

Series created

3

by Ken Methold

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Let's Read and Write in English

Сборник рассказов
на английском
языке





Let's Read and Write in English

High Beginner

3

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Сборник рассказов
на английском языке

Книга 3

ИЗДАТЕЛЬСТВО
ТИТУЛ
PUBLISHERS



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Note to teachers

Creative Comprehension for Elementary Schools is a four-level comprehension series that contains a variety of passages for elementary English classes. The passages cover a wide variety of topics that appeal to young learners and are designed to make reading an enjoyable experience. These passages are exploited with a range of exercise types that focus on the development of reading and writing skills at the elementary level.

Pre-reading

It is recommended that teachers use the illustration at the beginning of most units as a means of preparing pupils for the topic. These illustrations can be used to generate interest in the topic and present any new vocabulary or required structures through prediction, discussion and vocabulary development work.

Reading passages

This series presents a wide range of text types that enable pupils to understand the differences between texts for different purposes. The passages also introduce a range of interesting topics that will expand pupils' vocabulary and knowledge in key areas.

Each book in the series includes passages about the same primary school children and their families, which allows pupils to follow the stories of a group of relevant characters. Pupils will relate strongly to these characters and be exposed to relevant situations that are dealt with appropriately. Other passages introduce stimulating topics that are of interest to primary pupils.

It is beneficial to use a variety of approaches to reading the passages, such as individual silent reading, reading aloud, listening to the teacher, and reading and discussion in groups. This assists in

maintaining interest and encouraging pupils to perceive reading as a positive experience.

As far as possible, pupils should be encouraged to use context to guess the meaning of unknown vocabulary. At times teachers may wish to pre-teach key words before reading commences.

Exercises

A wide variety of comprehension, vocabulary and writing exercises is presented. They follow a logical progression and promote the development of crucial reading and writing skills.

Pupils are required to demonstrate basic understanding of the passage with short answer comprehension questions. This develops skimming skills, or reading for general understanding. More detailed comprehension is then developed through questions requiring longer answers that focus on specific aspects of the text.

Specific exercises have been designed to expand pupils' vocabulary and develop their vocabulary building skills.

The writing exercises are designed to exploit and develop the genre presented in the passage by focusing on structures that are relevant to the topic. Pupils are exposed to these structures through exercises ranging from sentence completion and simple sentence construction to the ordering of sentences to form a coherent text and text completion. Illustrations are used to provide valuable support in writing and composition exercises, which in turn helps motivate the pupil. Exercises are logically graded and models are provided.

A variety of approaches is recommended as the exercises can be used individually or in pair or group situations. This will stimulate interest and motivation, and allow for meaningful discussion.

Unit 1 Witness!

There was a robbery near Harry's home one night. Harry was looking out of his bedroom window at the time. He saw the robber run out of a shop. He saw the robber take off his mask. He saw his face. Harry told his father what he'd seen. When the police came, Harry and his father went to talk to them. 'I saw the robber,' Harry told the police. 'I can describe him. He was about fifty years old. He was bald. He had a big, red nose and thick lips. He had big ears. He was quite tall and thin. He had something wrong with his right leg.'

'How do you know that?' one of the officers asked Harry.

'He limped,' Harry said.

'What was he wearing?' the other officer asked Harry.

'He was wearing black jeans and a shirt,' Harry said. 'His mask was a lady's stocking. His shoes were white sneakers.'

'You are a very observant boy,' the police officer said. 'Well done! Now we can send out a description of the robber.'

The police did this and the next day they caught him. They put him in a line with some other men. They asked Harry to point him out.

Harry did this easily. The police arrested the man and charged him with robbery.



1. Give short answers to these questions.

- Was there a robbery near Harry's home one night? Yes, there was.
- Did Harry see the robber run out of a shop? _____
- Did the robber have a lot of hair? _____
- Did Harry point out the robber in the line-up? _____
- Was the robber charged with murder? _____

2. Answer these questions in sentences.

- a. Where was Harry when he saw the robber? He was in his bedroom.
- b. How old did Harry think the robber was? _____
- c. What clothes was the robber wearing? _____
- d. What was the robber wearing as a mask? _____
- e. What did the police charge the robber with? _____

3. Copy the true sentence about the passage.

- a. The police caught the robber with Harry's help.
 - b. The police caught the robber without Harry's help.
 - c. The police caught the robber with the shopkeeper's help.
- _____
- _____
- _____

4. Fill the gaps with the correct adjective from the box.

bald tall thin thick red

- a. You should eat more because you are too _____.
- b. Your eyes are _____. Have you been crying?
- c. He doesn't have much hair. He's almost _____.
- d. You can reach the top shelf because you are so _____.
- e. She has beautiful, _____, black hair.

5. Look at the pictures. Describe each person in a sentence.

- a. Kyle is tall and thin and has black hair.
- b. _____
- c. _____
- d. _____



Kyle Tom Mia Jamie

Unit 2 At the zoo

One of Kate's favourite places is her local zoo. It is not a big zoo, with just a few kinds of animals in it. The animals do not live in cages, but in specially built environments. There is even an ice machine in the polar bear's environment to keep his swimming pool and cave really cold.. Kate especially enjoys watching the chimpanzees, which live in an environment with trees, caves, rocks and a small lake. There are about 15 chimps, including four babies. The babies are carried everywhere by their mothers.

Kate also likes watching the birds in the aviary. An aviary is a small area of forest enclosed by wire netting. The birds can fly about and build their nests in the trees. Many of the birds are very beautiful. Some, like the pelicans, are funny to look at.

The zoo needs money because the animals are expensive to feed. Kate has 'adopted' a small monkey. Every month she sends the zoo £5 to pay for the monkey's food. Kate wanted to adopt a tiger but she did not have enough money. Tigers eat a lot of meat, which is expensive. Fortunately nuts and fruit are cheap.



1. Give short answers to these questions.

- Is one of Kate's favourite places her local zoo? Yes, it is.
- Is the zoo very big? _____
- Do the animals live in cages? _____
- Are there more than 30 chimpanzees? _____
- Are tigers expensive to feed? _____

2. Answer these questions in sentences.

- How many chimps live in the zoo? About 15 chimps live in the zoo.
- What do the animals live in? _____
- Where is there an ice machine? _____
- What lives in the aviary? _____
- Why does the zoo need money? _____

3. Copy the true sentence about the passage.

- Kate adopted a tiger and she buys it food.
- Kate likes watching the chimps in the huge aviary.
- Kate adopted a monkey because it is cheap to feed.

5. Look at the pictures. Write sentences saying what animals you see and where they live.

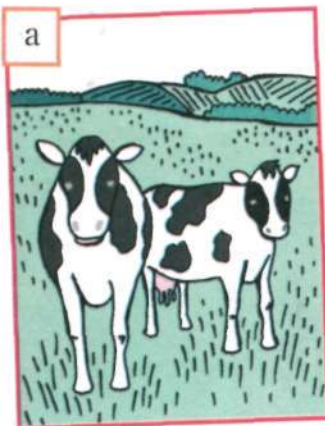
- The cows live in a field.
- _____

4. Put the words in the box under the correct heading.

lake aviary flat nest
cottage cage caravan house

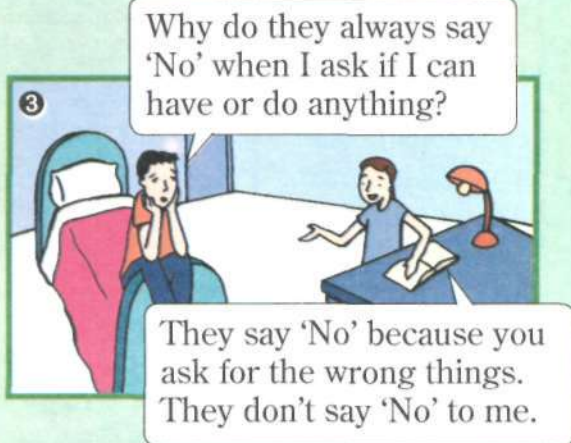
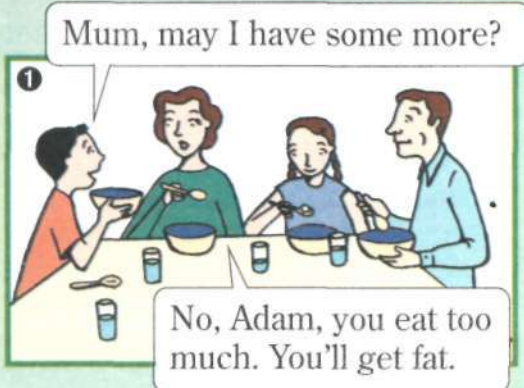
Where animals live	Where people live
_____	_____
_____	_____
_____	_____
_____	_____

- _____
- _____



Unit 3 Asking permission

The Wilsons are having dinner. Adam is still hungry. He has already had two helpings but he wants a third.



Adam is complaining to his sister about their mum and dad.

Adam wants to go and visit his friend Harry. He wants to play computer games with him.



Adam doesn't believe Kate, so Kate goes into the kitchen and speaks to their mother.

1. Give short answers to these questions.

- Are the Wilsons having dinner in the first picture? Yes, they are.
- Is Adam allowed to have a third helping? _____
- Does Adam's mother think that he eats too much? _____
- Does Adam want to play with Harry? _____
- Is he allowed to play with Harry? _____

2. Answer these questions in sentences.

- a. Why does Adam want a third helping? He wants a third helping because
he is still hungry.
- b. Who thinks Adam will get fat? _____
- c. What does Adam want to play with Harry? _____
- d. Why can't Adam play with Harry? _____
- e. What does Mrs. Wilson let Kate do? _____

3. Copy the true sentence about the passage.

- a. Adam is always allowed to play computer games with Harry.
- b. Kate is allowed to do things because she asks the right questions.
- c. Adam is not allowed to do things because he never asks.

4. Are these questions requests for permission or offers of help? Write P for permission or O for offer next to each one.

- a. May I go to the cinema tonight? _____
- b. Can I help you with the washing-up? _____
- c. May I carry your books? _____
- d. May I leave early today? _____
- e. Can I go and play with Ahmed? _____

5. Look at the pictures below. Write what each person is asking. Use the words in the box.

- a. May I play outside?
- b. _____
- c. _____

~~play~~ watch have



Unit 4 Not well

Suddenly, in the middle of a maths lesson, Emily had a bad stomachache. The pain was so bad that she cried out. Her teacher was very worried and took her to the school clinic. Then he sent for a doctor.

The doctor examined Emily. She pressed in different places on Emily's stomach. When she pressed on her right side, the pain was very bad.

'I think you have appendicitis,' the doctor said. 'You must go to hospital immediately. You will need an operation to have your appendix removed.'

'What's an appendix?' Emily asked the doctor.

'Your appendix is a small tube inside your body. You do not need it, but if it gets infected we must take it out because it can be very painful and even dangerous.'

An ambulance came to the school and Emily was carried into it. Then the ambulance raced to the hospital. Three hours later, Emily did not have an appendix!

She had to stay in hospital for four days. All her friends came to visit her. They brought her sweets and fruit and magazines. She had a great time.

'At least there is one good thing about having appendicitis,' she told her friends. 'You get lots of presents!'



1. Give short answers to these questions.

- Did Emily become sick at home? No, she didn't.
- Did Emily cry out from the pain? _____
- Was the pain worse on her right side? _____
- Can appendicitis be dangerous? _____
- Did Emily enjoy her time in hospital? _____

2. Answer these questions in sentences.

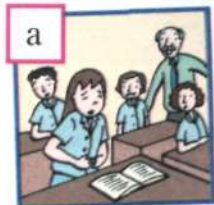
- Where was Emily when she got a stomachache? She was in her maths lesson.
- Where did the teacher take Emily? _____
- What did the doctor do to Emily's stomach? _____
- What is an appendix? _____
- What did Emily like about having appendicitis? _____

3. Copy the true sentence about the passage.

- Emily had never had an appendix.
- Emily needed her appendix.
- Emily didn't need her appendix.

5. Look at the pictures. Choose and write the correct question beside each one.

Is it painful when I press here?
What's wrong, Emily?
Do I have to go to hospital?
Can the doctor come immediately?



a. _____



b. _____



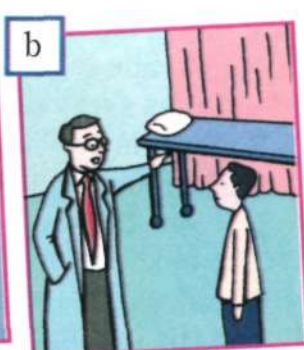
c. _____

d. _____



4. What is the doctor telling each child to do? Write a sentence for each picture, using the words in the box.

open ~~take~~ stand lie



- Tim: Take two tablets each day.
- Bob: _____
- Tracy: _____
- Simon: _____

Unit 5 When I leave school

Most people have ambitions. An ambition is something we want to do, want to be or want to have. A student's ambition, for example, might be to pass their exams and then get a good job. An athlete's ambition could be to win an important competition. A businessman's ambition is usually to make a lot of money. Not all ambitions are about success at work, however. Some people just want to be good people, have a family or help others.

Adam's ambition is to be a sports writer. He writes the sports reports for his class newspaper. He likes most sports, but swimming and football are his favourites.

Kate's ambition is to be a concert pianist. She is very serious about it and practises every day with her best friend Emily. It is very important to her.

Harry's ambition changes every day! One day he wants to be an astronaut. The next day he wants to be a pop singer. The next day he wants to drive a racing car. His mother would be happy if his ambition was to get up in time for school every day!

What is your ambition?



1. Give short answers to these questions.

- Do most people have ambitions? Yes, they do.
- Is a businessman's ambition usually to make a lot of money? _____
- Does Kate practise the piano every day? _____
- Is Harry's ambition always the same? _____
- Does Harry's mother want him to be on time for school? _____

2. Answer these questions in sentences.

- a. What is an ambition? An ambition is something we want to be, want to do or want to have.
- b. What might a student's ambition be? _____
- c. Which sports are Adam's favourites? _____
- d. What does Kate want to be? _____
- e. What ambitions does Harry have? _____

3. Copy the true sentence about the passage.

- a. Most people have ambitions.
b. Only businessmen have ambitions.
c. Only some people have ambitions.
- _____
- _____
- _____



4. Look at the pictures and write a sentence about each person's ambition.

- a. Terry wants to be a fireman.
- b. _____
- c. _____
- d. _____

5. Draw lines to match the beginning of each sentence to its correct ending.

- | | |
|---|-------------------------------------|
| a. Students must study hard if | they want to improve their fitness. |
| b. Footballers must practise every day if | they want to make a lot of money. |
| c. Businessmen must work hard if | they want to pass their exams. |
| d. Athletes must train every day if | they want to become famous. |
| e. Pop singers must sell many albums if | they want to play in the World Cup. |

Unit 6 The last wish

Three explorers, an Englishman, an American and an Australian, went to the Amazon to explore the jungle. Before long, however, they were completely lost. They had no idea where they were or how to find their way out of the thick jungle. After a week they had no food left; they were exhausted and ill. They knew that if they did not find a village or get help soon they would die.



Then one night a jungle spirit visited them. 'I feel sorry for you,' the spirit said. 'It's not easy for people like you to cope with this kind of jungle. I'd like to help, so I'll give you three wishes: one each.'

The three explorers drew straws to decide who should wish first. The Englishman drew the shortest straw and wished first. 'My wish is simple,' he said. 'I wish I was back home with my family.'

As soon as he made his wish he disappeared.

The Australian drew the next shortest straw. 'My wish is the same as the Englishman's,' he said, and he, too, immediately disappeared.

The spirit turned to the American and said, 'And what is your wish?'

The American was a friendly man who enjoyed the company of others. He thought for a minute or two, then he said, 'To be honest, I'm feeling rather lonely. I wish my two explorer friends were still with me.'

1. Give short answers to these questions.

- Did three explorers go to the Amazon? Yes, they did.
- Did they get completely lost? Yes, they did.
- Did they know how to get out of the thick jungle? No, they didn't.
- Did the explorers get three wishes each? No, they didn't.
- Was the Australian's wish the same as the Englishman's? No, it wasn't.

2. Answer these questions in sentences.

- a. Why did the three explorers go to the Amazon? They went to the Amazon to explore the jungle.
- b. What visited them one night? _____
- c. How did the explorers decide who should wish first? _____
- d. What did the American enjoy? _____
- e. What did he wish? _____

3. Copy the true sentence about the passage.

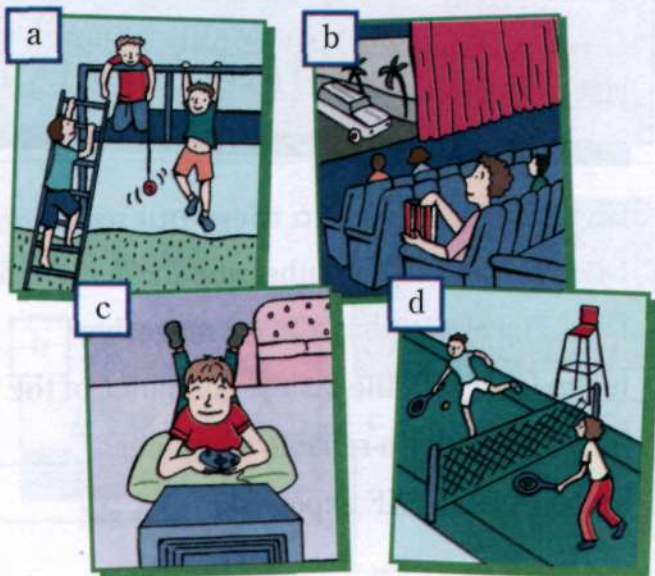
- a. The American explorer was a friendly man, who was never lonely.
- b. The American explorer was always lonely.
- c. The American explorer was a friendly man who liked the company of others.

4. Complete the following sentences about the story.

- a. The jungle spirit felt sorry for the three explorers.
- b. The Englishman wished _____
- c. The Australian's wish was the same _____
- d. The American thought _____ before he made his wish.
- e. The American wished _____

5. Look at the pictures. Imagine that you would like to be doing what is in each one. Write sentences expressing your wishes.

- a. I wish I was playing with my friends.
- b. _____
- c. _____
- d. _____



Unit 7 A good choice

Harry's father subscribes to a magazine called *Choice*. It gives its readers information about all kinds of products – cameras, radios, computers, cars, etc. This information helps them make the best choice when they buy something.

Harry borrowed his father's magazine when he needed a new computer. 'I'll read about all the different computers,' he said, 'and choose the best one.'

The magazine described three computers.

The DGT PC450: This computer comes with lots of good software. However it does not have much memory and it is rather slow. At £900 it's not good value for money.



The BNK 975XF: At £1,200 this is the most expensive computer we tested. However it is also by far the most reliable. It is very fast and has lots of memory. It is worth the extra money if you can afford it.

The CGP 8PT: At only £600 this is the cheapest computer we tested. It has plenty of memory and is quite fast. However it 'crashed' twice while we were testing it and we cannot recommend it for reliability.



Harry chose the BNK 975XF. 'I know it's expensive, Dad,' he said, 'but it will last me a long time and do everything I want it to do.'

1. Give short answers to these questions.

- Does Harry's father subscribe to *Choice* magazine? Yes, he does.
- Does Harry also buy *Choice* magazine? _____
- Is the CGP 8PT the fastest computer of the three? _____
- Is the CGP 8PT a reliable computer? _____
- Is the BNK 975XF expensive? _____

2. Answer these questions in sentences.

- What kind of information does *Choice* magazine give its readers? It gives its readers information about all kinds of products.
- Who did Harry borrow the magazine from? _____
- Which computer is poor value for money? _____
- Why is the CGP 8PT unreliable? _____
- Why did Harry decide to buy the BNK 975XF? _____

3. Copy the true sentence about the passage.

- Harry decided on the DGT PC450 because it was good value for money.
 - Harry didn't see a computer that he wanted to buy.
 - Harry decided on the BNK 975XF because it would last a long time and do everything he wanted it to do.
- _____
- _____

4. Read the sentences. Answer the question at the end.

Helen had £1,000 to spend on a secondhand car. The first car she looked at was £600. The second car was £200 more than the first. The third car cost half as much as the second. The fourth car was £300 more than the third. Helen decided to buy the fourth car.

How much did Helen spend? _____

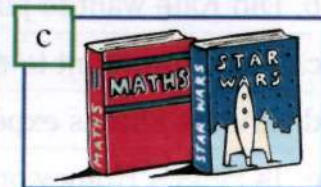
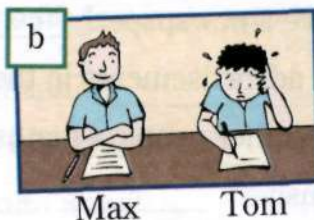
5. Use the words in brackets to write sentences describing each item.

- (computer, plenty of memory, fast) This computer has plenty of memory and it's fast.
- (bicycle, too small, expensive) _____
- (car, in good condition, reliable) _____
- (shop, high prices, staff, rude) _____

6. Use the superlative form of the adjectives in the box to write one sentence about each picture.

~~fast~~ clever interesting

- The red car is the fastest.
- _____
- _____



Unit 8 Wanted!

Kate's class has a newspaper. The pupils write stories, articles and poems for it. Then one of them types their work into a computer and prints it out. The teacher pins up everything on the wall so that it looks like a large, open newspaper.

One day Kate said, 'Most newspapers have advertisements. Can we have advertisements in ours?'

The teacher thought this was a very good idea. She made Kate the advertising manager and Kate asked the other pupils to advertise in the newspaper. Here are some of the advertisements she received.

FOR SALE Sony Walkman. In good condition. Complete with earphones. Best offer. See Miriam.

GOOD HOMES WANTED Six lovely Persian kittens need good homes. They are the cutest things you've ever seen. Free to the right people. See John.

WORK WANTED Strong boy willing to work in garden or do housework. Three hours a week. Not expensive. See Tom.

WANTED PC in good condition. Must be at least a 486. See Alan.

CONCERT TICKETS Has anyone got a spare ticket for the Raiders concert next week? I'm desperate and will pay well for a good ticket. See Sheila.

LOST A silver ring with a blue stone in it. Reward. See Patricia.

FOUND A silver ring with a blue stone in it. See Agnes.

PETER'S HOMEWORK SERVICE I will do your maths homework. Accuracy guaranteed. Reasonable price. Quick service. See Peter.

1. Give short answers to these questions.

- Does Kate's class have a newspaper? Yes, it does.
- Did Kate want to put advertisements in the newspaper? _____
- Does Tom want to do other people's maths homework? _____
- Are the kittens expensive? _____
- Is Peter's Homework Service expensive? _____

2. Answer these questions in sentences.

- a. Why does the teacher pin up everything on the wall? The teacher pins up everything on the wall to make it look like a large, open newspaper.
- b. What did the teacher make Kate? _____
- c. What did Kate ask her classmates to do? _____
- d. What is Miriam selling? _____
- e. Who found the silver ring? _____

3. Copy the true sentence about the passage.

- a. Kate wanted her classmates to advertise in the newspaper.
 - b. Only Miriam, Alan, Tom and Peter advertised in the newspaper.
 - c. Kate's teacher didn't think advertising in the newspaper was a good idea.
- _____
- _____
- _____

4. Choose adjectives and nouns from each box to form phrases.

~~friendly~~ accurate wooden
reliable large

room car ~~kittens~~
study desk typing service

- a. some friendly kittens
- b. _____
- c. _____
- d. _____
- e. _____

5. Read the advertisements. Answer the questions in sentences.

FOR SALE

Suzuki 4WD 1989. Blue. Runs well. Low kms and no rust. Only one owner. £2,400. Call Stuart on 0417 274 563.

Magna Coupe 1994. Red. Must sell. Owner going overseas to live permanently. Will accept best offer. Call Jessica on 9948 9715.

WANTED

Flatmate to join happy household of two. Must be a student. Great room in three-bedroom house. Close to transport, shops and university. Call Terry or John.

Live-in housekeeper for hectic family of five. Children all at school. Parents are busy professionals who need someone to take care of all day-to-day duties. Will offer bright, sunny room as accommodation. Call Penelope.

- a. Did Stuart buy his car new or secondhand? _____
- b. Why does Jessica want to sell her car quickly? _____
- c. What kind of flatmate do Terry and John want? _____
- d. How many children does Penelope have? _____

Unit 9 A good result

Adam wants to be a sports writer when he leaves school. He always writes the sports reports for his class newspaper. Here is one of them.

SCHOOL SWIMMING GALA

by Adam Wilson

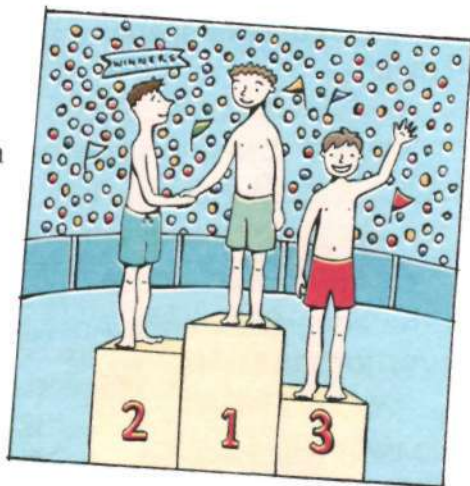
The annual school swimming gala was held at the City Swimming Pool on Friday, March 14th. The grandstand was packed with spectators. Most of them were parents or friends of the competitors.

There were 20 different events and every class entered a competitor or team for at least one. The most exciting event was the boys' 100 metres freestyle race, won by Daniel Jackson from Class 2A.

Class 2A won the A. C. Ibrahim Cup for the best all-round performance. Apart from the boys' 100 metres freestyle, competitors from 2A won the boys' 100 metres backstroke, the girls' 200 metres breaststroke and the girls' 4 x 100 metres freestyle relay. They also placed in the top three in two of the diving events.

Presenting the cup, the mayor congratulated 2A. 'It's not often,' she said, 'that so many pupils in one class have so much sporting ability.'

Miss Nora, 2A's form mistress, accepted the cup. In her speech she said, 'I'm hoping that next year the children will do as well in their studies as they have in their sports.'



1. Give short answers to these questions.

- Does Adam want to be a sports writer? Yes, he does.
- Does he write the sports reports for his class newspaper? _____
- Did every class compete in every event? _____
- Did Class 2A win the cup for best all-round performance? _____
- Did Miss Nora present the cup? _____

2. Answer these questions in sentences.

- a. When does Adam want to be a sports writer? He wants to be a sports writer when he leaves school.
- b. What is this sports report about? _____
- c. How many events were there in the swimming gala? _____
- d. On what day of the week was it held? _____
- e. Who presented the cup? _____

3. Copy the true sentence about the passage.

- a. Every class entered two competitors in at least one race.
- b. Class 2A won three races and came third in the diving.
- c. Miss Nora wants her pupils to do better in their studies next year.

4. Read the sentences. Answer the question at the end.

Tim swam faster than Peter, but slower than Simon. Peter swam faster than Leo, but slower than Paul. Tim swam faster than Paul.

Who was the slowest swimmer? _____

5. Complete this sports report. Use the words in the box.

held	competed	competitors	events	competition	won
------	----------	-------------	--------	-------------	-----

Johnson High's swimming carnival was (a) _____ last week. Every class (b) _____ in at least three of the fifteen (c) _____. Matilda Harris (d) _____ the girls' 50 metres freestyle race in a record-breaking 40 seconds. All the (e) _____ agreed that John Martin was to be congratulated. He set a new school record for the boys' 100 metres backstroke. At the end of the (f) _____, the prizes were given out before a barbecue lunch.

6. Write sentences for each picture comparing how good you are at each sport.

- a. I swim backstroke as well as I swim freestyle.
- b. _____
- c. _____



Unit 10 A good idea

'Tomorrow is a holiday,' Kate said to her friends. 'What shall we do?'

'I don't have any money,' Eva said.

'We may not need any money,' Kate replied. 'Who has a good idea?'

Sarah said, 'Let's make something. Then at the end of the day, we'll have something to keep.'

Everyone agreed that this was a good idea. The problem was what to make. Then Eva had an idea. 'Let's make some puzzles,' she said. 'I know an easy one we can make.'

'What is it?' Sarah asked.

'We each draw a pentagon – a shape with five sides of equal length – and then we draw lines to divide it into five parts. Once we've done that, we cut each one into five pieces. Finally, we exchange pieces and we all try to put the puzzles back together again.'

'Let's stick interesting pictures onto pieces of cardboard,' Emily said. 'Then we can cut them up. They'll be more interesting than plain paper.'

Everyone agreed that this was a good idea. Look at the puzzles being made. See how they are divided into five parts.

Why don't you make a puzzle like this? Cut it up and ask a friend to put the pieces back together again.



1. Give short answers to these questions.

- Did Kate and her friends have a holiday? Yes, they did.
- Did Kate and her friends need money to have fun? _____
- Did Eva have an idea? _____
- Does a pentagon have five sides? _____
- Did they use plain paper to make the puzzles? _____

2. Answer these questions in sentences.

- How much money did Eva have? Eva didn't have any money.
- What did Sarah suggest? _____
- What is a pentagon? _____
- What did the children stick onto the cardboard? _____
- How many pieces was each picture divided into? _____

3. Copy the true sentence about the passage.

- The children needed money to have fun.
 - Sarah showed everyone how to make a pentagon.
 - The children thought that making puzzles was a good idea.
- _____

4. Write sentences making suggestions. Use the words in brackets.

- (make, sandcastles, beach) Let's make sandcastles on the beach.
- (go, cinema, see, film) _____
- (go, swimming pool, today) _____
- (play, cricket, park) _____
- (watch, videos, my house) _____

5. Look at the pictures. Put the instructions into the correct order by numbering them from 1 to 5.



- ____ Fold down each side to meet the bottom of the paper.
- ____ Take a rectangular piece of paper.
- ____ Spread the wings and throw the aeroplane into the air.
- ____ Fold the piece of paper in half lengthways.
- ____ Fold back the corners of one end to meet the folded edge of the paper.

Unit 11 Anything may happen

Adam wanted to buy a new computer game, but he didn't have enough money. So he asked his sister Kate to lend him some.

'I might,' she said. 'I'll have to think about it.'

'How likely is it that you will?' Adam asked.

'Hmm,' Kate said. 'That's a difficult question. On the one hand, I'd like to help you. On the other hand, how do I know you'll pay me back?'

'Of course I'll pay you back,' Adam replied.

'You may not be able to. How do you know?' Kate asked.

'I'll pay you back from my pocket money,' he replied.

'But what if you do something naughty?'

Kate demanded. 'Dad could stop your pocket money.'

'I'll promise to be good,' Adam said. 'Then I'm sure to get my usual pocket money.'

Kate said, 'Dad might not have any money to spare for pocket money.'

By this time Adam was getting quite impatient with Kate. 'A meteor could hit the earth, and we could all be killed,' he said. 'Anything may happen but that doesn't mean that it will. Be reasonable, Kate.'

'All right,' Kate said. 'I'll lend you the money. But you must pay me back as soon as you get your pocket money.'

But Adam wasn't sure he wanted to borrow money from his sister anymore. 'Thanks,' he said, 'but I think I'll wait until I get my pocket money.'



1. Give short answers to these questions.

- Did Adam want to buy a new computer game? Yes, he did.
- Did he have enough money to buy it? _____
- Did Kate believe Adam would pay her back at first? _____
- Did Kate agree to lend him the money? _____
- Did Adam borrow Kate's money in the end? _____

2. Answer these questions in sentences.

- a. What did Adam want to borrow? He wanted to borrow some money.
- b. What did he want it for? _____
- c. Who could stop Adam's pocket money? _____
- d. When did Kate want Adam to pay her back? _____
- e. What did Adam decide to do in the end? _____

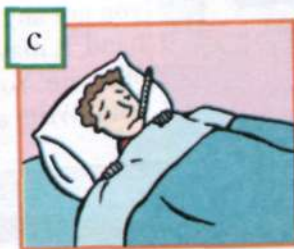
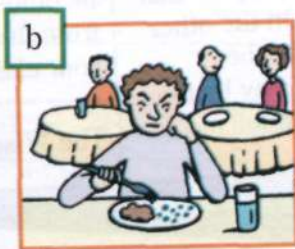
3. Copy the true sentence about the passage.

- a. Kate was very happy to lend Adam money.
b. Kate didn't have any money to give Adam.
c. Kate didn't really want to lend Adam money.
- _____

4. Draw lines to match the beginning of each sentence to its correct ending.

- | | | |
|-------------------------|-------|---------------------------------------|
| a. It may rain | _____ | and you will have to stay in bed. |
| b. You may catch a cold | _____ | and lots of people will be killed. |
| c. There may be a war | _____ | and have to find another one. |
| d. I may lose my job | _____ | and we will have to cancel the match. |

5. Look at the pictures. Write sentences with 'may', 'could' or 'might' about what may happen to Alan on his holiday.



- a. He may get lost.
- b. _____
- c. _____
- d. _____

6. Read the sentences. Answer the questions at the end.

Bob, Frank, Greg, Pete and Jack all get different amounts of pocket money. Greg gets more money than Jack but less money than Frank. Pete gets less than Frank but more than Jack. Frank gets less than Bob. Greg gets more than Pete.

Who gets the most pocket money? _____ Who gets the least? _____

Unit 12 What should I do?

One of the most popular items in the class newspaper is the advice column. No one knows who writes it. The pupils think their teacher does, but it might be one of the pupils using a false name.

The pupils enjoy thinking up problems for the advice column. Here are some of them and their answers.



ASK THE WISE OWL

Q: I'm always late for school. I try not to be but I can't help it. Please advise me what to do. Tommy.

A: You are probably late for school because you don't really like school. My advice to you is to try and enjoy school more, then you won't be late so often.

Q: I find it difficult to make friends. What do you think I should do? Sandra.

A: I can't advise you until I know more about you. Your problem may be that you are shy. On the other hand, it may be the opposite. You may be too bold. Write and tell me

more about yourself.

Q: I'm always at the bottom of the class. What do you advise me to do? Molly.

A: I advise you to concentrate on improving your marks in one subject to start with. If you can do this, you should move a little way up from the bottom. Next, try to improve your marks in another subject, and so on. If you concentrate on one subject at a time, by the end of the year you should be quite a long way up from the bottom in all your classes.

The Wise Owl

1. Give short answers to these questions.

- Do the pupils know who writes the advice column? No, they don't.
- Do the pupils enjoy thinking up problems for the column? _____
- Does Tommy always try to be late for school? _____
- Is being shy a possible reason for not making friends easily? _____
- Does Molly want to improve her marks? _____

2. Answer these questions in sentences.

- What is one of the most popular items in the class newspaper? One of the most popular items is the advice column.
- Who do the pupils think writes the column? _____
- Who should try to enjoy school more? _____
- What should Sandra tell the Wise Owl? _____
- What should Molly do to improve her marks over the year? _____

3. Copy the true sentence about the passage.

- All the pupils use false names.
- The pupils think their teacher writes the advice column.
- The teacher writes the advice column.

5. Write a sentence of advice for each picture using the words in brackets.

- (if, bed, earlier, shouldn't, feel tired)

- (if, exercise, more, should, lose weight)

- (if, try, relax, should, remember more)

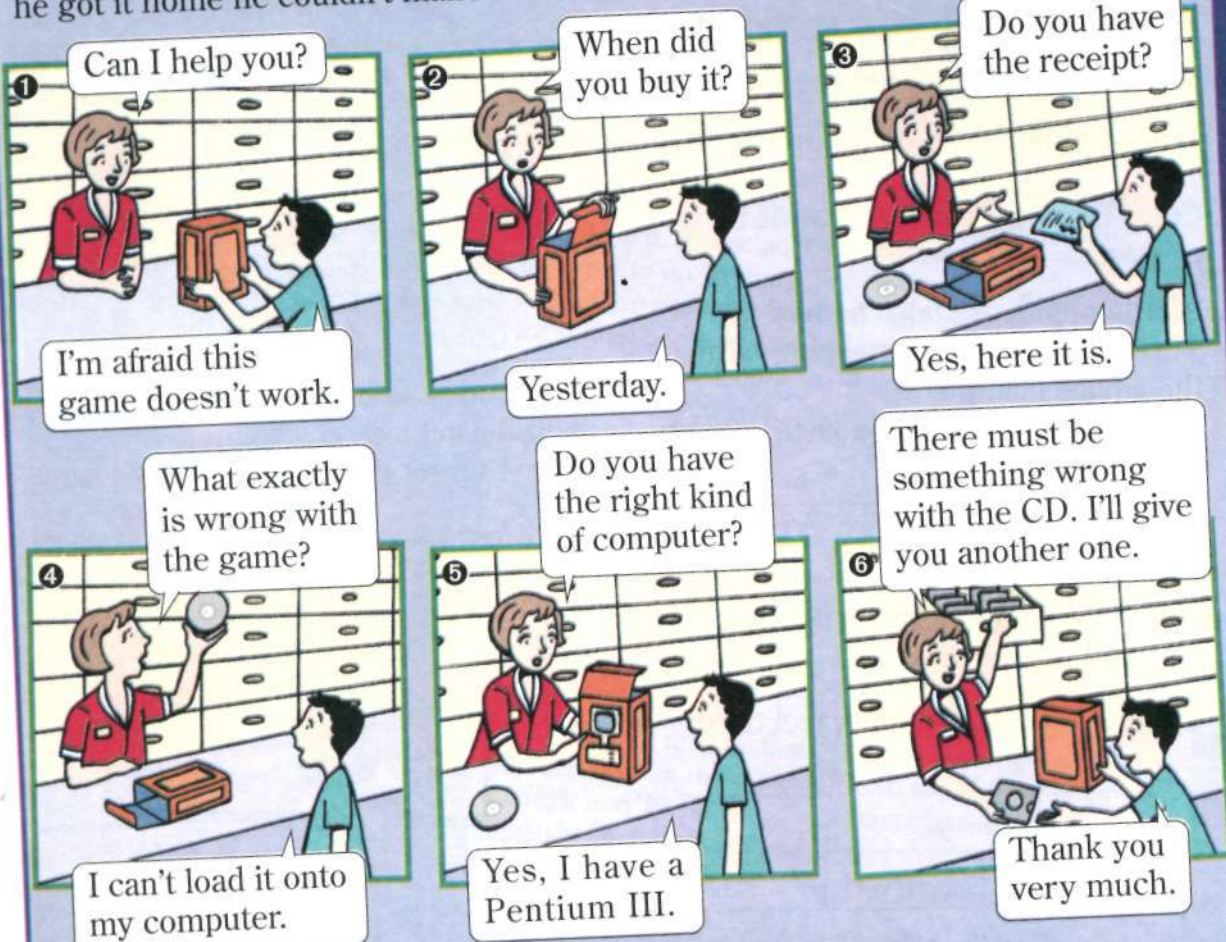
4. Match each problem to the correct picture. Write the letter of each problem in the correct box.

- I keep falling asleep in class.
- I can't lose any weight.
- I forget everything during exams.



Unit 13 Something wrong

Adam saved up his pocket money and bought a new computer game. But when he got it home he couldn't make it work. So he took it back to the shop.



As soon as he got home, Adam tried the replacement CD. It worked perfectly.

1. Give short answers to these questions.

- Did Adam buy a new computer game? Yes, he did.
- Did the computer game work? _____
- Had Adam bought the game the previous day? _____
- Did the shop assistant help Adam? _____
- Did Adam get a replacement CD? _____

2. Answer these questions in sentences.

- a. Where did Adam take his new computer game? Adam took his new computer game back to the shop.
- b. What did the shop assistant ask Adam for? _____
- c. What was wrong with the computer game? _____
- d. What kind of computer does Adam have? _____
- e. What happened when Adam took the replacement CD home? _____

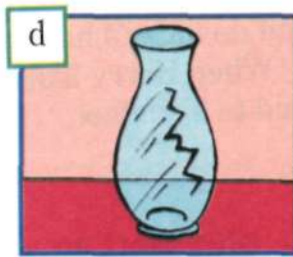
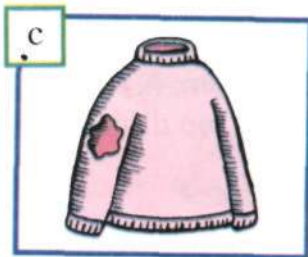
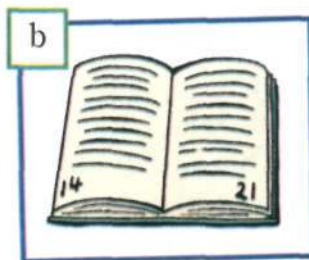
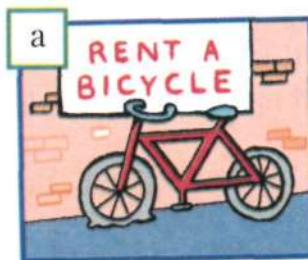
3. Copy the true sentence about the passage.

- a. Adam didn't have the right kind of computer.
- b. Adam's computer didn't work properly.
- c. Adam's new computer game didn't work properly.
- _____

4. Put the sentences from this conversation with a shop assistant into the correct order by numbering them from 1 to 8.

- a. ____ Thank you very much.
- b. ____ Yes, of course. I didn't notice it when I bought them.
- c. ____ What's wrong with them?
- d. 1 Can I help you?
- e. ____ Yes. I bought these jeans yesterday and I'd like to return them.
- f. ____ The zip doesn't work properly.
- g. ____ Can I have a look?
- h. ____ Oh, yes. The zip seems to be stuck. I'll get you another pair.

5. Look at the pictures. What is wrong with each item?



- a. This bicycle has a flat tyre.
- b. _____
- c. _____
- d. _____

Unit 14 Excuses! Excuses!

Harry always had an excuse for everything. He was often late for school, and when the teacher asked him why he was late he always had an excuse. 'My alarm clock didn't go off,' he said one morning. 'The bus broke down,' he told her another morning. Usually it was because he didn't want to get out of bed!

When he didn't hand in his homework, he had an excuse for this as well. 'The cat ate it' was one excuse. 'My computer crashed' was another. The real reason was usually that he forgot, or left it until he was too tired. He always thought of someone or something to blame for his mistakes.

One evening Harry's parents asked him why his marks were so bad.

'It's not my fault,' Harry replied. 'My teacher isn't very good.'

'Then I will telephone the school and talk to your headmaster,' his mother said.

'No, no,' Harry said quickly. 'That won't help. He doesn't like me.'

'Then we'll just have to send you to a different school,' his father said. 'You won't see your friends anymore but your schoolwork is more important.'

Harry thought about this for a minute. Then he said, 'Actually, I could probably try harder to get to school on time.'

'That would help,' his mother replied. 'But what about your homework?'

'Well,' he said, 'I suppose I could work harder to keep up with my homework. I think I'll go and do today's homework right now.'

When Harry had left the room, his mother said to his father, 'That wasn't too difficult, was it?'



1. Give short answers to these questions.

- Was Harry always on time for school? No, he wasn't.
- Did Harry always hand in his homework? _____
- Were Harry's parents worried about his marks? _____
- Did Harry want to go to a new school? _____
- Did Harry decide to work harder? _____

2. Answer these questions in sentences.

- Why was Harry usually late for school? He was usually late because he didn't want to get out of bed.
- Why didn't Harry do his homework? _____
- Who did Harry blame for his bad marks? _____
- Who did Harry's mother want to phone? _____
- What did Harry say he'd try harder to do? _____

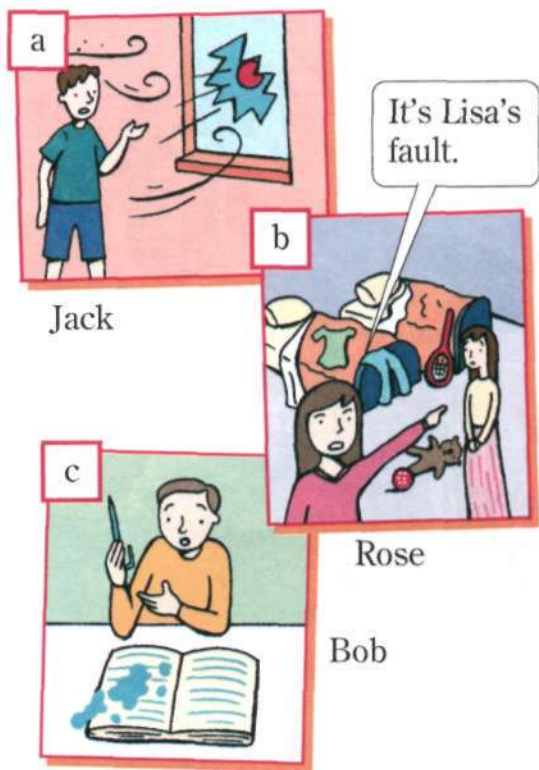
3. Copy the true sentence about the passage.

- Harry was the best pupil in his class.
 - Harry always did his homework.
 - Harry's bad school marks were his own fault.
- _____
- _____

4. You can blame something/someone FOR something, or you can blame something ON someone/something. Use either 'for' or 'on' with blame in each of the following sentences.

- Everyone said the fire was my fault.
Everyone blamed me for the fire.
- He said his problems were my fault.
He blamed his problems _____
- Jo said the fight was her fault.
Jo blamed herself _____
- Mum said the mess was our fault.
Mum blamed us _____

5. Look at the pictures and write a sentence for each one using either 'blame for' or 'blame on'.



- Jack blamed the broken window on the wind.
- _____
- _____

Unit 15 Snakes!

Many people think that snakes are the most dangerous creatures to humans. They are not. The most dangerous creatures to humans are insects. Many insects carry diseases that can kill people. The most dangerous insect is probably the mosquito. Mosquitoes carry a disease called malaria, which many millions of people die from every year. Flies also carry many diseases.

Snakes are actually the second most dangerous creatures to man. There are over 2,400 different species of snakes in the world. Of these, about 400 can kill a human being with their venom. Not all snakes kill with venom, however. A constrictor winds itself around its prey and squeezes tightly. The prey cannot breathe and becomes unconscious. The snake can then swallow it. Some

constrictors are very large. The longest of them all, the anaconda of South America, can grow up to 11 metres long.

Every year about 30,000 people die from snakebite. Most of these people live in India. They die because they live far away from towns and medical help. When a venomous snake bites its victim, its teeth make holes in the victim's skin. The snake then releases venom into these holes. It is not the bite that kills, therefore. It is the venom that the snake releases into the wound.



1. Give short answers to these questions.

- Are snakes the most dangerous creatures to humans? No, they're not.
- Is the mosquito a dangerous insect? _____
- Do all snakes kill with poison? _____
- Is the longest constrictor the anaconda? _____
- Do venomous snakes make holes in their victims' skin? _____

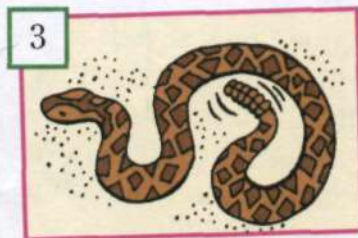
2. Answer these questions in sentences.

- a. What are the most dangerous creatures to humans? The most dangerous creatures to humans are insects.
- b. What do many of them carry? _____
- c. How many species of snakes are there? _____
- d. Where does the anaconda come from? _____
- e. What length can an anaconda grow to? _____

3. Copy the true sentence about the passage.

- a. A venomous snake kills by putting holes in its victims' skin.
- b. It is the snake's bite that kills its victims.
- c. A venomous snake kills by putting venom into the holes that its bite makes.

4. Match the sentences to the pictures by numbering them from 1 to 3.



- a. ____ The rattlesnake makes a rattling noise with the rings on its tail.
- b. ____ The boa constrictor winds itself around its victim and squeezes.
- c. ____ The cobra spreads the skin at its neck when it is alarmed.

5. Complete this paragraph with suitable adjectives and verbs from the passage.

The black widow spider can be found in many warm countries. It can

- (a) _____ to about $2\frac{1}{2}$ cm (b) _____. The bite from a black widow spider is (c) _____ and can make the victim quite sick. The spider (d) _____ a small hole in the victim's body, through which the poison enters. People do not usually (e) _____ from black widow bites but it can take a few days to recover.

Unit 16 Keeping a diary

Many people begin each year by starting a diary. Few continue writing in their diaries, however. They forget or at the end of the day they are too tired.

A good diary is not just a list of what a person has done. A diary that reads 'Got up. Had breakfast. Went to school. Came home. Did my homework. Went to bed' is not a good diary. It is boring.

A good diary says something interesting. It is usually about the most interesting things that have happened to the writer, and what they thought.

Here is one of Emily's diary entries.

June

Monday, June 24th. We went to the swimming pool today. I had my first swimming lesson. At first I was very frightened. I was sure I would drown. I hated it when the water went up my nose and into my ears. I kept my eyes closed all the time.

Slowly, however, I became more confident. The teacher made sure I could always touch the bottom of the pool with my feet and that my head was above water. By the end of the lesson I could float on the surface of the water for at least a minute.

I'm glad I'm learning to swim; it can be fun in the pool. Soon I hope to be able to dive into the pool and swim underwater.



1. Give short answers to these questions.

- Do many people begin each year by starting a diary? Yes, they do.
- Are good diaries about interesting things? _____
- Does this diary entry take place at a swimming pool? _____
- Was it Emily's first swimming lesson? _____
- Was she still frightened at the end of the lesson? _____

2. Answer these questions in sentences.

- a. Why do few people continue to write in their diaries? Few people continue to write because they forget or they are too tired at the end of the day.
- b. What do good diaries say? _____
- c. What was Emily frightened of at first? _____
- d. What could she do by the end of the lesson? _____
- e. What does she hope to be able to do soon? _____

3. Copy the true sentence about the passage.

- a. Diaries are only boring when they say something interesting.
- b. A good diary does not just list what was done each day.
- c. Few people begin writing diaries because they forget.
- _____
- _____

4. Rewrite Roy's diary entry, putting the sentences in the correct order.

Saturday, April 11th. We went to the zoo today. After we saw the lions I was allowed to hold a monkey. We saw so many different animals from all over the world: lions, camels, snakes and elephants. But I liked the lions best. Later, I fed it a banana while it sat on my shoulder. At first I was frightened because I thought it would bite me, but it was quite friendly. Maybe next time I'll be allowed to ride on a camel!

5. Complete Roy's letter to Alex. Use words from his diary entry.

Dear Alex

I hope you are enjoying your holiday. I'm having a great time! Last week I (a) _____ to the zoo with my mother and sister. We (b) _____ lots of (c) _____ animals. I liked the (d) _____ best. I was also allowed to (e) _____ a monkey and I (f) _____ it a banana. It was quite (g) _____ and sat on (h) _____. Maybe we can go to the zoo together one day!

Roy

Unit 17 Toys

Nowadays most children have computer games and other mechanical or electric toys. However they also play with the same kinds of toys that children had thousands of years ago.

More than two and a half thousand years ago, for example, children in ancient Greece played with skipping ropes and hoops. They also had spinning tops made of wood, and marbles made of stone or clay. Modern tops are made of plastic, and most marbles nowadays are made of glass, but the games children play with them are the same.

When archaeologists opened the tomb of the Egyptian boy-king Tutankhamen they found some of his toys. They found a boat and a set of draughts. Egyptian children of that time also played with wooden horses on wheels, and with balls made of cloth and reeds.

Many years before the time of Tutankhamen, Chinese children played with yo-yos and dolls made of wood or clay.

Even though many modern toys are complicated and expensive, young children especially enjoy playing with very simple toys. They will probably still be playing with tops, yo-yos and marbles in the year 5000, although they might be playing with them on another planet!



1. Give short answers to these questions.

- Did the children of ancient Greece play with ropes and hoops? Yes, they did.
- Do children play with marbles made of stone nowadays? _____
- Did archaeologists find some of Tutankhamen's toys? _____
- Was there a wooden horse in his tomb? _____
- Are many modern toys complicated and expensive? _____

2. Answer these questions in sentences.

- a. What do most children play with nowadays? Nowadays most children play with computer games and other mechanical or electric toys.
- b. Besides skipping ropes and hoops, what else did the children of ancient Greece play with? _____
- c. What did ancient Chinese children play with? _____
- d. What kind of toys do young children like? _____
- e. Where might children be playing in the year 5000? _____

3. Copy the true sentence about the passage.

- a. Nowadays children play with exactly the same toys as children 2,000 years ago.
- b. Children in ancient China played with yo-yos and wooden dolls.
- c. Ancient Egyptian children played with Tutankhamen's toys.

4. Place the words in the box under the correct heading.

Toys: _____

Games: _____

yo-yo hoop cricket
draughts ball skateboard
hide-and-seek

5. Look at the pictures. Describe the toy each child is playing with.

- a. The boy is playing with glass marbles.



- b. _____
- _____
- _____

- c. _____
- _____
- _____



- d. _____
- _____
- _____

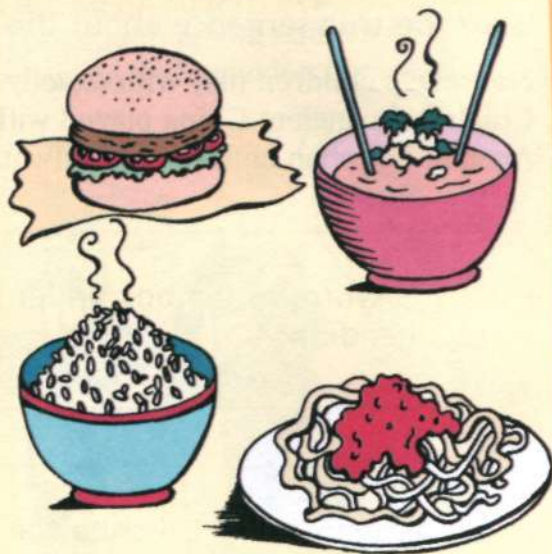
Unit 18 Food around the world

We often forget that people in other countries eat different things from us. Rice, for example, is the staple food of more than half the world's population. In other words, it is a basic and important part of their diets. In many Western countries, such as Britain and America, bread made from wheat is the most important item of food. In many African countries a kind of corn called maize is the staple food.

Most countries have dishes that were first created there. In China such dishes as shark's fin soup and fried rice are very common. In Thailand and India people eat many different curries. They like their food hot and spicy. In England, a favourite dish is roast beef. The Italians eat pasta, which is a kind of noodle made from wheat. French food is very famous everywhere. It is often very rich.

In recent years fast food – sometimes called 'junk food' – has become very popular all over the world. It was invented in the USA and the first fast food was the hamburger, which is usually made from minced beef. Today there are restaurants and take-away places selling hamburgers in most cities of the world.

Perhaps the most international food is Chinese. There probably isn't a city anywhere that does not have at least one Chinese restaurant. This is because there are so many different dishes from so many different parts of China that there is something for everyone, whatever their favourite kind of food.



1. Give short answers to these questions.

- Do people in different countries eat the same things? No, they don't.
- Is bread an important food in Britain? _____
- Is fast food popular around the world? _____
- Is a hamburger usually made of chicken? _____
- Is Chinese food popular around the world? _____

2. Answer these questions in sentences.

- What is maize? Maize is a kind of corn.
- Where is bread a staple food? _____
- Where do people eat curries? _____
- Where was fast food invented? _____
- What kind of food has something for everyone? _____

3. Copy the true sentence about the passage.

- People in India and Thailand like spicy food.
 - Pasta is an English dish.
 - English food is very rich.
- _____
- _____

4. Find words in the passage that mean:

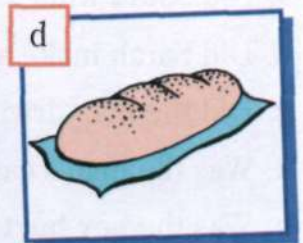
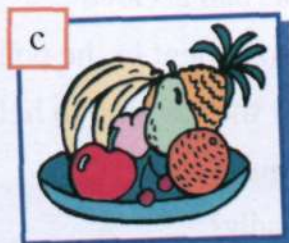
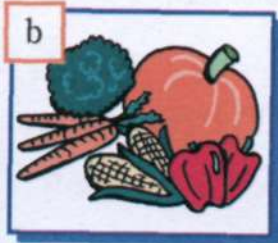
- made for the first time
(line 16, verb) _____
- global (line 22, adjective) _____
- basic and fundamental
(line 2, adjective) _____
- creamy or oily
(line 13, adjective) _____

5. Put the letters in the correct order to make words. Each word is a type of food from the passage.

- e o d o n l _____ noodle
- r m a r h g u b e _____
- s r e c r i u _____
- s a r t o f e b e _____

6. Look at the pictures. Write one sentence about each type of food using 'a lot of' or 'not much'.

- I eat a lot of fish. or I do not eat much/a lot of fish.
- _____
- _____
- _____



Unit 19 Accident report

Sarah witnessed a road accident. She went to the police station with her mother to make a statement. This is what she said.

At about 8.30 a.m. I was walking along Ocean Road towards the school. A boy on a bicycle passed me, going in the same direction. He was riding his bicycle properly and keeping close to the kerb. The road was empty.

Suddenly a car came along the road. It passed me, then as it passed the boy on the bicycle, the nearside of the car hit the boy. He fell off his bicycle onto the road. The car did not stop, but continued on its way. I believe the driver knew he had hit the boy because I saw him look back.

The car was quite old. It was red. I think it was a Ford Escort. I did not get its number because the number plate was covered with dirt. The driver had long hair. He wasn't old but I can't guess his age.

I ran to the boy. He was badly hurt so I ran to a nearby shop and telephoned for an ambulance. It arrived with a police car. I told the police officer what I had seen. He asked me to make this statement at the police station.

signed

Sarah Jones

1. Give short answers to these questions.

- Did Sarah witness a road accident? Yes, she did.
- Did Sarah make a statement to the police? _____
- Did the man driving the car stop to help the boy? _____
- Was the man's car quite old? _____
- Was the boy hurt badly? _____

2. Answer these questions in sentences.

- a. Where did Sarah make her statement? She made her statement at the police station.
- b. What time was it when Sarah saw the accident? _____
- c. Who called the ambulance? _____
- d. Who arrived with the ambulance? _____
- e. Why didn't Sarah get the car's number? _____

3. Copy the true sentence about the passage.

- a. The boy on the bicycle was riding towards the school.
- b. Sarah went to the shop to telephone the police.
- c. The car hit the boy on the bicycle because he wasn't riding properly.

4. Read the sentences. Answer the question at the end.

Kathy left school at 3.30 p.m. She was riding her bike.
The distance between the school and her home is 6 km.
Kathy can ride her bike at 6 km an hour.
When she was $1\frac{1}{2}$ km into her journey, Kathy had an accident.

What time did Kathy have the accident? _____

5. Tina witnessed a road accident. Complete her statement using the words in the box.

down mobile phone tried
number plate clear witnessed

As I was walking to school, I (a) _____ a terrible accident. A little boy was trying to cross the street at a pedestrian crossing. Whenever he (b) _____ to cross, the cars would speed up and drive by. No one would let him cross. As soon as the road was (c) _____, he started to cross the road. Suddenly a car came round the corner at high speed and hit the boy. The boy was knocked (d) _____. The driver did not stop to help him. I didn't see the driver's face, but I do remember the car and its (e) _____. I stopped the next car and told the driver, who called for an ambulance on her (f) _____. The ambulance arrived with a police car and I was asked to make this statement.

Unit 20 The missed chance

Alex was very good at football and played for his school, Forest Lane School. He always scored plenty of goals. His father usually went to watch him play.

One day, when Alex was playing in an important match against City High School, both his mother and his father went to the City Sports Ground to see the match.

In the first two minutes of the first half, City High almost scored the first goal of the match. However the Forest Lane goalkeeper leapt into the air and caught the ball. Then he threw it to Alex who raced up the field with it. He took the other team by surprise and scored a goal.



Twice more in the first half, Alex scored goals, each time easily beating the goalkeeper. By half-time his team was winning three goals to nil.

Then, after half-time, Alex had a chance to score another goal. He beat the defence and had only the goalkeeper in front of him. He had plenty of time to steady the ball, take careful aim and shoot.

And this he did, but he kicked the ball gently into the goalkeeper's outstretched hands.

On the way home, his father said to him, 'I don't understand, Alex. You had a chance to score an easy goal but you threw it away. What was the matter?'

Alex said, 'I saw tears in the goalkeeper's eyes.'

1. Give short answers to these questions.

- Was Alex very good at football? Yes, he was.
- Did Alex always score plenty of goals? _____
- Did Alex's parents see his match at the City Sports Ground? _____
- Did Alex score a goal after half-time? _____
- Did Alex see tears in the goalkeeper's eyes? _____

2. Answer these questions in sentences.

- Which school does Alex go to? Alex goes to Forest Lane School.
- Who usually goes to watch Alex play? _____
- Which team almost scored a goal in the first two minutes of the match? _____
- Which player scored the first goal of the match? _____
- Why did Alex throw away his last chance of scoring an easy goal? _____

3. Copy the true sentence about the passage.

- Alex didn't score an easy goal because City High's goalkeeper beat him.
- Alex didn't score the last goal because he took pity on City High's goalkeeper.
- City High's goalkeeper didn't catch the ball because he had tears in his eyes.

4. Number the pictures from 1 to 4 to show the correct order of the story.



5. Write the correct time expression below each picture.

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

in the first two minutes
after half-time
on the way home
in the first half

- Find the ten hidden words from the passage. The first one is done for you. Look along the rows and down the columns.

Answers

Unit 1

1. b. Yes, he did.
c. No, he didn't.
d. Yes, he did.
e. No, he wasn't.
2. b. He thought the robber was about 50 years old.
c. He was wearing black jeans, a shirt and white sneakers.
d. He was wearing a lady's stocking as a mask.
e. They charged him with robbery.
3. a
4. a. thin b. red c. bald d. tall
e. thick
5. b. Tom is short, fat and bald.
c. Mia is tall and thin and has curly black hair.
d. Jamie is tall and has big ears and freckles.

Unit 2

1. b. No, it isn't.
c. No, they don't.
d. No, there aren't.
e. Yes, they are.
2. b. They live in specially built environments.
c. There is an ice machine in the polar bear's environment.
d. Birds live in the aviary.
e. It needs money because the animals are expensive to feed.
3. c
4. Where animals live: lake, aviary, nest, cage
Where people live: flat, cottage, caravan, house
5. b. The horses live in a stable.
c. The fish live in a river.
d. The monkeys live in a forest/tree.

Unit 3

1. b. No, he isn't.
c. Yes, she does.
d. Yes, he does.
e. No, he isn't.

2. b. Adam's mother thinks he will get fat.
c. He wants to play computer games with Harry.
d. He can't play with Harry because he hasn't finished his homework.
e. She lets Kate help her with the washing-up.

Unit 4

3. b
 4. a. P b. O c. O d. P e. P
 5. b. May I watch television?
c. May I have some ice cream?
- ## Unit 4
1. b. Yes, she did.
c. Yes, it was.
d. Yes, it can.
e. Yes, she did.
 2. b. He took her to the school clinic.
c. She pressed it in different places.
d. It is a small tube inside your body.
e. She liked getting lots of presents.
 3. c
 4. b. Lie down on the bed.
c. Stand on the scales.
d. Open your mouth.
 5. a. What's wrong, Emily?
b. Can the doctor come immediately?
c. Is it painful when I press here?
d. Do I have to go to hospital?

Unit 5

1. b. Yes, it is.
c. Yes, she does.
d. No, it isn't.
e. Yes, she does.
2. b. A student's ambition might be to pass their exams and get a good job.
c. Swimming and football are his favourite sports.
d. Kate wants to be a concert pianist.
e. Harry wants to be an astronaut, a pop singer or a racing-car driver.
3. a
4. b. Sonia wants to be a ballerina.
c. Betsy wants to be a doctor.
d. Brian wants to be a pilot.
5. b. ...they want to play in the World Cup.
c. ...they want to make a lot of money.
d. ...they want to improve their fitness.
e. ...they want to become famous.

Unit 6

1. b. Yes, they did.
c. No, they didn't.
d. No, they didn't.
e. Yes, it was.
2. b. A jungle spirit visited them.
c. They drew straws to decide.
d. He enjoyed the company of others.
e. He wished his two explorer friends were still with him.
3. c
4. b. ...he was back home with his family.
c. ...as the Englishman's.
d. ...for a minute or two...
e. ...his two explorer friends were still with him.
5. b. I wish I was at the cinema.
c. I wish I was playing computer games.
d. I wish I was playing tennis.

Unit 7

1. b. No, he doesn't.
c. No, it isn't.
d. No, it isn't.
e. Yes, it is.
2. b. He borrowed it from his father.
c. The DGT PC450 is poor value for money.
d. It is unreliable because it 'crashes' easily.
e. He decided to buy the BNK 975XF because it would last a long time and do everything he wanted it to do.
3. c
4. £700
5. b. This bicycle is too small and it's expensive.
c. This car is in good condition and it's reliable.
d. This shop's prices are high and the staff are rude.
6. b. Max is the cleverest.
c. *Star Wars* is the most interesting.

Unit 8

1. b. Yes, she did.
c. No, he doesn't.
d. No, they're not.
e. No, it isn't.
2. b. She made Kate the advertising manager.
c. She asked them to advertise in the newspaper.

- d. She is selling a Sony Walkman.
- e. Agnes found the silver ring.

3. a
4. b. an accurate typing service
c. a wooden study desk
d. a reliable car
e. a large room
5. a. He bought it new.
b. She wants to sell it quickly because she is going overseas to live.
c. They want a student for a flatmate.
d. She has three children.

Unit 9

1. b. Yes, he does.
c. No, they didn't.
d. Yes, they did.
e. No, she didn't.
2. b. It is about the school swimming gala.
c. There were 20 different events.
d. It was held on a Friday.
e. The mayor presented the cup.
3. c
4. Leo
5. a. held b. competed c. events d. won
e. competitors f. competition
6. b. I play football *better than/as well as* I play table tennis. *or* I play table tennis *better than/as well as* I play football.
c. I play tennis *better than/as well as* I play hockey. *or* I play hockey *better than/as well as* I play tennis.

Unit 10

1. b. No, they didn't.
c. Yes, she did.
d. Yes, it does.
e. No, they didn't.
2. b. Sarah suggested they make something.
c. It's a shape with five sides of equal length.
d. They stuck interesting pictures onto the cardboard.
e. Each picture was divided into five parts.
3. c
4. b. Let's go to the cinema and see a film.
c. Let's go to the swimming pool today.
d. Let's play cricket in the park.
e. Let's watch videos at my house.
5. a. 4 b. 1 c. 5 d. 2 e. 3

Unit 11

1. b. No, he didn't.
c. No, she didn't.
d. Yes, she did.
e. No, he didn't.
2. b. He wanted it for a computer game.
c. Adam's dad could stop his pocket money.
d. She wanted him to pay her back as soon as he got his pocket money.
e. In the end he decided to wait until he got his pocket money.
3. c
4. b. ...and you will have to stay in bed.
c. ...and lots of people will be killed.
d. ...and have to find another one.
5. b. He may/might not like the food.
c. He may/could/might get sick.
d. He may/could/might lose his passport.
6. *most*: Bob *least*: Jack

Unit 12

1. b. Yes, they do.
c. No, he doesn't.
d. Yes, it is.
e. Yes, she does.
2. b. They think their teacher does.
c. Tommy should try to enjoy school more.
d. She should tell the Wise Owl more about herself.
e. She should concentrate on one subject at a time.
3. b
4. b, a, c
5. a. If you go to bed earlier you shouldn't feel tired.
b. If you exercise more you should lose weight.
c. If you try to relax you should remember more.

Unit 13

1. b. No, it didn't.
c. Yes, he had.
d. Yes, she did.
e. Yes, he did.
2. b. She asked him for the receipt.
c. Adam couldn't load it onto his computer.
d. He has a Pentium III.
e. He tried it and it worked perfectly.
3. c

4. a. 8 b. 6 c. 3 d. 1 e. 2 f. 4
g. 5 h. 7

5. b. This book has some pages missing. *or* This book is missing some pages.
c. This jumper has a hole in it.
d. This vase has a crack in it. *or* This vase is cracked.

Unit 14

1. b. No, he didn't.
c. Yes, they were.
d. No, he didn't.
e. Yes, he did.
2. b. He usually forgot or left it until he was too tired.
c. He blamed his teacher.
d. She wanted to phone Harry's headmaster.
e. He said he'd try harder to get to school on time.
3. c
4. b. ...on me.
c. ...for the fight.
d. ...for the mess.
5. b. Rose blamed Lisa for the mess. *or* Rose blamed the mess on Lisa.
c. Bob blamed his pen for the mess in his notebook. *or* Bob blamed the mess in his notebook on his pen.

Unit 15

1. b. Yes, it is.
c. No, they don't.
d. Yes, it is.
e. Yes, they do.
2. b. Many of them carry diseases that can kill people.
c. There are over 2,400 different species of snakes.
d. The anaconda comes from South America.
e. It can grow to 11 metres long.
3. c
4. a. 3 b. 1 c. 2
5. a. grows b. long c. venomous
d. makes e. die

Unit 16

1. b. Yes, they are.
c. Yes, it does.
d. Yes, it was.
e. No, she wasn't.

2. b. They say something interesting.
c. She was frightened of drowning.
d. She could float on the surface of the water for at least a minute.
e. She hopes to be able to dive into the pool and swim underwater.

3. b

4. Saturday, April 11th. We went to the zoo today. We saw so many different animals from all over the world: lions, camels, snakes and elephants. But I liked the lions best. After we saw the lions I was allowed to hold a monkey. At first I was frightened because I thought it would bite me, but it was quite friendly. Later, I fed it a banana while it sat on my shoulder. Maybe next time I'll be allowed to ride on a camel!

5. a. went b. saw c. different
d. lions e. hold f. fed g. friendly
h. my shoulder

Unit 17

1. b. No, they don't.
c. Yes, they did.
d. No, there wasn't.
e. Yes, they are.
2. b. They played with wooden spinning tops and stone or clay marbles.
c. They also played with yo-yos and dolls made of clay or wood.
d. They like very simple toys.
e. They might be playing on another planet.
3. b
4. Toys: yo-yo, hoop, ball, skateboard
Games: cricket, draughts, hide-and-seek
5. b. The girl is playing with a wooden puppet.
c. The boy is riding a wooden rocking horse.
d. The boy is playing with a leather football.

Unit 18

1. b. Yes, it is.
c. Yes, it is.
d. No, it isn't.
e. Yes, it is.
2. b. Bread is a staple food in Britain and America.
c. People in Thailand and India eat curries.
d. Fast food was invented in the USA.
e. Chinese food has something for everyone.

3. a

4. a. invented b. international c. staple
d. rich
5. b. hamburger c. curries d. roast beef
6. b. I eat a lot of vegetables. *or* I do not eat a lot of vegetables.
c. I eat a lot of fruit. *or* I do not eat much/a lot of fruit.
d. I eat a lot of bread. *or* I do not eat much/a lot of bread.

Unit 19

1. b. Yes, she did.
c. No, he didn't.
d. Yes, it was.
e. Yes, he was.
2. b. It was about 8.30 a.m.
c. Sarah called the ambulance.
d. The police arrived with the ambulance.
e. She didn't get the car's number because the number plate was covered with dirt.
3. a
4. 3.45 p.m.
5. a. witnessed b. tried c. clear d. down
e. number plate f. mobile phone

Unit 20

1. b. Yes, he did.
c. Yes, they did.
d. No, he didn't.
e. Yes, he did.
2. b. Alex's father usually goes to watch him play.
c. City High almost did.
d. Alex scored the first goal.
e. He threw it away because he saw tears in the goalkeeper's eyes.
3. b
4. 4, 3, 2, 1
5. on the way home
after half-time
in the first half
in the first two minutes

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

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