

1 Find, circle and write the creative activities.

Do

1 origami

2 _____

Create

3 an _____

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

Make

4 _____

5 a _____

Perform

6 a _____

2 Read and complete the definitions.

1 _____: When you do this activity you do a dance that is typical of your country or your region.

2 _____: This is a small object that looks like a person or an animal. You can use your hands or some strings to move it.

3 _____: This is the place where actors stand when they perform a play.

4 _____: These are special clothes that dancers or actors wear on stage or in a film.

5 beads: _____

6 clay: _____

3 Read and remember the grammar in the lesson.

I **have done** ceramics. I **have never composed** a song. I **haven't composed** a song.

4 Write about the creative activities you have and haven't done.



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



Past passive

1 Complete the sentences. Use the past passive.

paint make sing write create film

- Originally, shadow puppets were made in China.
- Matilda* _____ by Roald Dahl.
- Mickey and Minnie _____ by Walt Disney.
- The Hobbit* _____ in New Zealand.
- Guernica* _____ by Picasso.
- Earth Song* _____ by Michael Jackson.



2 Change the sentences from the active form to the past passive.

- William Shakespeare wrote *Hamlet*.
Hamlet was _____
- James Cameron made *Titanic* and *Avatar*.

- Matt Groening created *The Simpsons*.

- Mozart composed *The Marriage of Figaro*.



3 Listen and complete the notes.

**The Hobbit**

The book was written by (1) _____ . It was published in (2) _____ .
 The first film was released in (3) _____ . It was filmed in (4) _____ .
 In the first weekend, it was watched by almost (5) _____ million people in North America.

4 Choose four verbs and write true sentences. Use the past passive form.

write paint sing create make perform

- _____ was sung by _____ .
- _____
- _____
- _____

After you read

1 Remember the information. Read and answer the questions.

- 1 What does the word *manga* mean? It _____
- 2 When was manga created? It _____
- 3 Where do you begin reading a manga comic? You _____
- 4 When do manga characters go red? They _____
- 5 Who was *Spirited Away* made by? It _____
- 6 Which prize did it win? It _____

2 Listen and complete the notes. Write one, two or three words each time.



Manga magic

- 1 Jess thinks that the information is _____.
- 2 Callum doesn't like the characters' _____.
- 3 Jess enjoys _____.
- 4 Callum doesn't like reading comics from _____.
- 5 Jess _____ reading the story frames from right to left.
- 6 Callum has watched the *Dragon Ball* series for _____.



3 Thinking skills What do you think of the information?

I think _____ . I give it _____ stars. ☆☆☆☆☆

4 Find out about Japan with your family.



- 1 Which three countries are the nearest to Japan? _____
- 2 How many volcanoes are there in Japan? _____
- 3 Name three Japanese martial arts: _____
- 4 Name three things that are produced in Japan: _____
- 5 What do people use when they do ikebana? _____



Past passive questions

1 Order and write the questions.

- 1 *James Bond* / was / filmed? / Where
Where was James Bond filmed?
- 2 by? / *Your Name* / was / Who / written

- 3 the concerts / performed? / were / Where

- 4 the play / When / written? / was

- 5 this picture / Who / drawn / was / by?

2 Read the answers. Write the questions.

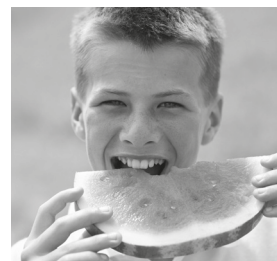
- 1 Where _____?
Dragon Ball was created in Japan.
- 2 _____?
 The films were made in Scotland.
- 3 _____?
Romeo and Juliet was written by Shakespeare.
- 4 _____?
 The songs were recorded two years ago.
- 5 _____?
Imagine was sung by John Lennon.

3 Read the sentences. Underline the silent 'w' sounds. Listen and check.



PRONUNCIATION

- 1 *Alice in Wonderland* was written by Lewis Carroll.
- 2 There were two wrong answers in the exam.
- 3 *The Sword in the Stone* was written in 1938.
- 4 The woman twisted her wrist twice.
- 5 William ate two whole watermelons.



4 Work with a partner. Read and answer. Ask and answer.



- 1 What's your favourite film?

- 2 When was it released?

- 3 What's it about?

- 4 Who are the main characters played by?

5 Why do you like it?



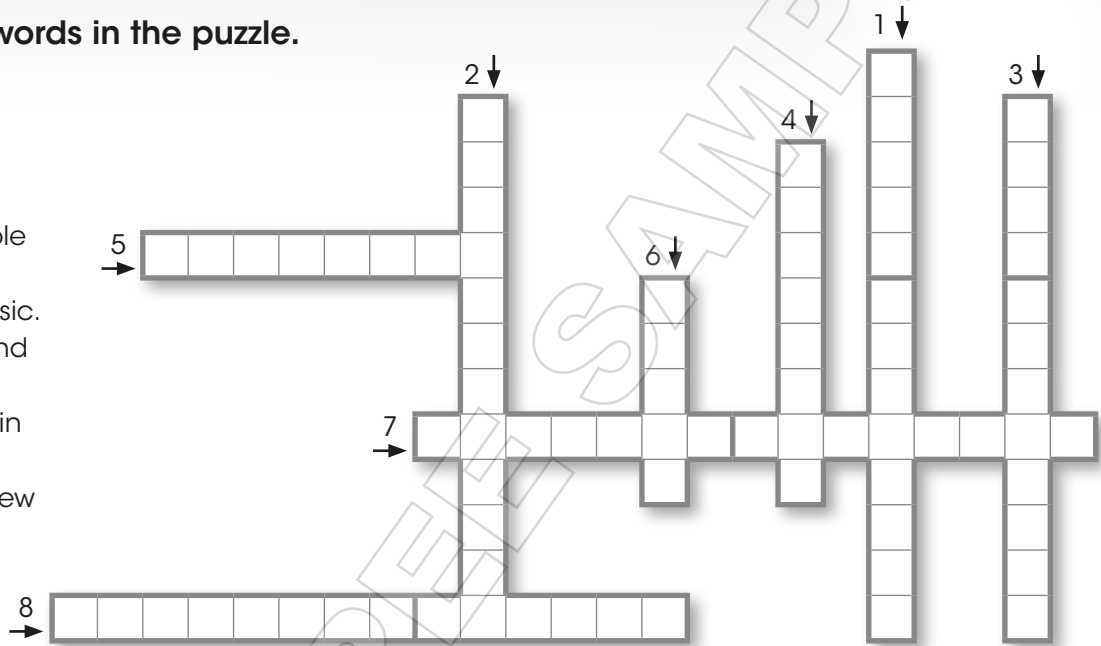
➔ For more grammar practice go to page 105.

Which is the odd one out? Why? written / draw / made / created



1 Read and write the words in the puzzle.

- 1 This is a person who records sound in a studio.
- 2 This is a person who takes photographs as a job.
- 3 This is a person who tells people how to perform.
- 4 This is a person who writes music.
- 5 This is a person who invents and writes stories.
- 6 This is a person who performs in a film or a play.
- 7 This is a person who creates new styles of clothes.
- 8 This is a person who paints on walls in public places.



2 Match the children with a job. There are four extra jobs.

fashion designer musician novelist photographer actor sound engineer film director composer

1 Matt: My favourite hobby is listening to music. I'm crazy about pop music! I love writing songs in my free time, but I can't play a musical instrument. In the future I'd love to work with performers in a studio.

3 Mia: I'd like to have a creative job when I'm older. I love the theatre and watching films. However, I'm also quite shy so I don't think I'd like to work in front of a camera.

2 Jill: I love sewing and I think I'm really good at sketching, too. In the future I'd like to do a job creating things with different fabrics.

4 Harry: I enjoy creative activities, but I can't draw or paint very well. I've got a great imagination and I love scaring people with the horror stories I write.

3 Read and learn.

Word building

When we write a definition we often use these relative pronouns:

It's a person *who / that* ...

It's a place *where* ...

It's something *which / that* ...

4 Complete the definitions. Use a relative pronoun.

1 An artist is _____

2 An art gallery is _____

3 Clay is _____

4 A theatre is _____

5 A stage is _____

6 A sculptor is _____

After you read

1 Read the definitions and find the words in the comic strip.

- 1 This adjective means without the other thing in a pair. _____
- 2 These are things which are scary but not real. _____
- 3 This action happens when somebody takes people away as prisoners. _____
- 4 This is a light, cool material which is used to make clothes. _____
- 5 This is something that we can't explain. _____
- 6 This is a soft toy made from clothing. _____

odd

2 Complete the comic strip frames.



3 Listen and complete the advert.



Comic drawing competition

Topic: (1) _____

Rules: Comics must have (2) _____ frames.

There mustn't be any (3) _____ or weapons.

Place and date: the town library on Saturday at (4) _____

Age groups: age 8 to 12, age 13 to (5) _____

Prizes: 1st prize: a set of comic books and (6) _____
2nd and 3rd prize: a new art set

4 Write about a comic strip you know. Ask and answer.

- 1 Who or what is the main character? _____
- 2 What's the main character like? _____
- 3 What's your opinion of the comic strip? _____

Develop your writing skills

1 Add a full stop, a question mark or an exclamation mark. Then write two more sentences.

- 1 That picnic looks delicious
- 2 Can I have a sandwich, please
- 3 Be careful, Jane
- 4 _____.
- 5 _____!



Plan your writing

2 **Cooperative learning** Work with a partner. Plan your comic strip. Make notes.

1 Who are the characters? _____

2 What happens in:

Frame 1: _____

Frame 2: _____

Frame 3: _____

Frame 4: _____

Frame 5: _____

Frame 6: _____

3 Which sound effects do you need? _____

3 Now write the six frames of your comic strip in your notebook. Remember to include full stops, question marks and exclamation marks.

4 **Learning to learn** Read your comic strip to a new partner. Then check your work together. Put a tick (✓) or a cross (✗).

- The comic strip is easy to understand.
- I've used captions to explain the story.
- It's clear who is speaking or thinking.
- I've included sound effects.
- The sentences finish with correct punctuation.
- It's enjoyable to read.

1 Complete the conversations. Use expressions to give praise. Act out. 

- 1 Guess what! I've won a prize for a short story.
- 2 I've just finished my drawing. Look!
- 3 I learnt to play the drums last year.
- 4 I'm going to sing in a concert tomorrow.

Prepare a conversation**2  Thinking skills** Make notes about your creative activities.

Creative activities I do:

Creative me!


Objects and materials I use:

The best creative things I've done:

Creative activities I'd like to try:

3 Write questions to ask a partner.

- 1 Do you enjoy doing creative activities? _____ 4 _____
- 2 _____ 5 _____
- 3 _____

Have a conversation**4 Talk with your partner about your creative activities.** 

Remember! Praise people when they tell you about an achievement.

**5 Reflect on the unit** Read and complete the sentences.

- In this unit I've learnt about _____
- In this unit I've learnt to _____
- I think that my work in Unit 4 is _____
- The ways I can improve are _____

My progress

Which is the odd one out? Why? the middle / the top / the corner / the background

Cooperative learning Work with a partner to do the quiz.

1 Write the verbs.

- | | |
|------------------|----------------------|
| 1 _____ a film | 4 _____ jewellery |
| 2 _____ ceramics | 5 _____ an animation |
| 3 _____ origami | 6 _____ a play |



2 Write the sentences. Use the past passive.

Avatar Jack Sparrow
Donald Duck *Diary of a Wimpy Kid*

create direct
play write

Walt Disney Jeff Kinney
Johnny Depp James Cameron

- 1 *Avatar* _____
- 2 _____
- 3 _____
- 4 _____

3 Read the answers and write the questions.

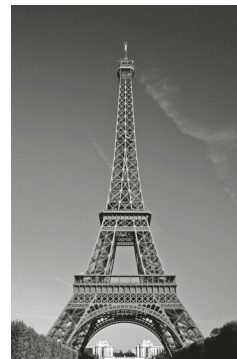
- 1 _____ ? The film was made in 2010.
- 2 _____ ? The photos were taken in Japan.
- 3 _____ ? The poem was written by Susie.
- 4 _____ ? The picture was painted in 1965.

4 Read, remember and answer the questions.

- 1 When was manga created?

- 2 Who was the Eiffel Tower built by?

- 3 Who was the kitten rescued by in the comic strip?



5 Look and order the letters. What's the mystery word?

a t i c l a m e x o n

The mystery word is: _____

Definition: _____

Well done. Give me five!



Using digital media creatively

1 Sarah and Omar are talking about digital technology. Listen and number the items in the order you hear them.



Product Selection 0 items

 digital camera <input type="checkbox"/>	 computer microphone <input type="checkbox"/>	 graphics tablet and pen <input type="checkbox"/>	 video camera <input type="checkbox"/>
 printer <input type="checkbox"/>	 mobile phone <input type="checkbox"/>	 scanner <input type="checkbox"/>	 laptop <input checked="" type="checkbox"/>

2 Listen again. What did Sarah and Omar do with the technology?



animation music video digital presentation birthday card digital story

- 1 Sarah used a laptop to create a _____.
- 2 Sarah used a digital camera to create an _____.
- 3 Omar used a graphics tablet and a printer to create a _____.
- 4 Omar used a scanner and a microphone to create a _____.
- 5 Omar used a video camera to create a _____.

3 Read and answer the questions about digital technology.

- 1 Which digital technology have you used?

- 2 What did you create with this technology?

- 3 What technology haven't you used?

- 4 What would you like to create in the future?

4 Work with a partner. Ask and answer the questions in Activity 3. Are your answers the same?

I've used a video camera to make a video about sport.

I've used a laptop to find information about space.

1 Find and circle the words. Complete the chart.

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

Messages on paper	Messages not on paper	Both
leaflet		

2 Read and complete the definitions.

- 1 _____: This is a language used by people who can't hear. People use their hands to communicate.
- 2 _____: This is an instant message system that allows you to communicate using the Internet.
- 3 _____: This is a piece of paper that is usually free and gives information about something.
- 4 _____: This is a type of story that has drawings and words. It's usually funny.
- 5 Greetings card: _____
- 6 Text message: _____

3 Read and remember the grammar in the lesson.

Which language **does** *flamingo* **come from**? It **comes from** Portuguese.
 Where **does** Lionel Messi **come from**? He **comes from** Argentina.

4 Write the question and the answer.

- 1 Which language does *giraffe* come from? _____
- 2 _____ He comes from Spain.

Reported speech

1 Read and write. Use *said* or *told*.

- The teacher _____ *told* _____ me I was doing very well.
- Pedro _____ he wanted a cheese sandwich.
- Jake _____ his mum he wasn't feeling very well.
- Sally _____ her friend she didn't understand Italian.
- They _____ the film was really good.
- I _____ I didn't like ice cream very much.



2 Complete the sentences. Use reported speech.

- 'I understand sign language.' Harry told me he _____
- 'I'm writing all the information for you.' The teacher said she _____
- 'My sister's going to the cinema tonight.' Hannah said her sister _____
- 'I want to play tennis this evening.' Matthew told me he _____

3 Listen and complete the notes.



Exams Practice

The school book club

Day: (1) _____

Time: (2) _____ to 1pm

Place: (3) _____

How long: We choose one book to read in

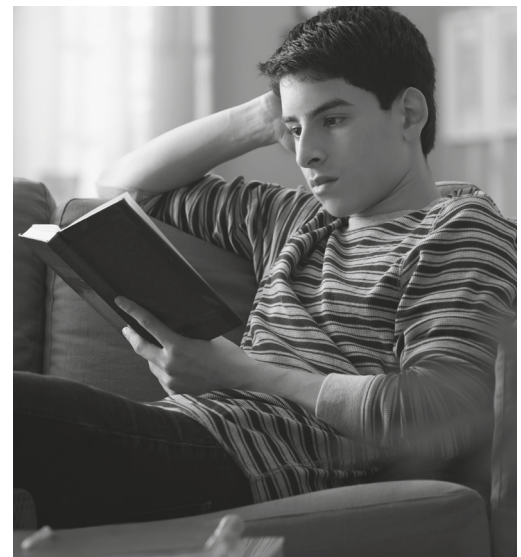
(4) _____ weeks.

What we are reading now: *The Secret Language* by

(5) _____.

What we do: We talk about the books, we have

quizzes or we (6) _____ of the scenes and characters.



4 Read and answer. Ask and answer.



- When do you read? _____
- What kinds of books do you read? _____
- Is there a book club at your school? When does it meet? _____
- Which book would you like to read at a book club? _____

After you read

1 Remember the information. Read and answer the questions.

- 1 Where was the Rosetta Stone discovered? It _____
- 2 What was on the Rosetta Stone? There _____
- 3 Where was Jean-Francois Champollion from? He _____
- 4 What did Champollion promise himself? He _____
- 5 What does the Egyptian word *ra* mean? It _____
- 6 What happened after Champollion told his brother the news? He _____

2 Listen and complete the notes. Write one, two or three words each time.



Cracking the code



- 1 The story is about _____ hieroglyphics.
- 2 Tom _____ of the Rosetta Stone.
- 3 Callum thinks the symbols on the hieroglyphics are _____.
- 4 Tom and Jess have got _____.
- 5 Callum's favourite part is when Champollion is so _____ that he faints.
- 6 Callum thinks that he _____ their code.



3 Thinking skills What do you think of the information?

I think _____
 I give it _____ stars. ☆☆☆☆☆

4 Find out about Egypt with your family.



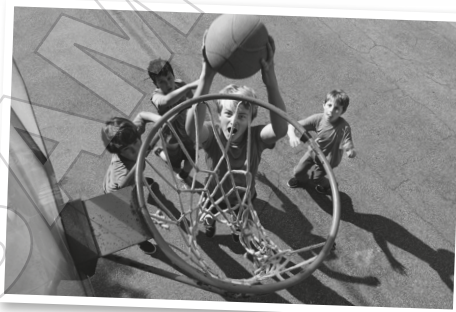
- 1 In which two seas can you swim in Egypt? _____
- 2 What's the name of the longest river in the world? _____
- 3 What's the Great Sphinx of Giza? _____
- 4 How many sides have the Egyptian Pyramids got? _____
- 5 What's papyrus? What was it used for? _____



Reported speech with will / would & can / could

1 Read and circle the correct pronoun.

- 1 Jason told *I / me* he wouldn't come to my house today.
- 2 My parents said *they / them* would come and watch the match.
- 3 Henry said *he / him* was hungry.
- 4 You told me *she / her* could swim really well, didn't you?
- 5 Kenny told *they / them* he was playing basketball.



2 Complete the sentences. Use reported speech.

- 1 'We won't go to the museum in the morning.' Julia said they wouldn't go to the museum in the morning.
- 2 'I can swim to the other side of the pool.' Alex told me he _____
- 3 'I can't play the guitar as well as Joseph.' Dan said he _____
- 4 'I'm sorry but I can't help you.' Kelly told me she _____
- 5 'We'll watch the film tomorrow.' Harry told me they _____

3 Listen and complete the sentences. When is *would* contracted?



PRONUNCIATION

- 1 James said he _____ meet me at lunchtime.
- 2 Jenny told her friend she _____ going to the concert.
- 3 Mrs Jones told the children they _____ go and play outside.
- 4 My grandad always said he _____ play chess, but he just beat me!
- 5 I said I _____ play my music very loudly.
- 6 They said they _____ come to the party on Saturday.

4 Work with a partner. Ask your partner questions about their plans for this evening. Write the answers.



- 1 Liam said he wouldn't do his homework this evening.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Will you do your homework this evening?

No, I won't.

➔ For more grammar practice go to page 106.

Which is the odd one out? Why? would / could / can / was



1 Read and complete the definitions.

- 1 The text that describes a photo or an illustration is called a _____.
- 2 The part of a magazine or website that talks about clothes and style is called the _____.
- 3 An _____ is when someone asks another person questions about themselves.
- 4 The first page of a newspaper is called the _____.
- 5 The title of a newspaper article is called a _____.

2 Read the text and the questions. Circle A, B, C or D.



Welcome to *Film Focus*. Today, Evie tells us what she thought of *Out in Space*.

Out in Space tells the story of four astronauts. Their spaceship gets lost and they lose communication with Earth. We watch their adventures as they try to find a way to return to Earth.

I thought it started very slowly but soon I was completely hooked. I couldn't wait to find out how they would get home.

The acting was fantastic! Janine Walton was especially

good. Her character gets braver as the film goes on and Walton showed that in an excellent way. There wasn't very much music. I think that music can make dramatic moments even more exciting, but there was a lot of silence in the film. The best part was the special effects. They were awesome. At one point there was a spectacular crash. I don't know how they made that look so life-like! So, I'd recommend this film. It's a bit long, but it's worth it!

- | | |
|--|---|
| <p>1 What's the writer doing in this text?</p> <p>A Giving her opinion about a film she's seen.
 B Giving information about different films about space.
 C Suggesting how actors can improve.
 D Telling us how to survive if things go wrong in space.</p> <p>2 What does Evie think about the film?</p> <p>A There was too much music in the film.
 B The acting wasn't very good.
 C It was exciting although not from the start.
 D She knew what was going to happen at the end.</p> | <p>3 What do you think 'hooked' means?</p> <p>A bored
 B enjoying something very much
 C comfortable
 D surprised</p> <p>4 What might Evie say about the film?</p> <p>A 'The most impressive thing was the special effects.'
 B 'I wish it were a bit longer.'
 C 'The women were much better than the men.'
 D 'It was very loud.'</p> |
|--|---|

3 Read and learn.

Word building

Some adjectives end in *-ed* and others in *-ing*.

What's the difference in meaning?

I was *surprised*.

The end of the film was *surprising*.

4 Read and circle the correct adjectives.

- 1 I didn't like the film at all. I thought it was *boring* / *bored*.
- 2 The match is about to start. I'm so *exciting* / *excited*!
- 3 I was really *surprising* / *surprised* at how good the acting was.
- 4 The beginning of the book was very *exciting* / *excited*, but it got less interesting after that.
- 5 I didn't know anyone at the party so I was *boring* / *bored*.

After you read**1 Read and write A (right), B (wrong) or C (doesn't say).**

- 1 Computer coding is more popular in schools than football.
- 2 The coding club at Chippington Primary School started three years ago.
- 3 There are three volunteer teachers who help at coding club.
- 4 The same children go to coding club each week.
- 5 The other teachers in the school are learning, too.
- 6 The school would like to have more volunteers to help teach coding.

**2 Read the definitions and find the words in the text.**

skills generation keep up with animations volunteers programmers

- 1 This means to stay at the same level as someone else. keep up with
- 2 These are people who can use codes to make websites. _____
- 3 These are people who do something without receiving money. _____
- 4 This is all the people in a group who were born at a similar time. _____
- 5 These are abilities people have, usually because of experience or training. _____
- 6 These are short films that show something moving. They use pictures. _____

3 Listen to the interview and order the questions. Listen again and answer the questions.

- When did you start going to coding club? _____
- Is programming animations easy? _____
- Do you have any other hobbies? _____
- What do you enjoy most about it? _____
- How old are you? 1 _____
- What job would you like to do when you grow up? _____

4  Cooperative learning Work with a partner. Write two more questions. Act out the interview. 

Develop your writing skills

1 Read and complete the sentences. Use so.

- 1 Rosie doesn't like ice cream so she decided to have fruit instead.
- 2 The door was locked _____
- 3 James really likes sport _____
- 4 The forest was dark and quiet _____
- 5 Gemma didn't think she was going to get a prize _____
- 6 It was raining while Mr Cookham was cycling home _____



Plan your writing

2  **Cooperative learning** Work with a partner. Plan your newspaper article. Make notes.

- 1 Who's the story about? _____
- 2 What did they do? _____
- 3 When did it happen? _____
- 4 Where did it happen? _____
- 5 What's the title? _____
- 6 What's the first sentence? _____

- 7 What information will you include at the end of the article? _____

3 Now write your newspaper article in your notebook. Remember to use direct and reported speech.

4  **Learning to learn** Read your text to a new partner. Then check your work together. Put a tick (✓) or a cross (X).

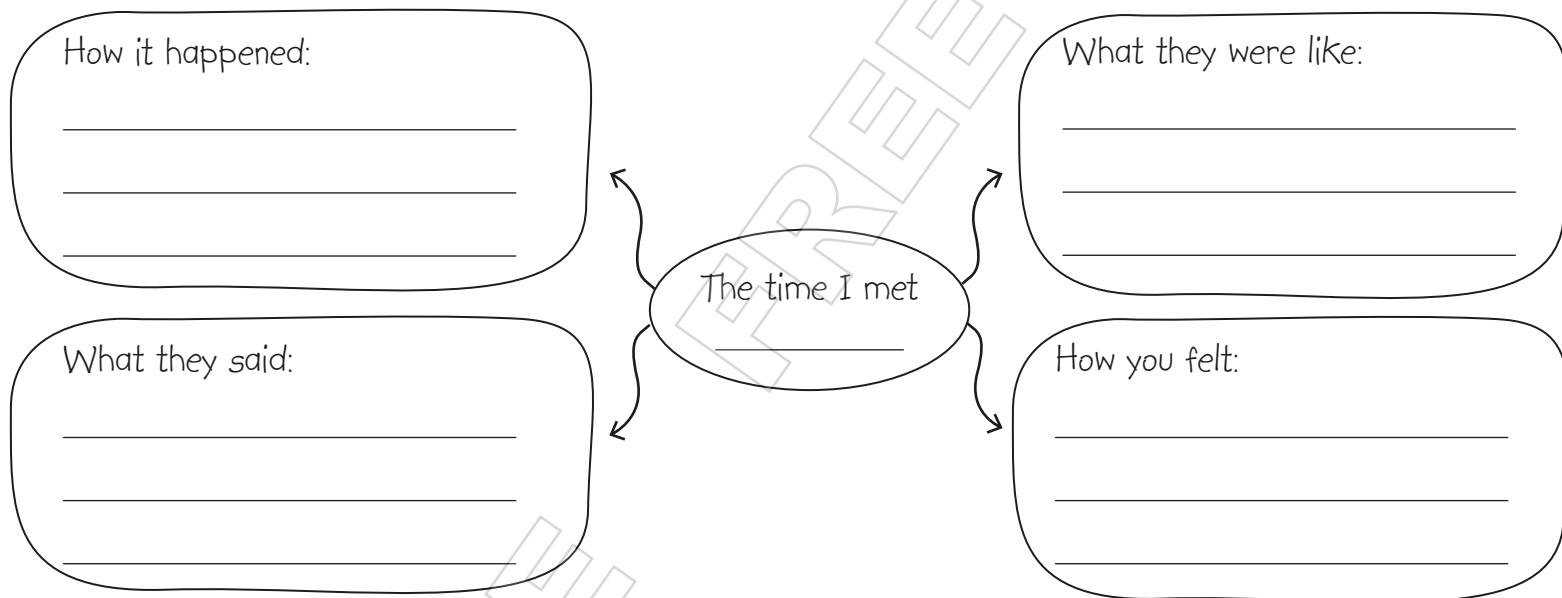
- My newspaper article's got a good title.
- I've included a sentence to introduce the news story.
- I've included reported speech in my newspaper article.
- I've included direct speech in my newspaper article.
- The events are written in a clear order.
- There's a reference for people to get more information.

1 Order the conversation. Then act out. 

- | | | | |
|------------------------------------|--------------------------|--|--------------------------|
| Have you ever met a famous person? | <input type="checkbox"/> | He came to our school once, about a year ago. | <input type="checkbox"/> |
| Wow! Your school? Was he friendly? | <input type="checkbox"/> | Yes, he was. He was friendly and funny, too. | <input type="checkbox"/> |
| Really? How did you meet him? | <input type="checkbox"/> | He told some brilliant stories about working in films. | <input type="checkbox"/> |
| Why was he funny? | <input type="checkbox"/> | We laughed a lot! | <input type="checkbox"/> |
| | | I'm not sure. Let me think. Yes! John Carter, the film star. | <input type="checkbox"/> |

Prepare a conversation


2  Thinking skills Make notes about meeting a famous person.



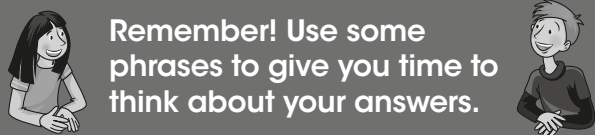
3 Write questions to ask a partner. 

- | | |
|----------------------------------|---------|
| 1 <u>What was he / she like?</u> | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | |

Have a conversation

4 Talk with your partner about meeting a famous person. 

Remember! Use some phrases to give you time to think about your answers.



5 **Reflect on the unit** Read and complete the sentences.

- In this unit I've learnt about _____
- In this unit I've learnt to _____
- I think that my work in Unit 5 is _____
- The ways I can improve are _____

My progress

Cooperative learning Work with a partner to do the quiz.

1 Complete the words.

- 1 bl _ g p _ st 3 l _ _ fl _ t 5 ch _ t m _ ss _ g _ 7 c _ rt _ _ n
 2 br _ ch _ r _ 4 n _ t _ 6 gr _ _ t _ ngs c _ rd 8 _ m _ _ l

2 Look and write the correct word.

1 _____ page
 2 _____
 3 _____
 4 _____

3 Read and complete the sentences. Use reported speech.

My name's Ben. I live in Australia. My family are fans of AFC Ajax, a great football team. I play football and cricket every Saturday.



- 1 He said _____ Ben.
 2 He said _____ in Australia.
 3 He said his _____ AFC Ajax.
 4 He said he _____ every Saturday.

4 Write the correct verbs in the chart.

Direct speech	Reported speech
are →	were
can →	_____
will →	_____
wear →	_____

Direct speech	Reported speech
go →	_____
is →	_____
have to →	_____
fall →	_____

5 Read, remember and answer the questions.

- 1 What kind of club did you read a newspaper article about? _____
 2 What does the school ask for at the end of the article? _____

6 Look and order the letters. What's the mystery word?



The mystery word is: _____

Definition: _____

Well done. Give me five!



Using digital media to research and present information

1 Listen to the conversation. Tick the information that the children learn in Hungarian.



- | | | | |
|---------------------------|--------------------------|-----------------------------------|--------------------------|
| the word for 'strawberry' | <input type="checkbox"/> | how to say 'yes' | <input type="checkbox"/> |
| the word for 'cat' | <input type="checkbox"/> | how to say 'no' | <input type="checkbox"/> |
| the word for 'elephant' | <input type="checkbox"/> | how to count from one to five | <input type="checkbox"/> |
| the word for 'horse' | <input type="checkbox"/> | how to pronounce the letters 'sz' | <input type="checkbox"/> |
| how to say 'hello' | <input type="checkbox"/> | how to pronounce the letters 'cz' | <input type="checkbox"/> |
| how to say 'goodbye' | <input type="checkbox"/> | how to pronounce the letter 'k' | <input type="checkbox"/> |



2 Listen again and answer the questions.



- 1 What does 'macska' mean in English? _____
- 2 How do you write 'no' in Hungarian? _____
- 3 What is an accent? _____
- 4 What does 'szia' mean in Hungarian? _____

3 Cooperative learning Work in pairs. Choose a language to research and complete the notes below.

Choose some vocabulary, e.g. animals, colours, food, parts of the body: _____

In English	In _____	In English	In _____
_____	_____	_____	_____
_____	_____	_____	_____

How to say 'hello' and 'goodbye': _____

How to count from 1 to 5: _____

How to say 'yes' and 'no': _____

How to pronounce some of the letters: _____

Are there any accents? _____

4 Work with another pair who chose a different language. Present all your information to the class. Use different digital technology.

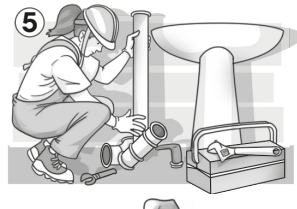
The word for 'Hello' in Spanish is 'Hola'.

The word for 'Hello' in Turkish is 'Selam'.

1 Find and circle the words. Write.



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



- 1 _____ politician _____ 3 _____ 5 _____
 2 _____ 4 _____ 6 _____

2 Read and complete the definitions.

- 1 A _____ is a person who helps a vet to look after sick and injured animals.
 2 A _____ is a person who protects objects, buildings and workers.
 3 A _____ is a person who designs pictures and text for magazines, adverts, books and newspapers.
 4 A _____ is a person who installs, repairs and makes sure computers work correctly.
 5 A businessperson _____
 6 A physiotherapist _____

3 Read and remember the grammar.

A vet **has to** have a degree. A vet **doesn't have to** work at night.

4 Describe a job. Use *have to* or *don't have to*. Read the sentences to a partner. Can your partner guess the job?

- 1 (uniform) You _____
 2 (tools) _____
 3 (work outside) _____
 4 (good at) _____

1 Read and circle the correct option.

- Matt may / *won't* be a musician because he loves playing the drums.
- Sue *will* / *could* be an engineer because she's studying engineering.
- Lucy *will* / *may* be a detective because she loves reading mystery stories.
- Sara *might* / *won't* be a graphic designer because she loves ICT.
- Tim *may* / *won't* be a tour guide because he loves travelling.
- Harry *will* / *won't* be an archaeologist because he isn't interested in history.

Making predictions about the future



2 Make predictions for you. Use *will, may, might, could* or *won't*.



- (tour guide) I _____
- (plumber) _____
- (veterinary nurse) _____
- (politician) _____
- (security guard) _____



3 Listen and circle YES or NO.

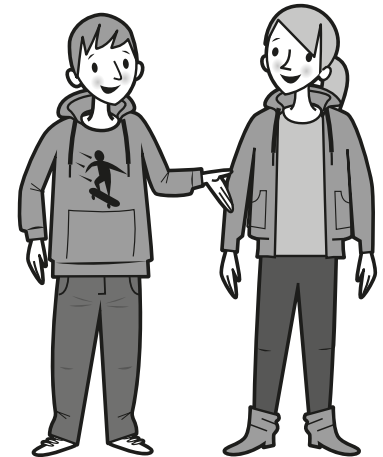


CD2 37



Plans for the weekend

- | | | |
|---|------------|-----------|
| 1 Jake might go to the cinema on Saturday. | YES | NO |
| 2 Jake may see his grandparents on Sunday. | YES | NO |
| 3 Vicky will probably go shopping with her mum on Saturday. | YES | NO |
| 4 Vicky will definitely go to the beach on Sunday. | YES | NO |
| 5 Vicky may watch TV on Sunday. | YES | NO |



4 Write about your plans for the weekend. Tell your partner.



- I'll probably _____
- I definitely won't _____
- I may _____
- I _____
- I _____



After you read

1 Remember the story. Read and answer the questions.

- 1 When did Evelyn start to learn the piano? When _____
- 2 Why did she begin to play percussion instruments? Because _____
- 3 Which parts of the body did she use to feel a drum's vibrations? She _____
- 4 What happened when Evelyn was 19? She _____
- 5 How did she achieve her dream? She _____
- 6 Why does the text say that 'there are no limits for Evelyn'? Because _____

2 Listen and complete the notes. Write one, two or three words each time.



The story of Evelyn Glennie

- 1 This true story is about a famous _____.
- 2 Tom is surprised to learn that Evelyn _____.
- 3 Jess saw Evelyn _____ once.
- 4 Jess's favourite instrument was made from _____.
- 5 Jess would like to go _____.
- 6 Jess is going to recommend the story to _____.



3 Thinking skills What do you think of the story?

I think _____.

I give it _____ stars. ☆☆☆☆☆

4 Find out about Scotland with your family.



- 1 What's the capital of Scotland? _____
- 2 What's Scotland's highest mountain? _____
- 3 What's haggis? _____
- 4 What is 'Nessie'? Where does it live? _____
- 5 What are bagpipes? _____



Embedded questions

1 Order and write the embedded questions. Ask and answer.



- 1 Do / will / you / watch / tonight / you / think / TV? Do you think you will watch TV tonight?
- 2 be / you / famous / will / Do / you / think? _____
- 3 you / tonight / have / Do / will / think / you / pizza? _____
- 4 you / Do / you / a / be / will / think / detective? _____

2 Complete the sentences.

- 1 (1 hour) I might go to the park in one hour's time.
- 2 (10 minutes) This class will finish _____
- 3 (3 months) The weather will be hotter _____
- 4 (1 year) I'll go to another school _____
- 5 (3 years) I won't drive a car _____
- 6 (30 seconds) The bell will ring _____

3 Read and draw the intonation pattern. Listen and check.



PRONUNCIATION

- 1 I'll wear glasses next year. 4 She could wear glasses in two years' time.
- 2 He may speak French in 10 years' time. 5 I might study English in 20 years' time.
- 3 They'll probably go home in one hour's time. 6 I won't do my homework tonight.

4 Read and answer. Use the time reference *in ... 's time* or *in ... s' time*.

Ask and answer.



- 1 When will you be fourteen? _____
- 2 When will you go home? _____
- 3 When will you go to bed? _____
- 4 When will you leave school? _____
- 5 When will you have a job? _____

➔ For more grammar practice go to page 107.

Which is the odd one out? Why? last year / next week / tomorrow / later



1 Look and write the actions.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

2 Read and circle A, B, C or D. 

Children and their future

More (1) _____ 3,000 children in Europe have participated in a survey to find (2) _____ how young people see the future. (3) _____ of the children predict that there'll be lots of new technology, like robots and flying cars, and this technology will help us live longer and (4) _____. The most popular wish is to live in a world without war and crime. (5) _____, ten per cent of the children (6) _____ a job that is fun and well paid when they are older.


- 1 A that B what C of D than
- 2 A up B in C out D down
- 3 A Most B More C Any D One
- 4 A best B worse C worst D better
- 5 A Last B Then C Too D Finally
- 6 A like B ask C want D hope

3 Read and learn.

Word building

Sequencing words can help us remember new vocabulary:

infant school → primary school
→ secondary school → university

4 Look at Activity 1. In which order will you do these things? Use *definitely, probably, might or could*. 

- 1 First, I'll probably _____
- 2 Then, _____
- 3 _____
- 4 _____
- 5 Finally, _____

After you read

1 Read the letter again and order the information.

- | | | | |
|--|-------------------------------------|-------------------------------------|--------------------------|
| The writer's signature | <input type="checkbox"/> | A greeting to the reader | <input type="checkbox"/> |
| The address and the date | <input checked="" type="checkbox"/> | An introduction to the time capsule | <input type="checkbox"/> |
| The writer's predictions for the future | <input type="checkbox"/> | The writer's closing message | <input type="checkbox"/> |
| A description of the writer's daily life | <input type="checkbox"/> | The writer's wishes for the future | <input type="checkbox"/> |

2 Read the definitions and find the words in the text.

- | | |
|---|---------------------|
| 1 This is a small round container where you can keep things. | _____ capsule _____ |
| 2 This is a small electronic device that you use to make calculations. | _____ |
| 3 These are flat pieces of plastic that have got tape inside for playing sound. | _____ |
| 4 These are large electronic games in a room or building. | _____ |
| 5 These are large places where products like cars are made. | _____ |
| 6 This is a treatment that makes an ill person better. | _____ |

3 Listen and complete the notes.



The New York World's Fair time capsule

The time capsule was buried in (1) _____.

The time capsule will be buried for (2) _____ years.

The outside of the capsule is made of (3) _____ and the inside is made of (4) _____.

There is a mechanical car and a (5) _____ inside the time capsule.

Another object in the capsule is some (6) _____.



4 Which objects would you put in a time capsule? Why?



- 1 I would put _____ because _____
- 2 _____
- 3 _____
- 4 _____

Which is the odd one out? Why? doll / bike / building blocks / computer game

Develop your writing skills

1 Read the letter again and find examples of the following. Write and order.


- 1 A greeting: _____
- 2 A closing message: _____
- 3 How the writer introduces himself: _____
- 4 Information included in the body of the message: _____
- 5 A prediction for the future: _____
- 6 The writer's address: _____

Plan your writing

2  **Cooperative learning** Work with a partner. Plan your letter. Make notes. 

- 1 Where is your time capsule buried? _____
- 2 A greeting: _____
- 3 Your daily routines: _____
- 4 Your favourite possessions: _____
- 5 Your predictions for the future: _____
- 6 Your wishes for the future: _____
- 7 A closing message: _____

3 Now write your letter in your notebook. Use your notes in Activity 2 to help you. Remember to organise the information into paragraphs.

4  **Learning to learn** Read your letter to a new partner. Then check your work together. Put a tick (✓) or a cross (X).

- The address is in the top right corner.
- The date is below the address.
- The letter starts with a greeting.
- There's new information in each paragraph.
- I've included a closing message.
- It's interesting to read.

1 Order the conversation. Act out. 

Because they look after people who are ill.

Why not?

I'd like to be a nurse when I'm older.

I wouldn't like to do that.

They sometimes give injections.

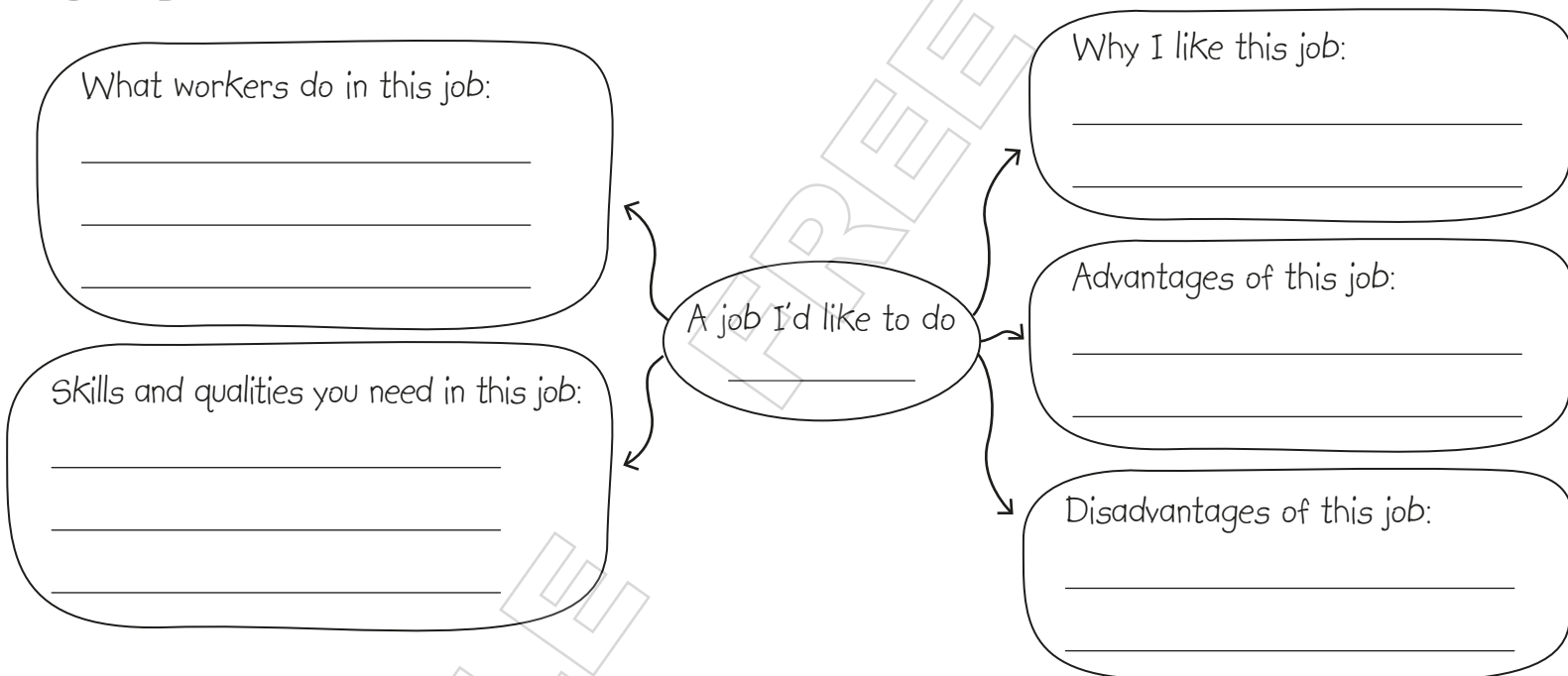
A nurse! Why's that?

Because I'm scared of injections.

That's a good reason. What else do they do?

Prepare a conversation


2  Thinking skills Make notes about a job you'd like to do in the future.





3 Write questions to ask a partner. 

- 1 What job would you like to do in the future? 4 _____
- 2 _____ 5 _____
- 3 _____

Have a conversation

4 Talk with your partner about a job you'd like to do. 

 Remember! You can use the expression *What else?* to find out more information. 

5 Reflect on the unit Read and complete the sentences.

In this unit I've learnt about _____

In this unit I've learnt to _____

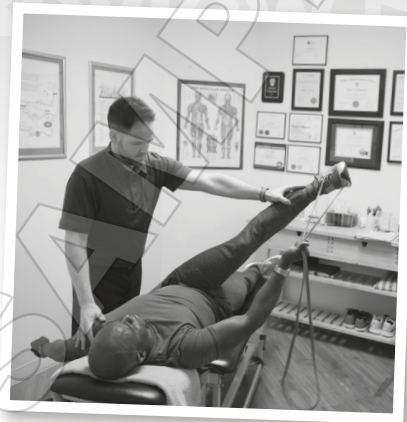
I think that my work in Unit 6 is _____

The ways I can improve are _____

My progress

Which is the odd one out? Why? photograph / painting / picture / film

Cooperative learning Work with a partner to do the quiz.



1 Read and write the words.

1 Name three jobs which need special tools:

2 Name three jobs which need a degree or a diploma:

3 Name three jobs which end in *-ian*:

2 Predict your future. Use *will, won't, may, might* or *could*. 

1 (get married) I _____

2 (go to university) _____

3 (learn to drive) _____

4 (leave home) _____

5 (go backpacking) _____

3 Order and write the time expressions.

this evening in five years' time in ten years' time in ten minutes' time in 20 years' time
the day after tomorrow next week in 11 months' time in one year's time

1 in ten minutes' time 4 _____ 7 _____

2 _____ 5 _____ 8 _____

3 _____ 6 _____ 9 _____

4 Read and complete. Use embedded questions. Ask and answer.  

1 (you / study Japanese / future) Do you think you will _____ ?

2 (you / watch a film / next week) _____ ?

3 (you / live on the moon / 20 years' time) _____ ?

4 (you / do all your homework / this evening) _____ ?

5 Look and order the letters. What's the mystery word?

n a r o a s t u t

The mystery word is: _____

Definition: _____

Well done. Give me five!



Thinking in different ways

1 Read and listen. Circle a letter each time. Is Pedro good at thinking outside the box? Why? / Why not?



Are you good at thinking outside the box in a project?

1 Do you brainstorm lots of ideas at the start of the project?

- A Yes, always.
- B Sometimes.
- C No, I don't.

2 Do you listen to other people's ideas?

- A Yes, usually.
- B Sometimes.
- C No, I don't.

3 Do you like thinking of silly or funny ideas?

- A Yes, I love it.
- B Sometimes.
- C No, I don't.

4 Do you try to do something different from other people?

- A Yes, usually.
- B Sometimes.
- C No, I don't.

5 Do you ever daydream?

- A Yes, often.
- B Sometimes.
- C No, never.

6 Do you like solving problems?

- A Yes, I love it.
- B Sometimes.
- C No, I don't.



Scores A: 2 points B: 1 point C: 0 points
 0-4 points: You need more practice thinking outside the box.
 5-8 points: Not bad. You are quite good at thinking outside the box.
 9-12 points: Well done! You are excellent at thinking outside the box.

2 Do the quiz with a partner. Are you good at thinking outside the box in a project? Why / Why not?

3 **Thinking skills** Invent a robot with a partner. Read and answer the questions. Think outside the box!

- 1 What useful job will your robot do? _____
- 2 How will it move? _____
- 3 What energy will your robot use? _____
- 4 How will you communicate with it? _____
- 5 What will it be called? Name your robot. _____
- 6 What will it look like? Draw your robot.

4 **Cooperative learning** Share your ideas with another pair. Listen to their suggestions. Do you want to make any changes to your robot?

My robot doesn't move very fast. I'll make it go faster.

Living on Mars

1 Listen and complete the chart.



	Earth	Mars
Oxygen	There is oxygen in the Earth's atmosphere. People need oxygen to breathe.	_____
Water	_____	Nearly all of the water on Mars exists as ice and a small amount is water vapour.
Food	_____	There's no life on Mars so there's no food.
Energy	The sun provides energy to help plants grow. The planet also contains fuel to create energy to help us live.	_____
Ultraviolet rays	These are rays from the sun that can cause sunburn and skin cancer. Earth's atmosphere protects us from some of them.	_____

2 **Cooperative learning** Work in groups. Make notes.

Living on Mars	
Problem	Possible solutions
We can't breathe on Mars.	_____
We can't grow food on Mars.	_____
We can't keep warm and power our lives on Mars.	_____

- 1**  **Cooperative learning** Work in groups. Plan your group's home on Mars.

Our home on Mars

The house

The structure:

Inside:

Food and water

Clothes

Travel

Energy

Reflect on your project

2 Read and answer.

- 1 Write three things you learnt about living on Mars.

- 2 Why were you a good group member? Write two things.

- 3 What could your group do better for the next project?

- 4 What mark would you give your group's work? _____ /10