.
- While they're on the boat, they're going to ...
a organise an exhibition.
b make a video diary. c record information.
- When they get home, they're going to show people ..
a a film about the ship. b photos of the ship.
c objects from the ship.

Use of English

Linking expressions

While, until, as soon as give information about the time something happens.

We'll take pictures while we're looking for objects in the shipwreck.

... we'll travel by boat until we get to the shipwreck site.

As soon as we finish exploring, we'll record our findings on a laptop.



4 Vocabulary Equipment

Underline ten types of equipment in the text.

5 Use of English

Circle the correct linking expression to complete the sentences.

- We're going to follow the route while / until we get to the house.
 - We'll make plans for tomorrow while / until we're having dinner.
 - As soon as / while they reached the jungle, they knew they needed a map.
 - The rain started until / as soon as she set up the cameras.
 - We'll keep looking while / until we see a tiger; then we'll start filming.
- 6 Complete the plans with **as soon as**, **while** or **until**.

We're going to take a boat down the river ¹ until we get to the hut.
From here we'll trek through the forest ² _____ we find a place to put
up our tent. ³ _____ we're putting up the tent, Sam will make dinner.
⁴ _____ we've had dinner, we'll set up the cameras to record nocturnal
animals. The camera will record ⁵ _____ we're sleeping. We'll have a
look at the film, ⁶ _____ we get up the next morning.

4 Keeping track

- 1  **Read** the leaflet for the wildlife park and complete Jack's blog with the times of the activities.

WHITTON WILDLIFE PARK, UK

17 JUNE



What a great day! When we got to the wildlife park at 9.30 am, the first animals we saw from our coach was a group of lions – two males, three females and a cub, which was only four months old. They looked very strong and powerful. Then, at ¹ 11.00 , we went to the orang utan enclosure and watched feeding time. The orang utans were hilarious! They came up close to us and one stole my water bottle!

After lunch at ² _____ , we went to see the sea lion show. The sea lions are so clever and funny. They can understand instructions and do tricks. Next, we went to feed the elephants at ³ _____ . That was fun! The elephants take the food with their trunks and then put it in their mouths. They look strange when you are close to them, but I think they are really interesting. And so huge! Our teacher said that the biggest one was 2.5 metres high and weighed about 3 tonnes.

Then at ⁴ _____ , we saw the bird of prey display. The birds were awesome! We saw falcons, owls and a huge eagle. When it stretched its wings out, it had a wingspan of over 1.5 metres!

This is the second time I've been to this wildlife park and there is always something new to see. I love it!



Have a fun-filled day at **Whitton Wildlife Park!**

- 11.00** Watch the orang utans at feeding time
- 12.30** See the sea lion show
- 13.00** Watch elephants' bath time
- 13.30** Join the aquarium tour
- 14.15** Feed the elephants
- 15.00** See the birds of prey display
- 18.45** Join the nocturnal animals tour

2 Read the blog again and complete the information.

3 Use of English

Read the *Use of English* box. In the blog, circle the ordinal numbers and underline the cardinal numbers in the leaflet.

4 Use the number in brackets and write an ordinal and a cardinal number in the gaps.

1 Today is the fifth day of the tour and we saw _____ elephants. (5)

2 _____ teachers run the science club at school and it meets on the _____ Wednesday of every month. (2)

3 Bobo is _____ months old. He's the _____ lion born this year. (4)

4 He came _____ in the race out of ten runners. There were _____ other runners who didn't race because they were injured. (3)

5 It's the _____ time we have been to the wildlife park and we've already seen _____ lion and four tigers. (1)

Whitton Wildlife fun facts ...

- Kalu, our oldest elephant measures ¹ _____ metres from foot to shoulder. He also weighs ² _____ tonnes!
- Samson, our largest mountain eagle has a wingspan of ³ _____ metres.
- Bobo, our newest lion cub is just ⁴ _____ months old.

Use of English

Numbers

Cardinal numbers tell us the **amount** of something: one, two, three, four, five

Ordinal numbers tell us the **order**:

first (1st), second (2nd), third (3rd), fourth (4th), fifth (5th)



16 5 Pronunciation Pronouncing numbers

Listen and repeat. What kind of number is pronounced differently?

1 2.15pm 2 6.45pm 3 9.30am 4 2.5 metres

17 6 Pronouncing ordinal and cardinal numbers

Listen and repeat. Circle the number you hear.

1 fourth / four 2 first / third 3 fifth / five 4 sixth / six

★ 7 Challenge

Write a blog or diary entry about what you did last weekend. Use time references and dates to organise your work.

5 Big adventures

- 1 **Read** the extract again from the novel, *The Boy Who Biked the World*. Decide if the sentences are **T (true)** or **F (false)**. Correct the false sentences.



- 1 Tom didn't want to go to Abai's house.
False. Tom was very pleased when Abai invited him to his house.
- 2 Abai's family were very surprised when they saw Tom, but they were pleased to welcome him.

- 3 There wasn't enough food for Tom as well as all the family.

- 4 Most of Abai's family could speak English.

- 5 Abai's Mum served the food with rice. _____
- 6 The family ate the food by picking it up with the injera bread.

- 7 Abai showed Tom how to eat the food in the Ethiopian way.

- 8 Tom said 'thank you' for the food in English.

- 9 During the meal everyone wanted to find out about each other's countries.

- 10 Tom learned that the Ethiopian calendar is seven years in front of the rest of the world's calendar.

- 11 He also learned that, according to Ethiopian time, the day begins when the sun goes down.

- 12 Abai's family made Tom feel very happy because they were kind to him.

2 Vocabulary Descriptive words

Choose the correct word to complete the sentences.

translated tore off chew popped
scoop up circular heaps

- 1 If you don't chew your food properly, you might get stomach ache.
- 2 He _____ some paper from the notebook and wrote down his phone number.
- 3 If I had _____ of money, I would travel around the world.
- 4 More people could sit around the table because it was a _____ shape.
- 5 Ana speaks Spanish and English very well, so she _____ the Spanish sentences into English so everyone could understand.

3 Use of English

Choose the correct participle adjectives to complete the summary.

At first, Tom was feeling ¹ **tiring** / **tired** and unhappy because he was missing home. But then he met Abai, who invited him to stay and have dinner with his family. At first Abai's family were very ² **surprised** / **surprising** to see Tom, but they were very ³ **pleasing** / **pleased** to welcome him into their home. During dinner, they were ⁴ **fascinated** / **fascinating** to hear about his ⁵ **excited** / **exciting** adventures and Tom was very ⁶ **interested** / **interesting** to find out more about Ethiopia. He was ⁷ **surprised** / **surprising** to learn that the Ethiopian calendar is different to the rest of the world. He also thought that Ethiopian food was ⁸ **amazed** / **amazing** – it tasted even better because he was so hungry. When he left Abai's family the next morning, he didn't think about the ⁹ **tiring** / **tired** journey ahead – he felt ¹⁰ **exciting** / **excited** about his adventure once again.

Use of English

Participle adjectives

Participles can often be used as adjectives before nouns or after **be**. Participle adjectives end in **-ing** or **-ed**, according to their meaning in the sentence.

Abai's Mum was shocked to learn that people in England do not eat 'injera'.

... Tom was excited about his adventure once again.

(excited = Tom's reaction to his adventure)

The food was not always delicious, but it was always interesting.

(interesting = the reaction to the food).

4 Challenge

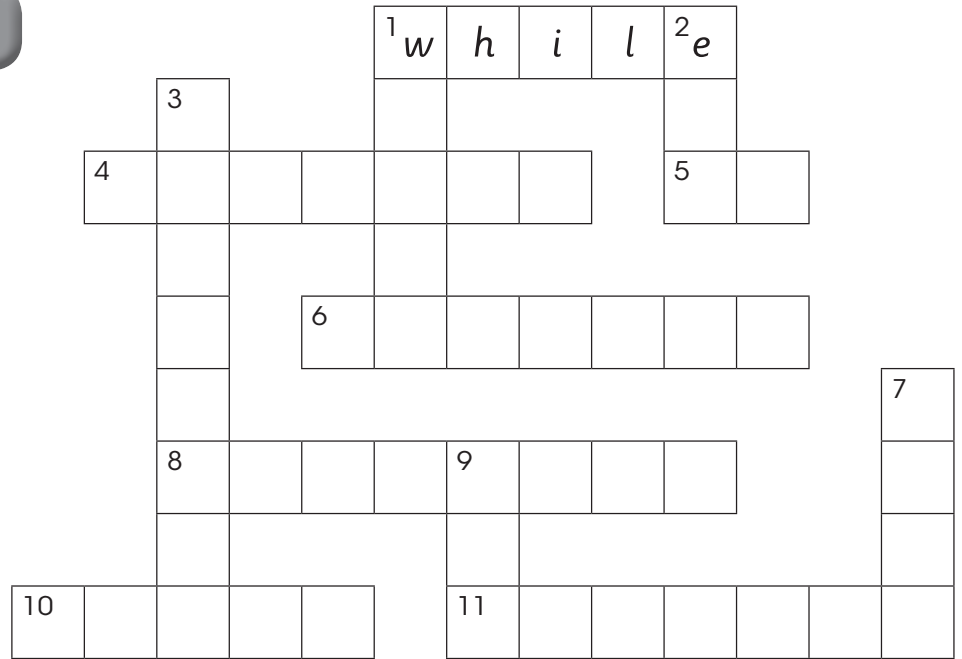
Use these participle adjectives in the box to write sentences about you.

amazing excited interesting tiring fascinating surprised exciting

The school trip we went on last year was **amazing** because ...

I always feel **excited** before I go on holiday because ...

6 Unit 6 Revision



Down ↓

- 1 _____ island did Columbus find first?
- 2 During an _____ of about 400 years, European explorers found out many new things about other continents.
- 3 This word means 'to find out something for the first time'.
- 7 During the trip, they found a _____ island that was so small, it didn't appear on the map.
- 9 For any trip, you need to take a first- _____ kit with basic medicines.

Across →

- 1 We saw two crocodiles while we were going down the river.
- 4 The first woman in space took part in a 3-day _____ in 1963.
- 5 As soon _____ they reached the camp, they set up their tents.
- 6 The night sky was full of bright, _____ stars.
- 8 The explorers brought back _____ things such as gold and jewellery.
- 10 He was the _____ person to discover the unknown island.
- 11 If you build houses on that land, it will _____ the birds' habitat.



2 Challenge

Design your own revision crossword to test your friends.

My global progress

Think about what you have studied in this unit. Answer the questions below.

1 What topics did you like and why?

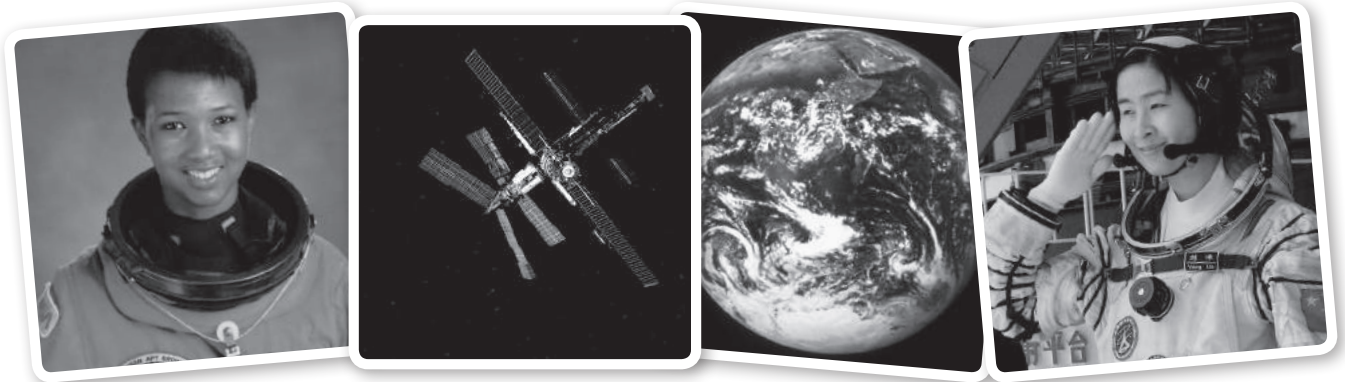
2 What activities did you like and why?

3 What did you find challenging and why?

4 What help do you need now?

5 What would you like to find out more about?

6 What topics and activities relate to other subjects at your school?



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t = top
c = centre
b = bottom
l = left
r = right

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