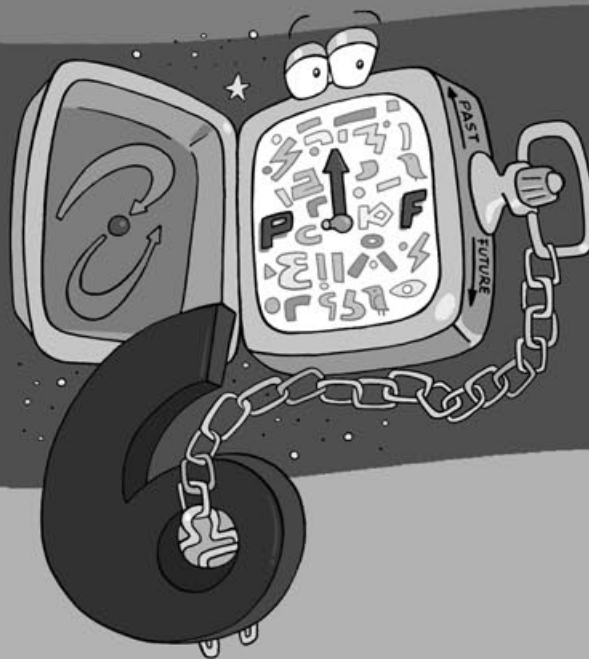


# COLOURS 6



## Photocopiable Activities



# Desarrollo de actividades

## INTRODUCCIÓN

*Photocopiable Activities 6* está diseñado para ser utilizado con el método **Colours 6**. Consta de tres fichas fotocopiables por unidad que aportan más variedad al desarrollo del curso y al mismo tiempo permiten a los alumnos asimilar el lenguaje que van aprendiendo. La Guía Didáctica de **Colours 6** sugiere el momento adecuado para explotarlas, aunque ello no impide que se puedan utilizar en ocasiones diferentes si el profesor lo considera oportuno.



Para facilitar su uso, *Photocopiable Activities 6* ofrece notas detalladas de los pasos que hay que seguir para completar las fichas, y a cada una de ellas le acompañan sugerencias de Refuerzo  y Ampliación  para que el profesor pueda adaptarlas a las circunstancias de su aula. Se deben leer estas explicaciones antes de hacer las fotocopias para preparar el material necesario y calcular el número de copias según la actividad.



## 1 Time to travel

### A LOOK WHO'S TALKING (Guía Didáctica, página 33, ejercicio 2)

**Vocabulary** ropa

**Read and write the clothes. Write the name.** Leen las frases y deciden qué prendas describen. Las asocian a uno de los dos personajes.

  Un alumno lee las descripciones a su compañero. Este las nombra sin mirar la hoja. Cambian los papeles.

  Buscan otra utilidad para estas diez prendas de ropa y escriben las descripciones. Las leen a otra pareja.

### B PRESENT SIMPLE OR CONTINUOUS? (Guía Didáctica, página 39, ejercicio 6)

**Vocabulary** complementos de tiempo, *between*


**Put the words in order. Circle.** Ordenan las palabras para construir frases. Usan la forma correcta de los verbos, fijándose en los complementos de tiempo. Rodean los complementos de tiempo en rojo y el sujeto en azul.



 Transforman las oraciones afirmativas en negativas y viceversa.

  Escriben las preguntas que tendrían esas frases como respuesta.

### C READY TO RECYCLE (Guía Didáctica, página 41, AB ejercicio 9)

**Vocabulary** objetos para reciclar, *plastic, glass, paper, card, organic*  
**Colour the bin. Cut out and match.** Colorean los contenedores con los colores apropiados. Recortan los objetos y los colocan en el contenedor adecuado. Algunos de estos objetos no van en estos contenedores. Justifican sus respuestas con un compañero.



 Escriben uno o dos objetos más hechos de cada uno de los materiales.


  Hacen una encuesta entre sus compañeros sobre lo que ellos y sus familias reciclan. Representan los resultados en un gráfico.

## 2 Back in time

### A ALL CREATURES (Guía Didáctica, página 49, ejercicio 2)

**Vocabulary** animales, el paisaje

**Draw the animals. Ask your friend.**   Cada uno dibuja los animales en distintos lugares de la escena A. Sin mostrarlos, se turnan para adivinar dónde están los animales de su compañero: *There's a giraffe on the plain.* Los dibujan en la escena B. Luego comparan los dibujos.


 Escriben sobre su dibujo.



 Escriben sobre su dibujo comparándolo con el de su compañero.

### B WHICH 'S? (Guía Didáctica, página 55, ejercicio 7)

**Vocabulary** básico

**Put the words in order. Match. Circle.** Ordenan las palabras para construir frases. Las unen a las ilustraciones correspondientes. Después, rodean la 's en rojo si indica posesión, y en verde si es *is*.

 Escriben las frases con el sujeto en plural. Si ya lo es, lo convierten en singular. Las leen en voz alta a un compañero.


  Practican la pronunciación de estas frases.

### C FAMOUS PEOPLE (Guía Didáctica, página 57, AB ejercicio 7)

**Vocabulary** *was/were, emperor, comedian, religious leader, princess, writer, silent films, nun, pop group*, nacionalidades

**Write the names. Choose the word. Write.** Escriben los nombres de los personajes junto a la descripción correspondiente. Rodean el verbo correcto. Luego, buscan información sobre otra persona y contestan a las preguntas. **Answers: 1 c 2 f 3 d 4 b 5 h 6 e 7 a 8 g**

  Un alumno lee una descripción. El compañero adivina quién es.

 Hacen una presentación sobre la persona que han investigado.

## 3 On a spaceship



### A MEANS OF TRANSPORT (Guía Didáctica, página 65, AB ejercicio 1)

**Vocabulary** medios de transporte

**Write the words. Complete the sentences.** Escriben el nombre de los medios de transporte. Luego, completan las frases con esas palabras.


**Answers: 1 plane 2 yachts 3 hovercraft 4 tram 5 bus 6 train 7 rowing boat 8 helicopter 9 balloon 10 ferry**

 Agrupan los medios de transporte en *air, land* o *water*.


  Piensan definiciones para cada medio de transporte. Luego, se juntan con otra pareja y compiten para ver quién adivina más.

### B MAN ON THE MOON (Guía Didáctica, página 71, ejercicio 9)

**Vocabulary** *was/were*, partículas interrogativas, palabras relacionadas con la vida de Neil Armstrong

**Write the verbs in the past. Ask your friend.**  Haz una fotocopia para cada pareja y da una mitad a cada uno. Completan los

verbos en pasado y después, preparan preguntas para averiguar la información que les falta. Preguntan por turnos a su compañero. Cuando terminen, comparan los textos.


 Clasifican los verbos del texto según la pronunciación de *-ed* final.


 Clasifican los verbos del texto por la grafía al añadirles *-ed*.

### C FIND SOMEONE WHO ... (Guía Didáctica, página 73, AB ejercicio 7)

**Vocabulary** verbos regulares en pasado

**Write Yes or No. Ask your friends.** Leen las frases y escriben *Yes* o *No* en la columna *Me*. Prepara las preguntas con ellos. Después, preguntan a sus compañeros y escriben sólo los nombres de los que contestan lo mismo que ellos. Al terminar, escriben frases sobre las actividades en las que han coincidido con alguien.

 Escriben todas las frases sobre sí mismos.

 Eligen dos o tres actividades y preguntan sobre ellas a toda la clase. Hacen un gráfico donde se vean las diferencias.

## 4 Out into Space

### A PROFESSIONS PUZZLE (Guía Didáctica, página 87, AB ejercicio 1)

**Vocabulario** profesiones

**Write the clues. Ask your friend.** Haz una fotocopia por cada dos alumnos y repártelas. Agrupa todas las As y todas las Bs. Escriben las pistas para las profesiones ya escritas. Se unen con una persona del otro grupo. Se turnan para pedir las pistas y completar el crucigrama.

Se turnan para señalar las ilustraciones y preguntar: *What's this? A pilot.*

Dicen lo que no caracteriza a las profesiones, *A chef doesn't work with children.*

### B MUCH/MANY MAZE (Guía Didáctica, página 93, ejercicio 7)

**Vocabulario** *how much/many, some, any, a lot*

**Write much or many. Then choose the path.** Completan las preguntas con *much* o *many*. Luego, eligen una respuesta y pasan a otra pregunta

para salir del laberinto. Deben pasar por seis de las ocho preguntas. Después, clasifican los sustantivos en contables e incontables. **Answers:** 1 b 2 f 4 n 7 o 8 m 5 h **Preguntas sin contestar** 3, 6

Se turnan para hacerse las preguntas y contestar con información sobre sí mismos.

Piensan posibles preguntas para las respuestas que no han usado.

### C SPOT THE SIMILARITIES (Guía Didáctica, página 95, AB ejercicio 7)

**Vocabulario** *how much/many, there is/are, some, any, a lot of*, el colegio

**Ask and write.** Haz una fotocopia para cada pareja y da una mitad a cada uno. Hacen preguntas para averiguar en qué se parecen las ilustraciones. Escriben las coincidencias en el revés de la hoja.

Continúan haciendo preguntas para averiguar diferencias.

Se intercambian las ilustraciones y los miran durante un minuto. Escriben una descripción de lo que recuerdan.

## 5 Lost in the Mountains

### A CASUALTY! (Guía Didáctica, página 103, AB ejercicio 2)

**Vocabulario** enfermedades

**Complete the sentences. Match.** Completan las frases. Después, deciden qué elementos de la consulta va a emplear el médico con cada uno. **Answers:** 1 cut, f 2 broken, g 3 headache, a 4 temperature, c 5 earache, a 6 sore throat, a 7 toothache, a 8 burn, g

Se turnan para preguntar y contestar *What has he/she got?*

Un alumno describe un personaje de la ilustración. Su compañero, sin mirar, dice quién es.

### B WHAT AN ADVENTURE! (Guía Didáctica, página 107, AB ejercicio 3)

**Vocabulario** verbos regulares e irregulares en pasado

**Complete the story. Match.** Completan la historia con los verbos en pasado. Después, ordenan las ilustraciones según la historia.

Clasifican los verbos en regulares e irregulares.

Cuentan la historia de nuevo utilizando las ilustraciones y sin mirar las frases.

### C HEALTHY HABITS? (Guía Didáctica, página 111, AB ejercicio 8)

**Vocabulario** hábitos de vida saludables y perjudiciales

**Read and choose the correct answer.** Leen el texto individualmente. Deducen el significado del vocabulario que no conozcan. Leen las frases y eligen *True* o *False*. Después, completan las recomendaciones del médico. **Answers:** 1 T 2 F 3 F 4 T 5 T 6 T 7 F 8 F 9 T 10 T a less b more c bad d good

Corrigen las afirmaciones falsas.

Hablan de lo que Kalifa puede hacer para mejorar su estilo de vida.

## 6 The Lost City

### A TODAY I FEEL ... (Guía Didáctica, página 119, ejercicio 1)

**Vocabulario** adjetivos de sentimientos

**Crack the code. Read the poem.** Completan el poema utilizando el código de arriba. Luego, piensan en cinco adjetivos que les describan y hablan con un compañero de cuando se sienten así.

Un alumno empieza a deletrear un adjetivo. Cuando su compañero lo adivina, lo completa.

Escriben otra posible estrofa para el poema.

### B DID YOU ... ? (Guía Didáctica, página 127, AB ejercicio 5)

**Vocabulario** preguntas en pasado

**Cut out and find your friends.** Recorta las fichas y repártelas para que construyan preguntas o frases en pasado. Pasean por la clase, preguntando o diciendo su frase, buscando a los compañeros con el mismo verbo.

Reparte una hoja por alumno. Escriben las preguntas y frases.

Se sientan con sus compañeros y piensan en otras preguntas y frases con el mismo verbo.

### C WHO WAS SHAKESPEARE? (Guía Didáctica, página 129, ejercicio 11)

**Vocabulario** verbos regulares e irregulares en pasado

**Write the verbs. Put the sentences in order.** Completan las frases con los verbos en pasado. Luego, ordenan la biografía. Buscan información sobre otro escritor (por ejemplo, Miguel de Cervantes) y escriben su biografía. **Answers:** 1 c 2 b 3 f 4 e 5 a 6 g 7 d

Clasifican los verbos en regulares e irregulares y escriben otras frases con esos verbos.

Preparan preguntas sobre el texto. Se turnan para preguntar y contestar sin mirar la biografía.

## 7 The silent people

### A AROUND THE WORLD (Guía Didáctica, página 147, ejercicio 5)

**Vocabulario** *going to*, países y las actividades típicas de éstos

**Choose an activity. Ask your friends.** Cada alumno elige una actividad de cada país y escribe las frases. Luego, divide la clase en dos. Preguntan a los de su grupo *What are you going to do in ... ?* Ponen un *tick* por cada respuesta. Al final, pregunta el total de alumnos por actividad para averiguar las preferencias de la clase.

Escriben frases sobre lo que no van a hacer.

Hacen un gráfico con las respuestas de la clase.

### B WHO INVENTED ... ? (Guía Didáctica, página 147, ejercicio 7)

**Vocabulario** inventos

**Cut out and match.** Cada pareja recorta una hoja de tarjetas y las mezcla. Cuando tú lo indiques, empiezan a unir los inventos con su definición e inventor. Gana quien antes lo haga correctamente. **Answers:** 1 iii E 2 ii A 3 v D 4 iv C 5 i B 6 vii G 7 vi F

Colocan los inventos por orden cronológico sin mirar las fechas.

Un alumno dice la utilidad de cada invento sin nombrarlo *We use this to send messages on a computer.* Su compañero dice qué es.

### C BUY ME! (Guía Didáctica, página 149, AB ejercicio 8)

**Vocabulary** descripciones

**Read the adverts. Write.** Leen por encima los anuncios y deciden qué palabra falta en cada uno de ellos (MP4). Después, contestan

por escrito las preguntas. No deben preocuparse por lo que no entienden. Pueden preguntar al final.

🗣️🗣️ Comparan sus respuestas con las de un compañero.

🗣️🗣️ Buscan las palabras que no conocen y quieren entender. Forman nuevas frases con ellas.

## 8 Escape from the future

### A THEIR WEDDING (Guía Didáctica, página 163, ejercicio 6)

**Vocabulary** adjetivos posesivos, genitivo sajón

**Complete the text Use possessives.** Completan el texto con los adjetivos posesivos o los nombres correspondientes con el genitivo sajón. Después, leen las citas y deciden quién puede haberlas dicho.

**Answers:** 1 Her 2 Her 3 Their 4 his 5 Peter 6 Carol and Tom's 7 their 8 Carol's 9 Tom's 10 Carol's 11 their a Carol b Peter c Tom d Carol's mother e a friend

🗣️🗣️ Un alumno lee una frase de las que han completado. Su compañero decide a quién se refiere: *Their new flat ... Carol and Tom.*

🗣️🗣️ Reescriben el texto sustituyendo los posesivos por nombres: *Her boyfriend's name is Tom. Carol's boyfriend's name is Tom.*

### B WORLD ADJECTIVES (Guía Didáctica, página 165, AB ejercicio 8)

**Vocabulary** adjetivos

**What can you describe?** 🗣️🗣️ Haz una lluvia de ideas de cosas que hay en el mundo y que se pueden describir con los adjetivos, por ejemplo, *cruel – war*. Escriben individualmente en las figuras algo que asocien con cada adjetivo. Después, en parejas, adivinan a qué adjetivo se refieren, *Recycling rubbish is great.*

🗣️🗣️ En parejas, añaden más cosas a cada figura. Luego, se lo explican a otra pareja.

🗣️🗣️ Buscan compañeros con los que coincidan en las descripciones. Deben preguntar, no mirar la ficha.

## 9 Let's go home!

### A HAVE YOU ... ? (Guía Didáctica, página 175, ejercicio 7)

**Vocabulary** Present Perfect (*have been/have seen*)

**Cut out and ask your friend.** 🗣️🗣️ Recortan las tarjetas y las ponen boca abajo en su mesa. En grupos de tres o cuatro, levantan una y hacen una pregunta en Present Perfect a un compañero *Have you*

*seen a rhino? Yes, I have./No, I haven't.*

🗣️🗣️ Reparten las tarjetas entre el grupo. Escriben las preguntas y sus respuestas.

🗣️🗣️ Hacen preguntas en Past Simple sobre los detalles de la experiencia de su compañero *When/Where did you see it?*

## Teaching Notes

### INTRODUCTION

Photocopiable Activities 6 is designed to be used in conjunction with **Colours 6**. It contains three photocopiable worksheets per unit. They aim to bring variety to the course and to help the pupils assimilate the language they are learning by giving them more exposure and extra practice. Throughout the teaching notes in the **Colours 6** Teacher's Book, you will find recommendations for when to use each worksheet; this is not to say that they cannot be used at other times where the teacher considers it appropriate.

To make it easier to use, Photocopiable Activities 6 has detailed step-by-step notes on how to exploit each of the worksheets. In addition, each activity has its own Reinforcement 🗣️ and Extension 🗣️ ideas so that the teacher can adapt them to his/her particular class and the individual needs of the students.

All these notes should be read carefully before the lesson to make sure the necessary material and number of copies are ready.

## 1 Time to travel

### A LOOK WHO'S TALKING (Teacher's Book, page 33, exercise 2)

**Vocabulary** clothes

**Read and write the clothes. Write the name.** They decide what clothes each sentence is about. They match each sentence with a character.

🗣️🗣️ One pupil reads the descriptions. His/Her friend names the clothes without looking at the page. They swap roles.

🗣️🗣️ They write down another use for these clothes and tell a friend.

the subjects in blue.

🗣️🗣️ They write the positive sentences in the negative and vice versa.

🗣️🗣️ They write questions for these sentences.

### C READY TO RECYCLE (Teacher's Book, page 41, AB exercise 9)

**Vocabulary** objects to be recycled, *plastic, glass, paper, card, organic*

**Colour the bin. Cut out and match.** They colour the recycling bins appropriately. They cut out the objects and place each one in a bin. Some objects cannot be put in these bins. They justify their answers with a friend.

🗣️🗣️ They write one or two more objects of each material.

🗣️🗣️ They do a survey in the class about what they and their families recycle. They put the results on a graph.

### B PRESENT SIMPLE OR CONTINUOUS? (Teacher's Book page 39, exercise 6)

**Vocabulary** time expressions, *between*

**Put the words in order. Circle.** They put the words in order to make sentences. They should look at the time expressions and use the correct form of the verbs. They circle the time expressions in red and

each guess where his/her animals are, *There's a giraffe on the plain.* They draw them in B and then compare the pictures.

🗣️🗣️ They write about their pictures.

🗣️🗣️ They write about their pictures, comparing it with their friend's.

## 2 Back in time

### A ALL CREATURES (Teacher's Book, page 49, exercise 2)

**Vocabulary** animals, the countryside

**Draw the animals. Ask your friend.** 🗣️🗣️ Each pupil draws the animals wherever he/she likes in A. Without looking at their friend's picture, they

## B WHICH 'S? (Teacher's Book, page 55, exercise 7)

**Vocabulary** basic words

**Put the words in order. Match. Circle.** They put the words in order to make sentences. They match them with a picture. Then they circle each possessive 's in red and each *is* in green.

They change the sentences from singular to plural or vice versa. They read them aloud to a friend.

They practise the pronunciation of these sentences.

## 3 On a spaceship

### A MEANS OF TRANSPORT (Teacher's Book, page 65, AB exercise 1)

**Vocabulary** means of transport

**Write the words. Complete the sentences.** They write the means of transport. They use them to complete the sentences. **Answers:** 1 plane 2 yachts 3 hovercraft 4 tram 5 bus 6 train 7 rowing boat 8 helicopter 9 balloon 10 ferry

They group the means of transport under the headings *air, land* or *water*.

They think of a definition for each means of transport. They test another pair.

### B MAN ON THE MOON (Teacher's Book, page 71, exercise 9)

**Vocabulary** *was/were*, question words, vocabulary related to Neil Armstrong

**Write the verbs in the past. Ask your friend.** Make one photocopy for each pair and give each pupil half. They complete the verbs in the

## 4 Out into space

### A PROFESSIONS PUZZLE (Teacher's Book, page 87, AB exercise 1)

**Vocabulary** jobs

**Write the clues. Ask your friend.** Make one photocopy for each pair and give each pupil half. Group together the As and the Bs. They write the clues for the professions that are given. Regroup them into A-B pairs. They take it in turns to ask for the clues to complete the crossword.

They point to the pictures and ask *What's this? A pilot.*

They say negative sentences about the jobs, for example, *A chef doesn't work with children.*

### B MUCH/MANY MAZE (Teacher's Book, page 93, exercise 7)

**Vocabulary** *how much/many, some, any, a lot*

**Write much or many. Then choose the path.** They complete the questions with *much* or *many*. They choose an answer and pass to

## 5 Lost in the mountains

### A CASUALTY! (Teacher's Book, page 103, AB exercise 2)

**Vocabulary** illnesses

**Complete the sentences. Match.** They complete the sentences. Then they decide what the doctor is going to use with each person. **Answers:** 1 cut, f 2 broken, g 3 headache, a 4 temperature, c 5 earache, a 6 sore throat, a 7 toothache, a 8 burn, g

They take it in turns to ask and answer *What has he/she got?*

One pupil describes a person. His/Her friend guesses who it is.

### B WHAT AN ADVENTURE! (Teacher's Book, page 107, AB exercise 3)

**Vocabulary** regular and irregular verbs in the past

**Complete the story. Match.** They complete the story with verbs in the past. Then they put the pictures in order.

They classify the verbs as regular or irregular.

They retell the story using the pictures without looking at the text.

### C FAMOUS PEOPLE (Teacher's Book, page 57, AB exercise 7)

**Vocabulary** *was/were, emperor, comedian, religious leader, princess, writer, silent films, nun, pop group, nationalities*

**Write the names. Choose the word. Write.** They write the names next to the corresponding descriptions. They circle the correct verb form. They find out about another person and answer the questions.

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

One pupil reads a description. His/Her friend guesses who it is.

They tell the class about the person they have found out about.

past and prepare questions to ask about the information they have not got. They take it in turns to ask and answer. They then compare their texts.

They classify the verbs according to the pronunciation of *-ed*.

They classify the verbs according to the spelling when *-ed* is added.

### C FIND SOMEONE WHO ... (Teacher's Book, page 73, AB exercise 7)

**Vocabulary** regular verbs in the past

**Write Yes or No. Ask your friends.** They read the sentences and write Yes or No in the *Me* column. Help them prepare the questions. They ask their friends and only write the name of those who answer the same as them. They write about these activities.

They write sentences about themselves.

They choose two or three activities and ask the whole class about them. They show the differences on a graph.

another question. To get out of the maze they will go through six of the eight questions. Then they classify the nouns as countable or uncountable.

**Answers:** 1 b 2 f 4 n 7 o 8 m 5 h **Unanswered questions** 3, 6

They ask and answer questions about themselves.

They think of questions for the answers they did not use.

### C SPOT THE SIMILARITIES (Teacher's Book, page 95, AB exercise 7)

**Vocabulary** *how much/many, there is/are, some, any, a lot of, school*

**Ask and write.** Make one photocopy for each pair and give each pupil half. They ask questions to find out what the pictures have in common. They write their answers on the back.

They ask more questions to find differences.

They exchange the pictures and look at them for a minute. They write a description from memory.

### C HEALTHY HABITS? (Teacher's Book, page 111, AB exercise 8)

**Vocabulary** healthy and unhealthy ways of living

**Read and choose the correct answer.** They read the text in silence. They guess the meaning of unknown vocabulary. They decide if the sentences are *True* or *False*. Then they complete what the doctor says. **Answers:** 1 T 2 F 3 F 4 T 5 T 6 T 7 F 8 F 9 T 10 T a less b more c bad d good

They correct the false sentences.

They discuss how Kalifa can improve her way of life.

## 6 The Lost City

### A TODAY I FEEL ... (Teacher's Book, page 119, exercise 1)

**Vocabulary** adjectives of feeling

**Crack the code. Read the poem.** They use the code to complete the poem. They then think of five adjectives that apply to them and discuss what makes them they feel that way in pairs.

One pupil begins to spell an adjective. When his/her friend guesses it, he/she continues.

They write another verse for the poem.

### B DID YOU ... ? (Teacher's Book, page 127, AB exercise 5)

**Vocabulary** questions in the past

**Cut out and find your friends.** Cut out the cards and give them out. The pupils make questions or sentences in the past. They walk around the class saying their questions/sentences and find other pupils with the same verb.

Give out one sheet per pupil. They write the questions and sentences.

They think of other questions and sentences with the same verb.

### C WHO WAS SHAKESPEARE? (Teacher's Book, page 129, exercise 11)

**Vocabulary** regular and irregular verbs in the past

**Write the verbs. Put the sentences in order.** They complete the sentences with the verbs in the past. They then put the biography in order. They find out about another writer (for example, Miguel de Cervantes) and write about him/her. **Answers: 1 c 2 b 3 f 4 e 5 a 6 g 7 d**

They classify the verbs as regular or irregular and write sentences with them.

They prepare questions on the text. They take it in turns to ask and answer the questions without looking in the book.

## 7 The silent people

### A AROUND THE WORLD (Teacher's Book, page 147, exercise 5)

**Vocabulary** *going to*, countries and typical activities

**Choose an activity. Ask your friends.** Each pupil chooses an activity for each country and writes sentences. Divide the class into two groups. They ask everyone in their group *What are you going to do in ... ?* They put a tick for every answer. Finally, ask how many pupils chose each activity to find out what the class likes best.

They write about what they are going to do.

They draw a graph to represent the class's answers.

### B WHO INVENTED ... ? (Teacher's Book, page 147, exercise 7)

**Vocabulary** inventions

**Cut out and match.** Each pair cuts out a page of cards. They mix them up. On the word *Go!*, they match each invention with its definition and its inventor. The first pair to finish wins. **Answers: 1 iii E 2 ii A 3 v D 4 iv C 5 i B 6 vii G 7 vi F**

They put the inventions in chronological order without looking at the dates.

One pupil describes an invention, *We use this to send messages on a computer.* His/Her friend names it.

### C BUY ME! (Teacher's Book, page 149, AB exercise 8)

**Vocabulary** descriptions

**Read the adverts. Write.** They read the advertisements through quickly and decide on the missing words (*MP4*). They answer the questions. They should not worry about new vocabulary: they can ask at the end.

They compare their answers with a friend.

They find the words they did not understand and make sentences with them.

## 8 Escape from the future

### A THEIR WEDDING (Teacher's Book, page 163, exercise 6)

**Vocabulary** possessive adjectives, Saxon genitive

**Complete the text Use possessives.** They complete the text with possessive adjectives or names with the Saxon genitive. They read the quotes and decide who could have said them.

**Answers: 1 Her 2 Her 3 Their 4 his 5 Peter's 6 Carol and Tom's 7 their 8 Carol's 9 Tom's 10 Carol's 11 their a Carol b Peter c Tom d Carol's mother e a friend**

One pupil reads one of the sentences they completed. His/Her friend says who it refers to *Their new flat ... Carol and Tom.*

They rewrite the text with the names instead of possessive adjectives, *Her boyfriend's name is Tom. Carol's boyfriend's name is Tom.*

### B WORLD ADJECTIVES (Teacher's Book, page 165, AB exercise 8)

**Vocabulary** adjectives

**What can you describe?** Brainstorm things that can be described with the adjectives in the activity, for example, *cruel – war*. Individually they write something they associate with each adjective in one of the shapes. In pairs, they guess to which adjective it could refer, *Recycling rubbish is great.*

In pairs they add more ideas to each shape. Then they tell another pair.

They walk around the class and find pupils with the same descriptions. They should ask questions, not read their friends' cards.

## 9 Let's go home!

### A HAVE YOU ... ? (Teacher's Book, page 175, exercise 7)

**Vocabulary** Present Perfect (*have been/have seen*)

**Cut out and ask your friend.** They cut out the cards and put them face down on the desk. In groups of three or four they take it in turns to pick up a card and ask a friend a question in the Present Perfect, *Have you seen a rhino? Yes, I have./No, I haven't.*

The group shares out the cards. They write the questions and answers.

Each pupil asks his/her friend further questions about the experience in the Past Simple, *When/Where did you see it?*

# Look who's talking

1A

Read and write the clothes.  
Then write the name.

Name: \_\_\_\_\_



Clothes

Name

- |   |       |       |
|---|-------|-------|
| 1 I wear them to protect my feet from the rain.       | _____ | _____ |
| 2 I wear it to protect my hair and face from the sun. | _____ | _____ |
| 3 I wear it to go swimming.                           | _____ | _____ |
| 4 I wear them to walk on the sand at the beach.       | _____ | _____ |
| 5 I wear it to know the time.                         | _____ | _____ |
| 6 I wear them to protect my eyes from the sun.        | _____ | _____ |
| 7 I wear it to protect my head when I ride a bike.    | _____ | _____ |
| 8 I wear it over my clothes when it is cold.          | _____ | _____ |
| 9 I wear them when it's hot. I don't wear trousers.   | _____ | _____ |
| 10 I wear them to protect my hands from the cold.     | _____ | _____ |

# Present Simple or Continuous?

13

Put the words in order.

Name: \_\_\_\_\_

Use the correct form of the verb.

-s -es -ies is are -ing do does

1 sit / usually / between / the / He / door / table/ and/ class. / another/ table

He usually sits between the door and another table in class.



2 in /They / eat / usually / pasta / Italy.

\_\_\_\_\_



3 She / a / wear/ skirt / today. / blue

\_\_\_\_\_



4 go to / We / this evening. / the cinema

\_\_\_\_\_



5 ? / go swimming/ she / every day

\_\_\_\_\_



6 What / usually / eat for breakfast / you / ?

\_\_\_\_\_



7 What / ? / now / do / you

\_\_\_\_\_



8 always / Peter / a lot / study / after school.

\_\_\_\_\_



9 not / walk to school / every morning. / They

\_\_\_\_\_



10 watch TV / He / in the evenings / before going to bed.

\_\_\_\_\_



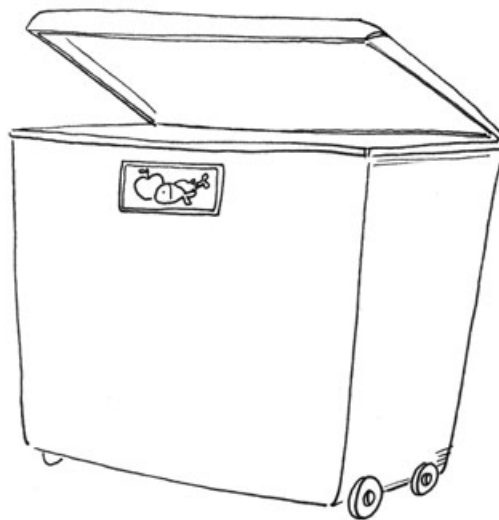
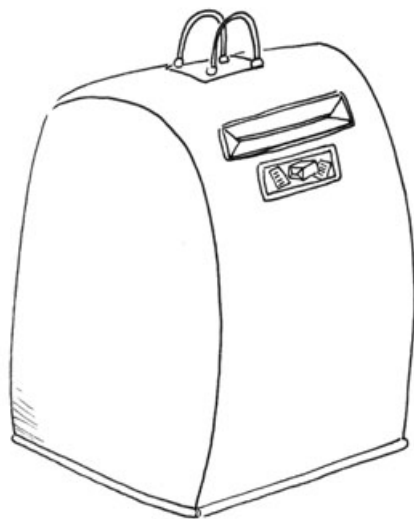
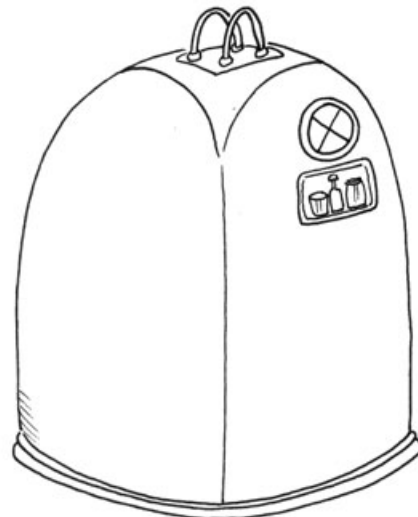
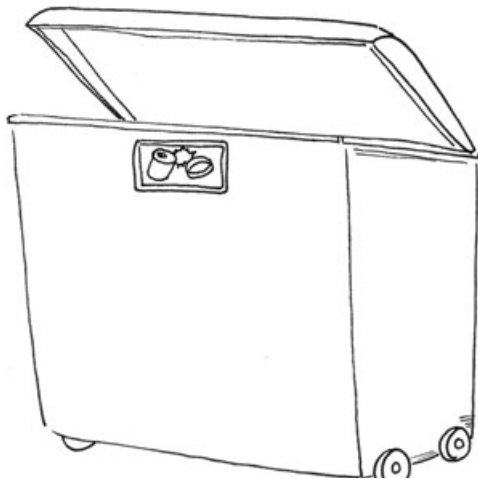
\* Circle the time expressions in red. Circle the subjects in blue.



# Ready to recycle

10 Colour the bin. Cut out and match.

Name: \_\_\_\_\_



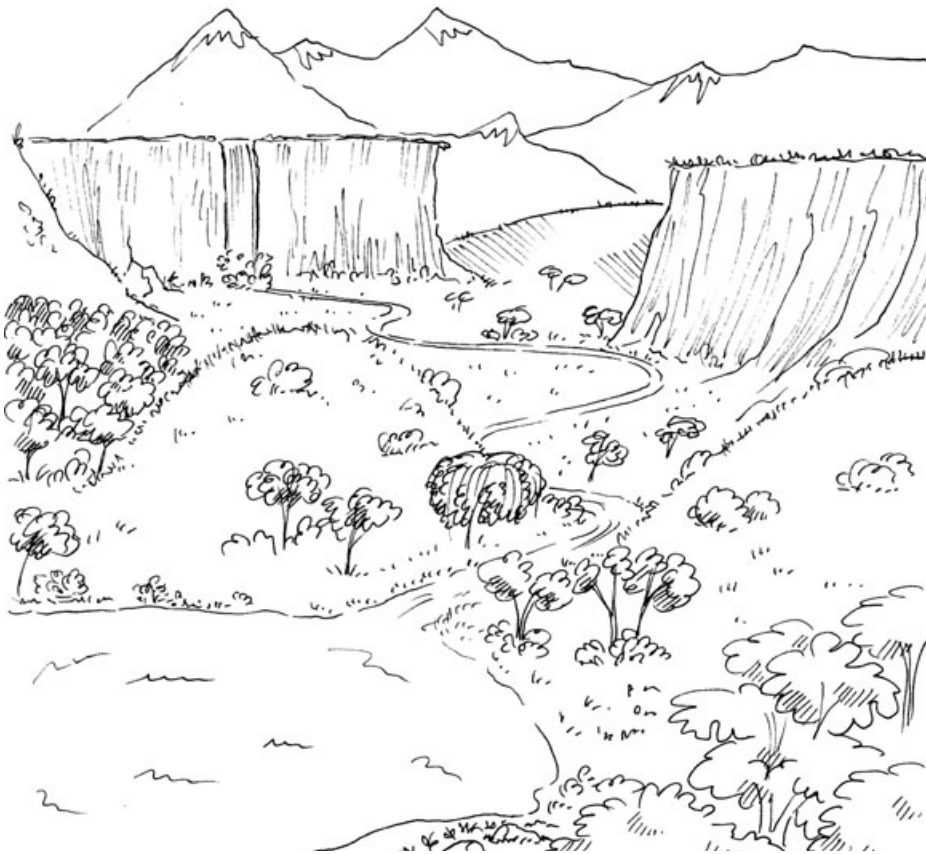
# All creatures

2A

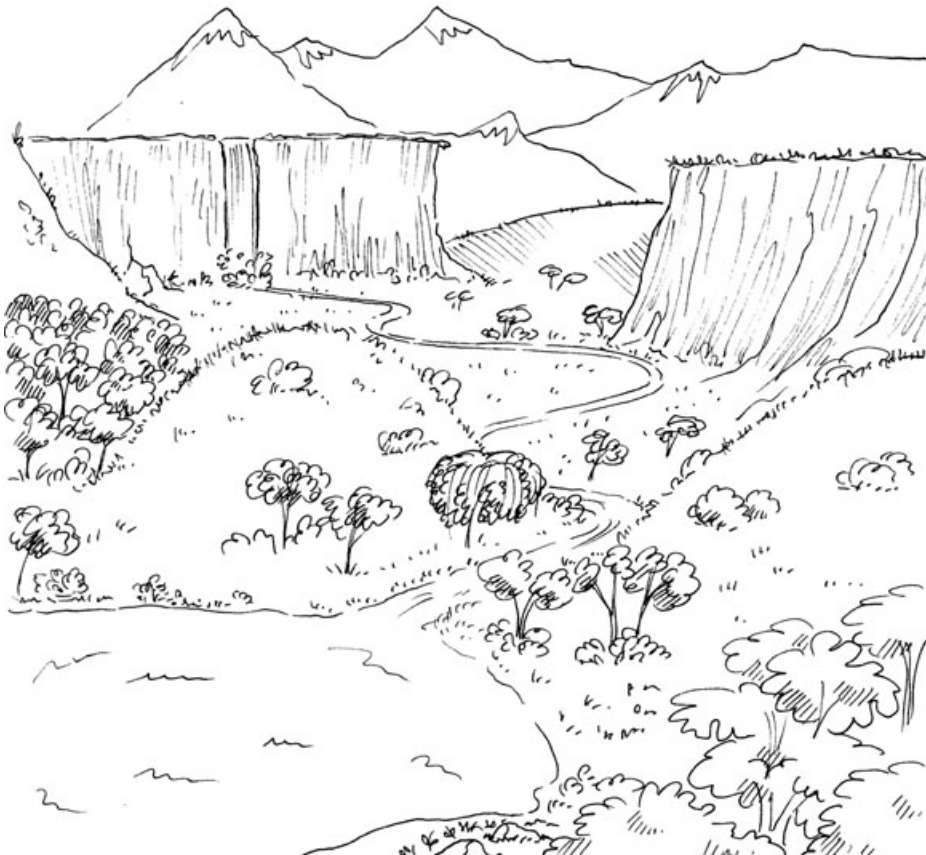
Draw the animals. Ask your friend.

Name: \_\_\_\_\_

(A)



(B)

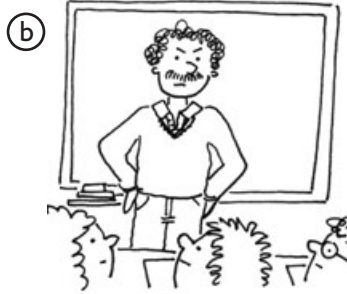


# Which 's?

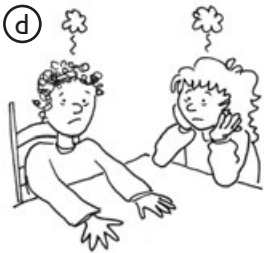
28

Put the words in order. Match.

Name: \_\_\_\_\_



1 Mary / 's / 's / car / new / green.



2 uncle / 's / Tom / Mr Smith / 's



3 's / T-shirt / the boy / 's / new / very / expensive



4 Mary / Peter / 's / 's / wife.

5 's / Jane / 's / serious. / teacher / very



6 boyfriend / 's / Linda / 's / handsome. / very



7 The Jones / 's / house / 's / new / very big.

8 John and Ann / are / 's / jobs / quite difficult.

\* Circle 's for possession in red and 's for is in green.

# Famous people

20

Write the name. Choose the word. Name: \_\_\_\_\_

(a)



**Mother Teresa**

(b)



**Diana,  
Princess of Wales**

(c)



**Napoleon  
Bonaparte**

(d)



**Mahatma Gandhi**

(e)



**Charles Chaplin**

(f)



**Laurel and Hardy**

(g)



**The Beatles**

(h)



**Shakespeare  
and Cervantes**

- 1 \_\_\_\_\_ was/were a French emperor in the 19<sup>th</sup> century.
- 2 \_\_\_\_\_ was/were comedians in black and white films in the 1930s.
- 3 \_\_\_\_\_ was/were an Indian religious leader.
- 4 \_\_\_\_\_ was/were a princess and died in a car accident in 1997.
- 5 \_\_\_\_\_ was/were writers in the 16<sup>th</sup> century. They are still famous today.
- 6 \_\_\_\_\_ was/were the best silent films actor in the world. He was English.
- 7 \_\_\_\_\_ was/were a nun. She was/were very good to poor people.
- 8 \_\_\_\_\_ was/were a very successful British pop group in the 1960s.

\* Now write about another (famous) person from the past.

- |                                |                          |
|--------------------------------|--------------------------|
| 1 What was his/her name?       | 4 When was he/she alive? |
| 2 Where was he/she born?       | 5 What was his/her job?  |
| 3 What nationality was he/she? | 6 Why was he/she famous? |

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# MEANS OF TRANSPORT

3A

Write the words.  
Complete the sentences.

Name: \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

- 1 I'm going to the airport. My \_\_\_\_\_ leaves at 6.30 a.m.
- 2 There are a lot of expensive \_\_\_\_\_ in the port in Marbella.
- 3 A \_\_\_\_\_ can move over water and over land.
- 4 A \_\_\_\_\_ is similar to a train but it uses electricity.
- 5 My uncle thinks about the environment. He always takes the \_\_\_\_\_ to work.
- 6 He is waiting at the station for the next \_\_\_\_\_ .
- 7 You can take a \_\_\_\_\_ on the lake and exercise your arms.
- 8 A \_\_\_\_\_ can take the people to hospital very quickly.
- 9 With a lot of hot air the \_\_\_\_\_ can get to very great height.
- 10 There were many people taking their cars on the \_\_\_\_\_ .

# MAN ON THE MOON

38

Write the verbs in the past.

Name: \_\_\_\_\_

(A) 1 \_\_\_\_\_ was the commander of the Apollo 11. He a) \_\_\_\_\_ (pilot) the spaceship to a safe landing on the surface of the moon. On 20<sup>th</sup> July 1969, at 10.56 p.m., Neil Armstrong b) \_\_\_\_\_ (be) the first man to set foot on the moon. At that time he c) \_\_\_\_\_ (pronounce) these famous words, 2 ' \_\_\_\_\_ , one giant leap for mankind.' Armstrong and another astronaut d) \_\_\_\_\_ (walk) for more than two and a half hours on the moon doing experiments and taking pictures. They put up an American flag on the moon as a sign of their presence. On 3 \_\_\_\_\_ , the spaceship with the three men e) \_\_\_\_\_ (land) in the Pacific Ocean. The three astronauts f) \_\_\_\_\_ (be) honoured in 4 \_\_\_\_\_ . When Armstrong g) \_\_\_\_\_ (stop) working for NASA in 1971, he h) \_\_\_\_\_ (work) as a professor of Aerospace Engineering at the University of Cincinnati from 1971 to 1979. Today, Armstrong lives 5 \_\_\_\_\_ .

\* Now ask your friend.

1 Who / ?

3 When / land / ?

5 Where / live / ?

2 What / say / ?

4 Where / honour / ?



(B) Neil Armstrong was the commander of the Apollo 11. He a) \_\_\_\_\_ (pilot) the spaceship to a safe landing on the surface of the moon. On 1 \_\_\_\_\_ , at 10.56 p.m., Neil Armstrong b) \_\_\_\_\_ (be) the first man to set foot on the moon. At that time he c) \_\_\_\_\_ (pronounce) these famous words, 'That's one small step for a man, 2 \_\_\_\_\_ '. Armstrong and another astronaut d) \_\_\_\_\_ (walk) for 3 \_\_\_\_\_ on the moon doing experiments and taking pictures. They put up an American flag on the moon as a sign of their presence. On 24<sup>th</sup> July, the spaceship with the three men e) \_\_\_\_\_ (land) in 4 \_\_\_\_\_ . The three astronauts f) \_\_\_\_\_ (be) honoured in New York City. When Armstrong g) \_\_\_\_\_ (stop) working for NASA in 5 \_\_\_\_\_ , he h) \_\_\_\_\_ (work) as a professor of Aerospace Engineering at the University of Cincinnati from 1971 to 1979. Today, Armstrong lives on a farm in Lebanon, Ohio.

\* Now ask your friend.

1 When / be/ first man / ?

3 How long / walk / ?

5 When / stop / ?

2 What / say / ?

4 Where / land / ?

# Find Someone who ...



Write Yes or No. Ask your friends.

Name: \_\_\_\_\_

Find someone who ...	Me	My friends
1 ... travelled by plane last year.		
2 ... played football last Sunday.		
3 ... watched TV for more than an hour yesterday.		
4 ... listened to music last night.		
5 ... walked to school this morning.		
6 ... telephoned a friend last Saturday.		
7 ... washed the dishes last week.		
8 ... started school later than you this morning.		
9 ... opened a packet of crisps yesterday evening.		
10 ... invented an excuse last week.		

\* Who did the same as you? Write sentences.

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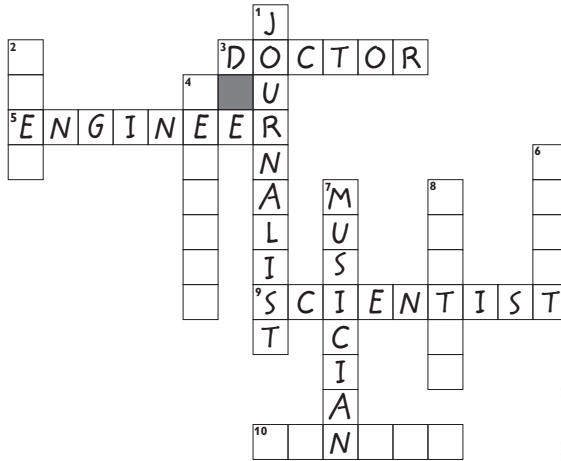
# Professions puzzle

4A

Write the clues. Ask your friend.

Name: \_\_\_\_\_

(A)



**Across**

3 This person helps people when they are ill.  
He/She can work in a hospital.

5 \_\_\_\_\_

9 \_\_\_\_\_

**Down**

1 \_\_\_\_\_

7 \_\_\_\_\_



(B)



**Across**

10 This person sings in a band.

**Down**

2 \_\_\_\_\_

4 \_\_\_\_\_

6 \_\_\_\_\_

8 \_\_\_\_\_



# Much/many maze

48

Write *much* or *many*.  
Then choose the correct path.

Name: \_\_\_\_\_

1 How \_\_\_\_\_ money have you got?  
b Just some coins.  
e A few  
i Yes, I know.  
j Five  
p €3.50  
r Not much

2 How \_\_\_\_\_ people live in your house?  
f Three  
k Yes, it does.  
q How \_\_\_\_\_ time have we got?  
s Last night

3 How \_\_\_\_\_ TVs are there in your house?  
c A pilot  
g It's a ferry.  
l How \_\_\_\_\_ does your book cost?  
n £9.90  
s She's from Wales.

4 How \_\_\_\_\_ energy have you got?  
m Three bottles  
o One for each subject.  
t He does experiments.

5 Have \_\_\_\_\_ energy have you got?  
h A lot!  
m Three bottles  
o One for each subject.  
8 How \_\_\_\_\_ water is there?

a I'm fine, thanks.  
d We arrived on Monday.  
h A lot!  
m Three bottles  
o One for each subject.  
8 How \_\_\_\_\_ water is there?

Did you answer ALL the questions?

\* Now classify the nouns in the questions.

Countable nouns	Uncountable nouns

# Spot the Similarities

40

Ask and write.

Name: \_\_\_\_\_

(A)

How much ... is there?

How many ... are there?



windows plants water children boys girls  
teachers money CDs chocolate bars



(B)

How much ... is there?

How many ... are there?



windows plants water children boys girls  
teachers money CDs chocolate bars

# Casualty!

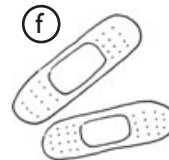
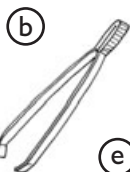
**5A** Complete the sentences.

Name: \_\_\_\_\_



- 1 I've got a \_\_\_\_\_ !
- 2 I can't play basketball. I think I've got a \_\_\_\_\_ arm.
- 3 I've got a \_\_\_\_\_ .
- 4 I'm not feeling well. I think I've got a high \_\_\_\_\_ .
- 5 I've got \_\_\_\_\_ . I am going to the doctor.
- 6 I've got a \_\_\_\_\_ . I can't even talk!
- 7 I'm going to the dentist. I've got \_\_\_\_\_ .
- 8 Oh, my hand! This \_\_\_\_\_ really hurts.

\*What is the doctor going to give them? Match the medicines.



# What an adventure!







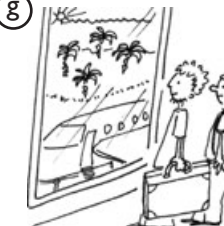

58

Complete the story.

Name: \_\_\_\_\_

- 1 Last month Jake and Laura \_\_\_\_\_ (go) on a trip.
- 2 They \_\_\_\_\_ (decide) to take a plane to New York.
- 3 Laura \_\_\_\_\_ (be) afraid of planes. During the flight she \_\_\_\_\_ (have) a very bad headache and \_\_\_\_\_ (go) to sleep.
- 4 When they finally \_\_\_\_\_ (arrive), they \_\_\_\_\_ (want) to go out immediately. There \_\_\_\_\_ (be) so many things to see!
- 5 But when they \_\_\_\_\_ (look) out of the window, they \_\_\_\_\_ (think), 'This looks very strange!'
- 6 They \_\_\_\_\_ (ask) a taxi driver to take them to Fifth Avenue.  
The taxi driver \_\_\_\_\_ (laugh).
- 7 'No Fifth Avenue in Rio de Janeiro, Madam!'
- 8 'Rio de Janeiro?! Oh, no!', they \_\_\_\_\_ (cry). 'We \_\_\_\_\_ (take) the wrong plane!'

\* Match the sentences with the pictures.

(a) 	(b) 	(c) 	(d) 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) 	(f) 	(g) 	(h) 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Healthy habits?

50

Read and choose the correct answer. Name: \_\_\_\_\_

Kalifa and her children came to the USA five years ago. She is from Somalia. Many things are different in America. American food is very different from Somali food. You can buy 'junk' food with lots of fat, sugar and oil. In America people don't walk as much as they do in Somalia. You can drive a car or take the bus everywhere.

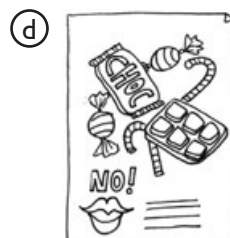
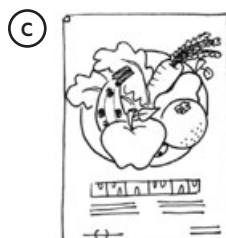
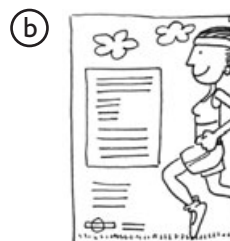


Kalifa's children like junk food. They like to eat hamburgers and chips. She does too. She is a bit fatter now. Her children like to watch TV. They don't go outside to play. Kalifa doesn't walk very much because she has got a car.

When Kalifa goes to the doctor, he says she has to eat more fruit and vegetables. He says that too much junk food is bad for her health. He tells her that she needs to do more exercise and that too much fat and not enough exercise is bad for her. It is bad for her children, too. Kalifa doesn't know if the doctor is right or wrong.

- |  | T                        | F                        |                                 | T                        | F                        |
|--|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|
| 1 Kalifa has got children.                 | <input type="checkbox"/> | <input type="checkbox"/> | 6 Her children like chips.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Kalifa is from Asia.                     | <input type="checkbox"/> | <input type="checkbox"/> | 7 Kalifa is thinner in America. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 American food is similar to Somali food. | <input type="checkbox"/> | <input type="checkbox"/> | 8 Kalifa likes to watch TV.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 People walk more in Somalia.             | <input type="checkbox"/> | <input type="checkbox"/> | 9 Kalifa drives a car.          | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Some people in America are fat.          | <input type="checkbox"/> | <input type="checkbox"/> | 10 Kalifa goes to the doctor.   | <input type="checkbox"/> | <input type="checkbox"/> |

\* Now complete the posters with *good, bad, more or less*.





# Did you ... ?

63

Cut out and find your friends.

Where / you / go?	✓ go to the park	✗ go to the cinema
When / you / meet?	✓ meet last summer	✗ meet last year
/ you / run far today?	✓ run to school	✗ run anywhere
/ you / find your gloves?	✓ find my coat	✗ find my hat
What time / you / come home?	✓ come home at 5.15 p.m.	✗ come home at 7 p.m.
/ you / tell your sister?	✓ tell my brother	✗ tell your father
How much / you / spend?	✓ spend €3.50 on lunch	✗ spend any money
What / you / think of the film?	✓ think it was wonderful	✗ think you liked it
What / you / eat / yesterday?	✓ eat pasta and salad	✗ eat hamburgers and chips



# Who was Shakespeare?

60

Write the verbs.

Name: \_\_\_\_\_

Put the sentences in order.



- a In about 1590, he \_\_\_\_\_ (start) writing his first plays. There \_\_\_\_\_ (be) no female actors in those days, boys \_\_\_\_\_ (play) all the female parts.
- b He \_\_\_\_\_ (go) to the local Stratford Grammar School. Lessons began at six o'clock in the morning in the summer. They \_\_\_\_\_ (have) to use daylight!
- c William Shakespeare \_\_\_\_\_ (be) born in Stratford-upon-Avon on 23<sup>rd</sup> April, 1564.  1
- d He \_\_\_\_\_ (come back) to Stratford in 1612. He \_\_\_\_\_ (die) of a fever on his birthday in 1616.
- e At the age of 19, William \_\_\_\_\_ (marry) Anne Hathaway, the daughter of a rich farmer near Stratford. Three years later he \_\_\_\_\_ (go) to London.
- f When William \_\_\_\_\_ (be) only 14 years old he \_\_\_\_\_ (have) to leave school because his family was very poor. He \_\_\_\_\_ (work) in his father's shop. His father was a glove-maker.
- g They \_\_\_\_\_ (perform) his most famous play, *Hamlet*, in about 1601 at the Globe Theatre. Shakespeare \_\_\_\_\_ (continue) to write about two plays a year.

\* Find out about another famous writer.




# Around the world


7A

Choose one activity per country.  
Ask your friends.


Name: \_\_\_\_\_

**USA** 


- spend a week in Disney World Park
- go to the Kennedy Space Center
- visit the Blackwater River State Park

**France** 


- eat cheese crêpes
- go up the Eiffel Tower
- walk down the Champs Elysées

**Italy** 


- visit the Roman Coliseum
- eat fresh pasta and pizza
- explore Vatican City

**Mexico** 


- visit the Mayan Ruins
- wear a Mexican hat
- swim in the Caribbean Sea

**Egypt** 


- visit the Pyramids
- take a boat trip on the Nile river
- eat a kebab

**Japan** 

- buy some fish in the Tsukiji Fish Market
- walk through the East Gardens
- eat fresh sushi

**Morocco** 

- visit the Medina in Marrakech
- discover the Museum of Moroccan Arts, Dar Si Said
- drink aromatic tea

**India** 

- go walking in the Himalayas
- watch a game of cricket in Calcutta
- eat chicken curry

\*Write sentences about what you are going to do.

# Who invented ... ?

**78** Cut out and match.

Invention	Definition	Inventor
1 Email	i ... has no cables and does not use electricity. It allows you to talk to friends anywhere.	A The German, Andres Pavel, invented it in 1977.
2 A personal stereo	ii ... plays music only for you.	B The American company, AT&T, invented it in 1947.
3 A microwave oven	iii ... sends and receives electronic messages through a computer network.	C John Logie Baird, a Scottish engineer, transmitted the first pictures in 1925.
4 The television	iv ... projects images on a screen.	D The American, Percy Spencer, invented it in 1946.
5 A mobile phone	v ... uses waves to heat up food faster than a traditional one.	E Ray Tomlinson successfully sent the first one in 1971.
6 A ball point pen	vi ... gives light when its filament is hot.	F Thomas Edison invented it in 1870.
7 The light bulb	vii ... uses a ball to spread ink on a writing surface.	G The Hungarian, Laszlo Biro, invented it in 1938.



# Buy me!

70

Read the adverts. What is it?

Name: \_\_\_\_\_

①

*Looking for a colourful addition to your clothes?*

Something small and simple? Elegant and stylish?

**LOOK NO MORE!**

This \_\_\_\_\_ is your chance to show the world you are cool. Listen to your favourite songs and access your favourite photos wherever you are.

This \_\_\_\_\_ becomes a part of who you are.



②



**It's tiny and it's enormous!**

**It can hold 1000 songs!**

**It's practical: it's got a clock! A diary!**

**A radio! An alarm! A calendar!**

Combining appearance with usefulness you can't ask for more!

Order your \_\_\_\_\_ today! **Don't be bored, be rhythmic!**

③

**DO YOU LIKE HIP HOP? DO YOU PREFER REGGAE?  
WHAT ABOUT ROCK 'N' ROLL?**

*You don't have to choose! You can have all of them together on this \_\_\_\_\_. Take video clips of your favourite group with you always. This is the coolest device within the latest generation mobile phone. And don't forget the quality camera to capture those unforgettable moments.*

*This \_\_\_\_\_ is the one for you!*



\*Write the answer.

1 Underline all the adjectives in the texts.

2 Think of one word to define each advert. \_\_\_\_\_

3 Which one do you think is best for you? \_\_\_\_\_

4 Why do you like it? \_\_\_\_\_

# Their wedding

8A

Complete the text. Use possessives. Name: \_\_\_\_\_



This is Peter's sister. 1 Her name is Carol. 2 \_\_\_\_\_ boyfriend's name is Tom. Tom and Carol have got a new flat. 3 \_\_\_\_\_ new flat is in the main street of the town. Peter went to see 4 \_\_\_\_\_ sister's flat yesterday. He liked it a lot. Soon Tom will be 5 \_\_\_\_\_ brother-in-law because Carol and Tom are getting married!

6 \_\_\_\_\_ and \_\_\_\_\_ parents are very happy. All 7 \_\_\_\_\_ friends are going to go to the wedding. 8 \_\_\_\_\_ dress is going to be white and 9 \_\_\_\_\_ suit is going to be very elegant.

The wedding is going to be in church. 10 \_\_\_\_\_ father is going to drive her to the church in a big limousine. After the ceremony, they are going to a restaurant to have a meal and a huge party with all 11 \_\_\_\_\_ friends.

\*Who said ... ?

**a friend Carol Tom Carol's mother Peter**

a 'My boyfriend's name is Tom.' \_\_\_\_\_

b 'I love their new flat.' \_\_\_\_\_

c 'My father-in-law is very happy.' \_\_\_\_\_

d 'Her dress is going to be white. It's beautiful.' \_\_\_\_\_

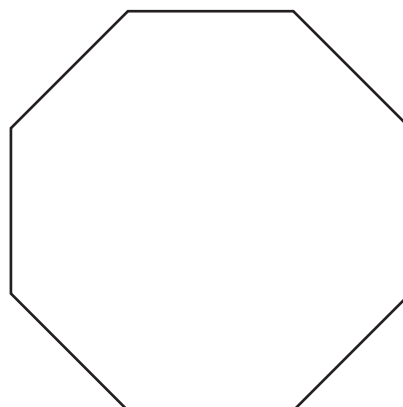
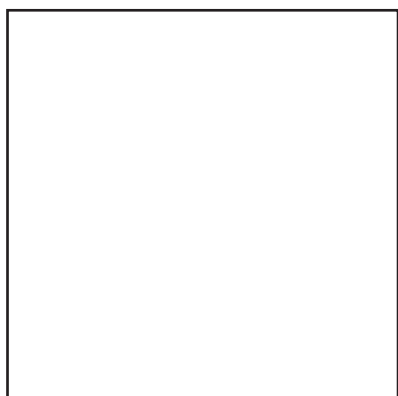
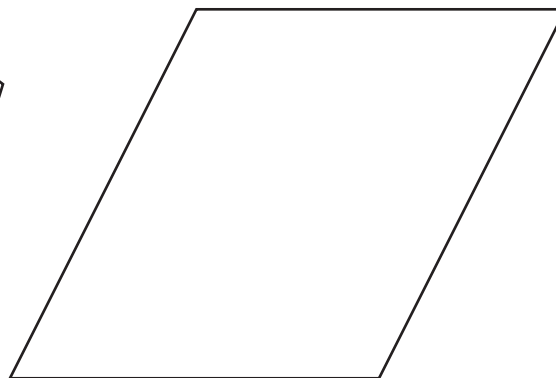
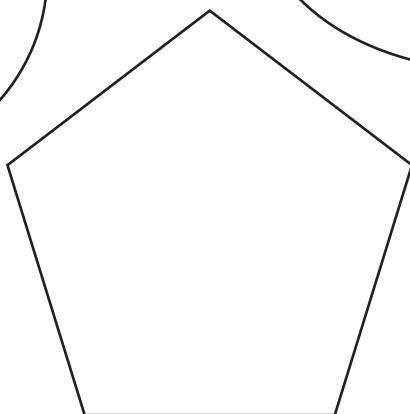
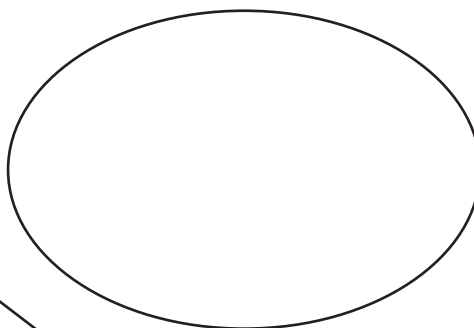
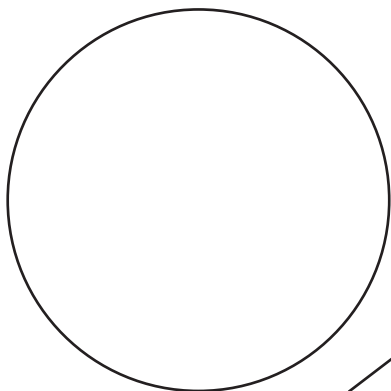
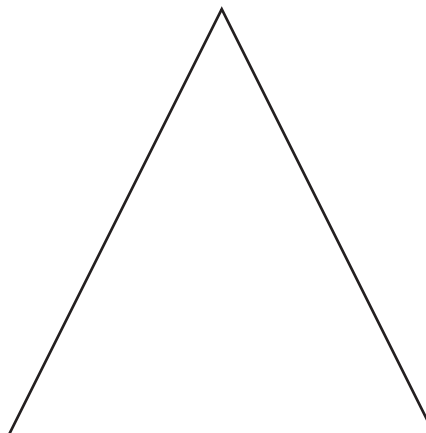
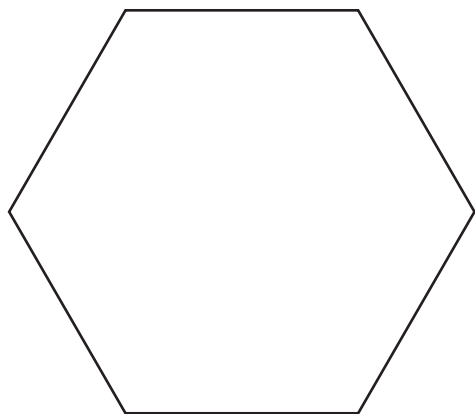
e 'His brother-in-law's name is Tom.' \_\_\_\_\_

# World adjectives

88 What things in the world can you describe?

Name: \_\_\_\_\_

cruel brilliant fantastic wonderful scary amazing evil-looking great



# Have you ... ?

9A

Cut out and ask your friend.

see a rhino	go to the UK	see a famous person
go camping	see a hot air balloon	go to a very cold country
see your mum dancing	go on a plane	see a chef
go to another continent	see a waterfall	go to a museum
see your father nervous	go horse riding	see wind turbine
go to pop concert	see someone with a broken leg	go to a football match



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# COLOURS 6

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