



DOSSIER DE LLENGUA ANGLESA

6è

Name: _____ Year: 6

Date: _____



Indicacions de com treballar aquest dossier.

Aquest dossier recull unes quantes activitats que t'ajudaran a repassar continguts treballats durant el curs. Hi trobaràs diferents tipus d'activitats: competències orals (listenings) competències escrites (reading and writing). També trobaràs llistats de vocabulari i teoria de gramàtica treballats al llarg del curs, per tal que et sigui més fàcil portar a terme les activitats proposades.

Et recordem que per fer qualsevol activitat és important que entenguis què se't demana i també que pots fer servir el diccionari sempre que et calgui.

Al final del dossier també hi trobaràs un seguit de webs amb activitats que pots realitzar de manera optativa.

Recorda que per repassar els continguts també pots fer, de manera optativa, les activitats penjades al Google Classroom.

D'altra banda, també pots fer totes les activitats que et vinguin de gust, com ara:

- Escoltar música en anglès.
- Mirar alguna pel·lícula o sèrie en anglès, amb subtítols.
- Llegir revistes o petits llibres en anglès

Esperem que aquest dossier et sigui útil.

Àrea d'anglès

Name _____ Class _____

Unit 1

Vocabulary 1 (Lesson 1): Hobbies

coding

trampolining

doing arts and crafts

beads

gardening

laptop

playing in a band

microphone

podcasting

plants and flowers

Vocabulary 2 (Lesson 4): Technology

program a computer

traffic lights

design a website

smart TV

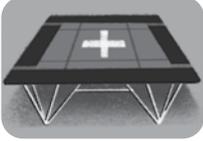
create an app

interactive whiteboard

Unit 1 Vocabulary | Consolidate

1 Look and read. Complete the information.

**Do you want a HOBBY?
COME and try something NEW!**

Monday	Tuesday	Wednesday
		
Thursday	Friday	Saturday
		

Class information	
Monday	1 tr <u>ampolining</u>
Tuesday	2 co _____ Use our computers or bring your 3 la _____.
Wednesday	4 do _____ a _____ and c _____ This month we are making things with 5 be _____.
Thursday	6 po _____
Friday	7 pl _____ in a b _____. If you're a singer, we've got a 8 mi _____ for you.
Saturday	9 g _____ Learn about different 10 pl _____ and f _____.

2 Read and write. Answer the questions for you.

app interactive lights program smart website

- 1 Do you know how to program a computer? _____.
- 2 Do you want to design a _____ in the future? _____.
- 3 Are there any traffic _____ in your street? _____.
- 4 Is an _____ whiteboard good for teaching? _____.
- 5 Do you want to create an _____ for something you need? _____.
- 6 Do you think a _____ TV is an important machine? _____.

Name _____ Class _____

Unit 2

Vocabulary 1 (Lesson 1): Landscapes

canyon

volcano

desert

waterfall

glacier

dry

mountain range

rocky

rainforest

wet

Vocabulary 2 (Lesson 4): Climate features

snowstorm

drought

flood

glacial

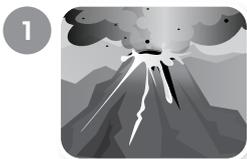
hurricane

arid

Unit 2 Vocabulary | Consolidate

1 Look and write the landscape features. Then read and complete the sentences.

Amazing Landscape Features!



volcano

This is high and rocky. It can be very hot and dangerous.



This place is high and rocky. The Himalayas is an example of this.



This place is very hot and dry, but cold at night. It can be rocky, too.



This place is between mountains and is rocky. At the bottom, there is usually a river.



This is frozen. It's very cold and wet.



This is part of a river. It's noisy and fast.



This place with lots of trees is hot and wet.

One place is dry. _____ places are rocky. _____ places are wet.

2 Look. Read and correct the words in the weather report.

World weather report

In the Middle East, the weather is hot and dry. Landscapes are becoming more **1 glacial** arid. In some countries in northern Europe, there is heavy rain and **2 drought** _____. Houses and buildings are covered with water.

There is a violent **3 hurricane** _____ across the city of Ushuaia, in southern Argentina. There is lots of snow and the winds are strong and **4 arid** _____.

The weather is hot and very windy on the east coast of North America. There is going to be a **5 snowstorm** _____. It is coming from the Atlantic **6 Desert** _____.



floods



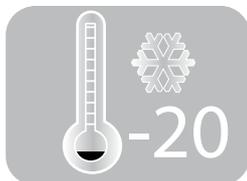
hurricane



snowstorm



arid



glacial



ocean

Name _____ Class _____

Unit 3

Vocabulary 1 (Lesson 1): Living in cities

bank

skyscraper

block of flats

stadium

lift

the old part

neighbourhood

the outskirts

port

underground station

Vocabulary 2 (Lesson 4): Changing cities

green space

pedestrian area

wi-fi zone

recycling containers

bicycle lane

cable car

Unit 3 Vocabulary | Consolidate

1 Look and write.

hospital shopping centre square supermarket town hall

afraid bored excited surprised tired



1 She is at the shopping centre.
She is excited.



2 He is at the _____. He is _____.



3 She is at the _____. She is _____.



4 He is at the _____. He is _____.



5 She is at the _____. She is _____.

2 Look, find and write the words.

je	co	le
to	di	ri
bo	ins	ols
bu	wel	ed
nes	g	ry

1 buried

4 _____

2 _____

5 _____

3 _____

6 _____



Name _____ Class _____

Unit 4

Vocabulary 1 (Lesson 1): Housework

do the washing

wash the dishes

make the bed

broom

put things away

mop and bucket

sweep the floor

tea towel

take out the rubbish

washing-up liquid

Vocabulary 2 (Lesson 4): Housework machines

microwave oven

washing machine

sewing machine

dishwasher

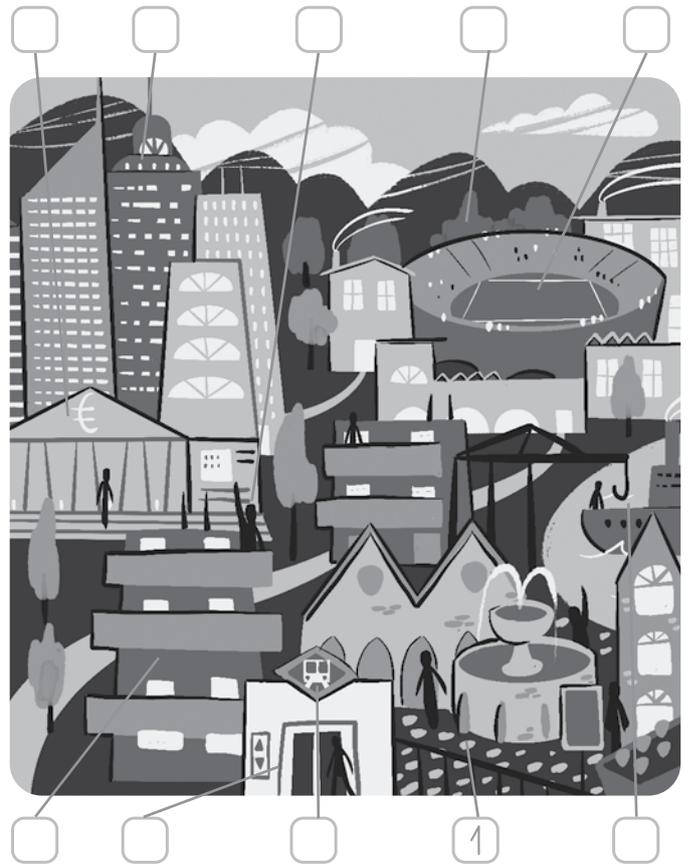
food mixer

vacuum cleaner

Unit 4 Vocabulary | Consolidate

1 Read and match. Then label the picture.

- | | |
|--|---------------------------------------|
| 1 Ben lives in the old | skyscrapers. |
| 2 It's a very friendly | at the stadium. |
| 3 He lives in a block of | part of the city. |
| 4 Today, Ben is visiting his friend. She lives by the port. | the outskirts of the city. |
| 5 First, he needs some money so he goes to | station. |
| 6 In this area there are tall | flats. |
| 7 Then he walks to the underground | lift down and catches a train. |
| 8 He takes the | neighbourhood. |
| 9 He arrives. His friend wants to watch football | the bank. |
| 10 The stadium is on | She loves ships! |



2 Read and complete the sentences. Match.

cable containers lanes pedestrian space zone

- My favourite green space in my town is the park.
- The main street is a _____ area, so cars can't drive along it.
- There are plenty of bicycle _____.
- On most street corners there are recycling _____.
- The shopping centre is in a free wi-fi _____.
- We've got a _____ car. It connects the old part of town with the new part.



Name _____ Class _____

Unit 5

Vocabulary 1 (Lesson 1): Jobs

ambulance driver

pilot

firefighter

police officer

journalist

pop star

nurse

waiter

photographer

web designer

Vocabulary 2 (Lesson 4): Animals helping people

marine scientist

sheep dog

seal

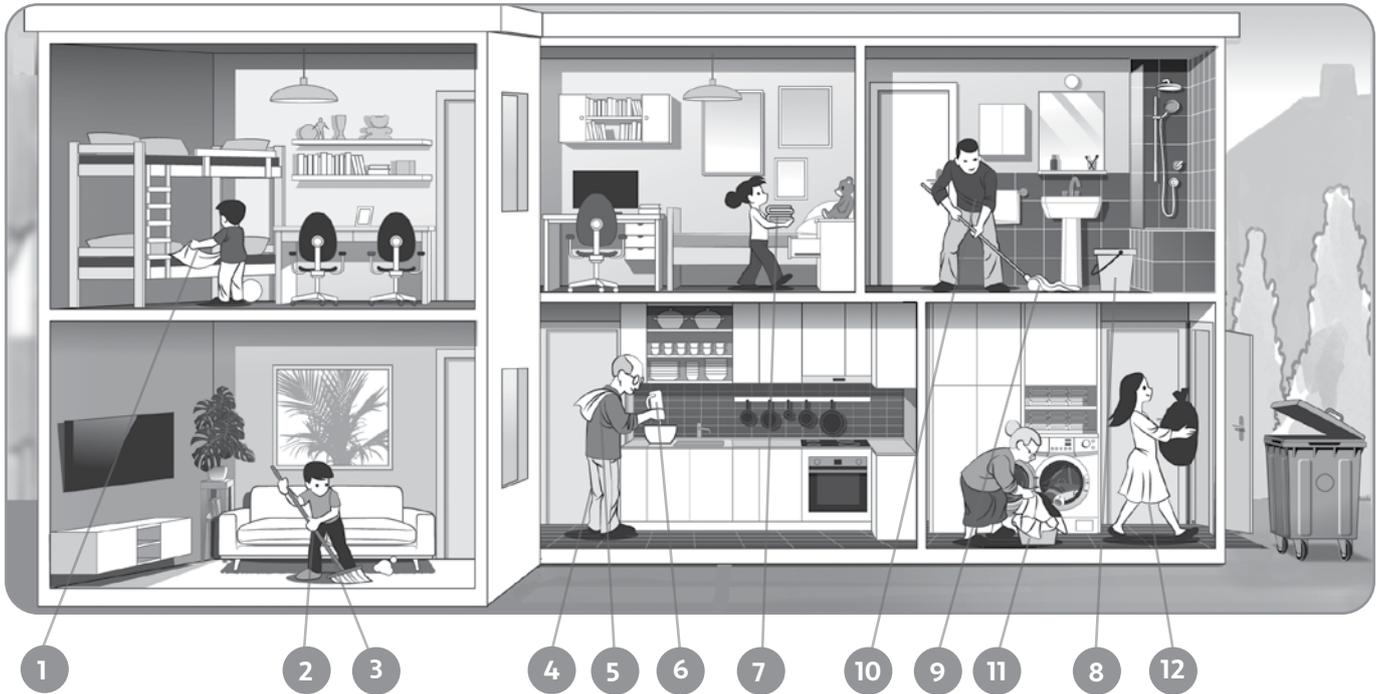
fisherman

sheep farmer

bottlenose dolphin

Unit 5 Vocabulary | Consolidate

1 Look and write.



Chores	Objects
1 <u>make</u> the bed	
2 sweep the _____	3 _____
4 wash the _____	5 tea _____
	6 washing-up _____
7 put _____ away	
8 _____ the floor	9 _____
	10 _____
11 do the _____	
12 _____ the rubbish	

2 Order the letters and write. Write the letter. Then rank the machines.

- 1 sihdshwera dishwasher
- 2 dofo iemxr f _____
- 3 insegw cihnmae s _____
- 4 cuvum elercan v _____
- 5 icroamwve enov m _____
- 6 swgahin mhcinca w _____



Very important _____ Not important _____

Name _____ Class _____

Unit 6

Vocabulary 1 (Lesson 1): The future

artificial intelligence

smartphone

driverless car

social media

drone

virtual assistant

humanoid robot

follow somebody

intelligent home

upload

Vocabulary 2 (Lesson 4): Construction materials

clay

concrete

steel

brick

bamboo

glass

Unit 6 Vocabulary | Consolidate

1 Look and circle. Then write.

artificial intelligence / light / life
 cable / sports / driverless car
 put / upload / play photos
 follow / look at / chat somebody
 humanoid machine / robot / creature

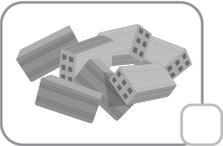
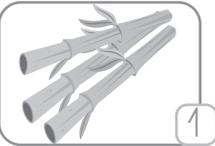
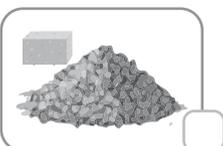
intelligent place / garden / home
 intelligent phone / smartphone / microphone
 delivery satellite / drone / helicopter
 social media / family / group
 virtual person / assistant / helper

a 	b 	c 	d 	e 
_____	_____	_____	_____	_____
f 	g 	h 	i 	j 
_____	_____	<p><i>artificial intelligence</i></p> <p>_____</p>	_____	_____

2 Read and write the material words. Match.

← → ↻ 🏠 kidscan.com/dictionary ★ ☰

<p>1 <u>bamboo</u> NOUN UNCOUNTABLE a tall, tropical plant used for making furniture</p> <p>2 _____ NOUN COUNTABLE/UNCOUNTABLE blocks used to build walls and other structures</p> <p>3 _____ NOUN UNCOUNTABLE a type of heavy, wet soil that becomes hard; used for making cups and plates</p>	<p>4 _____ NOUN UNCOUNTABLE a mixture that becomes a hard material used in building</p> <p>5 _____ NOUN COUNTABLE/UNCOUNTABLE a hard, clear material used for making objects like windows and bottles</p> <p>6 _____ NOUN UNCOUNTABLE a strong metal</p>
---	---

a 	b 	c 
d 	e 	f 

Key structure: Verb + gerund; Infinitive of purpose



Let's look at the following examples:

- + I enjoy gardening.
- + She prefers coding to trampolining.
- ? Do you use a camera to take photos?
- + I use an app to change photos.

1 Verb + gerund

A **gerund** is the noun form of a verb (the verb + -ing). We use gerunds to talk about activities in general, not in specific situations. For example: swimming, playing, eating, sleeping.

Compare:

He is swimming: present continuous; he is swimming now.

Swimming is good for you: gerund: talking about swimming in general as an activity.

Coding is very difficult **NOT** ~~To code is very difficult.~~

Playing in a band is exciting! **NOT** ~~To play in a band is exciting!~~

Some verbs (like, prefer, love, enjoy, hate, etc.) usually take gerunds.

I **love going** to the beach.

I **enjoy doing** sports.

I **hate watching** football matches. I prefer **playing**.

2 Infinitive of purpose

When we want to answer the question "why?", we can use the infinitive of purpose (to + infinitive of the verb).

Why do people use cameras? They use them **to take** photos.

Why are you closing the door? I'm closing the door **to stop** the cat getting out.

Why did he go to the shop? He went to the shop **to buy** some shoes.

1 Choose and circle the correct option in the following sentences:

1. (Doing / To do) sports is very good for you.
2. I love (code / coding).
3. My friend (plays / playing) football, but I prefer (play / playing) basketball.
4. Do you like (trampoline / trampolining)?
5. My friend (grows / growing) her own vegetables. She loves (garden / gardening).
6. I prefer (study / studying) in the library because it's quiet there.

2 Write the correct form of the verb to complete the sentences:

1. My mother works in a shop, but she loves painting. (work / paint)
2. _____ the Internet makes project work easier. (use)
3. I prefer _____ outside in the Summer. (be)
4. My mum goes _____ but my dad doesn't like _____ sports.
(swim / do)
5. _____ is great fun! I _____ my laptop for coding every day.
(code / use)

3 Answer the questions using the infinitive of purpose of the verbs in the box:

play see do listen find ~~get~~

1. Why is he running? Because he has to get to school early today.
2. Why are you using the computer? I want _____ some coding.
3. Why is he wearing headphones? Because he wants _____ to some music.
4. Why do you use a dictionary? _____ the spelling of English words.
5. Why are you looking at your phone? _____ if there are any messages.
6. Why are you going to the sports centre? _____ basketball. I'm in a team.

4 Complete the text about Angela and her hobbies. Use a gerund or the infinitive of purpose. Use the verbs in the box.

~~play~~ learn think sing do write be

My hobbies

1. **playing** music. I sing and play the guitar and the piano. 2. _____ is easy, but 3. _____ new songs are very difficult. I have writing classes every week 4. _____ how to write better songs! I also like 5. _____ sports, especially adventure sports. I love 6. _____ in the mountains, it helps me 7. _____ of ideas for new songs!

5 Imagine you are a famous person. Write about your hobbies and activities. Use some gerunds and some infinitives of purpose. e.g. I play football for a team in the first division, but my hobby is.....

Name: _____ Profession _____

Key structure: Short, long and irregular superlative adjectives



Let's look at the following examples:

- + The Sahara is the largest desert.
- + The Amazon is the biggest rainforest in the world.
- + The Atacama is the driest desert.
- ? Which is the most glacial country?
- ? Where are the most arid regions?

We use superlatives to compare three or more things with adjectives. Superlatives describe which thing is at the top, or the bottom of its category.

- 1 Superlative of short adjectives: we use "be", the article "the", and the adjective + "-est".

Short adjectives have one or two syllable (cold, long, simple, clever, etc.) or end in the letter "y" (sunny, easy).

Antarctica **is the coldest** continent.

The Nile **is the longest** river in the world.

Spelling is similar to the comparative form. The letter "y" at the end of an adjective changes to a letter "i" in the superlative form.

Arizona **is the sunniest** place in the world.

English **is the easiest** subject at school.

In short adjectives ending in one vowel and one consonant e.g. "big", we double the consonant.

The Pacific **is the biggest** ocean in the world.

If the adjective ends in -e we only need to add -st.

The whale shark **is the largest** fish in the ocean.

- 2 Superlative of long adjectives: we use "be + the + most" and the adjective.

Which **is the most** beautiful city in your country?

I think the Prado **is the most** important museum in Madrid.

- 3 Irregular superlatives.

The adjective "good" becomes "the best" and the adjective "bad" becomes "the worst".

I think the summer is **the best** season of the year.

The worst weather is when it is very hot.

1 Write the superlative form of the adjectives. Use the correct spelling of the adjective with, **the** and **-st**, or **most**.

- 1. tall **the tallest** _____
- 2. exciting **the most exciting** _____
- 3. long _____
- 4. sunny _____
- 5. dangerous _____
- 6. large _____
- 7. easy _____



2 Find, circle and correct the mistakes in these sentences:

- 1. The Atacama is the dryest desert.
- 2. The Nile is most long river in the world.
- 3. The Sahara is a largest desert in Africa.
- 4. The dangerousest city is Colima, Mexico.
- 5. Asia is the biggest continent.
- 6. Europe is more big than North America

The Atacama is the driest desert.

3 Write the questions using the superlative form of the adjective. For short adjectives, you can change the adjective if necessary.

- 1. Amazon (big) rainforest in the world?
Is the Amazon the biggest rainforest in the world?
- 2. active volcano (dangerous) type of mountain?

- 3. The Sahara (large) cold desert in the world?

- 4. Niagara Falls (highest) waterfall in the world?

- 5. Mount Fuji (famous) natural wonder in Japan?



4 Answer the questions in exercise 3. Use **Yes, it is.** or **No, it isn't.** and a full sentence.

- 1. **Yes, it is. The Amazon is the biggest rainforest in the world.**

- 2. _____
- 3. _____
- 4. _____
- 5. _____

5 Write five new sentences about your country or region. Use superlative adjectives in the correct form. Say which is the best place for tourists to visit.

e.g. **The longest river in Andalusia is the Guadiana.**

My region or country:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Key structure: Past simple: be



Let's look at the following examples:

- ⊕ She was at the hospital yesterday.
- ⊖ They weren't at the supermarket on Friday.
- ? Was he rich? ⊕ Yes, he was.
- ? Were they artistic? ⊖ No, they weren't.

We use **be** in the past (**was/were**) to talk about things that happened before now.

Affirmative

- I **was** (at school)
- You **were** (at school)
- He/she/it **was** (at school)
- We **were** (at school)
- You **were** (at school)
- They **were** (at school)

Negative

- I **wasn't** (at school)
- You **weren't** (at school)
- He/she/it **wasn't** (at school)
- We **weren't** (at school)
- You **weren't** (at school)
- They **weren't** (at school)

Interrogative

- Was** I (at school)?
- Were** you (at school)?
- Was** he/she/it (at school)?
- Were** we (at school)?
- Were** you (at school)?
- Were** they (at school)?

1 If we know when something happened in the past, we use the simple past tense.

- I **was** at home this morning.
- She **was** here five minutes ago.
- She **was** a famous scientist in 1950.

2 The negative form of "was/were" is "wasn't" (was not) or "weren't" (were not).

- I **wasn't** at school yesterday because I had a cold.
- We **weren't** late for the theatre yesterday.

3 The interrogative form of "was/were" is "was/I/he/she/it?" or "were you/we/they?"

- Was** I in the school?
- Was** he/she happy to get that letter?
- Was** he in the gym?
- Were** you in Madrid at the weekend?
- Were** we in the right place?
- Were** they excited?

4 To answer questions with "was/were" we use:

- Yes, I **was**/Yes, we **were**.
- No, I **wasn't**/No, they **weren't**.

1 Circle the correct word in these sentences:

1. Pelé (was/were) a Brazilian footballer in the 1960s.
2. In the story by Plato, Atlantis (were/was) a beautiful city.
3. The people in Atlantis (were/was) very artistic.
4. Archaeologists learn from things that (was/were) everyday objects in the past.
5. The High Line is now a park in New York, but before it (were/was) a railway line.
6. You (were/was) the first person in our class to learn to swim.

2 Write the negative form of the sentences.

1. The first Olympic Games were in Madrid. _____
2. Einstein was an American scientist. _____
3. Picasso was a Spanish musician. _____
4. In 1998 the money in Spain was the peso. _____
5. The first mobile phone was very small. _____
6. The Beatles were a Spanish music group. _____

3 Guess the answers to the questions in exercise 2, check on the Internet, or ask a friend and write the correct sentences.

1. **The first Olympic Games were in Athens.** _____
2. _____
3. _____
4. _____
5. _____
6. _____



4 Write the answers to the questions.

1. Was Plato a teacher in Rome? (Greece)

No, he wasn't. He was a teacher in Greece.

2. Was she at the cinema yesterday? (home)

3. Were Jo and Marta at the shopping centre yesterday? (swimming pool)

4. Was the film exciting? (boring)

5. Poseidon was the king of the mountains (oceans)

5 Think of what you did last week. Say a place and use an adjective to say what it was like. You can invent places if you want.

My Diary	
Monday	On Monday I was with my friends at the cinema. The film was exciting. We were happy.
Tuesday	
Wednesday	
Thursday	
Friday	

Key structure: Need and Must



Let's look at the following examples:

- + We need a bike.
- She doesn't need to walk far.
- + You must protect historical buildings.
- We mustn't demolish historical buildings.

1 Need (to)

We use “**need**” when we want to say that something is necessary, or not necessary, for us to have (with a noun) or do (with a verb).

We can use a noun after the verb “**need**”:

Professional people **need offices**.

I **need** a new telephone.

She **needs** a **bicycle**.

We can also use “**need**” with a verb (infinitive with to):

We can walk. We don't **need to take** a bus.

They're tired. They **need to have** a rest.

We all **need to look after** the environment.

2 Must

We use “**must**” and the negative “**mustn't**” (must not) and a verb, to talk about responsibilities, and things which are important to do, or not to do.

We **must think** of ways to save water.

You **must be** careful when you cross the road

We **mustn't use** too much plastic

You **mustn't make** a noise in a library



1 Match the questions to the answers:

- | | | |
|--|---|---------------------------------|
| 1. It's very hot in here. | — | You need to go to the doctor. |
| 2. This song is very difficult. | — | You need to take off your coat. |
| 3. I've got a temperature! | | You need to relax. |
| 4. My sports shoes are very old. | | You need to go to the library. |
| 5. I can't study at home - it's too noisy! | | You need to practice more! |
| 6. I'm very nervous about the exam. | | You need to get some new ones. |

2 Find and circle the mistakes in the sentences. Then write the correct sentence.

- My brother need new football shirt!
My brother needs a new football shirt.
- We need eat less meat, and more vegetables.

- They need being careful when they make the barbecue!

- You don't needs to bring any food to the party.

- We need to a ticket for the train!

3 Complete the sentences using "must" or "mustn't" and a verb from the box:

make bring ~~run~~ drop use wash

School Rules

- You **mustn't** **run** in the corridors.
- You _____ a noise in the library.
- You _____ your telephone in class.
- You _____ your hands after lunch.
- You _____ litter in the playground.
- You _____ a pencil, a rubber, and a pen to class.



4 Complete the sentences. Use **need** or **must/mustn't**.

1. You have a cough and a cold. You _____ to stay in bed.
2. I _____ remember to take the dog for a walk this afternoon.
3. If they want to cycle to school, they _____ a helmet.
4. At the zoo, you _____ feed the animals.
5. You don't _____ to be very tall to play football.
6. You _____ to study a lot if you want to be a doctor.
7. To go to the USA, you _____ have a current passport.

5 Imagine you are on the town council. Write some suggestions and things we must do to make our local area a better place to live.

Use **must** and **need**

e.g. We mustn't build factories near the town centre. We need to have free WIFI for everybody in the town...

Town council meeting. Name of town: _____

6 suggestions to make the town a better place to live

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Key structure: Past simple: regular and irregular verbs and Wh- questions



Let's look at the following examples:

- + Yesterday, I washed the dishes.
- Last weekend, they didn't take out the rubbish.
- ? Where did they live?
- ? Why didn't she make it?

We use the past simple to talk about things before now.

- 1 Past simple (regular verbs). In the affirmative we add “-ed” to the infinitive of the verb. In the negative and interrogative, we use the auxiliary verb “do” in the past (did/didn't)

Affirmative

I **cooked**
 You **cooked**
 He/She/It **cooked**
 We **cooked**
 You **cooked**
 They **cooked**

Negative

I **didn't** cook
 You **didn't** cook
 He/She/It **didn't** cook
 We **didn't** cook
 You **didn't** cook
 They **didn't** cook

Interrogative

Did I cook?
Did you cook?
Did he/she/it cook?
Did we cook?
Did you cook?
Did they cook?

I **cleaned** the floor yesterday

My computer was broken but my brother **fixed** it

If the infinitive of the verb ends in “-e” we only need to add “-d”.

She **used** soap to wash her hands.

- 2 Past simple (irregular verbs). Some common verbs are irregular. They don't take “-d”.
 make > made: I made the breakfast this morning
 take > took: It took a long time to do the housework

The negative and interrogative forms use the past of “do” in the same way as regular verbs:

I **didn't** make the breakfast this morning

Did you make your bed this morning?

- 3 Wh- questions

We can use the Wh- question words (Why, When, What, Who, Where, How) in the simple past.

Why **did** women **do** most of the housework in the past?

When **did** they **use** washing machines for the first time?

1 Find, circle and correct the mistakes in these sentences:

1. We wash the car this morning.
2. Did you cooked the dinner?
3. My grandmother wash her clothes by hand.
4. She didn't used a washing machine.
5. My mum lives in Madrid when she was young.
6. I did cleaned my teeth at 8'00 today.

We washed the car this morning.

2 Write the past simple forms of these common irregular verbs.

- | | |
|---------|------------|
| 1. do | <u>did</u> |
| 2. make | _____ |
| 3. have | _____ |
| 4. go | _____ |
| 5. take | _____ |
| 6. put | _____ |
| 7. come | _____ |



3 Write the questions (?) or negatives (-) of the past simple sentences.

1. Alan Kay / invent / first tablet / 1981 ?
Did Alan Kay invent the first tablet in 1981?

2. My sister / make / her bed / this morning -

3. We / watch / the football / on TV / last night -

4. they / serve / lunch / at school / yesterday ?

5. My brother / turn off / his computer / last night -

4 Look at the information about famous female inventors. Then write a Wh- question for each answer.

- Shirley Jackson / fibre optic cables
- Josephine Cochran / dishwasher
- Maria Telkes / use of solar energy / the USA
- Grace Hopper / first computer language / 1952
- Mary Sherman Morgan / an efficient fuel for rockets

1. Where did Maria Telkes invent the use of solar energy ? In the USA.
2. What _____ ? The dishwasher.
3. When _____ ? In 1952.
4. Why _____ ? To send satellites into space.
5. What _____ ? Fibre optic cables.

5 Write a quiz sheet for your friends. Use the past simple and write five questions about inventors or famous events from the past. Then write the answers. Try out your quiz on your friends or family.

e.g. When did the USA declare independence from Great Britain?
In 1776.

Questions	Answers
1.	
2.	
3.	
4.	
5.	

Key structure: Will for future predictions



Let's look at the following examples:

- + I think we will have smarter phones.
- She thinks we won't see more drones in the sky...
- ? Will we live in space?
- ? What will you eat in 2050?

Will: We use "will" and another verb to talk about predictions for the future.

Affirmative

- I will / I'll (come)
- You will / You'll (come)
- He/She will /'ll (come)
- We will / We'll (come)
- You will / You'll (come)
- They will / They'll (come)

Negative

- I will not / won't (come)
- You will not / won't (come)
- He/She will not / won't (come)
- We will not / won't (come)
- You will not / won't (come)
- They will not / won't (come)

Interrogative

- Will I (come)?
- Will you (come)?
- Will he/she (come)?
- Will we (come)?
- Will you (come)?
- Will they (come)?

1 Affirmative:

I think computers **will be** faster in the future.

Robots **will help** us a lot.

We usually use the abbreviated for "-ll: I'll" = I will; You'll = You will, etc.

2 Negative:

Cars **will not** use petrol. They will all be electric.

We **won't have** human teachers.

In both affirmative and negative we usually use the abbreviated form.

I'll / you'll / we'll / he'll / she'll / we'll / they'll

We'll **have a great time** on safari in Kenya.

3 Interrogative:

Will you go on a boat trip in London?

Will all our classes **be** virtual?

4 We can use Wh- questions (what, why, when, where, how) with "will".

Who will help us with everyday tasks? Robots!

How will we travel? By public transport.

1 Match the questions to the answers:

- | | |
|--|--------------------------|
| 1. What will we eat in the future? | They will be driverless. |
| 2. Will robots be very important? | Insects! |
| 3. What will cars be like? | Yes, it will! |
| 4. Will social media be important? | Yes, I will. |
| 5. Will you upload those photos later? | Yes, they will. |

2 Are the sentences correct? If they are, put a tick (✓). If not, write the correct sentence.

1. We will need the Internet for everything. _____ ✓
2. We will having better smartphones. _____
3. Artificial Intelligence will change our lives. _____
4. Will we used private cars? _____
5. Are we will see more drones? _____
6. We won't watch much TV in the future. _____

3 Complete the conversation using the words from the box.

be have ~~will~~ make do use



Andy: Hi Sarah!

Sarah: Hi Andy! Wow! Is that a new smartphone?

Andy: Yes, it's great. It was a present from my Grandad. But did you see that programme on the TV? They say that we 1. will have much better phones in the future...

Sarah: Yes, I saw that. Phones will 2. _____ much faster, and they will 3. _____ artificial Intelligence.

Andy: They use the internet now but they will 4. _____ a personal assistant included.

Sarah: I suppose they will 5. _____ everything a computer can do.

Andy: That's what they said. But will they 6. _____ us happier?

Sarah: I'm not sure.

4 Read and complete Marco's predictions for the future with verbs from the box. There are two extra verbs

will ~~live~~ go do won't have make become

Marco's six predictions for the future

1. People will live to be 180 years old.
2. There _____ be any petrol cars on the roads.
3. All of us will _____ a drone to deliver parcels.
4. We _____ all install solar panels on our buildings.
5. Nobody will _____ to school. We will have virtual classes.
6. Video games will _____ an Olympic sport.



5 Now write your own six predictions for the future. Remember to use **will**.

My predictions for the future:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

LISTENINGS

Activity 1: EATING OUT

A) Do this exercise before you listen. Write the name under each picture.



Fruit salad

cheeseburger

vegetables

cheese

and biscuits

ice cream

pasta

Chips

roast

chicken

sausages

tomato

soup

omelette

grilled fish

B) Do this exercise while you listen. Circle **True** or **False** for these sentences.

<https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/eating-out>

1 –The customers want two tables.	True	False
2 –There are two customers eating together.	True	False
3 –The two customers order the same starter.	True	False
4 –Both customers order the Thai chicken for their main course.	True	False
5 –The customers order cold drinks	True	False
6 –Both customers order a dessert	True	False

C) Do this exercise while you listen. Complete the gaps with a word from the box.

like to have for like would
--

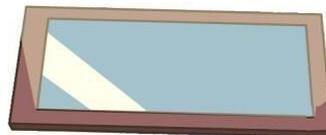
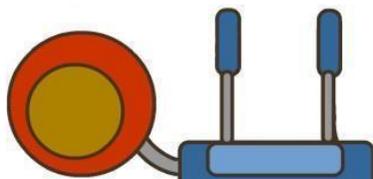
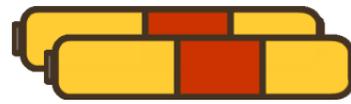
- 1 – A table _____ two, please.
- 2- Are you ready _____ order?
- 3 – What would you _____ for your starter?
- 4 – I'd _____ French onion soup, please.
- 5 –What _____ you like to drink?
- 6 –I'd _____ a fresh orange juice.

Activity 2: THE COLD PLANET

<https://learnenglishkids.britishcouncil.org/short-stories/the-cold-planet>

A) **What's the word?** Write the word under the pictures.

sun	planet	alien	torch
Baterie s	beam of light	mirror	ice cream



B) **What's the order?** Listen to the story and put the sentences in order.

- Neila was sad, but Billy said he would help her.
- Now Neila and her friends can sit in the sun and eat ice cream.
- Neila is an alien who lives on a planet made of ice cream, called Fliptune.
- The beam of light hit Billy and his dog, Splodge. They flew to Fliptune.
- Billy and Splodge went back to Earth.
- One day she put the wrong batteries in her torch. It sent out a beam of light.
- Billy's mirror sent sunshine to the planet Fliptune.

C) **Choose the answer.** Read the sentence. Circle the correct answer.

a. Fliptune is _____ and cold. **dark** / light / dangerous

b. The aliens use _____ to see. **candles** / torches / lights

c. Neila put the wrong _____ her torch. **power** / bulb / batteries

d. Splodge thought the ice cream would melt in his _____
paw/ head / tummy

e. Fliptune needed _____ to make things grow. **snow/ sunshine /**
water

f. Billy's _____ mirror sent sunlight to Fliptune. **bedroom** / bathroom / kitchen

g. Now Neila and her friends can eat the _____. **fruit/ ice cream / chocolate**

READING AND COMPREHENSION

Activity 1 Read the text and answer the questions. Look at the dictionary if necessary.

Do Tigers Like Monkeys?

By: Aline Alexander Newman (adapted by Have Fun Teaching)

Do tigers like monkeys? Tigers are big cats that eat meat. Below is a picture of Dema the tiger and Nia the Monkey. Both of these baby animals do not have a real family, so they wanted to be friends.



The tiger and the monkey love to play with toys and take naps

together. Then, one morning, Nia gave Dema a hug, and Dema licked and kissed him back!

They are great friends.

Read the story. Use the information in the story to answer the questions below.

1. Tigers are big cats that eat_____.
 - a. Grass.
 - b. Meat.
 - c. Beans.
 - d. Tigers.

2. In this story, what are the names of the tiger and the monkey?
 - a. David and Nancy.
 - b. Dad and Mom.
 - c. Dema and Nia.
 - d. Dragon and Night.

3. Why did the tiger and the monkey want to be friends?
- a. They did not have a real family.
 - b. They did not like each other.
 - c. They did not have fun together.
 - d. They were hungry.

4. What did Dema and Nia do fun for?
- a. Play video games.
 - b. Watch TV.
 - c. Go hunting for food.
 - d. Play with toys and take naps.

5. Nia gave Dema a hug. Then what did Dema do to Nia?
- a. Kissed him back.
 - b. Licked him back.
 - c. Licked and kissed him back.
 - d. Run away.

Activity 2: Read the text and answer the questions. Look at the dictionary if necessary.

Hi, Tomas

Can I be your new pen friend? I'm Edward. My friends call me Ed. I live near Newcastle, in England, with my parents and my six years old sister, Susan. I live in a palace called Heaton, near Newcastle University. If you want to write to me, my address is: 16, High Street, Newcastle upon Tyne, England. If you want to email me, my email address is edisking@tallmail.com.

Newcastle is a busy city and there's a lot to do. There's a big shopping centre called Eldon Square with cinemes, shops and restaurants. I sometimes go there at the weekend with my family. I save my pocket money to buy video games there too.

My Birthday is on the fifteenth of October. My hobbies are playing the guitar and football. I suport Newcastle United. My favourite Player is Andy Carroll.

What about you? Where do you live? What's your address? What are your hobbies? What sport do you like?

Looking forward to hearing from you,

Edward



1) What do Edward's friends call him?

- a) Ted
- b) Ed
- c) Id

2) Where does Edward live?

- a) House
- b) Flat
- c) Palace

3) What is his address?

- a) 16, High Street, Heaton
- b) Carrer Cirerer, 15, Cornellà
- c) 23, Boston Street, London

4) What is his email address?

- a) marta@hotmail.com
- b) pepito@gmail.com
- c) edisking@tallmail.com

5) What does Edward like to buy?

- a) Sweets
- b) Video games
- c) Books

6) When is Edward's birthday?

- a) on the fifteenth of October
- b) on the nineteenth of March
- c) on the fifth of January

7) What football team does he support?

- a) FCB
- b) Real Madrid
- c) Newcastle United

8) Who is his favourite footballer?

- a) Cristiano Ronaldo
- b) Andy Carroll
- c) Leo Messi

the END