

## Lesson 1 Vocabulary

- 1  Look and read. Choose the correct words and write them on the lines. There is one example.

challenging    a coder    environmental    a factory    interested in  
litter    rewarding    safe    special effects    a university

- 1 This means you're out of danger. safe
- 2 This is a building where things are made. \_\_\_\_\_
- 3 A place where some people study after they finish school. \_\_\_\_\_
- 4 This describes something that makes you feel important or useful. \_\_\_\_\_
- 5 This describes an activity which is difficult, but interesting and enjoyable. \_\_\_\_\_
- 6 These are used in science fiction films. \_\_\_\_\_
- 7 Someone who writes instructions for computers as a job. \_\_\_\_\_
- 8 This is another word for rubbish. \_\_\_\_\_
- 9 This describes things that people do to the natural world. \_\_\_\_\_
- 10 Liking something and wanting to learn more about it. \_\_\_\_\_

- 2  4.1 Listen and complete the sentences with words from Activity 1.

- 1 Lisa is a coder.
- 2 When Lisa was at school, she wanted to be an \_\_\_\_\_ scientist.
- 3 Lisa wanted to tidy up litter, but she's \_\_\_\_\_ computers too.
- 4 After school, she went to \_\_\_\_\_.
- 5 Lisa helps keep the factory and the workers \_\_\_\_\_.
- 6 Lisa's job is sometimes \_\_\_\_\_.
- 7 She says it's also a very \_\_\_\_\_ job.
- 8 When she is not at work, Lisa likes to learn about \_\_\_\_\_.

## Lesson 2 Reading comprehension

1 Read the article on Pupil's Book pages 48–49 again. Then circle **T** for True, **F** for False, or **N** for Not mentioned.

- |  |                  |
|--|------------------|
| 1 Marie has been interested in science since she was little. | <u>T</u> / F / N |
| 2 Marie has worked with Picker Pals for five months.         | T / F / N        |
| 3 Picker Pals works all over the world.                      | T / F / N        |
| 4 The Critics Company learnt about film-making at school.    | T / F / N        |
| 5 Raymond used his tablet to start filming.                  | T / F / N        |
| 6 The Critics Company have been making films since 2018.     | T / F / N        |
| 7 Pat works in big schools around the world.                 | T / F / N        |
| 8 More women than men are working in computer coding.        | T / F / N        |
| 9 Pat says computer coding is difficult.                     | T / F / N        |
| 10 Martha has studied coding for the last year.              | T / F / N        |

2 Read the descriptions. Who do they describe?

Marie    Martha    Pat    Raymond

- |  |                |
|--|----------------|
| 1 is a member of the Critics Company                 | <u>Raymond</u> |
| 2 says her work is very rewarding                    | _____          |
| 3 wants to be a coder in the future                  | _____          |
| 4 likes working with special effects                 | _____          |
| 5 says computers are like babies                     | _____          |
| 6 wants to study environmental science at university | _____          |

### Learning to learn

3 Find the answers to the questions on Pupil's Book pages 48–49. How quickly can you do this? Time yourself!

- |   |              |
|---|--------------|
| 1 How many people did they interview?           | <u>three</u> |
| 2 What does Marie want to be?                   | _____        |
| 3 What is the name of the group of film-makers? | _____        |
| 4 What does Pat say a computer is like?         | _____        |
| 5 What is Martha designing at the moment?       | _____        |

I completed this activity in  minutes.

1 Write the phrases in the correct columns.

for	since
<i>two weeks</i>	
_____	_____
_____	_____
_____	_____
_____	_____

two weeks  
ten minutes  
2012  
three years  
last year  
7 o'clock  
a long time  
I left school

2 Complete the dialogue with the words in the box.

been for for has How long since 've visited

A: How long have you <sup>1</sup> *been* a dentist?

B: I've been a dentist <sup>2</sup> \_\_\_\_\_ 50 years.

A: <sup>3</sup> \_\_\_\_\_ have you worked here?

B: I <sup>4</sup> \_\_\_\_\_ worked here for 40 years.

A: What about your assistant? How long  
<sup>5</sup> \_\_\_\_\_ she worked here?

B: <sup>6</sup> \_\_\_\_\_ 1975. But no one has <sup>7</sup> \_\_\_\_\_ for years.

A: Hmm ... I think my teeth are fine!

B: Don't worry ... I haven't done this <sup>8</sup> \_\_\_\_\_ a very long time, but I think I know what to do ...



3 Write questions with the prompts. Then answer for you with *for* or *since*.

1 How long / have / your mobile phone?

*How long have you had your mobile phone?* \_\_\_\_\_

2 How long / have / your favourite hobby?

\_\_\_\_\_

3 How long / live / in your home?

\_\_\_\_\_


4 How long / know / your best friend?


\_\_\_\_\_


# Lesson 4 Language in use

1   4.2 Listen and tick (✓) the box. There is one example.


When did Mr Lewis arrive?


A 


B 

C 


1 What has Frank eaten this morning?


A 


B 

C 

2 When is the competition?

A 

B 

C 


3 How many metres has Frank swum?

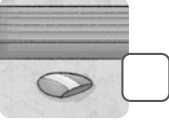
A **1000**


B **750**

C **500**

4 Where is Frank's swimming cap?

A 

B 

C 

2 Write sentences about your day at a sports club.

1 gym instructor ✓ / swimming coach ✗ / meet

*I've already met the gym instructor.* I haven't met \_\_\_\_\_ yet.

2 gym ✓ / canteen ✗ / find

\_\_\_\_\_

3 a drink ✓ / lunch ✗ / have

\_\_\_\_\_

4 basketball ✓ / football ✗ / play

\_\_\_\_\_

3 Write three sentences about your day with *I've already ...* and *I haven't ... yet.* Use the suggestions or your own ideas.

do my homework

have lunch / dinner

play basketball / football / tennis

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

- 1  Jane and Laura are in the school canteen. They're talking about what they're going to eat. What does Laura say?

Read the conversation and choose the best answer on page 43.  
Write a letter (A–H) for each answer.

You do not need to use all the letters. There is one example.

Example

Jane: Hi, Laura. Have you been to the new school canteen?

Laura: D

- 1 Jane: Great, let's go now! Have you had lunch yet?  
Laura: \_\_\_\_\_
- 2 Jane: Good – so we can have ice cream now! Have you tried these ones?  
Laura: \_\_\_\_\_
- 3 Jane: What's your favourite flavour?  
Laura: \_\_\_\_\_
- 4 Jane: I haven't tried that flavour yet. Pass me a spoon, please.  
Laura: \_\_\_\_\_
- 5 Jane: OK! Mmm, it's delicious. ... Oh no, there's the bell.  
Laura: Oh, dear. \_\_\_\_\_  
Jane: Hurry up! I've already been late three times this week!



- A I haven't finished my ice cream yet.
- B Here you are. Be careful – it's freezing!
- C I've already had it.
- D No, I haven't been there yet. (example)
- E Yes, I've already had a sandwich.
- F No, I haven't tasted them yet.
- G I like mango – it tastes delicious.
- H I've already been to the cloakroom.

## Lesson 6 Working with words

1 Write the phrases in the correct columns.

make	do
<i>a noise</i>	<i>the cleaning</i>
_____	_____
_____	_____
_____	_____
_____	_____

a cake  
~~the cleaning~~  
 the cooking  
 a fire  
 a model  
~~a noise~~  
 a poster  
 the shopping  
 your homework  
 the washing

2 Complete the text with *make* or *do*.

I'm a paramedic and I work in a hospital. My job is very busy and I also have lots of chores to do. I usually <sup>1</sup> do the shopping on the way home. I <sup>2</sup> \_\_\_\_\_ the cooking in the evening. Sometimes I <sup>3</sup> \_\_\_\_\_ a cake while my children <sup>4</sup> \_\_\_\_\_ their homework. At the weekend, I <sup>5</sup> \_\_\_\_\_ the cleaning while the children tidy their bedrooms. Then we do something together. Sometimes we <sup>6</sup> \_\_\_\_\_ a model or a poster. We usually <sup>7</sup> \_\_\_\_\_ a lot of noise! When it's cold we <sup>8</sup> \_\_\_\_\_ a fire to keep warm.



Prepare to write

1 Match notes a-g to the plan for a magazine article.

- a for five years
- b best moments are getting close to wildlife
- c ~~David Taylor, helicopter pilot~~
- d in an unusual place – Antarctica
- e loves flying and visiting interesting places
- f flies a helicopter to bring food and medicine
- g made a hole in the ice to see animals underwater



Paragraph 1 (introduction)

- 1 Name and job David Taylor, helicopter pilot
- 2 Where he works \_\_\_\_\_
- 3 How long he has done it \_\_\_\_\_
- 4 What he does in his job \_\_\_\_\_

Paragraph 2 (main body)

- 5 Why he chose it \_\_\_\_\_
- 6 Recent interesting experience \_\_\_\_\_

Paragraph 3 (ending)

- 7 What he likes most \_\_\_\_\_

2 Which paragraph (1, 2 or 3) do these sentences come from?

- 1 'We saw seals and penguins under the ice!' 2
- 2 He sometimes rescues sick people or animals. \_\_\_\_\_
- 3 'My favourite thing is looking at the landscape and all the ice.' \_\_\_\_\_
- 4 'I wanted to do something completely different.' \_\_\_\_\_

### 3 Answer the questions to add more information to the article.

1 What is the climate like in Antarctica?

\_\_\_\_\_

2 How does David feel about working there?

\_\_\_\_\_

3 How is his job challenging / rewarding?

\_\_\_\_\_

### Ready to write

### 4 Write a magazine article about David Taylor. Give your article a heading.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

### 5 Read and check what you wrote in Activity 4. Tick (✓).

Did I organise the information into paragraphs?

Did I use punctuation correctly?

Did I include direct speech?

Did I use linking words like *because*, *but* and *so*?

Is the grammar correct?

### 6 Rewrite the magazine article in your notebook. Use the points in Activity 5 to improve your work.



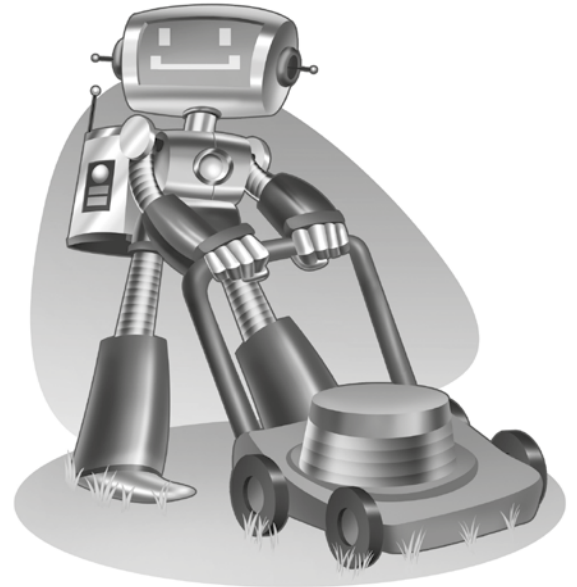
## Lesson 7 Functional language

### 1 4.3 Listen and tick (✓) or cross (x).

- |   |   |                                     |
|---|---|-------------------------------------|
| 1 | The robot hasn't done all the chores yet.         | <input checked="" type="checkbox"/> |
| 2 | The robot has made the beds.                      | <input type="checkbox"/>            |
| 3 | The robot hasn't done the washing.                | <input type="checkbox"/>            |
| 4 | The robot hasn't had time to make the dinner yet. | <input type="checkbox"/>            |

### 2 4.3 Listen again and write the words.

- I'm sorry, I haven't finished yet.
- No, I haven't. Shall \_\_\_\_\_ now?
- Thanks, that would \_\_\_\_\_.
- \_\_\_\_\_ me to do it now?
- No, I'm afraid I \_\_\_\_\_ time.
- \_\_\_\_\_. I can do it.



## Check-up challenge

### 1 Circle eight words in the wordsearch. Then complete the sentences with the words.

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

- You leave your coat in the cloakroom at school.
- That tastes horrible. I want to \_\_\_\_\_ it out!
- You must be \_\_\_\_\_ to your teacher.
- My robot needs a \_\_\_\_\_ to work.
- People make things like cars in a \_\_\_\_\_.
- You can keep your books in a \_\_\_\_\_ at school.
- Doctors, police officers and vets all help keep people and animals \_\_\_\_\_.
- Don't eat ice cream too quickly or your mouth will \_\_\_\_\_.

**2 Write questions with the verbs and your own ideas. Answer for you with *for* or *since*.**

1 (want) How long have you wanted to \_\_\_\_\_ ?

I've wanted to \_\_\_\_\_ .

2 (live) How long have you \_\_\_\_\_ ?

\_\_\_\_\_

3 (play) \_\_\_\_\_

\_\_\_\_\_

4 (have) \_\_\_\_\_

\_\_\_\_\_

5 (like) \_\_\_\_\_

\_\_\_\_\_

**3  Read and write the missing words. Write one word on each line.**

Jeff is a new student at our school. He <sup>1</sup> has only been here  
<sup>2</sup> \_\_\_\_\_ a week, but he has <sup>3</sup> \_\_\_\_\_ made a lot of  
friends. He hasn't met all the teachers <sup>4</sup> \_\_\_\_\_ - and he  
<sup>5</sup> \_\_\_\_\_ done his maths homework, so I don't know if he's a good  
student. But I know he's good at sport. He's <sup>6</sup> \_\_\_\_\_ basketball  
in the gym, but he hasn't joined the team yet. He loves food too! He's  
already <sup>7</sup> \_\_\_\_\_ to the canteen and tried all the pizzas! How  
<sup>8</sup> \_\_\_\_\_ have I know Jeff? I've only known him <sup>9</sup> \_\_\_\_\_  
Monday, but we <sup>10</sup> \_\_\_\_\_ become really good friends.



**What I can do!**

Put a tick (✓) or a cross (×).

scan a text for specific information

use expressions with *make* or *do*

talk about how long I have done something

write a magazine article

ask and answer about experiences

make and accept offers

In this unit, my favourite activity is: \_\_\_\_\_.

Something I did well: \_\_\_\_\_.

Something I could improve: \_\_\_\_\_.