Student's Book
& Workbook

Level 5



With Access to
Richmond Learning Platform

Everyone!

TEENS

British English

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1 Knowledge Is Power! Page 10

2 Eco-Choices Page 26

Communicative Functions

- Talking about facts, usual activities, or states
- Talking about actions in progress and future arrangements
- Talking about experiences and giving details
- Talking about activities that started in the past and are continuing now
- Talking about recently finished activities
- Expressing that there is more of something than is desired or an insufficient amount of something
- Describing general truths, common occurrences, and scientific facts
- Expressing future possibilities, offerings, and warnings
- Describing unlikely or impossible situations in the present or future

Vocabulary

- School subjects, types of school, time periods, achievements, people at school
- Dynamic and stative verbs
- Daily activities
- Adjectives: positive and negative qualities

Expressions

- Starting and ending a conversation
- *Break up*
- *Style your hair*
- *Soaking wet*
- *TTYL (talk to you later)*
- *Thought-provoking*
- Urban animals
- Activities that increase your carbon footprint
- Types of pollution and sources

Expressions

- Enthusiasm and indifference: *That sounds great! Brilliant! Fantastic! Good idea! Definitely! I don't care. I don't mind. Whatever. It's all the same to me. Who cares?*
- *In the long run*
- *Turn a blind eye*
- *Were + to (improbable conditions)*
- *Land clearing*

Grammar Focus

- Present simple and present continuous
- Present perfect and past simple: positive, negative, questions
- Present perfect continuous: positive, questions
- *Too, too much, too many, not… enough*
- Zero conditional
- First conditional
- *Would*
- Second conditional

Pronunciation

- Rhythm and intonation
- Stressed syllables in questions with *how long*
- /ʊ/
- Sentence stress

Listening and Speaking

- Reflecting on the advantages and disadvantages of getting older
- Describing an environmental problem using sequence connectors

Reading and Writing

- 'The Last Voice of Yaghan'
- Writing a brief text about an Indigenous language from your country
- 'Antarctica: The Continent of Survival'
- Writing a short description of an animal species

Project

- Creating an animated video about an Indigenous language or notation system
- Creating an eco-awareness manifesto

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3 Past Experiences Page 42

4 What Are They Made Of? Page 58

Communicative Functions

- Talking about completed actions in the past
- Talking about long actions interrupted by shorter actions in the past
- Describing general ability in the past
- Talking about successfully achieving something on a specific occasion in the past
- Describing actions that were completed before main events in the past
- Giving essential information about the subject of a sentence
- Focusing on the recipient of an action (because the agent is unknown or unimportant; because something happened to the subject; because the focus is on how something happens)

Vocabulary

- Crime word families
- Shapes
- Types of accommodation
- Outdoor activities

Expressions

- Sympathy and lack of sympathy: *That's terrible. That's disappointing. You poor thing! That's a real shame! I'm sorry to hear that! There's no point complaining. It's your own fault.*
- *That's / How / What…* + adjective
- *Can't get enough of*
- *B&B*
- Jewellery and accessories
- Process verbs
- Materials

Expressions

- Phone call phrases
- Agreeing and disagreeing (I): *I (totally) agree! Exactly! That's right! Absolutely! Me too! I see what you mean! I disagree! I don't agree with you. No way. I totally disagree. Absolutely not! I beg to differ. You're so wrong! I'd say the exact opposite. I'm not sure about that. I agree up to a point, but... I see your point, but... You could / might be right, but... That's partly true, but...*
- *Be in a hurry*
- *Have a look*
- *Get out of here*
- *I'm dying to…*

Grammar Focus

- Past simple and past continuous
- *Could, was / were able to, managed to*
- Past simple and past perfect
- Narrative tenses
- Defining relative clauses
- Present passive, past passive
- *By* to introduce the agent in passive sentences

Pronunciation

- Stress in *could* and *couldn't*
- Contractions: *'d* and *hadn't*
- Email and website addresses

Listening and Speaking

- Talking about the outdoor activities a person has tried on a trip
- Talking about a landmark you would like to visit

Reading and Writing

- 'Weaving My Way to a Perfect Holiday'
- Writing about a new activity you enjoyed
- 'Adventure to Mars'
- Extracting facts from a text and rewriting them using relative pronouns

Project

- Making a photo-essay about places in your country where there is community tourism
- Creating a website about old and modern inventions

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5 Keep It Real! Page 74

6 Fighting for Women's Rights Page 90

Communicative Functions

- Referring to people, places, or things without being specific
- Explaining why you do something
- Introducing and expressing opinions
- Expressing cause and effect
- Checking information or asking if someone agrees with you
- Indicating a choice between two possibilities
- Excluding two alternatives
- Presenting two or more possibilities
- Connecting words or phrases that are equally important
- Expressing that one thing is preferred to another or happens instead of another
- Expressing purpose or result

Vocabulary

- Nouns and phrasal verbs related to technology
- True and false cognates
- AI inventions and gadgets

Expressions

- Introducing opinions: *My impression is that… In my opinion… I believe that… From my point of view… My perspective is that… In my experience…*
- *Run out of space*
- *ASAP (as soon as possible)*
- *Cutting-edge*
- Transitive phrasal verbs
- Feminist terminology

Expressions

- Agreeing and disagreeing (II): *I agree with you on that one. I couldn't agree more. I couldn't have said it better myself. No offence, but I don't agree. I'm not sure I agree. I guess we'll have to agree to disagree.*
- *Without further ado*
- *Be fed up with*
- *Be mocked*
- *Body shaming*

Grammar Focus

- Indefinite pronouns: *everyone, everybody, everywhere, everything, someone, somebody, somewhere, something, anyone, anybody, anywhere, anything, no one, nobody, nowhere, nothing*
- Infinitives of purpose
- Connectors (cause and effect): *because, that's why, owing to, consequently*
- Question tags
- Correlative conjunctions: *not only… but also…, either… or…, neither… nor…, rather than, such… that…, whether… or…*
- Gerunds after prepositions

Pronunciation

- Linking in phrasal verbs
- Rising and falling intonation in question tags

Listening and Speaking

- Talking about social media platforms and reflecting on how you use them
- Discussing the importance of the #MeToo movement

Reading and Writing

- 'AI: Friend or Foe in a Digital World'
- Writing an opinion article about AI
- 'The New Menstrual Revolution'
- Writing ideas about how to break down taboos around women's issues

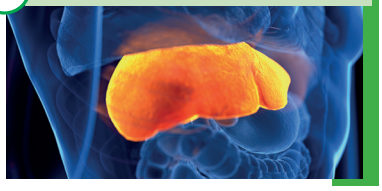
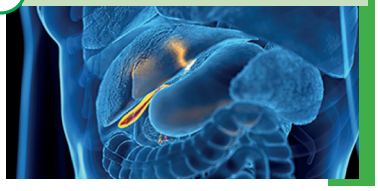
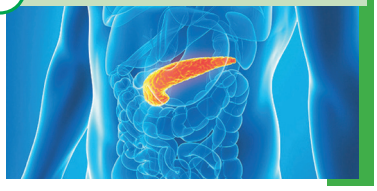
Project

- Recording two microvideos about the benefits and drawbacks of social media platforms
- Creating a campaign against gender discrimination at your school

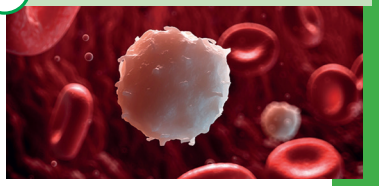
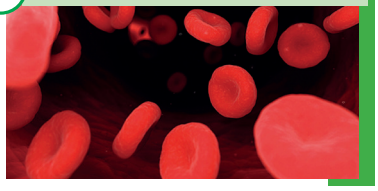
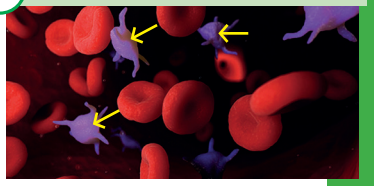
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1. Listen and tick (✓) the correct options.

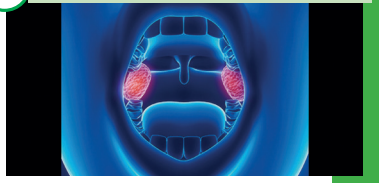
a. It's lighter than the skin but heavier than the average heart.

- [x] the liver 
- [ ] the gallbladder 
- [ ] the pancreas 

b. Scientists estimate that these cells are more abundant than skin cells.

- [ ] white blood cells 
- [ ] red blood cells 
- [ ] platelets 

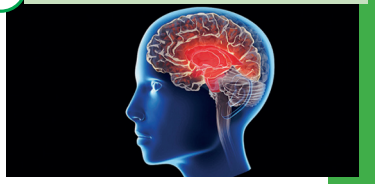
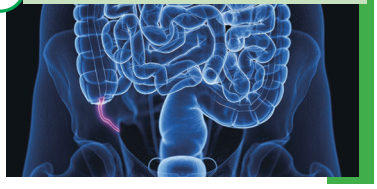
c. Surgeries here are less complicated than many others.

- [ ] the tonsils 
- [ ] the lungs 
- [ ] the stomach 

d. It's the largest organ in the human body.

- [ ] the large intestine 
- [ ] the small intestine 
- [ ] the skin 

e. It's the most complex organ in the human body and the least understood so far.

- [ ] the heart 
- [ ] the brain 
- [ ] the appendix 

2. Read and circle the correct options.

FitHealth Now
@fithealth_now

If you would like to be **(a)** *more active* / *less active*, sleep **(b)** *better* / *worse*, and feel **(c)** *healthier* / *more tired* overall, a fitness tracker may be perfect for you. There are many different trackers on the market that can monitor your health and fitness stats.
You could also try some fitness apps, which are **(d)** *more expensive than* / *cheaper than* the trackers and just **(e)** *as best* / *as good as* them. Keeping an eye on how much you eat, move, and sleep can help you stay **(f)** *as healthy as* / *healthier than* possible and be in **(g)** *the best* / *the worst* physical condition you can.



#fitnesstech #stayhealthy #takingcareofyourbody

7 3 60

3. Read and complete the questions. Then, answer them in your notebook, providing some details.

Have you ever...

a. borrowed (borrow) money from anyone?
b. _____ (lose) your wallet?
c. _____ (go) to a concert?
d. _____ (own) a pet?
e. _____ (read) a book in a day?
f. _____ (fly) abroad?
g. _____ (buy) clothes online?
h. _____ (eat) Chinese food?
i. _____ (regret) buying something?
j. _____ (be) to a foreign country?

4. Read and write *True* or *False*.

Luisa's Best Day as a Footballer

*We were playing the final match, and there were only five minutes left for it to be over. After the other team scored a goal, we didn't give up and were still eager to win. I recovered the ball and passed it to Emma, my best friend. Suddenly, she kicked it from just outside the penalty area like never before and... scored! We rushed to start the game again. Then, the ball went out. Sam, another teammate, kicked the ball from the **corner**. I jumped and **headed** it into the **goal**! I was just standing there, about to cry, when my teammates hugged me to celebrate our victory. We've gone on to play in other tournaments and finals. However, that was, by far, the best day I've ever had as a footballer.*

a. Luisa's team was losing. — True
b. Her team still hoped to win. — _____
c. Luisa got the ball after Emma recovered it. — _____
d. Emma missed the ball on the way to the penalty area. — _____
e. Sam kicked the ball before Luisa scored. — _____
f. Luisa was celebrating when her teammates arrived. — _____

Quick note!

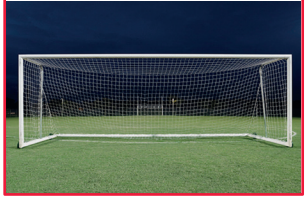
corner



head



goal



5. Pair work. Listen and order the events from 1 to 5. Then, retell the story.











Last night, he woke up when he heard a noise.

So, he got out of bed and...

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6. Read and match.

a. ~~If I eat too many sweets,...~~
b. I usually wear a waterproof jacket...
c. If you ever go to nature reserves,...
d. My friends and I pick up the litter we see...
e. When we don't take care of our planet,...
f. You get stronger...

a I get a stomach ache.	◯ if you play sport and eat healthily.
◯ don't take animals home.	◯ when we go hill walking.
◯ if it's raining.	◯ we put ourselves in danger.

7. Read and unscramble.

a. footprint / what / if / will / we / happen / don't / carbon / our / reduce / ?

b. English / the / fail / exam / what / you / will / if / do / you / final / ?

c. slow down / what / happen / doesn't / if / warming / global / will / ?

d. school / will / finish / you / when / what / you / secondary / do / ?

8. Answer the questions in exercise 7.

	Condition	Result
a.	If we don't reduce our carbon footprint,	
b.		
c.		
d.		

9. Pair work. Use the sentences on this page to ask and answer questions.



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10. Read and circle the correct option.

a. My parents want *going* / *to go* to Barbados.

b. We were looking forward to *see* / *seeing* you again.

c. I'll try *saving* / *to save* some money to buy a new tablet.

d. *Playing* / *To play* sport is good for you.

e. Don't forget *paying* / *to pay* the bills. Remember *picking up* / *to pick up* Pam, too.

f. I'll never forget *travelling* / *to travel* to Europe together.

11. Look at the pictures and tick (✓) the correct options.



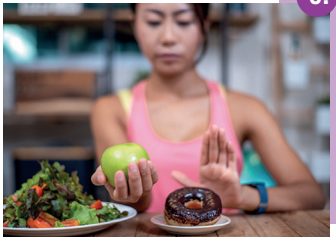
a.

- You can learn French by travelling. ○
- You can learn French by travel. ○



b.

- I need to give up smoking. ○
- I need to give up to smoke. ○



c.

- Eating healthily is my priority. ○
- To eat healthily is my priority. ○



d.

- Erick wants travelling around the world. ○
- Erick wants to travel around the world. ○

12. Look at the images and complete the conversations. Include *will* or *be going to* and the words in brackets.



a.

Woman: Please let me know what it tastes like.
Man: (try a little) _____



b.

Mum: Why have we got so much stuff?
Daughter: (visit lots of places) _____



c.

Man: These bags are too heavy.
Flight attendant: (help you) _____



d.

Son: I don't understand why I have to do all this.
Dad: (have lots of guests) _____

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1 Knowledge Is Power!



Goals

- Role-play a conversation following some tips.
- Identify the pauses and stressed syllables in a news brief.
- Ask and answer questions about what people have been doing.
- Write an essay about why learning English is important to you.
- Reflect on the advantages and disadvantages of getting older.
- Write a brief text about an Indigenous language from your country.



- Besides English, what other language would you like to learn? Why?
- List the activities you do after getting up.
- What are your best qualities?

1. Read and write the school subjects.

• Geography • Art and Design • PE • History • Environmental Science • ~~Science~~

Greenwich International School

Academic Merit



Science

Emilia Ruiz

I'm from Honduras, and English isn't my first language. I really enjoy learning how things work. I like asking questions, doing experiments, and meeting people who are curious like me. Right now, I'm working on a project that shows how light travels.



Shaun López

I come from Costa Rica, and I spend a lot of time outside. I cycle everywhere and try to take care of nature. I think a lot about how small actions can help our planet. I'm even helping my family start a compost bin at home.



Isabella Jones

Mum designs buildings and Dad works with digital images, so our house is full of sketches and colours. I like drawing every day, and I'm always noticing shapes and patterns. At the moment, I'm working on a big poster for a school project.



Amar Rasgotra

My parents grew up in Egypt and love telling stories about what life was like for them and their families when they were younger. I like learning about the past and thinking about how it connects to today. Right now, I'm reading about an explorer who travelled across Africa.



Dian Sinurat

I'm from Malaysia, and I always need to stay active and move around. I get restless if I sit too long in one place. I love sport and I'm into skateboarding, parkour, and anything active that keeps me going. Right now, I'm practising for our swimming competition at school.



Sophia Levine

I'm originally from Poland, but I've lived in a few different countries. I love learning about new places – how people live, what the land is like, and even the weather. Right now, I'm using an app to track where we're going on our next trip. We're travelling to Greece next year.

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2. Answer according to exercise 1.

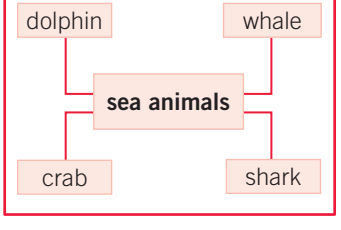
Who...

a. reads about an explorer? Amar
b. draws and notices patterns? _____
c. trains for a competition? _____
d. uses a bicycle every day? _____
e. tracks places with an app? _____
f. is doing a project about light? _____

3. Make four vocabulary word webs: *types of school, time periods, achievements*, and *people at school.* Classify the words and phrases.

• primary school	• academic year	• student	• certificate
• term	• nursery school	• diploma	• head teacher
• scholarship	• holidays	• counsellor	• university
• teacher	• secondary school	• academic excellence award	

Quick note!



Your grammar: present simple and present continuous

4. Write an example from exercise 1 for each use. Then, tick (✓) *PS* (Present simple) or *PC* (Present continuous).

Uses	Examples	PS	PC
a. Talk about something happening now.			✓
b. Express a mental or physical state.			
c. Describe a habit or routine.			
d. Talk about a future arrangement.			

5. Complete using the correct form of the verbs in brackets.

a. Sebastian _____ (love) outdoor activities.

b. Kate _____ (learn) how to use watercolours.

c. Mum _____ (think) breakfast is the most important meal.

d. Liam and Luna _____ (travel) to Italy next week.

Quick note!

- *Dynamic verbs* describe actions, movement, processes, or changes: *do*, *play*, *study*, etc. They can take a continuous form.
- *Stative verbs* describe states, feelings, emotions, or possession: *like*, *feel*, *believe*, *own*, etc. They usually do not take a continuous form.

Useful English: starting and ending a conversation

6. Listen and highlight the answers to these questions: *Are we listening to the beginning or end of the conversations? Do people sound rude or polite?*

Conversation a:
beginning / end - polite / rude

Conversation b:
beginning / end - polite / rude

Conversation c:
beginning / end - polite / rude

Conversation d:
beginning / end - polite / rude

7. Use the phrases in the box to complete the tips.

To start a conversation

Be polite when greeting someone for the first time.

_____ meaningful and interesting when talking about a subject.

Be curious but _____ personal questions straight away! Take your time.

To end a conversation

_____ you cannot continue the conversation.

Say something nice like '_____ talking to you', to show appreciation.

_____ to wrap things up and say goodbye.

- it was good
- keep it
- don't forget
- ~~be polite~~
- don't ask
- explain why

8. Pair work. Imagine you're new at school. Role-play a conversation using the previous tips.

Checkpoint I can role-play a conversation following some tips.

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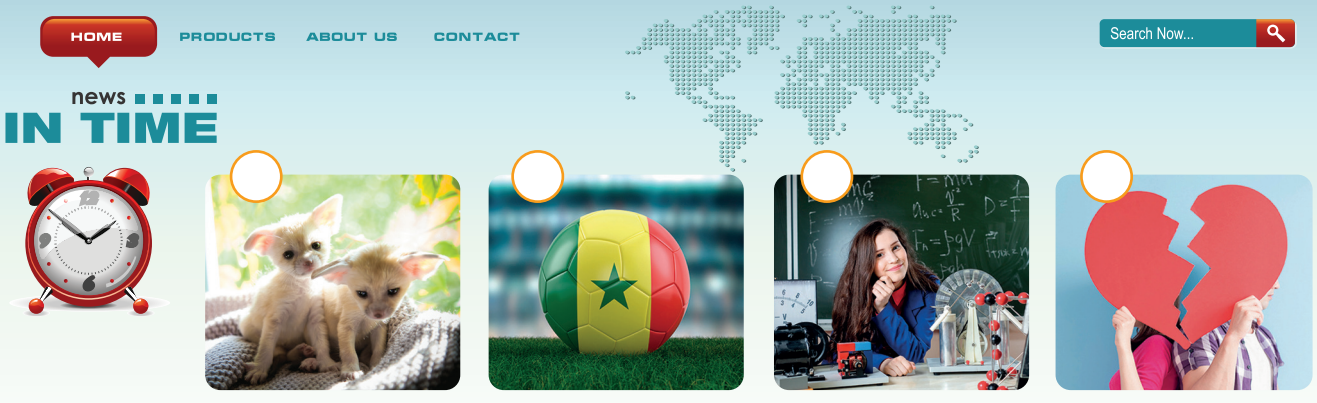
Language and Function: B

1. Read and write a headline for each news brief. Then, match.

- African Winners
- Adorable Twins Alert!
- Problem at the Stadium
- From Actor to Scientist
- Star Couple ***Breaks Up!***
- A Famous Couple Is Born

Quick note!

break up = to end a romantic relationship



a.

Fourteen-year-old actor Megan Ford has finished secondary school. She received her school-leaving certificate yesterday evening at Greenwich International School. Ford, famous for her leading role in the blockbuster film ***Red River***, was on the school's roll of honour, and her outstanding marks have earned her a scholarship to study physics. She has decided to put her acting career on hold to pursue a career at NASA.

b.

Senegal has become the first African country to win the Gold Cup. Yesterday evening, the spectators at the Maracanã Stadium in Brazil watched Senegal defeat the tournament favourite, Germany, with a score of 3–2. The team will return to Dakar in a few days, where it is expected to be welcomed by thousands of fans.

c.

After six years together, Tessa and Johnny Vibe have split up, and all their scheduled public performances have been cancelled. Tessa's manager, Marcus Lin, announced the news this morning and confirmed that the separation was amicable. Tessa and Johnny Vibe have asked the media to give them some space at this time.

d.

The Portland Wildlife Centre in Dorset has welcomed twin fennec fox kits. The kits were born to Mei last Friday, and each weighs just under fifty grams. Keepers originally thought there was only one kit, but Mei was actually hiding one of them. The newborns are healthy and will be introduced to the public in a few months.

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2. Complete the questions with *who* or *what*. Then, answer.

a. Who broke up?
Tessa and Johnny Vibe

b. _____ was in a film?
_____

c. _____ surprised people at the zoo?
_____

d. _____ beat Germany?
_____

e. _____ is the actor's future plan?
_____

3. Find words in the texts with these meanings.

a. People who watch an event:
spectators

b. Friendly, without anger:
_____

c. A very successful film:
_____

d. Someone who works at a zoo:
_____

e. Beat, win against:
_____

f. Separated:
_____

Your grammar: present perfect and past simple

4. Answer the questions about the news briefs with *present perfect* or *past simple.*

a. What verb form is used in the first sentence of each news brief to report the news?

b. What verb form is used in the second sentence to say when the event happened?

5. Complete the table.

	Positive	Negative	Question
Past simple	subject + past form	subject + _____ + base form	*did* + subject + _____
Present perfect	subject + *have / has* + past participle form	subject + _____ + past participle form	*have / has* + _____ + past participle form

6. Complete with the correct form of the verbs. Then, write a headline for each news brief.

Challenge!
Find out if there's something similar to the K-9 unit in your country. Share your findings with the class.

- ~~rescue~~
- see
- trip
- injure
- swim
- fall
- stay
- decide
- be
- commend



A local 3-year-old German Shepherd, a member of the K-9 unit, **(a)** has rescued an older woman from the sea while off duty. Yesterday afternoon, just after midday, Rex **(b)** _____ 82-year-old Melinda Perkins in trouble and **(c)** _____ into the sea to save her. The town's mayor himself **(d)** _____ Rex for his bravery.



Zaila **(e)** _____ her arm. Last Tuesday afternoon, the K-pop singer was giving a concert in Madrid when she **(f)** _____ and **(g)** _____ on stage. The singer **(h)** _____ immediately taken to hospital where she **(i)** _____ until this morning. Her manager **(j)** _____ to cancel all her concerts in Europe.

7. Choose one of the headlines below and write a news brief in your notebook.

Teenage Hero Saves the Day | **Neighbours start free food garden** | **Teens Plant Trees in City Park** | **Fundraiser for Stray Animals**

Pronunciation: rhythm and intonation

8. Go back to the news brief about the fennec fox kits. Listen and mark (/) the pauses. Then, listen again and underline the stressed syllables.

9. Mark the pauses and stressed syllables in your news brief from exercise 7 and read it aloud.

Checkpoint I can identify the pauses and stressed syllables in a news brief.

Language and Function: C

1. Look and label. Then, listen and check.

- ~~*style your hair*~~
- clip your nails
- use a hairdryer
- shave
- have a shower
- get dressed
- brush your teeth
- put on make-up
- file your nails
- wash your hair
- floss your teeth
- look at yourself in the mirror

Quick note!

style your hair = to shape your hair in a particular way

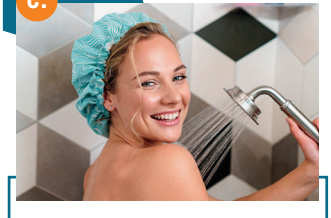
a. 

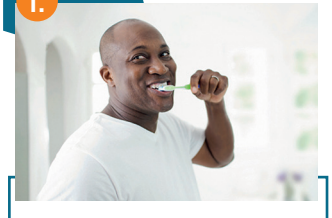
style your hair

b. 

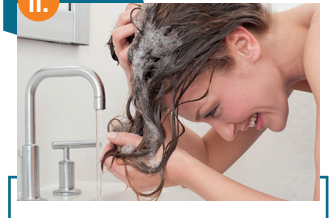
c. 

d. 

e. 

f. 

g. 

h. 

i. 

j. 

k. 

l. 

2. Write the activities you do to get ready for school and for a party.

- Get ready for school:

- Get ready for a party:

3. Listen and underline the correct options.

a. Mateo has finished *showering* / *filing his nails*.

b. Now, he's *washing* / *drying* his hair.

c. The school concert starts at *7.30* / *8.30*.

d. Mateo's *phone* / *alarm clock* is wrong.

e. Liam has been waiting for *half an hour* / *an hour*.

f. Liam needs to *shave* / *have a shower*.

Your grammar: present perfect continuous

4. Match the descriptions with the examples.



5. Read the examples in exercise 4 and complete the rules.

a. For positive sentences, use this structure: subject + _____ + _____ + *–ing* form.

b. To ask questions, you just have to change the subject and _____.

6. Listen and write what they have been doing.



7. Take turns describing a situation for your partner to guess.

There is paint on my clothes.

Yes, I have!

Have you been painting?

Quick note!

soaking wet = very wet



Pronunciation: stressed syllables in questions with *how long*

8. Use the prompts to write questions using *how long*. Then, listen and underline the stressed syllables.

a. (be a student) How long have you been a student?

b. (live in this city) _____

c. (wear that outfit) _____

d. (have your phone) _____

e. (go to this school) _____

Quick note!

- *How long have you been playing tennis?* (dynamic verb)
- *How long have you owned your bike?* (stative verb)

9. Pair work. Ask and answer the questions in exercise 8. Don't forget to stress the correct syllables.

Checkpoint I can ask and answer questions about what people have been doing.

Richmond

1. Read the text. Then, write *True* or *False*.

New message

To tarstudent11@schoolmail.com; breezysoul@eduweb.com; max20@schoolmail.com

Subject Check out my essay

Hi! As promised, here's my essay for the competition. Let me know your thoughts!

– Daniela

I grew up in Quito, Ecuador, where my uncle would read to me every afternoon after nursery school. Initially, I was too young to read on my own, but once I could, I started reading aloud to him. I was a very active and curious child, eager to learn about the world, and I did very well in nursery school. Then, my family and I moved to Canada.

When I started school there, my teacher only spoke English, and I was too shy to try speaking the new language. I didn't know enough words to communicate, and I couldn't motivate myself. I felt like I wasn't very clever, and I became a reserved, timid student. My marks started to slip.

One day, I overheard a few teachers talking about me. They said that I was smart, but too lazy to succeed. I realised that they didn't understand me, and I became determined to prove them wrong. I started taking extra English classes. I had loads of homework to do every day, but I was stubborn and disciplined, and my sister helped me a lot. After some time, I made the roll of honour – and I'm still on it.

I'm now fluent in both languages, and I hope my marks will help me earn a university scholarship. My uncle says I speak English too much, but I continue to read books in Spanish.

Learning a second language has taught me that people see the world differently. It has made me more tolerant of others. I try to understand and appreciate the differences that make individuals and cultures so unique, rather than passing judgement.

SEND

a. Daniela wasn't born in the USA. True

b. Her uncle lives in the USA. _____

c. Her brother did her homework. _____

d. Daniela became more tolerant. _____

e. She's got a scholarship. _____

2. Classify the adjectives in green from exercise 1 and the ones below.

- aggressive
- restless
- impulsive
- enthusiastic
- arrogant
- obedient
- generous
- sarcastic
- superficial
- proud
- cheerful
- unpleasant

Challenge!

Which of the adjectives in the table describe you or people you know?

Positive qualities	Negative qualities	Both

3. Pair work. Discuss: *Did you categorise the adjectives in the same way? Why?*

Your grammar: *too*, *too much*, *too many*, and *not... enough*

4. Match the sentences to the ones with the same meaning.

a.	I was too young to read.		I had too much homework to do every day.
b.	I didn't know enough words to communicate.		I wasn't old enough to read.
c.	I wasn't working hard enough to succeed.		I was too lazy to succeed.
d.	I had loads of homework to do every day.		There were too many unfamiliar words.

Quick note!

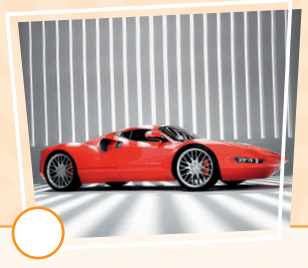
Too, *too many*, *too much*, and *not... enough* usually describe negative or undesirable situations:

- *This coffee is too hot to drink right now.*
- *There are too many unread books on my shelf right now.*
- *He spends too much time on social media.*
- *The instructions were not clear enough, so I made a mistake.*

5. Unscramble and match.



a









a. outside / it's / hot / work / to / too It's too hot to work outside.

b. he / strong / lift / dumbbell / isn't / enough / to / the _____

c. too / that / for / me / to / car's / expensive / buy _____

d. added / too / Lauren / tea / sugar / much / to / her _____

e. had / Elena / housework tasks / too / to / many / do _____

6. Group work. Discuss: *What are the advantages of learning other languages? Why is it important to learn about different cultures?*

7. In your notebook, write a short ***essay*** to answer the following question: *Why is it important for you to learn English?* Follow the outline.

Paragraph 1:	Provide an introduction to the topic and state the two main reasons why you want to learn English.
Paragraphs 2 and 3:	Elaborate on each of the reasons from paragraph 1.
Paragraph 4:	Wrap up by explaining why English matters to you.

Note: Include what you've learnt in lessons A to D in your essay.

Quick note!

An ***essay*** is a text designed to communicate an idea, put forward an argument, or promote debate.

Checkpoint I can write an essay about why learning English is important to me.

Listening and Speaking

1. Complete Asher's vlog post with the correct form of the verbs (present simple or past simple). Then, listen and check.



Asher's Life in the Teenage Zone

Hi everyone!

My fifteenth birthday is coming up soon, but I **(a)** 'm not (not be) sure if my life will change that much. When I **(b)** _____ (be) in primary school, Dad **(c)** _____ (use) to walk me to the bus stop. It was nice, but I always **(d)** _____ (want) a little more freedom. Now in secondary school I **(e)** _____ (take) the bus on my own, and I can **(f)** _____ (meet up) with my friends at the shopping centre or the park. That feels quite grown-up. Have your daily routines changed in any way as you've grown older?

Another difference is that I **(g)** _____ (use) to get very little homework, which I **(h)** _____ (do) while I **(i)** _____ (listen) to music, and it **(j)** _____ (be) easy. Now I **(k)** _____ (have got) lots of homework every day, and if I try to listen to my favourite songs, I always make mistakes. It feels like I never **(l)** _____ (seem) to have enough time to do my schoolwork and have fun. Have your lives become more difficult as you've grown up? Share your experiences in the comments! ***TTYL***

2:25 / 5:47

2. Based on Asher's post and your ideas, write two advantages and disadvantages of getting older.

Quick note!

TTYL = talk to you later

Advantages:

- _____
- _____

Disadvantages:

- _____
- _____



3. Highlight the two questions that Asher asks. Then, write a comment answering them.

_____

_____

_____

_____

REPLY

Challenge!

In pairs, record a two-minute video explaining how you feel about being a teenager.

4. Group work. Discuss your answers to Asher's questions.

Checkpoint I can reflect on the advantages and disadvantages of getting older.

Richmond

10 REDUCED INEQUALITIES

Before reading

1. Pair work. Discuss: *What's cultural identity? Do you think that the language you speak is part of your cultural identity? Why?*

While reading

2. Complete the text with the sentences in the box. There is an extra sentence.

The Last Voice of Yaghan

1 Yaghan is a language that was once spoken by the Indigenous Yaghan people of Tierra del Fuego for over 6,000 years. _____ However, the arrival of European settlers in the 19th century brought diseases like smallpox and measles, which decimated the population. Social stigma and shame led families to stop teaching the language to younger generations.

2 _____. After her sister's death in 2003, Cristina took on the vital role of preserving her culture and language in Villa Ukika near Puerto Williams. She dedicated her life to preserving Yaghan traditions by weaving baskets, speaking the language daily, and collaborating with her granddaughter to create a Yaghan-Spanish dictionary, which included a CD of her voice.

3 Cristina Calderón, recognised as a 'Living Human Treasure' by Chile and UNESCO, passed on her legacy to her daughter, Lidia González, who continues to advocate for the protection of Yaghan within Chile's constitutional reforms. _____ However, her recordings, dictionary, and other materials have become key tools for Lidia's daughter and other community members committed to reviving the language.

4 Cristina's story highlights the importance of preserving languages as carriers of culture, history, and identity. _____ Efforts to revive endangered languages like Yaghan ensure that cultural diversity and heritage continue to thrive. Though Cristina's voice is silent, her legacy lives on through those dedicated to bringing Yaghan back to life.

a. At its peak, around 3,000 people spoke Yaghan.
b. As a consequence, many people are interested in learning the Yaghan language these days.
c. When a language disappears, a unique perspective on the world is lost.
d. Cristina Calderón, who passed away at 93, was the last person to speak Yaghan fluently.
e. Cristina died in 2022, ending the era of native speakers.





Cemetery of the Yaghan people

Believe it or not...

Although Indigenous peoples constitute less than 6% of the world's population, more than 4,000 Indigenous languages are spoken worldwide.

Richmond

After reading

3. Write the number of the paragraph, if any, that states that...

a. Cristina worked with a relative to preserve the Yaghan language.	2, 3
b. the Yaghan people inhabited Tierra del Fuego for thousands of years.	
c. social stigma contributed to the abandonment of the Yaghan language.	
d. several other endangered ***Indigenous languages*** are currently spoken in Chile.	
e. Cristina received international recognition for her cultural preservation efforts.	
f. losing a language means losing a unique cultural perspective and identity.	

4. Read and write *T* (True) or *F* (False).

a. Yaghan is now spoken by 3,000 Indigenous people in Tierra del Fuego.	F
b. Cristina Calderón's death is particularly important because all traces of the Yaghan language disappeared with her.	
c. Many families stopped teaching Yaghan to their children because of negative social attitudes and fear of judgement.	
d. Cristina Calderón's granddaughter helped her create a Yaghan-Spanish dictionary with audio recordings.	
e. Lidia González continues to support the Yaghan language through her political and constitutional advocacy.	

Quick note!

An ***Indigenous language*** is a language native to a region that is usually spoken by an Indigenous community.

Believe it or not...

There are about 3,000 languages in the world that lack a writing system. Examples include *Pirahã*, in the Brazilian Amazon, and *Hobyót*, spoken in southern Arabia.



5. Come up with two reasons why we should protect endangered languages. Then, discuss them in groups.

Writing

6. Find information about an Indigenous language from your country and write a text answering the questions in the box.

- What community speaks this language?
- Where is the community located?
- How many people speak the language, approximately?
- What do you find remarkable about this language?
- Is it an endangered language? Why?

Checkpoint I can write a brief text about an Indigenous language from my country.

Richmond

Project

Animations for Inclusion

10 REDUCED INEQUALITIES

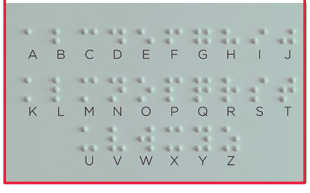
Step 1 Pair work. Read the following text and discuss how language diversity may pose a challenge to the development of a more inclusive society.

Groups that regularly communicate in different languages coexist in a linguistically diverse context. Two important examples of these groups are Indigenous communities that preserve their ancestral languages, and people who use sign languages or ***notation systems*** such as Braille to communicate. The preservation of language diversity is important, among other things, because it contributes to safeguarding our cultural identities.



Quick note!

notation system = a set of written symbols used to represent something such as music or mathematics. For example, Braille is a six-dot notation system that uses tactile representations of the letters of the alphabet.



Step 2 Research an Indigenous language (it could be the one you wrote about on page 22, exercise 6) or a notation system used by a particular community.

Step 3 Based on steps 1 and 2, create an animated video about the language or notation system you chose. Mention why you think it's important to learn about it.

Bear the following in mind when creating your animation:

- Include some vocabulary and sentences from the chosen language or notation system.
- You can use several free online tools to create the animated video, such as *Animaker* and *Powtoon*.
- Use ***thought-provoking*** images that reinforce the ideas you are presenting.

Deaf people communicate using sign language, but it isn't universal. Different countries and communities use different sign languages.

Learning it allows us to communicate with deaf people, as well as raise awareness of deaf cultures and communities.



Quick note!

thought-provoking = that makes you think seriously about something

Step 4 Discuss your experience. Read and answer the questions.

a. What did you like about this project?

b. What difficulties did you face during the project?

c. What did you learn from your classmates' projects?

Richmond

1. Read and underline the correct options.



Violet: Hey, Mason, guess what! I *take* / *am taking* photography classes after school this term.

Mason: Brilliant! How long have you been doing photography?

Violet: Only for a month, but I *am wanting* / *want* to take an advanced class next year and become an excellent photographer.

Mason: Cool. I *am* / *am being* also interested in photography.

Violet: Really? I didn't know. By the way, Sandra, my photography teacher, *is taking* / *takes* some photos at the park right now. Do you want to go with me?

Mason: Sorry, Mum *waits* / *is waiting* for me to go food shopping. Maybe next time.

Violet: Of course!

2. Write the past simple or present perfect form of the verbs.

First Time for Triplets at the Cochrane Polar Bear Habitat



A polar bear **(a)** has had (have) triplets at the Cochrane Polar Bear Habitat in Ontario, Canada. According to the facility's manager, the cubs **(b)** _____ (be) born last night and are in good health. It's not the first time a polar bear **(c)** _____ (give) birth at the Polar Bear Habitat, but it's the first time for triplets. The cubs **(d)** _____ (not appear) in public yet.

The Polar Bear Habitat **(e)** _____ (provide) care for nine polar bears since it **(f)** _____ (open) 18 years ago and **(g)** _____ (become) one of the most important rescue and rehabilitation centres in the world. More than a thousand people **(h)** _____ (visit) the Habitat last month. Most of them **(i)** _____ (go) on the behind-the-scenes tour, where they **(j)** _____ (have) the chance to see where the bears sleep and ask as many questions as they **(k)** _____ (want).

© Richmond

3. Look and describe what they have been doing. Use the prompts.



a. (work / in the garden)

_____

_____

_____



b. (listen to music / and sweep the floor)

_____

_____

_____



c. (surf / in the sea)

_____

_____

_____



d. (do karate / at the dojo)

_____

_____

_____

4. Rewrite the sentences using the words in brackets and *too* or *not... enough*.

a. Susan doesn't run fast enough to win a race. (slowly)
Susan runs too slowly to win a race.

b. Rachel and Kevin aren't old enough to go to the concert. (young)

c. The bag is too heavy for me to carry. (light)

d. The film doesn't finish early enough, so I can't go and see it. (late)

e. It's too hot outside to go out. (cool)

5. Read and underline the correct options. Then, match.

a. The music at my neighbour's party was *too many* / *too much* / *too* / *enough* loud. We couldn't sleep!

b. There are *too many* / *too much* / *too* / *enough* dirty plates and cups! Can you help me, sis?

c. I haven't got *too many* / *too much* / *too* / *enough* money to buy the latest strategy video game. I'll have to save some more.

d. I can't go out tonight. I've got *too many* / *too much* / *too* / *enough* to read.

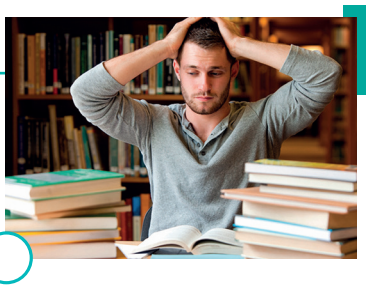
e. It's *too many* / *too much* / *too* / *enough* stormy to go to the beach. Let's wait for a sunny day.


a









6. Pair work. Tell stories about what these people have been doing using the words in brackets. Ask and answer questions.

This is Alexa.
She's a motorcyclist.
She has been...

Has she been...?


(run / ride)


(study / go shopping)


(sleep / clean)


(get wet / play)

Richmond

Workbook
Level 5

Everyone!
TEENS

British English

Richmond

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Richmond

1 Knowledge Is Power!
Language and Function: A

1. Read and complete the text.



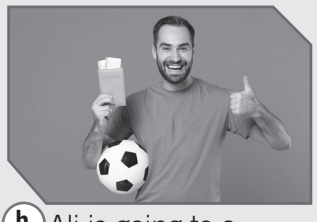
• scholarship	• roll of honour	• ~~primary school~~	• finish
• marks	• school report	• nursery school	

Hi there! I'm Alexandra. When I was 4 years old and started **(a)** _____, Dad told me I had to study to be successful, but I didn't get how crucial it was. When I was in **(b)** *primary school*, I still didn't understand how important it was to study hard and **(c)** _____ secondary school. Now I'm 15, and I know I need to get excellent **(d)** _____ if I want to earn a **(e)** _____. Whenever I receive my **(f)** _____ with top marks, and I make the **(g)** _____, I feel proud of myself!

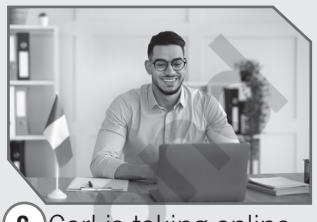
2. Match the examples to the uses.



a. Clara always plays football on Fridays.



b. Ali is going to a match tomorrow.



c. Carl is taking online classes this term.



d. Layla likes baseball.

○ Talk about an action happening now or around now.	○ Talk about a future arrangement.	○ Express a mental or physical state.	○ Describe a habit or routine.

3. Complete with the present continuous or present simple form of the verbs in brackets.

New message

To luckyluca@mymail.com

Subject A better plan

Hi Luca!

(a) _____ you _____ (stay) at home tonight? If so, I've got a better plan. **(b)** *Do* you *want* (want) to go to the match with Mum and me? We **(c)** _____ (leave) for the stadium after supper, and the match **(d)** _____ (start) at eight.
I **(e)** _____ (not like) arriving late, so you **(f)** _____ (need) to be here by 7.15. **(g)** _____ you _____ (think) you can get here by then? **(h)** _____ you _____ (play) football after school today? **(i)** I _____ (visit) Aunt Miranda at 4.00, but you can call me when you get this email.

Send

4. Read and order the conversation from 1 to 8.

___ **Kim:** Great! See you then!

___ **Ted:** My sister's picking up my niece at 9.30. I can go to your place afterwards.

___ **Ted:** I've got to run. See you tonight.

___ **Ted:** Hi! I'm looking after my niece. Why?

___ **Kim:** Hi, Ted! What are you doing tonight?

4 **Ted:** What time's the party?

___ **Kim:** I'm having a party and I wanted to invite you.

___ **Kim:** It starts at 9.00 p.m.

Richmond

Language and Function: B

1. Read and match.

a.	put		up
b.	break		film
c.	public		keeper
d.	zoo	*a*	on hold
e.	defeat		engagements
f.	blockbuster		a team
g.	panda		a career
h.	pursue		cub



2. Complete with the past simple or present perfect form of the verbs.

a. During his career, Ryan Trevor _*has directed*_ (direct) blockbuster films such as *Summer Heat* and *Fly Away*. However, a few years ago, he _____ (decide) he would never direct a horror film.

b. A: _____ you _____ (visit) the London Eye?
B: No, I _____ (not be) there yet. Do you want to go with me?

c. Lina's father _____ (not lose) his job. He _____ (quit) to start his own business.

d. A: _____ Diana _____ (live) in this house for ten years?
B: Yes, she _____ (live) here since she _____ (be) born.

e. My parents _____ (not fly) in a plane since they _____ (get) married.

f. A: _____ you _____ (see) Hector today? He _____ (not send) his report yet.
B: Yes, I _____ (see) him at the car park five minutes ago, but I think he _____ (not leave) yet.

Richmond

3. Read and circle the correct options to complete the news articles.



Chilean Girl Wins TV Competition

A 20-year-old from Chile **(a)** (*has won*) / *won* the final of the talent show *Rising Star*. Last night, Nadia Galvez **(b)** *has sung* / *sang* in front of millions of TV viewers and **(c)** *has beaten* / *beat* her rivals. She **(d)** *has become* / *became* the first foreign winner of the pop competition. Afterwards, Nadia **(e)** *has said* / *said*, 'I can't believe I **(f)** *have won* / *won*. I really **(g)** *has thought* / *thought* Tony would win.' Nadia **(h)** *has been* / *was* a member of her school choir since primary school. Now, she plans to become a professional singer thanks to a scholarship from the Juilliard School.

Hollywood Star Thanks Local Firefighters



Actor Juan de Sousa **(i)** (*has visited*) / *visited* the firefighters who **(j)** *has rescued* / *rescued* him from a fire last month when the hotel he was staying in **(k)** *has burnt* / *burnt* down. Mr de Sousa **(l)** *has travelled* / *travelled* to his hometown last weekend to thank Captain Jenna Fernández and the firefighters for saving his life. Mr de Sousa **(m)** *has announced* / *announced* yesterday that he would hold a fundraiser for the Everwood Fire Service next month. 'These brave women and men **(n)** *have done* / *did* their work and **(o)** *have risked* / *risked* their lives for many years without the proper equipment. Now, it's time to work together to help them.'

Language and Function: C

1. Unscramble. Then, match to the correct photos.

a. s-u-h-r-b r-o-u-y e-e-t-h-t ____

b. k-o-l-o t-a y-s-o-e-u-l-r-f n-i t-e-h r-o-r-i-m-r ____

c. t-u-p n-o u-m-p-a-k-e ____

d. e-s-u a h-r-a-i-r-e-d-y-r *use a hairdryer*

e. e-g-t s-d-s-r-e-d-e ____






d

2. Complete with the present perfect continuous form of the verbs in brackets.


a. (prune)

Paul *has been pruning* the bushes.


b. (swim)

The junior team _____ _____.


c. (walk)

Tessa _____ _____ in the rain.


d. (play)

_____ Ethan _____ tennis?


e. (watch)

Dad _____ _____ documentaries.


f. (bake)

_____ the children _____ muffins?

3. Complete with the present perfect or present perfect continuous form of the verbs.


a.

Elle: How long *have* you *known* (know) Nina?

Peter: Not too long. I _____ (run) into her a couple of times, but we're not close. I _____ (hear) she's a great pianist. She _____ (teach) Claire's son for months.

Elle: Oh, really? I _____ (look for) a piano teacher!


b.

Jay: How long _____ Mandy _____ (play) sports?

Vic: Since she was a child. I _____ (notice) she's really good at football, she really stands out! Some universities have tried to recruit her, but she _____ (not make) up her mind yet.

Jay: She should join our team! We _____ (try) to find new players for some time. The truth is, we _____ (not win) a tournament in ages!

Richmond

Language and Function: D

1. Choose the correct option to complete each speech bubble.

a. • ~~proud~~ • superficial



I'm really ___*proud*___ to be from Haiti. I love sharing my country's culture and traditions with all the people I meet.

b. • impulsive • smart



Sandra is not a person who thinks carefully before doing something important. She's _____, and that brings her problems.

c. • restless • sarcastic



When I tell my friends: 'Nice job! What a clever move!', I know I am being a little _____, but I don't mean to offend.

d. • enthusiastic • obedient



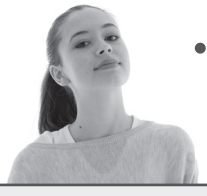
I'm very _____ about my favourite band. In my opinion, they're extremely talented. They're the best artists in the world.

e. • arrogant • determined



I want to improve my marks so that I can apply for a university scholarship. So I'm _____ to work really hard!

f. • reserved • shy



I don't like sharing my feelings or talking about what happens in my life with others. I'm _____.

2. Rewrite using *too*, *too much*, *too many*, *not... enough*, and the words in brackets.

a.	**Ann is 15, and the film is for people over 18. (young - watch)**	*Ann is too young to watch the film.*
b.	**This jumper isn't big enough. (small)**	
c.	**Tim is 1.10 m tall. You need to be at least 1.50 m to go on the ride. (short)**	
d.	**Daniel was too slow to win the race. (fast)**	
e.	**The station was too crowded. (people)**	
f.	**The party was too noisy. (noise)**	

3. Write another question. Then, interview a classmate and write down their answers.

a. What three things aren't you old enough to do? _____

_____

b. What would you like to have but it's too expensive to buy? _____

_____

c. _____

_____

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Listening and Speaking

1. Listen and tick (✓) the correct answers.

a. What did you listen to?

A podcast ○	A conference ○	A phone call ○

b. What's the topic of the conversation?

How to get a scholarship ○	Pros and cons of being a teenager and an adult ✓	Generation gap between teenagers and adults ○

c. What has become more difficult for Gina?

Schoolwork ○	Making friends ○	Having more freedom ○

d. Gina can go to parties as long as she...

goes to bed early. ○	becomes more responsible. ○	sticks to her curfew. ○

e. Juan says...

being an adult is better than being a teen. ○	adulthood is stressful. ○	you're not free as an adult. ○

f. What does Juan say is a good thing about being an adult?

You appreciate your family and your true friends more. ○	You're supposed to do it all by yourself. ○	You're controlled by others. ○

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2. Ask two classmates and two adults about the advantages and disadvantages of being a teenager and an adult. Write down their answers.

	Advantages		Disadvantages	
	Being a teenager	Being an adult	Being a teenager	Being an adult
Classmate 1				
Classmate 2				
Adult 1				
Adult 2				

3. Group work. Compare your results from exercise 2 and prepare a presentation, including your opinion on the topic. Then, share it with the class.

5 GENDER EQUALITY

Before reading

1. Pair work. Search the internet for the video of Amanda Gorman reading her poem 'The Hill We Climb' during President Joe Biden's inauguration and watch it. Then, answer: *What strikes you about her performance? Do you identify with the poem and/or the author?*

While reading

2. Order the paragraphs from 1 to 5.

Can Only Identity Translate Identity?

☐ Deul has won. But her win is a sad one. Identity politics has defeated creative freedom. Now, instead of being proud of who we are, we are punished for being anything else. Our skin has become a straitjacket. But art is mixed, curious, and inapprehensible. If we take away imagination from translation, it becomes something else. It's like giving the craft a lobotomy – making it impossible to do well.

[1] The story starts with the powerful impact of an impressive young woman reading the poem she wrote for Joe Biden's inauguration in Washington. Amanda Gorman's voice, both confident and eloquent, filled the cold air with 'The Hill We Climb'. The excitement she caused went far beyond the USA. Only two months after her reading, deals were signed to translate the poem into 17 languages. One of those deals involved a Spanish version, which was assigned to a translator by the publisher Lumen.

☐ A few weeks after the Spanish version was completed, the Dutch writer Marieke Lucas Rijneveld, who had been chosen to translate Gorman's poem into Dutch, stepped down following protests on social media. The cause was an article by Janice Deul, a Dutch lifestyle writer. Deul, who is Black, called it 'incomprehensible' that the translator was not, like Amanda Gorman, also a ***spoken-word*** artist, young, female, and unapologetic about being Black.

☐ If we follow what we can call Deul's logic, white people should only translate whites, women should translate only women... and so on *ad infinitum*. But the truth is, Deul isn't really talking about translation – she's talking about politics. She mixes 'moral right' with artistic skill and forgets that imagination is what allows art and translation to exist in the first place.

☐ Was that the end? No. Amanda Gorman herself had approved Rijneveld. Why did Deul think she could question that decision? She had not even read one line of Rijneveld's version. Deul had simply taken on the growing power of social media. She became the visible face of a large group of voices that, speaking of 'moral right', grows more controlling every day. For Deul, quality didn't matter. What really counted was who the translator was: their age, their skin colour, and their militancy.

Quick note!

Spoken-word refers to poetry intended for performance. It uses rhythmic and melodic elements, and typically addresses social justice issues.



Amanda Gorman

Richmond

After reading

3. Match the concepts to their definitions as used in the reading.

a. impressive	___	that no one can fully understand
b. unapologetic	___	going on forever
c. *ad infinitum*	___	an excessive restriction
d. straitjacket	___	using language clearly and effectively
e. eloquent	*a*	amazing, incredible
f. inapprehensible	___	the elimination of something essential
g. lobotomy	___	without regret or shame

4. Write *T* (True), *F* (False) or *DS* (Doesn't say) according to the information in the text.

a. A translator's skin colour is irrelevant because translation is a technical exercise, not an artistic one. *F*

b. Gorman's decision to approve Rijneveld as a translator should have been respected.

c. Social media should be regulated to prevent people like Deul from concentrating so much influence.

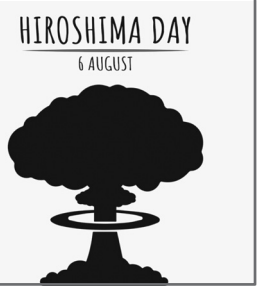
d. A person's militancy doesn't determine the quality of their artistic work.

e. To achieve a good translation, you must have had experiences similar to the author's.

f. Art is the most sublime type of human activity.

Believe it or not...

In 1945, during World War II, the Allies sent Japan an ultimatum. Japanese Premier Kantaro Suzuki's reply was *mokusatsu*, meaning that he 'refrained from commenting at the moment'. However, the expression was mistranslated as saying that the ultimatum was 'not worthy of comment'. This mistake influenced the decision to drop the atomic bomb on Hiroshima ten days later.



5. Group work. Read and discuss.

Imagine a publishing house assigned the translation of Amanda Gorman's poem to someone whose work is of high quality but who has made comments against minorities on social media. What should the publishing house and the public do?

Writing

6. Write a ***letter to the author*** of the article on page 9. Bear the elements on the right in mind.

Send

- A ***letter to the author*** is a short text that a reader writes to compliment, criticise, inform, or express an opinion about an article.
- Don't forget to include a salutation and a subject line that clearly expresses the purpose of the letter in a few words.
- Write your opinion on the article. Add evidence, examples, and fragments from the article to support your ideas.

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Vocabulary Review

1. Read the clues in brackets and complete with the correct words. Then, match.

a. The autumn _____*term*_____ (one of the periods into which the school year is divided) is the hardest part of the school year.

b. When I was in _____ (a type of early-years education for children aged 2–4 that helps prepare them for primary school), I learned basic skills such as holding a pencil and using scissors.

c. Mr Hernández, the school _____ (the person in charge of a school), talked with Jenna and her mother about the girl's bad behaviour.

d. After finishing _____ (a school for people between 11 and 16-18 years old), Ryan took a gap year and travelled through Europe with his father.

e. Diana is a medical _____ (a person who is studying at a school or university). She wants to be a surgeon, so she needs excellent _____ (points given on tests, exams, or schoolwork) to get a _____ (a financial award or grant given to a student to help pay for their education).



2. Match the words to their antonyms.

a. amicable		calm	*c*
b. shy		uninterested	
c. restless		flexible	
d. inquisitive		unfriendly	
e. proud		active	
f. stubborn		pleasurable	
g. lazy		extrovert	
h. unpleasant		modest	



3. Look, read, and complete with the correct actions.

a. I need to _____ before putting on my dress.



b. Oh, no! I'm a mess! I need to *wash my hair* before going to work.





c. I _____ after every meal to keep my teeth and gums healthy.



d. My beard grew too fast! I must _____ it now!

e. Yuck! I stink! I must _____ before going to the concert.





f. Please, dear, don't cry! I must _____. They're too long.

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