

## คำชี้แจง

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ BOOST ENGLISH 6 ชั้นประถมศึกษาปีที่ 6  
กลุ่มสาระการเรียนรู้ ภาษาต่างประเทศ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช  
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หนังสือเล่มนี้ประกันคุณภาพโดยผู้ผลิต และจะต้องส่งให้สำนักงานวิชาการและมาตรฐาน  
การศึกษา สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ตรวจสอบประเมินคุณภาพทางวิชาการ  
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ข้อบกพร่องหรือข้อผิดพลาด กรุณาแจ้งให้บริษัททราบเพื่อดำเนินการตามทีระบุในใบประกัน  
คุณภาพสื่อฯ (ปกหลัง) พร้อมทั้งแจ้งให้สำนักงานวิชาการและมาตรฐานการศึกษาทราบด้วย  
เพื่อใช้เป็นข้อมูลประกอบการพิจารณาอนุญาตให้ใช้หนังสือในสถานศึกษาต่อไป

สำนักงานวิชาการและมาตรฐานการศึกษา  
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หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ ชั้นประถมศึกษาปีที่ 6

# STUDENT BOOK BOOST ENGLISH

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ  
ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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# 6



บริษัท พัฒนาคุณภาพวิชาการ (พว.) จำกัด



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# SYLLABUS

UNIT	UNIT OBJECTIVE	GRAMMAR FOCUS	SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
1	Students will learn how to talk about the actions of others using phrasal verbs.	<ul style="list-style-type: none"> <li>Phrasal verbs</li> <li>Modal auxiliary verb: could</li> </ul>	<ul style="list-style-type: none"> <li>Did he pick up all of his toys?</li> <li>- Yes, he picked them up.</li> <li>- Could he pick the rest of the toys up?</li> <li>- OK.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing actions that occurred in the past</li> </ul>	take off, throw away, put on, hand in, blow out, try out, pick up, turn up, turn down, blow up, hang up, use up, turn on, turn off, fill out, candle, half pipe, knee pads, elbow pads, volume, glue stick, form, scooter
2	Students will practice extending polite invitations and accepting/declining invitations.	<ul style="list-style-type: none"> <li>Modal auxiliary verb: would</li> <li>Future: will</li> </ul>	<ul style="list-style-type: none"> <li>Would you like to help me wash the car?</li> <li>- Sure! I'd love to. / Thanks, but I can't.</li> <li>OK. We'll need some soap and a hose.</li> </ul>	<ul style="list-style-type: none"> <li>Extending an invitation</li> <li>Accepting/Declining an invitation</li> </ul>	lemonade, ice cubes, tour, poster, hopscotch, chalk, decorate my bedroom, wash the car, feed the ducks, make bracelets, go to the horse races, go surfing, mow the lawn, go camping, go to the zoo, soap, hose, birdseed, sunglasses, bead, string, cushion, binoculars, flashlight, tent
3	Students will practice sharing experiences and opinions using comparative and superlative adjectives.	<ul style="list-style-type: none"> <li>Comparative adjectives</li> <li>Superlative adjectives</li> <li>Present perfect tense</li> <li>Past participles</li> <li>Adverb: ever</li> </ul>	<ul style="list-style-type: none"> <li>Which were more difficult, the push-ups or the sit-ups?</li> <li>- I thought the push-ups were more difficult than the sit-ups.</li> <li>What's the most difficult exercise you have ever done?</li> <li>- Chin-ups are the most difficult exercise I have ever done.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing experiences and opinions</li> </ul>	biggest animal, best movie, loudest music, nicest person, worst TV program, most interesting book, firework, push-ups, sit-ups, chin-ups, difficult, expensive, beautiful, adventurous, intelligent, colorful, delicious, jacket, sunflower, rose, orchid, going to the water park, walking in the park, parrot, dolphin, kiwi, mango
4	Students will be able to talk about the frequency with which they do certain things and practice asking and answering clarification questions.	<ul style="list-style-type: none"> <li>Adverbs of frequency</li> <li>When clauses</li> </ul>	<ul style="list-style-type: none"> <li>Do you play paintball sometimes?</li> <li>- Yes, I sometimes play when my cousins come to town.</li> <li>When do your cousins come to town?</li> <li>- In the summer when the weather is nice.</li> </ul>	<ul style="list-style-type: none"> <li>Describing frequency</li> <li>Asking and answering clarification questions</li> </ul>	tired, worried, bored, a quarter to, a quarter past, half past, sometimes, usually, stay in a hotel, take a vacation, wear warm clothes, stay home, dodgeball, paintball, go to bed early, talk with her mom, shout, cry, hungry, angry, sad, eat pizza, run in the snow, watch TV, exercise at home
5	Students will learn how to use the past progressive tense to talk about two things that were happening at the same time in the past.	<ul style="list-style-type: none"> <li>Past progressive tense</li> <li>When/While clauses</li> </ul>	<ul style="list-style-type: none"> <li>What were you doing when it started to rain?</li> <li>- I was waiting for my brother when it started to rain.</li> </ul>	<ul style="list-style-type: none"> <li>Explaining events that happened at the same time and the relationship between them</li> </ul>	walking, getting dressed, washing dishes, daydreaming, waiting for a bus, taking care of, watching a fire engine, pushing my bicycle, doorbell rang, saw the car accident, broke her leg, fire alarm went off, ride on a ferry, daydream, walk home, watch a baseball game, snowboard, do homework, earthquake
6	Students will learn how to describe things that happened to other people.	<ul style="list-style-type: none"> <li>Coordinating conjunctions: because, so</li> <li>Reporting information</li> </ul>	<ul style="list-style-type: none"> <li>How was William?</li> <li>- He was nervous because he had to give a speech. / He had to give a speech, so he was nervous.</li> </ul>	<ul style="list-style-type: none"> <li>Reporting information</li> <li>Explaining cause-and-effect relationships</li> </ul>	gave a speech, ripped his jeans, failed a test, passed a test, spilled juice, in a hurry, had to give a speech, got up late, didn't understand the teacher, forgot her key, slipped on the ice, lost the race, went to bed late, late for school, couldn't open the door, confused, embarrassed, disappointed, nervous
7	Students will be able to talk about record-holding animals/things and will learn interesting facts about these animals/things.	<ul style="list-style-type: none"> <li>Comparative adjectives</li> <li>Superlative adjectives</li> <li>Exclamations</li> </ul>	<ul style="list-style-type: none"> <li>Which are bigger, white rhinos or blue whales?</li> <li>- Blue whales are bigger than white rhinos.</li> <li>- They are the biggest animals in the world.</li> </ul>	<ul style="list-style-type: none"> <li>Comparing and contrasting factual information</li> </ul>	the Nile, Mount Everest, Russia, cheetah, blue whale, giraffe, Britain, France, Channel Tunnel, Seikan Tunnel, in the world, African/Asian elephant, Saturn, Jupiter, gazelle, gray wolf, red wolf, Alaska, Texas, tallest, largest, fastest, rarest, heaviest, red-eyed tree frog
8	Students will learn to talk about past experiences.	<ul style="list-style-type: none"> <li>Present perfect tense</li> <li>Past participles</li> <li>Adverb: ever</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever been to a chocolate factory?</li> <li>- Yes, I went to one last year.</li> <li>How was it?</li> <li>- It was interesting.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about past experiences</li> </ul>	hammock, orchard, traditional clothes, mosquito, acrobat, rainforest, musical instrument, been snorkeling, been to a circus/rodeo/chocolate factory, been stung by a bee, given a speech, swum with dolphins
9	Students will practice asking for advice and giving suggestions.	<ul style="list-style-type: none"> <li>Modal auxiliary verb: should</li> </ul>	<ul style="list-style-type: none"> <li>What should get/buy my younger brother for his birthday?</li> <li>- How about a lizard?</li> <li>That's a good idea. / Are you sure? / No, I don't think so.</li> </ul>	<ul style="list-style-type: none"> <li>Asking for suggestions</li> <li>Expressing personal opinions</li> </ul>	gift certificate, basket, apron, graduation, Mother's/Father's Day, anniversary, picture frame, basket, fan, lizard, pocket knife, headphones, robe, slippers, webcam, coffee cup, coin bank, necklace, perfume, laptop bag
10	Students will be able to talk about possibilities and give multiple suggestions.	<ul style="list-style-type: none"> <li>Modal auxiliary verb: can</li> <li>First conditional</li> </ul>	<ul style="list-style-type: none"> <li>What can I do to improve my English?</li> <li>- Why don't you listen to a little English every day?</li> <li>- How about listening to a little English every day?</li> </ul>	<ul style="list-style-type: none"> <li>Asking for and giving suggestions</li> </ul>	sell cakes, babysit, travel around the world, earn money, volunteer, speak fluently, save rhinos, exercise, learn first aid, help the environment, study English/Spanish/French, London, Australia, Canada, New Zealand
11	Students will be able to talk about what others should and shouldn't do according to the situation.	<ul style="list-style-type: none"> <li>Modal auxiliary verb: should</li> <li>Past participles</li> </ul>	<ul style="list-style-type: none"> <li>What happened?</li> <li>- That boy ate too quickly.</li> <li>- He shouldn't have eaten quickly.</li> <li>- I know. He should have eaten slowly.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing obligation and necessity</li> </ul>	stay up late, drop, cross the street, eat too much, have an accident, eat slowly/quickly, stretched, dropped the trash, backed up her files, listened to his mom, driven slowly, crossed the street
12	Students will learn how to talk about desires or dream situations and give reasons for the choices they make.	<ul style="list-style-type: none"> <li>Modal auxiliary verb: would</li> </ul>	<ul style="list-style-type: none"> <li>Who would you like to meet?</li> <li>- I'd like to meet the King of England.</li> <li>Why?</li> <li>- I'd like to talk to him about his life.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing desires and wishes</li> </ul>	windmill, platypus, clogs, seal, a pair (of shoes), glacier, meet the King of England, go to Mount Kilimanjaro, be a doctor, live in Hawaii, travel around the world, buy a helicopter, be good at gymnastics



# HOW TO USE THIS BOOK

## BOOST ENGLISH CHARACTERS



AMY

Amy is fun and outgoing. She likes to go to the mall and talk to her friends on the phone.



MAX

Max is energetic and kind. He likes to listen to music and skateboard. He also likes to hang out with his older brother, Cody.



ERIC

Eric is smart and easygoing. He enjoys science, photography, and taekwondo. Some of his family lives in China!



RACHEL

Rachel is talkative and athletic. She likes to go to the park and spend time outdoors. She also likes to play the piano.



JEFF

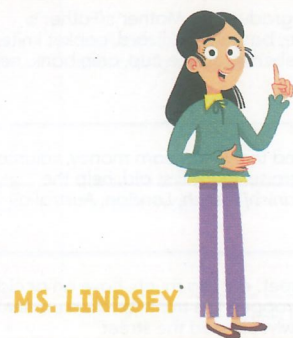
Jeff is funny and adventurous. He likes to tell jokes and water ski. He also likes to watch scary movies.



KATIE

Katie is friendly and nice. She likes to sing and dance. Her parents are from France, and she speaks French.

These six children are the main characters of the book. They are all friends, and they go to the same school. They help teach students the target language and conversational expressions.



MS. LINDSEY

Ms. Lindsey and Mr. Wesley appear in various activities. They ask students questions about themselves.



MR. WESLEY



MR. KITTY

Mr. Kitty appears in the LISTENING. He helps draw attention to important parts in conversations.

## ACTIVITY GUIDE



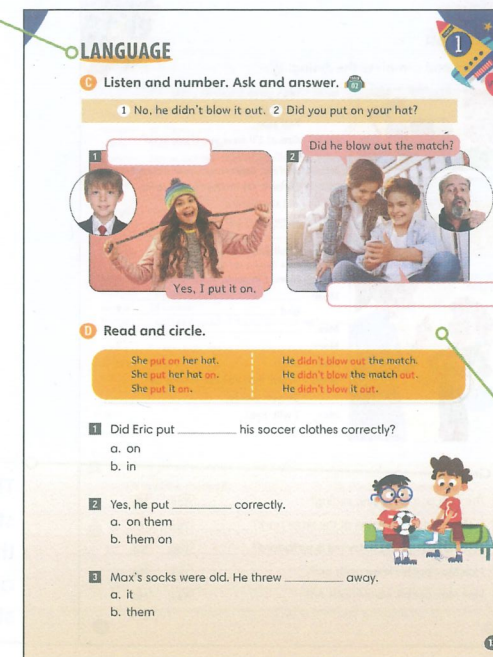
The **WARM-UP** activity introduces the key language and expressions taught in the unit. Look at the picture with students and see if they can identify the different characters and objects. Help students discover words they don't know. Then, listen to the audio recording.

Audio and video can be played on mobile devices by scanning the QR codes (internet required). Files are also available for free download at [compasspub.com](http://compasspub.com).

In the opening activity, students listen to two or three dialogs and number the speakers.

The follow-up activity asks students to answer listening comprehension and personal questions. This is to increase student engagement and activate background knowledge.

The **LANGUAGE** activity focuses on the target language structure. Listen to the audio and number. Then, repeat the conversation aloud and have students follow along. Next, practice the conversation again with students' books closed. Finally, students should open their books and listen and repeat again. This time, they should follow along with the text.



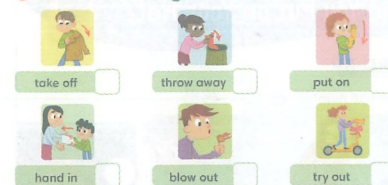
Function boxes are used to help students analyze and use the key language of the unit. Have students practice the grammar points in the target sentences.



The **VOCABULARY** activity introduces the key vocabulary of the unit. Explore the illustrations with the students and check which words they do and do not know. Listen to the audio recording and number the pictures accordingly.

### VOCABULARY

#### 1 Listen and number.



#### 2 Look, write, and find the words.

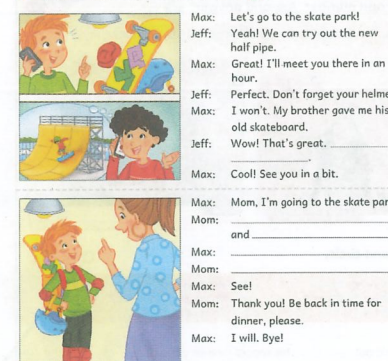


This follow-up activity checks students' comprehension of the vocabulary words and tests students' ability to recognize the words with various activities.

The **LISTENING** activity shows the target language being used in an everyday situation and features the main characters. Listen to the audio and have students fill in the blanks to complete the conversation. Then, repeat the conversation aloud and have students follow along. Next, practice the conversation again with students' books closed. Finally, students should open their books and listen and repeat again. This time, they should follow along with the text.

### LISTENING

#### 1 Listen and complete the dialog.



#### 2 Circle.

- 1 Are Max and Jeff going surfing? ☐ Yes ☐ No
- 2 Is there a new half pipe at the skate park? ☐ Yes ☐ No
- 3 Are the boys going to try out a surfboard? ☐ Yes ☐ No
- 4 Has Max put his knee pads on? ☐ Yes ☐ No
- 5 Has Max put his elbow pads on? ☐ Yes ☐ No

The follow-up activity checks students' comprehension of the conversation with various activities meant to retain student engagement.

The **SPEAKING** activity presents the target language together with the key vocabulary. Look at the picture and talk about it. Identify the things and children in the picture. Next, try to work out what they are saying.

### SPEAKING

#### 1 Look and say.



#### GUIDE

Did he/she/you \_\_\_\_\_? Yes/No, \_\_\_\_\_  
Could he/she/you \_\_\_\_\_? OK.

#### 2 Picture prompts.



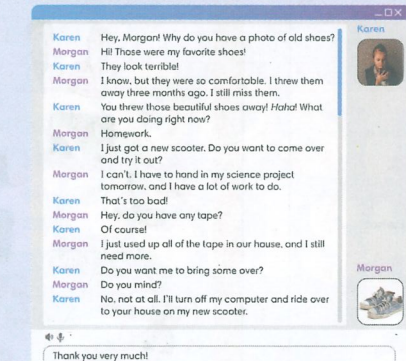
The guide focuses on the target language. Students can refer to the guide and use it to talk about themselves. They can also use puppets or toy animals for role playing.

Look at the picture prompts and have students work out what to say. Then, listen to the audio recording while looking at the pictures. Finally, pair students together to practice and present their dialogs to the class.

The **READING** activity uses some of the target vocabulary and language in a fun, new context. An audio recording is available, so the passage can be used for a variety of approaches to reading instruction, including follow-along and listen-and-repeat. Students can also use the passage as a model to talk or write about themselves or the world around them.

### READING

#### 1 Read and answer the questions.



- 1 What happened to Morgan's old shoes?  
a. He took the shoes off. b. He put the shoes on.  
c. He threw the shoes away. d. He picked the shoes up.
- 2 Why can't Morgan try out Karen's new scooter today?  
a. He has to hand in a science project tomorrow. b. He has to have any tape?
- 3 What does Karen need to do before she rides her scooter to Morgan's house?


Each reading passage is followed by a comprehension activity. The comprehension activity varies from unit to unit.

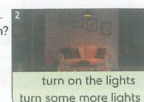


The **WRITING** activity allows students to practice spelling and practical use of the target grammar and vocabulary. The activity varies from unit to unit.

### WRITING

#### 1 Complete the conversations.

1  A: \_\_\_\_\_ she \_\_\_\_\_ on the radio?  
B: Yes, \_\_\_\_\_  
A: Could she \_\_\_\_\_ some more?  
B: OK. I'll tell her.

2  A: \_\_\_\_\_ he \_\_\_\_\_ in the living room?  
B: Yes, \_\_\_\_\_  
A: I can't see well. Could he \_\_\_\_\_ some more lights \_\_\_\_\_?  
B: OK. I'll tell him.

#### 2 Complete the chart.

1 fill out form	He filled out the form.		
2 take off sweater		She took her sweater off.	
3 hang up coats	They hung up their coats.		
4 pick up boxes		We picked the boxes up.	
5 use up milk			I used it all up.
6 put on uniforms	We put on our uniforms.		

The **ACTIVITY** page is either a classroom game or group project. The activities allow students to move around and interact with one another. It is a fun way for students to practice and consolidate their language learning.

The **CHALLENGE** activity allows students to use the language they have learned in the unit to create new meaning and express their own ideas through guided writing exercises.

### CHALLENGE

#### 1 Read and match.

- |                                    |   |                                     |
|------------------------------------|---|-------------------------------------|
| 1 My mom threw                     | • | • out the candle?                   |
| 2 Could you turn                   | • | • up your clothes before you leave? |
| 3 The naughty children didn't pick | • | • down the radio, please?           |
| 4 I think you should put           | • | • up their toys.                    |
| 5 Did the wind blow                | • | • away my old socks and shoes.      |
| 6 Could you please hang            | • | • on a warm coat.                   |

#### 2 Use four of the verbs in the box to write about what you did or didn't do last weekend.

hang up    blow out    turn down    try out    put on  
use up    pick up    turn off    throw away    hand in

Last weekend, I didn't have any homework because I \_\_\_\_\_

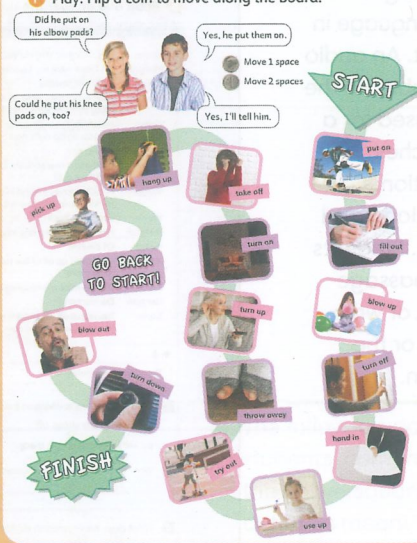
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### ACTIVITY

#### 1 Play. Flip a coin to move along the board.



The **REVIEW** activity ends the unit. By completing this section, students assess their listening, reading, and writing skills.

### REVIEW

#### 1 Listen and check.

1    

☐ ☐ ☐ ☐

#### 2 Read and circle.

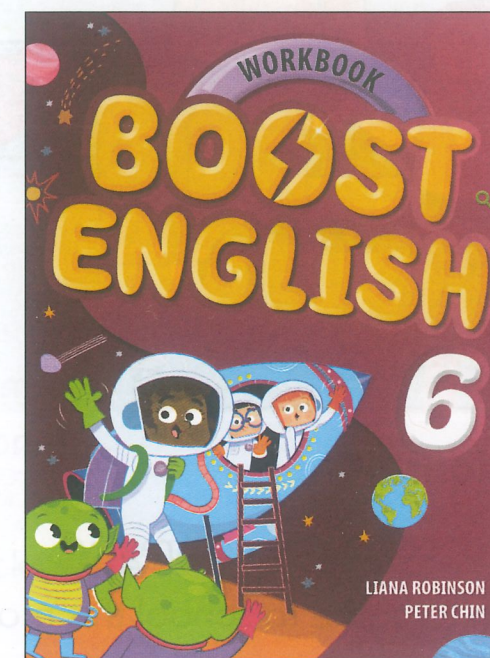
A: Did you (hand in / hand out) the science project?  
B: Yes, I handed (in it / it in). What about you?  
A: I didn't hand it (out / in)! The teacher was not happy.  
B: Why didn't you?  
A: Because I used (up / to) all of the glue in my glue stick.

A: What are you going to do now?  
B: I'm going to go to the mall. I need a new blouse. I threw (up / away) the old yellow one.  
A: Let's go together, then. I need to buy a new glue stick.

#### 3 Find the mistakes and rewrite.

- 1 We didn't fill up the new library forms.  
2 Could you hang down your scarf, please?

## • WORKBOOK •



The **Workbook** parallels the structure of the **Student Book**, and provides additional practice of the target language from each unit. Every **Student Book** unit has a corresponding six-page workbook unit filled with activities. Students can utilize the content in the **Workbook** either in class or as a homework supplement.





# Did You Put on Your Hat?



## WARM-UP

A Listen and number. TRACK 01



B Answer the questions.

- 1 Who put on all his soccer clothes correctly?
- 2 What did you put on to come to school this morning?
- 3 Do you throw away your old socks or do you give them away?



## LANGUAGE

C Listen and number. Ask and answer. TRACK 02

- 1 No, he didn't blow it out.
- 2 Did you put on your hat?



D Read and circle.

She **put on** her hat.  
 She **put** her hat **on**.  
 She **put** it **on**.

He **didn't blow out** the match.  
 He **didn't blow** the match **out**.  
 He **didn't blow** it **out**.

1 Did Eric put \_\_\_\_\_ his soccer clothes correctly?

- a. on
- b. in

2 Yes, he put \_\_\_\_\_ correctly.

- a. on them
- b. them on

3 Max's socks were old. He threw \_\_\_\_\_ away.

- a. it
- b. them





# VOCABULARY

E Listen and number. TRACK 03



take off



throw away



put on



hand in



blow out



try out

F Look, write, and find the words.



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

# LISTENING

G Listen and complete the dialog. TRACK 04



Max: Let's go to the skate park!

Jeff: Yeah! We can try out the new half pipe.

Max: Great! I'll meet you there in an hour.

Jeff: Perfect. Don't forget your helmet!

Max: I won't. My brother gave me his old skateboard.

Jeff: Wow! That's great.

Max: Cool! See you in a bit.



Max: Mom, I'm going to the skate park.

Mom: \_\_\_\_\_ and \_\_\_\_\_?

Max: \_\_\_\_\_.

Mom: \_\_\_\_\_?

Max: See!

Mom: Thank you! Be back in time for dinner, please.

Max: I will. Bye!

H Circle.

1 Are Max and Jeff going surfing?

Yes No

2 Is there a new half pipe at the skate park?

Yes No

3 Are the boys going to try out a surfboard?

Yes No

4 Has Max put his knee pads on?

Yes No

5 Has Max put his elbow pads on?

Yes No



# SPEAKING

## I Look and say.



## GUIDE

Did he/she/you \_\_\_\_\_? Yes/No, \_\_\_\_\_.  
Could he/she/you \_\_\_\_\_? OK.

## J Picture prompts.



turn up the volume



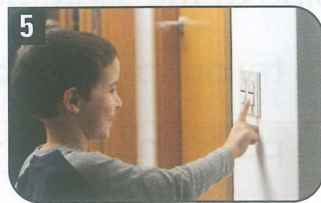
blow up the balloons



hang up the clothes



use up the whole glue stick



turn off the lights



fill out the form

# READING

## K Read and answer the questions.

**Karen** Hey, Morgan! Why do you have a photo of old shoes?  
**Morgan** Hi! Those were my favorite shoes!  
**Karen** They look terrible!  
**Morgan** I know, but they were so comfortable. I threw them away three months ago. I still miss them.  
**Karen** You threw those beautiful shoes away! *Haha!* What are you doing right now?  
**Morgan** Homework.  
**Karen** I just got a new scooter. Do you want to come over and try it out?  
**Morgan** I can't. I have to hand in my science project tomorrow, and I have a lot of work to do.  
**Karen** That's too bad!  
**Morgan** Hey, do you have any tape?  
**Karen** Of course!  
**Morgan** I just used up all of the tape in our house, and I still need more.  
**Karen** Do you want me to bring some over?  
**Morgan** Do you mind?  
**Karen** No, not at all. I'll turn off my computer and ride over to your house on my new scooter.

Karen



Morgan



Thank you very much!

- 1 What happened to Morgan's old shoes?
  - a. He took the shoes off.
  - b. He put the shoes on.
  - c. He threw the shoes away.
  - d. He picked the shoes up.
- 2 Why can't Morgan try out Karen's new scooter today?
 

\_\_\_\_\_

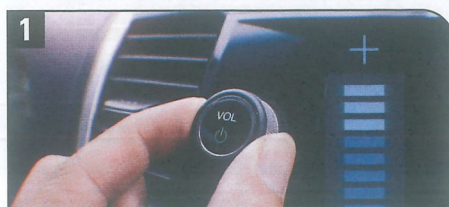
\_\_\_\_\_
- 3 What does Karen need to do before she rides her scooter to Morgan's house?
 

\_\_\_\_\_



# WRITING

## L Complete the conversations.



turn down the volume  
turn the volume down

A: \_\_\_\_\_ she \_\_\_\_\_  
\_\_\_\_\_ on the radio?

B: Yes, \_\_\_\_\_.

A: Could she \_\_\_\_\_  
\_\_\_\_\_ some more?

B: OK. I'll tell her.

A: \_\_\_\_\_ he \_\_\_\_\_  
\_\_\_\_\_ in the living room?

B: Yes, \_\_\_\_\_.

A: I can't see well. Could he \_\_\_\_\_  
some more lights \_\_\_\_\_?

B: OK. I'll tell him.



turn on the lights  
turn some more lights on

## M Complete the chart.

1 fill out form	He filled out the form.		
2 take off sweater		She took her sweater off.	
3 hang up coats	They hung up their coats.		
4 pick up boxes		We picked the boxes up.	
5 use up milk			I used it all up.
6 put on uniforms	We put on our uniforms.		

# CHALLENGE

## N Read and match.

- |                                    |   |                                     |
|------------------------------------|---|-------------------------------------|
| 1 My mom threw                     | • | • out the candle?                   |
| 2 Could you turn                   | • | • up your clothes before you leave? |
| 3 The naughty children didn't pick | • | • down the radio, please?           |
| 4 I think you should put           | • | • up their toys.                    |
| 5 Did the wind blow                | • | • away my old socks and shoes.      |
| 6 Could you please hang            | • | • on a warm coat.                   |

## O Use four of the verbs in the box to write about what you did or didn't do last weekend.

hang up    blow out    turn down    try out    put on  
use up    pick up    turn off    throw away    hand in

Last weekend, I didn't have any homework because I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# ACTIVITY

**P** Play. Flip a coin to move along the board.

Did he put on his elbow pads?

Yes, he put them on.

Move 1 space

Move 2 spaces

Could he put his knee pads on, too?

Yes, I'll tell him.

put on

hang up

take off

turn on

fill out

blow up

turn off

throw away

hand in

use up

try out

turn down

turn up

blow out

pick up



GO BACK TO START!



FINISH



START



# REVIEW

**Q** Listen and check. TRACK 07

1   ☐ ☐

2   ☐ ☐

3   ☐ ☐

4   ☐ ☐

**R** Read and circle.

A: Did you (hand in / hand out) the science project?  
 B: Yes, I handed (in it / it in). What about you?  
 A: I didn't hand it (out / in)!  
 The teacher was not happy.  
 B: Why didn't you?  
 A: Because I used (up / to) all of the glue in my glue stick.

A: What are you going to do now?  
 B: I'm going to go to the mall.  
 I need a new blouse. I threw (up / away) the old yellow one.  
 A: Let's go together, then. I need to buy a new glue stick.



**S** Find the mistakes and rewrite.

- We didn't fill up the new library forms.
- Could you hang down your scarf, please?