Ben Wetz • Diana Pye





English Plus 2

Student's Book

Second edition

OXFORD

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UNIT	VOCABULARY	LANGUAGE FOCUS	
Starter Unit	p4 Family *brother, father, husband,* etc. **Key phrases:** Asking about families	p5 *be* Possessive adjectives Question words	

UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING
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2 Communication	p18 Communication *email, letter, card,* etc. **Key phrases:** Comparing answers	p20 Emojis **Vocabulary plus:** *colourful, funny, international,* etc.	p21 Present continuous: affirmative and negative **Study strategy:** Finding spelling rules	p22 On the phone *be engaged, call back, hang up,* etc.
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Starter unit

VOCABULARY • Family

I can talk about my family.











FUNNY family PHOTOS

1 Lucy

2

3

4

5

6

7

8

9

10

Hi. My name's Lucy and these are some of my favourite funny family photos ...

This is me with my sister Hannah. We're twins – I'm the one with the blue hair.

Uncle Matt, his wife Melanie and my cousins Joanne (the small one) and John in their new house in London. ☺

My older sister is twenty-two and her husband is Italian. This is her cute baby son, my nephew Nico.

This is my *dad* Michael and my brother Luke. They aren't crazy. They're *Star Wars* fans.

My grandfather Tony isn't very happy. His new grandson is a bit smelly sometimes.

And finally – my mum Sally – she's a real star!!

1 **Read the notes about Lucy's photos. Match the names in the notes with people 1–10 in the photos.**

2 1.02 **Read the text again and match the words in blue in the text with eight opposite words from the box. Then listen and check.**

brother – *sister*

aunt ~~brother~~ child cousin daughter granddaughter grandmother mum niece partner twin wife

3 **Write names for 1–6.**

Hannah's dad **Michael**

1 Hannah's mum _____

2 Melanie's husband _____

3 Michael and Sally's son _____

4 John's sister _____

5 Nico's grandfather _____

6 Nico's aunts _____ and _____

Remember!

Possessive 's

Michael's son
My grandparents' house
Lucy and Hannah's mum

KEY PHRASES

Asking about families

Have you got ... ? – Yes, I have / No, I haven't.
What's ... name? – It's ...
How old is ... ? – He's / She's ...
Where's ... from? – He's / She's from ...

4 **USE IT! Ask and answer the questions. Use the key phrases to help you. Then change the words in blue to invent new questions.**

1 Have you got any brothers and sisters?
2 What's your mum's name?
3 How old is your dad?
4 Where's your grandfather from?
5 Have you got a cousin?
How old is he / she?

S LANGUAGE FOCUS • *be* • Possessive adjectives • Question words

I can ask and answer questions about places.

be

1 **Look for examples of the verb *be* in the text on page 4. How many examples can you find? Compare with your partner.**

Affirmative ✓

I'm the one ...

Negative ✗

Tony isn't very happy.

2 **Write true sentences using affirmative and negative forms of *be*.**

1 I _____ from London.
2 We _____ in Spain.
3 It _____ Monday morning.
4 Lucy's photos _____ funny.
5 These sentences _____ difficult.
6 I _____ good at photography.

3 **Complete the questions and answers.**

Are you a *Star Wars* fan?
Yes, I *am*. No, I'm *not*.

1 _____ blue your favourite colour?
Yes, _____. No, _____.
2 Are your friends interested in football?
Yes, _____. No, _____.
3 _____ your dad a teacher?
Yes, _____. No, _____.

4 **Make new questions. Change the words in blue in exercise 3. Ask your partner.**

Possessive adjectives

5 **Match the subject pronouns in A with the possessive adjectives in B.**

A	B
I	your
you	his
he	their
she	our
we	her
they	my

6 **Complete the dialogue with subject pronouns and possessive adjectives.**



Mr Watts Hi. What's [1] _____ name?
Sophie I'm Sophie.



Mr Watts Sophie, I'm [2] _____ teacher. [3] _____ name's Mr Watts and these are two of [4] _____ new classmates. [5] _____ names are Eva and Rick.
Sophie Hi.



Eva Hi, Sophie. Come with us. [6] _____ class is this way.
Rick This is [7] _____ first day, right? Don't worry about Mr Watts. [8] _____ 's OK, but his wife is [9] _____ geography teacher, and she's very strict.
Sophie Oh!

Question words

7 **Match 1–6 with a–f to make questions.**

1 What's	a your birthday?
2 Who	b your mum's name?
3 How old	c are you?
4 How	d is next to you?
5 When's	e your house?
6 Where's	f are you today?

8 **USE IT! Ask and answer the questions in exercise 7. Then invent more questions with the question words.**

What's your favourite food?

Pasta, definitely!

VOCABULARY AND LISTENING • School

I can talk about timetables.

Mark Excuse me, is this the science lab*?

Jenny Erm, no, there aren't any science labs in this block. You're the new boy, right? We haven't got science this morning.

Mark Oh. What have we got now? I haven't got my timetable.

Susan Here, take this. I've got a spare copy.

Mark Thanks. Ah, OK. We've got maths now.

Jenny Yeah. Who have we got for maths this year?

Susan Mr Waldron. That means a lot of homework and tests. And there's a new history teacher, look.

Mark How many teachers are there here?

Jenny I don't know. A lot. There are a thousand students here.

Mark A thousand and one, including me. Mmm – double history on Friday afternoon. That's tough.

Susan Yes. Welcome to our world!

*lab (laboratory) = a special room in school where you learn science.



Remember!

a thousand = 1,000
a thousand and one = 1,001

1 1.03 **Read and listen to the dialogue. Then complete the table with the words in blue in the dialogue. Add more words to the table.**

Subjects	Other words
science	lab

2 **Check the meaning of the words in blue and choose the correct words. Then write sentences about your school.**

1 The music room / exercise is always cold.
2 Miss Atkins is our new English notebook / teacher.
3 Geography exams / rooms are always difficult.
4 I haven't got French teacher / homework today.
5 It's on page 36 of the maths book / class.
6 Your history notes / timetables are very neat.

3 USE IT! **Ask and answer questions about your timetable. Use the phrases in the box.**

What have we got ... ?
now / next
this morning / this afternoon
tomorrow morning / afternoon
on Thursday morning / afternoon
next week

What have we got next?

We've got history, then maths.

	MONDAY	TUESDAY	WEDNESDA
15	Maths	Biology	History
30		Geography	
00	Break	Break	Break
45	Arts	Chemistry	Language

5 LANGUAGE FOCUS • *have got* • *there's, there are*

I can talk about my school and school subjects.

have got

1 **Look at the examples from the dialogue on page 6. What are the *he / she / it* forms of the words in bold?**

Affirmative

1 We've got maths now.

Negative

2 I haven't got my timetable.

Questions

3 What have we got now?

2 **Look at the photos. Complete the sentences with the correct forms of *have got*.**

May and Orla *have got* school ties. ✓

1 Conor _____ a school tie. ✗
2 He _____ a laptop. ✓
3 May and Orla _____ backpacks. ✓
4 They _____ laptops. ✗
5 They _____ good marks. ✗
6 Conor _____ a very good mark. ✓





3 **Write six questions with the verb *have got* and the words in the boxes. Then work in pairs. Ask and answer your questions.**

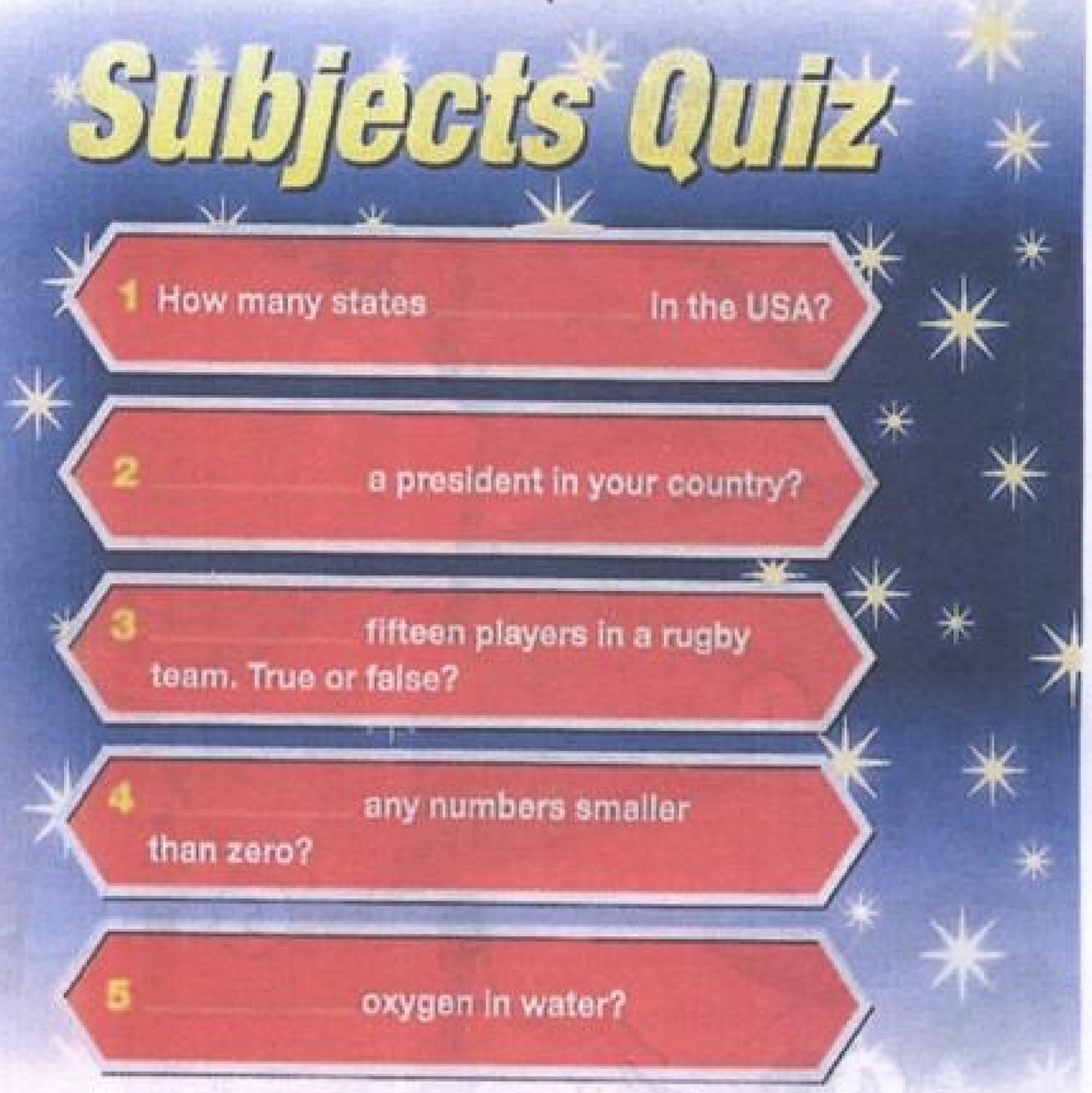
you	interesting	science lab
your friends	nice	marks
your teacher	good	furniture
this class	difficult	classrooms
the school	modern	exercises
this book	old	teachers
		posters

there's, there are

4 **Complete the sentences. Then check your answers in the dialogue on page 6. When do we use *any*?**

1 There _____ a new history teacher.
2 There _____ a thousand students here.
3 How many teachers _____ there here?
4 There _____ science labs in this block.

5 **Complete the quiz with the correct forms of *there are*, *is there* or *are there*. Then answer the questions.**



6 **Complete the text with the correct forms of *be* and *have got*.**

Our school

In our school there are about a thousand students. There [1] _____ thirty classrooms and there [2] _____ a big sports field next to the school. There [3] _____ only boys here. There [4] _____ any girls. The school [5] _____ a new science lab, but we [6] _____ a computer lab and there [7] _____ many computers in the classes. I like the school because there [8] _____ a good atmosphere.

7 **USE IT!** **Write a short paragraph about your school. Use *there's*, *there are*, *has got* and *have got* in your paragraph.**

1 My time

VOCABULARY • Where we spend time

I can talk about how I spend my time.

Extra listening and speaking p88
Curriculum extra p96
Culture p104
Song p116

THINK! What are your favourite places? Where do you spend most of your time?

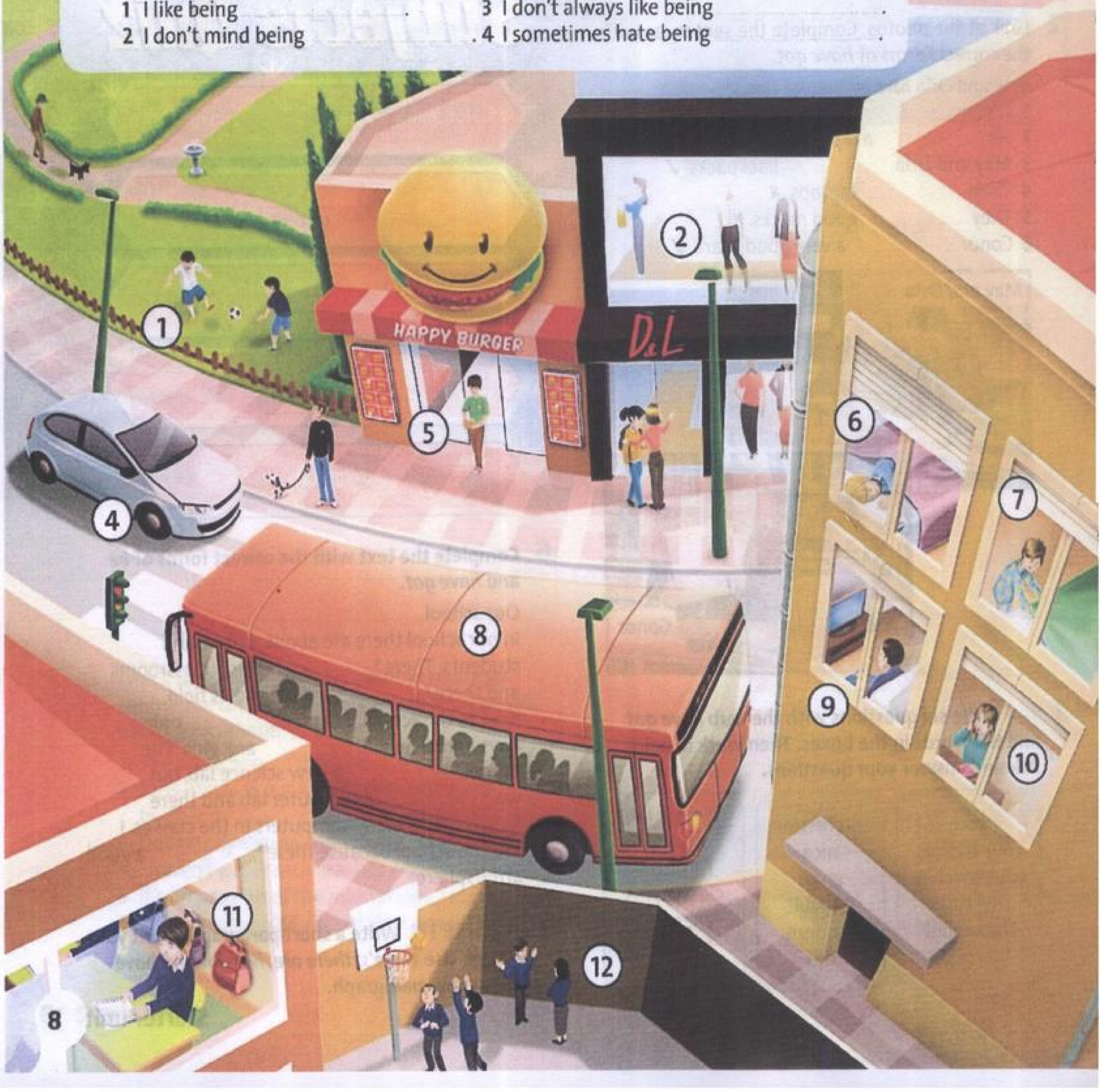
1 1.04 **Match the phrases in the box with places 1–12 in the picture. Listen and check.**

at school at the shops in bed in fast food restaurants
in the car in the countryside in the park in the playground on the bus
on the phone in front of the TV in your room

2 Complete the phrases below so that they are true for you. Use words from exercise 1.

I love being *in bed*.

1 I like being _____.
2 I don't mind being _____.
3 I don't always like being _____.
4 I sometimes hate being _____.



THE TIME OF YOUR LIFE

Where do people spend their time around the world?



Chinese people sleep most. They spend 6 / 9 / 12 hours [1] _____. In the UK, however, a lot of people sleep for just 6 ½ hours.



Sao Paulo in Brazil has a large number of cars. Students can spend 5 / 20 / 40 minutes [2] _____ on a five kilometre journey to school.



Students in China are at [3] _____ from 7.30 a.m. until 5 p.m. and in northern China some children have classes 5 / 6 / 7 days a week. Before starting the day, students exercise in the [4] _____. In Shanghai, China, students spend 7 / 12 / 14 hours a week doing homework – that's two hours every evening.



In France people spend more than two hours a day having breakfast, lunch and dinner. In the USA people only spend 17 / 67 / 127 minutes a day eating. Americans spend more time than other people [5] _____.



French people like shopping. They spend the most time [6] _____.



Americans spend most time in [7] _____ and on their computers. In total, teenagers there spend 50 / 100 / 150 hours a week in front of screens.

3 Complete the *Time of your life* quiz with words from exercise 1. Then choose the correct option in blue and compare your answers.

4 1.05 Watch or listen. Who likes seeing friends at the weekend? Who goes to school by bus?



5 1.05 Read the key phrases. Watch or listen again and complete them.

6 USE IT! Ask and answer the questions. Use some of the key phrases.

1 How much time *do* you spend travelling to school?
2 How much time *do* you spend at school?
3 How much time *do* you spend in your room?
4 Do you spend much time in front of the TV?

I don't spend much time travelling to school. Only about fifteen minutes.

KEY PHRASES

How you spend time

I spend all of my time [1] _____.
I spend too much time [2] _____.
We spend most of our time [3] _____.
I spend a bit of time [4] _____.
I don't spend a lot of time [5] _____.
Do you spend much time [6] _____?
I don't spend more than [7] _____.
I don't spend any time [8] _____.

Remember!

in bed, in the playground
at home, at the shops, at school
in front of the TV
on the bus
alone, online, indoors, outdoors

Finished?

Complete the key phrases with information that is true for you.

1 READING • Screen time

I can read comments and opinions, and understand the main ideas.

THINK! How much time do you spend in front of your computer screen every day?

Friends Forum

Main forum > Help and advice > Family rules > Screen time

Post reply | Log in

Typho

The only rule in our family is – no phones at the table. My dad bans phones when we're eating together at home, or if we're in a restaurant in town. My mum's always got her work phone, but she goes outside if someone calls.

Serzh98
New Member

We've got two family rules – but it's one rule for me and a different one for my sister!! I'm not allowed a computer in my room, but my parents let my sister have a PC because 'she's older and she studies more'. But she doesn't study!!

Sam15

My mum doesn't allow TVs, computers or phones in our rooms. But anyway, I don't want to watch TV in my bedroom. I want to sleep!

Maya

I don't watch much TV anyway, except a bit on YouTube. But my nan* lives with us and she watches TV 24/7. It isn't only young people who spend time in front of screens.
* nan = grandmother

Messifan

My mum allows me to play a lot of video games. Maybe because I do a lot of sport outside, too.

Typho

You're lucky – my parents only let me play video games when I finish my homework. But I have A LOT of homework so I hardly ever play.

<Previous thread <12345678> Next thread>

1 Read the study strategy. Then read the forum quickly. Which two people are not happy with the rules at home?

STUDY STRATEGY

Skimming for gist

The first time you read a text, read it quickly to understand the general idea. You can read the text again later to try to understand specific information.

2 **VOCABULARY PLUS** Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 12 in the Workbook.

3 1.06 Read and listen to the forum again and answer the questions.

Who...

1 ... doesn't allow his family to use phones during family meals?
2 ... allows their daughter to have a computer in her room?
3 ... doesn't let her daughter watch TV in her bedroom?
4 ... spends a lot of time watching TV?
5 ... allows their son to play video games after he finishes his homework?
6 ... lets her son play video games because he plays outside, too?

4 **USE IT!** Work in pairs. Do you think Typho's dad is right to ban phones at meal times? When do your parents let you use the computer?

1 LANGUAGE FOCUS • Present simple: affirmative and negative

I can write about habits and facts.

1 Complete the sentences with the words in the box. Then check your answers in the forum on page 10.

doesn't don't don't lives
studies want watches

We don't use our phones.

1 She's older and she _____ more.
2 But she _____ study!
3 I _____ want to watch TV in my bedroom.
4 I _____ to sleep!
5 My nan _____ with us and she _____ TV 24/7.

2 Complete the rules with five words from the box.

doesn't don't end habits
routines start



RULES

1 We use the present simple to talk about facts, _____ and _____.
2 Affirmative verbs _____ with *-s* in *he / she / it* forms.
3 Negative forms use _____ + infinitive without *to* after *I / you / we / they*.
4 Negative forms use _____ + infinitive without *to* after *he / she / it*.

3 Choose the correct words.

Some students (finish) / finishes school at 5 p.m.

1 My mum **don't / doesn't** like games.
2 She **don't / doesn't** play much.
3 Mark **study / studies** a lot.
4 His friends **don't / doesn't** work much.
5 My friends and I **watch / watches** films on my computer.

Remember!

Spelling rules

spend – spends
study – studies
watch – watches

4 1.07 PRONUNCIATION *Third person -s*

Listen. Then practise the examples.

/s/	/z/	/ɪz/
sleeps	*says*	*finishes*

5 1.08 Listen to eight more verbs and add them to the table in exercise 4. Practise saying them.

6 Complete the text with the correct form of the verbs in brackets.

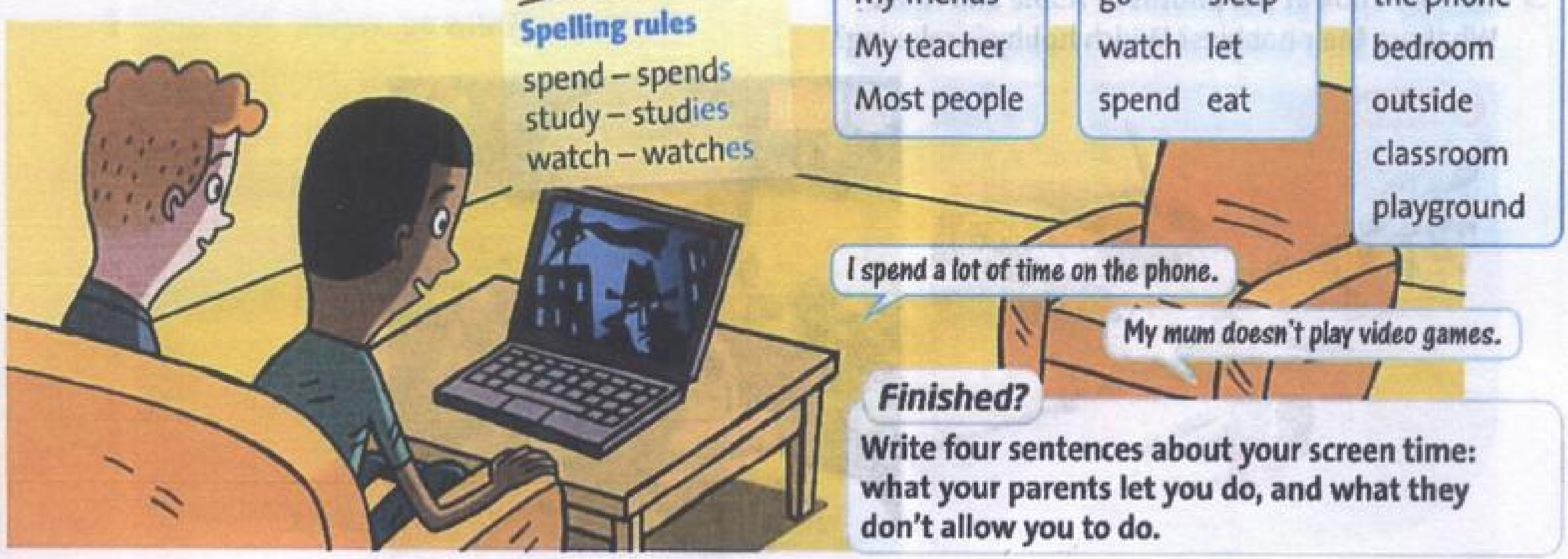
Typho



I *like* (like) my brother, but I [1] _____ (think) he has a problem. He [2] _____ (not sleep) much at the weekends because he [3] _____ (play) video games all day and [4] _____ (watch) TV all night. His friends [5] _____ (not see) him very often because he [6] _____ (stay) in his room and he [7] _____ (not go) outside. He [8] _____ (speak) to us on his mobile phone when he's hungry. I [9] _____ (not know) if this is normal. Please help!

7 USE IT! Write four true and four false sentences using the words in the boxes. Use affirmative and negative forms. Compare your sentences with your partner.

I	study	like	English
My mum	use	live	TV
My dad	play	speak	video games
My friends	go	sleep	the phone
My teacher	watch	let	bedroom
Most people	spend	eat	outside
			classroom
			playground



Finished?

Write four sentences about your screen time: what your parents let you do, and what they don't allow you to do.

1 VOCABULARY AND LISTENING • Free time activities

I can understand people when they talk about their hobbies.

THINK! How do you relax when you are not at school?

Free time questionnaire

Do you spend your time at home in front of a screen or in bed? Maybe you're creative and you like making things? Or maybe you like going out and doing things with friends?

Answer the questions and score: **3** = often **2** = sometimes **1** = never

Then add up your totals.

BEING ALONE

How often do you ... ?

watch TV ☐
stay in bed late ☐
_____ online ☐
listen to music ☐
_____ things ☐

YOUR SCORE ☐

BEING CREATIVE

How often do you ... ?

_____ videos ☐
_____ or paint a picture ☐
_____ an instrument ☐
_____ or write stories ☐
_____ cakes ☐

YOUR SCORE ☐

GOING OUT

How often do you ... ?

_____ friends ☐
_____ shopping ☐
_____ dancing ☐
_____ sport ☐
_____ to the cinema ☐

YOUR SCORE ☐

1 1.09 **Complete the phrases in the questionnaire with the verbs in the box. Then listen and check.**

bake blog collect do draw go (×4) make meet play ~~stay~~

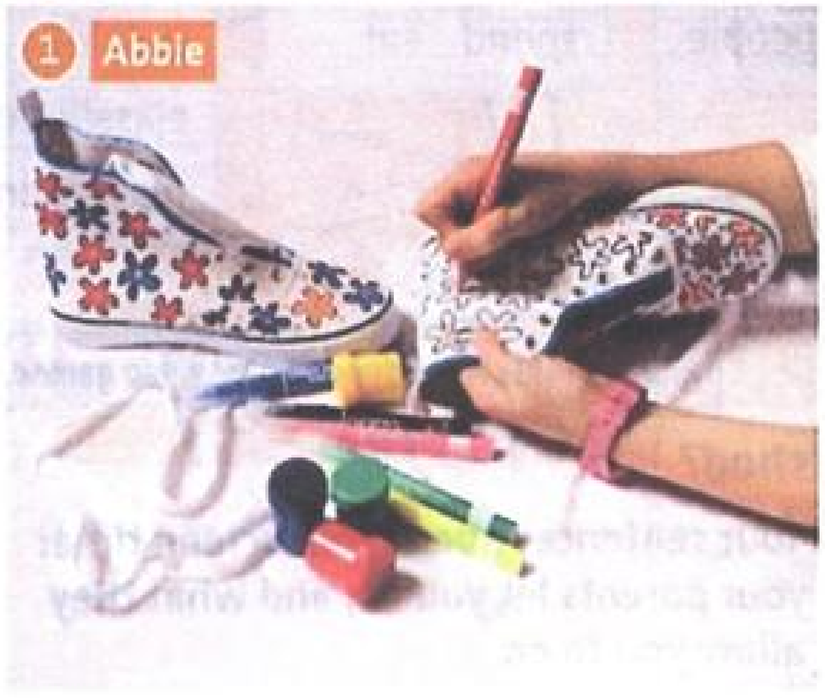
2 **Do the questionnaire. Do you like being alone, being creative, or going out? Compare your answers with your partner.**

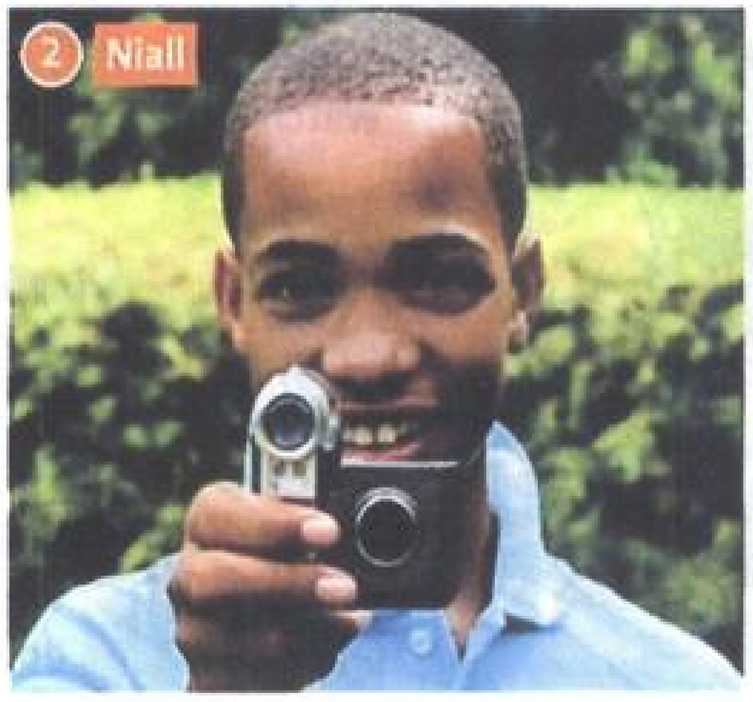
3 1.10 **Look at the photos of Abbie and Niall. What are their hobbies? Which hobby is relaxing?**

4 1.10 **Listen again and answer the questions.**

1 Where does Abbie buy the trainers and paints?
2 Why does Abbie like painting?
3 What do Abbie's friends think of the trainers?
4 Does Niall write the stories for his videos?
5 How do his friends help with the videos?
6 How often does he make the videos?

5 USE IT! **Work in pairs. Which hobby do you prefer: Abbie's or Niall's? Why?**





1 LANGUAGE FOCUS • Present simple: questions

I can ask and answer questions about free time activities.

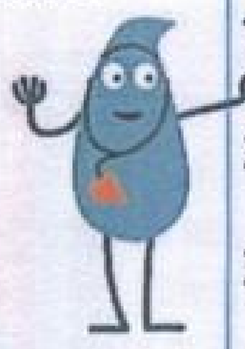
1 **Complete the questions and answers with *do*, *don't*, *does* and *doesn't*. Then choose the correct words in rules 1–4.**

Do her friends like the trainers?

Yes, they [1] ____ ./ No, they [2] ____ .

[3] ____ Niall write stories?

Yes, he [4] ____ ./ No, he [5] ____ .



RULES

1 We use *is / do* to make questions with regular verbs with *I / you / we / they*.
2 We use *do / does* to make questions with regular verbs with *he / she / it*.
3 In short answers using regular verbs, we say *Yes, I am / do* and *No, I 'm not / don't*.
4 In short answers using regular verbs, we say *Yes, he is / does* and *No, she isn't / doesn't*.

2 **Complete the questions using the present simple form of the verbs in brackets.**

Do you blog about your life? (blog)
1 ____ you and your friends ____ videos? (make)
2 ____ you ____ your friends after school? (meet)
3 ____ your best friend ____ near you? (live)
4 ____ you ____ things? (collect)
5 ____ your dad ____ in bed late? (stay)
6 ____ people in your class ____ a lot? (talk)

3 **Ask and answer the questions from exercise 2. Use *do*, *don't*, *does* and *doesn't* in your answers.**

Do you blog about your life?

No, I don't. I take photos and put them on Instagram.

4 **Read the answers and complete the questions with the words in the box.**

~~Do you ever~~ How often What When Where Who Why

Do you ever go to the cinema?
Yes, I do. I love watching films.
1 ____ do you go?
Not often – about once a month.
2 ____ do you go with?
My best friend, and sometimes my sister.
3 ____ do you go?
To the cinema in town.
4 ____ do you go?
Usually on Saturday afternoons.
5 ____ do you watch?
Scary films!
6 ____ do you watch scary films?
Because my friend loves them.

5 **Ask a partner the questions from exercise 4.**

6 **USE IT! Work in pairs. Ask questions using words from boxes A and B. Find out ten different things about your partner.**

A
What
Where
How often
Do you ever
What time
Who
When

B
meet friends
phone
study
write stories
watch
do sport
bake
play an instrument
go dancing

What do you watch on TV?

I usually watch films.

Me, too!

Finished?

Write six questions about a hobby to ask someone in your class. Use the question words in exercise 6.



1 SPEAKING • Thinking of things to do

I can make and respond to suggestions.

THINK! What can you do in your town at the weekend?

Jamie What are you doing today?
Lisa Nothing much. [1]
Jamie I don't want to stay at home all day. It's boring.
Lisa Well, what do you want to do?
Jamie I don't know. I just want to go out.
Lisa [2] _____ We can take a sandwich.
Jamie It's really cold. [3] _____ when it's cold.
Lisa Mmm. Well, I don't want to play computer games all day.
Jamie [4] _____ There's a new café on the High Street. They say it's very good.
Lisa [5] _____ We can go to the shopping centre, too.
Jamie I don't know about the shopping centre, but the café sounds good.
[6] _____ and then get the bus into town.
Lisa OK.



1 1.11 **Complete the dialogue with the key phrases. Then watch or listen and check. What do Lisa and Jamie decide to do?**

KEY PHRASES

Making and responding to suggestions (1)

1 Shall we do something? S
2 That sounds like a good idea. ☐
3 Let's finish our homework now. ☐
4 How about going into town? ☐
5 Why don't we go for a bike ride? ☐
6 I don't feel like cycling. ☐

2 **Which key phrases are for making suggestions and which are for responding to suggestions? Write *S* (suggestion) or *R* (response).**

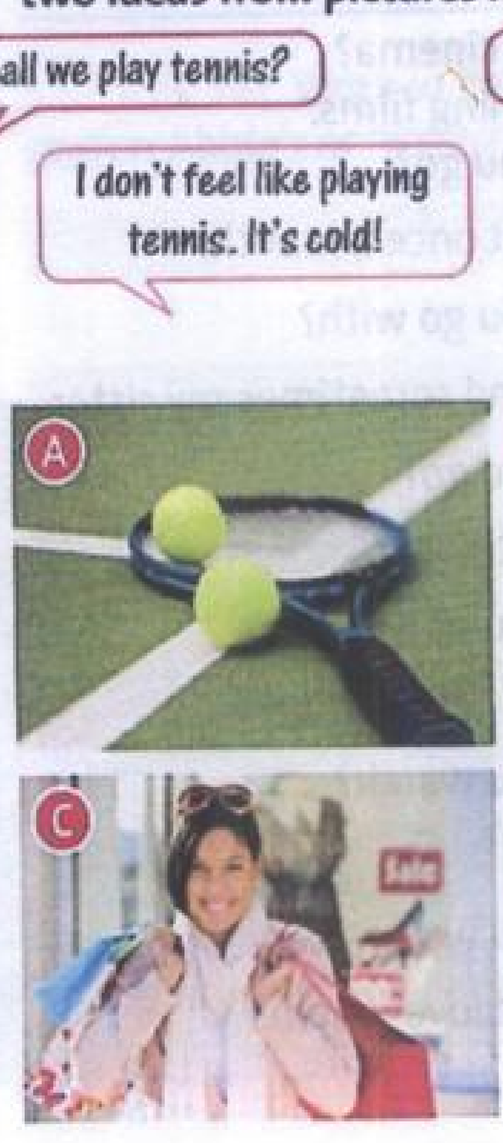
3 **Work in pairs. Practise the dialogue.**

4 1.12 **Choose the correct phrases in the mini-dialogues. Listen and check. Then practise them with your partner.**

1 A Let's / Why do something different.
B OK. What do you **want** / **feel** to do?
2 A **Why don't we** / **We'll** go to the cinema? There's a good film on this week.
B That **'s like** / **sounds like** a good idea.
3 A How about **going** / **go** for a walk?
B No thanks. I don't really like / feel like going for a walk.
4 A What shall we doing / do?
B Nothing. I'm happy here on the sofa.

5 **USE IT! Work in pairs. Prepare and practise a new dialogue. Use the key phrases and at least two ideas from pictures A–D below.**

Shall we play tennis?
How about watching a film?
I don't feel like playing tennis. It's cold!
That sounds like a good idea! Which film do you want to watch?



1 WRITING • A profile for a web page

I can write about myself using *and*, *also* and *too*.

THINK! What do you do in and around your home town at the weekend?

This is me

Hi. My name's Rachel and I live near Glasgow in Scotland. This is how I like spending my time:



PLACES

I spend a lot of time at my friend's house and I also like meeting friends in town. We usually go to the shopping centre or the cinema.

ON SCREEN

I'm not really bothered about TV, but I enjoy watching music videos. Really, I prefer watching funny programmes on YouTube. I'm not a big video games fan.

SPORTS AND HOBBIES

I love horses and I go riding twice a week. I'm also into athletics. I play the piano, too, but I don't always enjoy practising.

MUSIC

I like listening to most music, but I'm not mad about Justin Bieber! I hate listening to him. Sorry – he annoys me!

BACK TO TOP

1 Read the profile and find three things which Rachel likes.

2 Complete the key phrases with words from Rachel's profile.

KEY PHRASES

Likes and preferences

1 I like _____.
2 I enjoy _____.
3 I prefer _____.
4 I hate _____.
5 I'm not really bothered about _____.
6 I'm (not) a big _____ fan.
7 I'm not mad about _____.
8 I'm into _____.

3 Write five true sentences about yourself using the key phrases in exercise 2.

Language point: Linkers

4 Find *and*, *also* and *too* in the profile. Are they in affirmative or negative sentences? Where is each word in the sentence?

5 Complete the sentences using *and*, *also* and *too*.

1 I like swimming _____ I like playing tennis.
2 I eat meat _____ I eat fish _____.
3 I play the piano. I _____ play the violin.
4 I love being in the countryside _____ I love being in the park _____.
5 I meet friends at the weekend _____ I _____ listen to music.

6 USE IT! Follow the steps in the writing guide. Ask and answer the questions for part B with your partner.

WRITING GUIDE

A TASK

Write a personal profile for a web page. Explain how you like spending your time.

B THINK AND PLAN

1 What's your name and where do you live?
2 Where do you like spending your time?
3 Who do you like spending your time with?
4 How do you spend your screen time?
5 What sports and hobbies do you like?
6 What music do and don't you like?

C WRITE

Copy the headings from Rachel's profile. Then write your profile in your notebook. Include some of the key phrases.

D CHECK

Can you join any sentences with linkers?

1 REVIEW

Vocabulary

1 Complete the lists with the words and phrases in the box.

city	collect	go online	in the park	
restaurant	write stories			

1 café, shopping centre, shops, _____
2 make, do, draw, _____
3 town, countryside, village, _____
4 stay in bed, listen to music, watch TV, _____
5 play an instrument, bake cakes, make videos, _____
6 on the sofa, on the phone, at the shops, _____

2 Complete the text with the words in the box.

blogs	café	go	internet	listen
room	sports	videos		

My brother Tom has got a computer in his [1] _____. He spends a lot of time on the [2] _____. He watches [3] _____ and he [4] _____ about video games. I prefer to be with my friends. We meet in a [5] _____ after school. On Saturdays we do [6] _____ and in the evening we sometimes [7] _____ to the cinema or [8] _____ to music.

Language focus

3 Complete the sentences using the present simple form of the verbs in brackets.

1 He _____ things. (collect)
2 I _____ swimming. (not go)
3 You _____ friends after school. (not meet)
4 She _____ online in the evening. (not go)
5 They _____ music online. (listen to)
6 We _____ videos in English. (watch)

4 Write present simple questions. Then write true short answers.

1 you / like / the countryside?
2 your friends / write blogs?
3 your teacher / use / videos in class?
4 you / play / an instrument?
5 your friends / live / in town?
6 you and your friends / spend a lot of time / at the shops?

5 Complete the questions with the words and phrases in the box.

How often	What time	When	Where	
Who	Why			

1 A _____ do you listen to music?
B In the evening, after dinner.
2 A _____ do you stay in bed late?
B I never stay in bed late.
3 A _____ do you make videos with?
B My two friends from school.
4 A _____ do you go after school?
B I go home to do my homework.
5 A _____ do you collect things?
B Because I like it.
6 A _____ does the film start?
B It starts at 7.45 p.m.

Speaking

6 Complete the dialogue with the words and phrases in the box.

don't we	feel	How	Let's	
Shall	sounds			

Jo Hi, Leah. [1] _____ do something.
Leah OK. [2] _____ we go into town?
Jo That [3] _____ like a good idea. [4] _____ about going to the shopping centre?
Leah I don't [5] _____ like shopping.
Jo All right. Why [6] _____ go to the cinema, then?
Leah I haven't got any money.

Listening

7 1.13 **Listen to the dialogue and write *true* or *false*. Correct the false sentences.**

1 Natalie collects books.
2 She loves real books because they've got photos and pictures.
3 She's got about seventy books.
4 She doesn't read in bed because she can't sleep.
5 Natalie never buys her friends books as birthday presents.
6 She usually buys a book every two months.

1 PUZZLES AND GAMES

1 FIND THE PREPOSITION. Work in three teams. Look at the pictures and say where the person is. Use *at*, *in* and *on*. Find the four pictures that use the same preposition.



2 **GUESS THE FAMOUS PERSON. Work in pairs. Follow the instructions.**

- In pairs, write five clues about a famous person using present simple affirmative and negative sentences.
- Read your sentences, one sentence at a time, to another pair.
- The first pair to guess the famous person wins.



3 **Find nine more free time activities in the puzzle. Use two squares for each one.**

go shopping

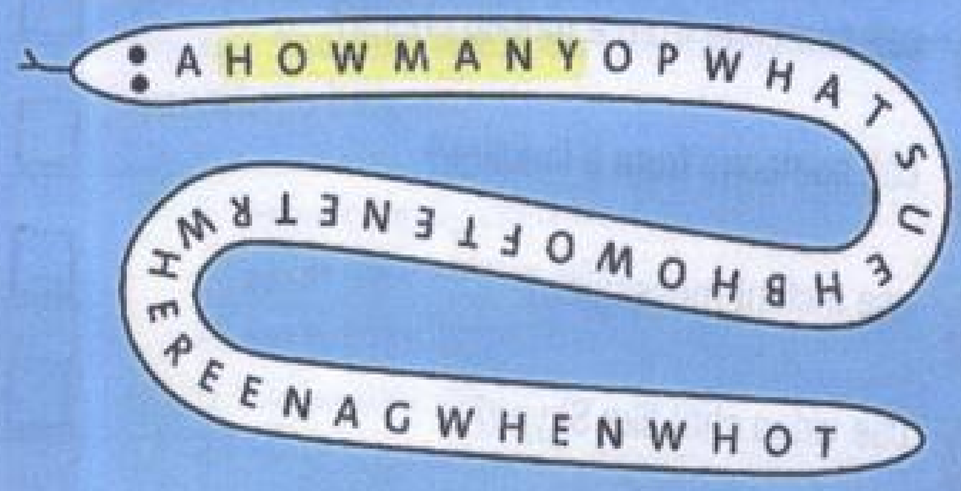
go	meet	dancing	online	watch
listen to	a picture	shopping	do	sport
go	TV	write	go	paint
cakes	friends	music	bake	stories

4 **MAKE SENTENCES. Work in two teams. Follow the instructions.**

- Make eight sentences using a word or phrase from the box and a free time activity from exercise 3.
- Take turns reading your sentences out.
- Decide if the other team's sentence is correct. Your teacher can help. Each correct sentence gets one point.
- The team with the most points wins.

never almost never sometimes often
usually always twice a week
every day once a month

5 **WORDSNAKE. Work in pairs. Find the question words and complete the questions. Ask and answer the questions.**



How many languages does your mother speak?

1 _____ time do you get up on Saturdays?
2 _____ do you go to the cinema?
3 _____ does your uncle live?
4 _____ do you do your homework?
5 _____ do you talk to on the phone the most often?

2 Communication

VOCABULARY • Communication

I can talk about how I communicate today.

Extra listening and speaking p89
Curriculum extra p97
Culture p105
Project p112

THINK! Name five different ways that you communicate with other people.

1 1.14 Match the words in blue in the communication survey with pictures A–J. Listen and check.

2 Do the survey and compare your answers with your partner.



COMMUNICATION SURVEY

The way we communicate is changing. That's a fact. But how? Please take our survey so we can find out.

How often do you ...

1. have face-to-face conversations with friends? ☐
2. send a text message? ☐
3. send an email? ☐
4. send a letter or card? ☐
5. call someone from a mobile phone? ☐
6. call someone from a landline? ☐
7. use instant messaging? ☐
8. use video chat like Skype? ☐
9. use symbols like emoticons and emojis in messages? ☐
10. Post messages on social media? ☐

Write your score

All the time 4 Often 3 Sometimes 2 Never 1

H



I



J

FACT FILE

COMMUNICATION MINUTES DEDICATED TO:



3 **Read the fact file. Complete the statements about communication habits with the words in the box.**

hardly any most much less much more

1 Adults spend time using email to communicate than young people.
2 Compared to adults, young people spend communication time talking on the phone.
3 Young people spend communication time on emails.
4 Young people spend of their communication time on social media.

4 1.15 **Watch or listen. Who meets their friends the most: Rebecca and Harry, or Steve?**



5 1.15 **Watch or listen again and put the key phrases in the order you hear them.**

KEY PHRASES

Comparing answers

a What about you? ☐
b Of course. ☐
c Of course not.
d Really? ☐
e Not really.
f I'm surprised! – Me, too. ☐
g I'm not surprised. – Neither am I. ☐

6 **USE IT! Work in pairs. Take turns to discuss the fact file. Use the key phrases and the questions below.**

1 In your family, *do* the adults speak on the phone more than you?
2 Do you prefer to text or talk?
3 Do you use emails very much?
4 Do you spend most of your communication time on social media?

Finished?

Write a paragraph describing the time you and your family spend communicating.

2 READING • Emojis

I can identify the main topics in an article.

THINK! Why do people use emoticons?

Look!
I'm speaking emoji

1 Anna is sitting on the sofa and she's sending Lucy an instant message. They're having a long conversation, but Anna isn't only using real words and they aren't writing real sentences. Like most other young people, they're messaging with small, colourful pictures. They're communicating with emojis.

2 Look around and you can find creative emoji T-shirts, posters, videos, and emoji stories and songs. Emojis are everywhere, but where are they from and why are they so popular?

3 The inventor of the first emojis, Shigetaka Kurita, is from Japan, and 'emoji' comes from the Japanese for *picture* (*e*) and *letter* (*moji*). There are now more than a thousand, showing people and ideas from many cultures, not only Japan. They now have many different skin colours, and they are becoming a truly international language.

4 Emojis and emoticons are popular because they can show our feelings. When we aren't speaking face-to-face, it's important to see if a message is sad, silly, funny or happy. So emojis are useful, but most of all they add a bit of colour to our lives, and a bit of fun. And that's why we really love them.



Emoji fact file

First used: 1999, Japan

Why: easy to send in phone messages

Original number of emojis: 176

Number of emojis now: more than 1,200

Most popular emoji:

1 Read the article. Which of topics A–E are in the text? Put the topics in order.

A Emojis to communicate ☐
B Fashion in Japan ☐
C Emojis in everyday life ☐
D Emojis and emotions ☐
E Where emojis are from ☐

2 1.16 Read and listen to the article again. Write *true* or *false*.

1 Lucy is reading a message made of emoticons.
2 There are emojis on clothes.
3 Emojis show only Japanese culture.
4 The people and faces in the new emojis use a lot more colours.
5 Emojis don't help with communication.

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 20 in the Workbook.

4 USE IT! Work in pairs. Do you like emojis? Why / Why not?

2 LANGUAGE FOCUS • Present continuous: affirmative and negative

I can describe what's happening in a picture.

1 Complete the sentences with the words in the box. Check your answers in the text on page 20. Then choose the correct words in the rules.

are becoming aren't speaking
is sending isn't using

1 Anna _____ Lucy an instant message.
2 Anna _____ real words.
3 They _____ a truly international language.
4 We _____ face-to-face.



RULES

1 We use the present continuous to talk about **things happening now / habits.**
2 We make the present continuous with the verb ***do / be*** and the ***-ing / base*** form of a verb.
3 We don't usually use some verbs in the present continuous. Two of these are ***be / live*** and ***make / have*** (possession).

2 Read the study strategy. Then write the *-ing* form of the verbs. Check your answers in the text on page 20.

1 become _____
2 have _____
3 send _____
4 speak _____
5 sit _____
6 write _____

STUDY STRATEGY

Finding spelling rules

Sometimes the final letter of a verb can show you how to spell the continuous form.

- Look at verbs that end in *-e*. Do you keep or delete the *-e* before you add *-ing*?
- Look at verbs that end in a short vowel and then a consonant. What letter is added before *-ing*?

3 Look at picture A. Complete sentences 1–6 using affirmative and negative forms of the present continuous.

1 A man, a woman and a dog _____ (sit) in a boat.
2 The man _____ (have) a conversation.
3 He _____ (say), 'We're having a fantastic holiday!'
4 The woman _____ (listen).
5 She _____ (sleep).
6 The dog _____ (point) to a sign.

A



4 Write *true* and *false* sentences about picture B using affirmative and negative forms of the present continuous. Use the verbs in the box.

have help look say sit sleep
speak swim

B



The man isn't saying 'We're having a fantastic holiday!' (true)
The man is helping the dog. (false)

5 USE IT! Read your sentences from exercise 4 to your partner. Say if your partner's sentences are true or false.

Finished?

Find another picture in this book and describe it to your partner.

2 VOCABULARY AND LISTENING • On the phone

I can understand and use telephone language.

THINK! Which person do you phone most often? Who do you text most often?



1 1.17 **Listen and match phrases A–H with what you hear (1–8). Listen again and check.**

A be engaged / busy	☐	E hang up	☐
B call back	☐	F leave a voicemail	☐
C dial a number	1	G put on speakerphone	☐
D download a ringtone	☐	H send a text message	☐

2 1.18 **Match 1–6 with a–f. Listen and check.**

1 I'm afraid ...	a I haven't got any credit.
2 His phone's ringing, ...	b ... but he's not answering.
3 Wait! Wait! Please, ...	c Can you speak up?
4 Sorry, I can't hear you.	d ... you've got the wrong number.
5 Oh, I need to top up my phone.	e ... don't hang up.
6 Hello, is that Susan?	f No, it's Janet.



3 1.19 **Listen to three conversations. Match pictures A–C with conversations 1–3.**

4 1.19 **Listen again and answer the questions.**

1 Where is David?
2 What does David's mum want him to do?
3 Why is Ollie surprised when Janet answers the phone?
4 Why can't Ollie call Susan back?
5 Who is Andrew's grandmother speaking to?
6 Where does Anthony work?

5 1.19 **Listen again. Write who says phrases 1–6 in exercise 2.**



6 USE IT! **Work in pairs. Imagine you are in the following situations. Think of your answers and then explain your reasons to your partner.**

1 You are in town with friends. Your mum calls you. Do you ...
   a answer your phone?
   b pretend you can't hear it?
   c answer, but say that the line is bad and hang up?
2 You are talking to a friend on the phone in a public place. Your friend can't hear you. Do you ...
   a explain that the line is bad, hang up and call later?
   b continue the call and speak up?
   c hang up and send a message?
3 You send an instant message to a friend with important news. Your friend doesn't answer. Do you ...
   a forget about it and wait for your friend's response?
   b think your friend is ignoring you and feel angry?
   c call to tell your friend to look at the message?





2 LANGUAGE FOCUS • Present continuous: questions • Present simple and present continuous

I can write about what's happening now, and what happens regularly.

Present continous: questions

1 Match questions 1–4 with answers a–d. Then choose the correct words in rules 1–2.

1 Are the boys watching TV?
2 What are they chatting about?
3 Is Becky answering questions?
4 What's she doing with her mum?

a She's cooking.
b Yes, she is.
c They're chatting about sport.
d No, they aren't.



RULES

1 In the present continuous we make questions using the verb *be / do / have*.
2 We make short answers with a pronoun, like *I, we*, etc., and the verb *be / do / have*.

2 1.20 **PRONUNCIATION** Word stress in questions and answers **Listen to the questions and answers. Which words are stressed in each phrase? Listen again and repeat. Then ask and answer the questions with your partner.**

1 A Are they listening to the radio?
B No, they aren't.
2 A Is your phone ringing?
B Yes, it is.
3 A Where's she calling from?
B She's calling from Ireland.
4 A Why are you standing at the window?
B I'm trying to get reception on my phone.

3 Order the words to make questions. Then ask and answer the questions with your partner.

1 you / are / listening to / your teacher / ?
2 your teacher / what / doing / is / ?
3 speaking / the person next to you / is / ?
4 are / you / near a window / sitting / ?
5 are / talking a lot / the people in your class / ?
6 what / thinking / are / you / ?

4 Read the examples and then complete the rules.

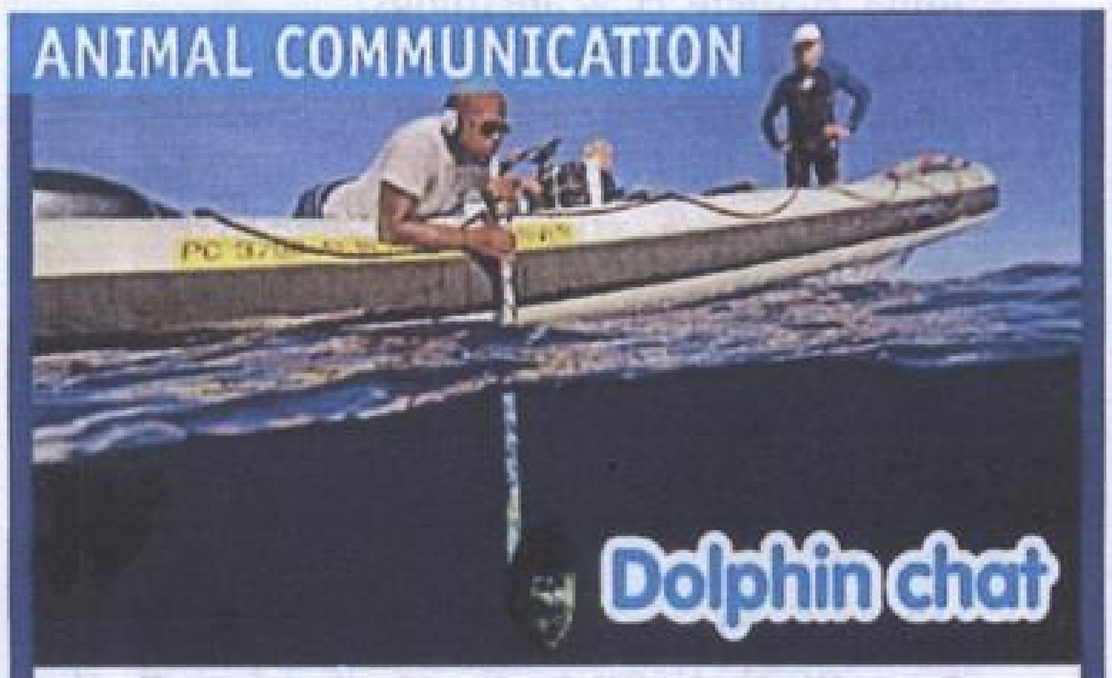
I often listen to music on my phone.
I'm listening to a great song at the moment.

RULES

1 We use the present ____ for actions in progress.
2 We use the present ____ for routines or repeated actions.

Present simple and present continuous

5 Complete the interview with the present simple or present continuous form of the verbs.



Dr Wenger, what's your job exactly? What do you do?
I study animal communication.
And what [1] ____ (you / study) at the moment?
At the moment I [2] ____ (work) with scientists in Miami. We [3] ____ (study) dolphins.
Yes, these photos are interesting. What [4] ____ (you / do) in this photo?
We [5] ____ (listen) to the sounds of the dolphins. They usually [6] ____ (make) different sounds when they are happy and when they're sad.
The second photo is great. [7] ____ (they play)?
Yes, they often [8] ____ (play).
It's another type of communication.
Very interesting. Thanks, Dr Wenger.



6 USE IT! **Write present simple and present continuous questions using the words in the box and your own ideas. Then ask and answer the questions with your partner.**

are does phone what you
your sister call get bad reception
hang up how often talk to
the wrong number when where who
why your brother your parents

Finished?

Write questions about people in your class.

2 SPEAKING • Making plans over the phone

I can make plans with friends.

THINK! When you want to tell friends something important, do you phone or text?

Anna Hello?
Mike Hi, Anna. It's Mike.
Anna Hi there. How are things?
Mike Good. Are you [1] _____?
Anna Yes. Why?
Mike Well, I'm [2] _____ with Sally in town. We're thinking of going to the [3] _____. Are you interested?
Anna I'd like to come, but I can't right now.
Mike What [4] _____?
Anna I'm waiting to Skype my [5] _____ in Canada. What time's the [6] _____?
Mike It's at four o'clock.
Anna Oh, that's OK. I can make it at four. That's lots of time to Skype and then get the [7] _____ into town.
Mike Cool! Text me when you're on the bus.
Anna OK. See you later.


Anna

1 1.21 **Complete the dialogue with the phrases in the box. Then watch or listen and check. What does Mike want to do? Why can't Anna meet Mike now?**

are you doing? at home bus
cinema cousin film having coffee

2 1.21 **Read the key phrases. Cover the dialogue and try to remember who says the phrases, Anna or Mike. Which key phrases are not used? Watch or listen again and check.**

KEY PHRASES

Making plans

1 We're thinking of going to the cinema. ☐
2 Are you interested? ☐
3 I can't right now. ☐
4 I can't make it. ☐
5 I'm not sure. ☐
6 Nothing special. ☐
7 I can make it at four. ☐
8 Text me when you're on the bus. ☐

3 **Work in pairs. Practise the dialogue.**

4 1.22 **Put the dialogue in the correct order. Listen and check. Then practise it with your partner.**

☐ A Oh, right. Text me later when you're free, OK?
☐ A Bye.
☐ 1 A We're thinking of playing football. Are you interested?
☐ A Why? What are you doing?
☐ B I can't right now. Maybe later.
☐ B OK then. Bye.
☐ B Nothing special. I'm doing my homework.

5 **USE IT! Work in pairs. Read the situation and prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.**

Student A: Phone student B and ask if he / she's interested in going shopping.

Student B: Ask student A for details and say that you aren't sure: you're playing video games at the moment, and you're winning. Ask if you can go another time.

2 WRITING • A report on a survey

I can use *but* and *however* to contrast results.

THINK! What is your favourite song in English? Do you listen to many songs in English?

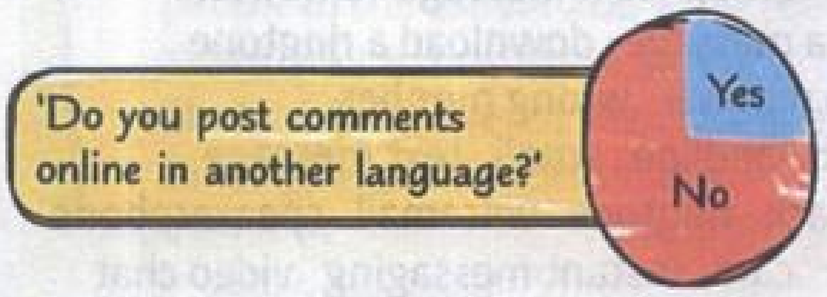
Language survey: Report

These are the results of our survey on using foreign languages. The results are from interviews with eight people in our class of thirteen, so more than half of the class.

Learning and speaking
Everybody in the group is learning a second language and a few people speak more than two languages. One or two people are thinking of studying languages in the future, but nobody in the group speaks English outside of class.

Internet and social media
Half of the people in the group visit websites which are in other languages. However, less than half of the survey group post comments or messages online in another language.

Other media
Everybody in the group listens to English songs, but only a few people watch TV programmes or films in other languages.



Communication survey: questions

Are you learning a second language at the moment?
Do you speak more than two languages?
Do you ever speak English outside class?
Do you ever visit websites that are in another language?
Do you ever post comments or messages in another language?
Do you ever listen to English songs?
Do you watch films or TV programmes in another language?

1 **Read the language survey report. How many people are there in the class? How many people watch TV programmes in another language?**

2 **Complete the key phrases from the text. Which key phrases are followed by a verb in the singular form?**

KEY PHRASES

Numbers of people

Everybody [1]	group
More than half [2]	
Half [3]	in the group
[4]	than half
A [5]	people
[6]	in the group speaks English.

Language point: Contrasting ideas

3 **Find the words *but* and *however* in the survey. Do they come at the beginning, middle or end of a sentence?**

4 **Match 1–4 with a–d.**

1 Everybody speaks English in class, but ...	a only a few people read in a second language.
2 Everybody reads in their own language. However, ...	b songs in English are more difficult to understand.
3 Everybody listens to songs in English. However, ...	c everybody is learning English.
4 A few people know three languages, but ...	d nobody speaks English outside class.

5 **USE IT! Follow the steps in the writing guide.**

WRITING GUIDE

A TASK

Do another survey with the questions in the communication survey and write a report about the results.

B THINK AND PLAN

1 Ask the questions in your survey and make a note of the results.
2 Decide which of the phrases in the language point you need to use.

C WRITE

Paragraph 1: Introduction
Paragraph 2: Question topics
- Learning and speaking
- Internet and social media
- Other media

D CHECK

- expressions of quantity
- *but* and *however*
- the layout and neatness of your report

2 REVIEW

Vocabulary

1 Choose the odd word out in each group.

1 text message email conversation instant message
2 letter emoji text message emoticon
3 send a message download a ringtone dial a number wrong number
4 credit landline emoji text message
5 call back ringtone voicemail speakerphone
6 letter card instant messaging video chat

2 Choose the correct verbs.

1 Please don't **dial / hang / answer** up!
2 I need to **credit / download / top** up my phone.
3 He's isn't here at the moment. Please **call / speak / dial** back later.
4 I can't hear you. Can you **speak / talk / top** up?
5 I'm **dialling / downloading / calling** some new ringtones. They sound great.

Language Focus

3 Look at the picture. Complete the sentences with the affirmative (✓) or negative (✗) present continuous form of the verbs in the box.

not answer download not have not make ring send write

1 Mum _____ a card. ✓
2 The son _____ dinner. ✗
3 Dad _____ an email. ✓
4 The son _____ ringtones on his new phone. ✓
5 The son and daughter _____ a conversation with Mum and Dad. ✗
6 The landline phone _____, but Mum and Dad _____. ✓ / ✗



4 Write questions using the present continuous. Then look at the picture in exercise 3 and write short answers.

1 Mum / write / a letter ?
2 the children / have / dinner ?
3 the daughter / make / dinner ?
4 Mum and Dad / watch TV ?
5 the dog / answer / the phone ?

5 Complete the sentences. Use the present simple or present continuous form of the verbs in brackets.

1 Carl always _____ (download) music, and he _____ (not listen to) the radio.
2 _____ you _____ (watch) this film? I _____ (not enjoy) it.
3 I never _____ (get) reception here. At the moment, I _____ (stand) at the window, but it isn't any better.
4 My friend _____ (call) me from America now. He always _____ (phone) on this day every month.

Speaking

6 Complete the dialogue.

Susan Hi, Jane. It's Susan.
Jane Hi, Susan. How are things?
Susan Fine. Listen, I'm ¹t_____ of going shopping. Are you interested?
Jane I can't ²m___ _t, I'm afraid. Not right now.
Susan ³W___ are ⁴_ _ _____g?
Jane ⁵N_____ _____l. Just my homework. I've got a test tomorrow.
Susan Oh. Well, ⁶t__t me later when you're free.
Jane OK.

Listening

7 1.23 **Listen to Ellen and Daisy. Write *true* or *false*. Correct the false sentences.**

1 Ellen is speaking on her landline.
2 Ellen's brother is talking to his cousin.
3 Ellen can get reception on her phone at home.
4 Ellen wants Daisy to call her back because there's bad reception.
5 Ellen can't top up her phone because she hasn't got any money.
6 Ellen wants to call Daisy back later.

2 PUZZLES AND GAMES

1 **Complete the puzzle with words about communication. Then use the letters in the blue boxes to make a mystery word.**

	C	A	R	D								
1	E	M		T			■	■	S			
2	■			E	O		C		A			
3	L		T		■	■						
4	S				A				E			■
5	■		X					S				
6	M			■		E				■	■	E
7	S					L	■					

2 **SENTENCE RACE. Work in three teams. Order the words to make present continuous sentences. Score three points for finishing first. Score one point for each correct sentence.**

still / for / She's / bus / waiting / the / school
She's still waiting for the school bus.

1 isn't / very / maths / Our / teacher / well / feeling / today
2 his / playing / Jake / and / park / brother / in / the / are / football
3 phone's / His / answering / ringing / he / but / isn't
4 living / My / aren't / us / now / grandparents / with
5 my / working / I'm / landline / afraid / moment / the / isn't / at

3 **Look at the mobile phone key pad. Use the code to write phone language verbs.**

(c) = consonant
(v) = vowel

3(c) 4(v) 2(v) 5(c) = *dial*

1 7(c) 3(v) 6(c) 3(c)
2 8(c) 6(v) 7(c) 8(v) 7(c)
3 3(c) 6(v) 9(c) 6(c) 5(c) 6(v) 2(v) 3(c)
4 4(c) 2(v) 6(c) 4(c) 8(v) 7(c)
5 7(c) 8(v) 8(c)
6 7(c) 7(c) 3(v) 2(v) 5(c) 8(v) 7(c)
7 5(c) 3(v) 2(v) 8(c) 3(v)

4 **WHO'S WHO? Work in pairs. Follow the instructions.**

- **Student A:** Cover Picture B. Ask present continuous questions to find out where the people in the list are and what they're doing. Write their names on Picture A.
- **Student B:** Answer Student A's questions. Don't give extra information!

What's Dan doing?

Where's he sitting?

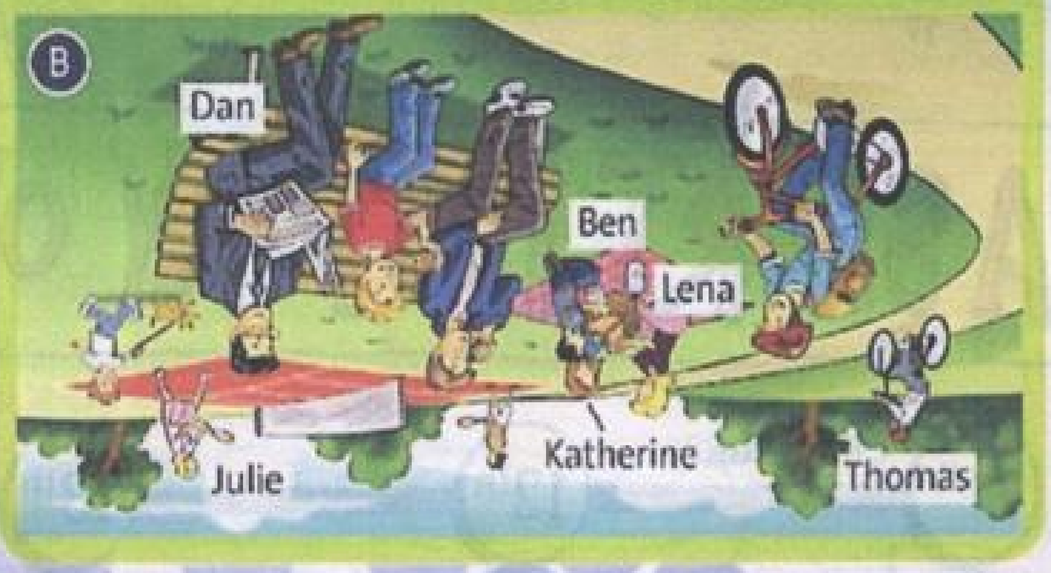
Is he wearing a ... ?

Julie
Dan
Thomas
Lena
Ben
Katherine

A



B



5 **Talk about each other. Work in groups of four. Follow the instructions.**

- Take it in turns to toss a coin.
- If the coin lands on 'heads', say a present simple sentence about someone in your class.
- If the coin lands on 'tails', say a present continuous sentence about someone in your class.



Maria speaks three languages.

Lucas is speaking to the teacher.

3 The past

VOCABULARY • People and places

I can express what I like and don't like.

Extra listening and speaking p90
Curriculum extra p97
Culture p106
Song p117

THINK! How many years are there in a century? How many centuries are there in a millennium?

1 Read *A short history of the Millennium* and complete the timeline with paragraphs A–E.

2 1.24 Complete the short history with the correct blue adjectives. Listen and check.

3 Think of people, places and events that you know. Complete the table with adjectives from the short history.

person	place	event

A Writers William Shakespeare and Miguel de Cervantes die on the same day in England and Spain.

B In the 1920s, astronomer Edwin Hubble discovers that there are many galaxies beyond the Milky Way.

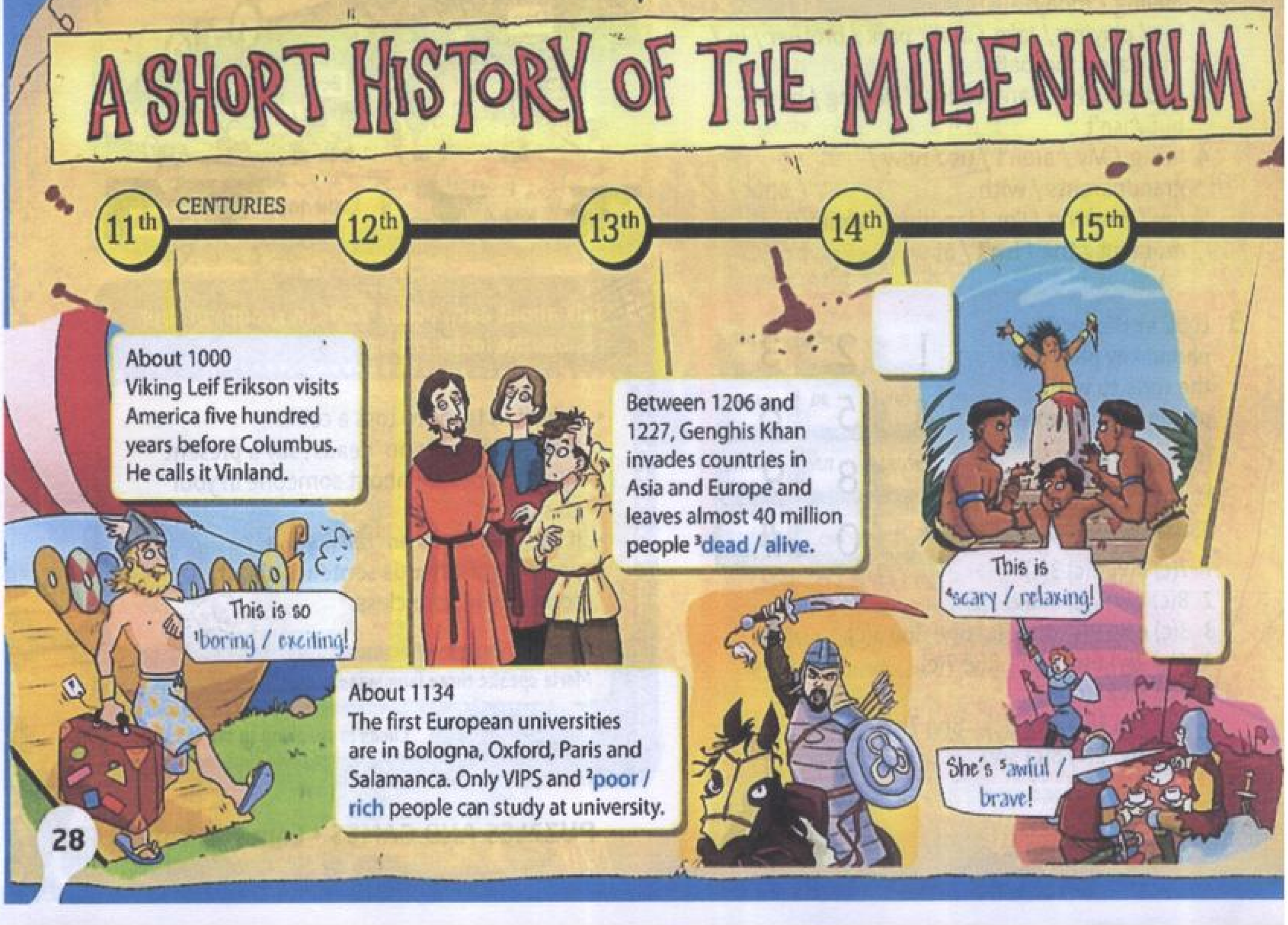
C Traders transport 6 million slaves from Africa between 1701 and 1800. William Wilberforce fights against slavery.

D During the Hundred Years War between France and England, Joan of Arc (1412–1430) leads the French army to great victories.

E 1325: The Aztecs build Tenochtitlan, which later becomes Mexico City. Human sacrifices are part of Aztec culture.



A SHORT HISTORY OF THE MILLENNIUM



PEOPLE FROM THE PAST

Tell me about ...



1 Where do you live?
I live in Tenochtitlan. It's OK here. I don't mind it, but the sacrifices are a bit cruel. (Aztec)



2 Who do you admire?
I really admire Joan of Arc. She's just a young girl, but she controls an enormous army. (French soldier)



3 What game or activity do you like?
I 'm really into writing plays. It's very exciting to see actors performing one of my plays. (Shakespeare)



4 What don't you like?
I really don't like losing battles. It's terrible. (Joan of Arc)



5 What's your favourite invention?
I really love the telescope. It's a very useful invention. (Edwin Hubble)

4 Read *People from the past*. Find five adjectives from *A short history of the Millennium*.

5 1.25 Watch or listen to the people. Which question from the interview does each person answer?



6 1.25 Watch or listen again and complete the key phrases.

KEY PHRASES

Likes and dislikes

I really love [1] _____
I really (don't) like [2] _____
I quite like [3] _____
I really admire [4] _____
I'm really into [5] _____
It's OK / exciting / terrible!
I don't mind it.

7 USE IT! Read the interview questions again and think of your answers. Then ask your partner. Use some of the key phrases. Remember to ask 'Why?'

Who do you admire?

I really like Taylor Swift. Her songs are great, and she does good things with her money.

Finished?
Write about events from history in your country.

16th

17th

18th

19th

20th

This is [6]useful / useless!

1500
Leonardo da Vinci invents a flying machine. His other inventions include a parachute and a helicopter, but he can't test them.

What do you think of my book?

It's [7]brilliant / horrible.

No SLAVES

Slavery is [8]cruel / kind!

Victoria becomes Queen of the UK in 1837. She rules for 63 years and seven months. She is very [9]popular / unpopular.

Wow! The universe is [10]enormous / tiny.

3 READING • Museum exhibits

I can use photos to help me understand a text.

THINK! **Think of an exciting place for a school trip and a boring place for a school trip.**

Seeing History

What was the last museum you were at? Was it good? What was your favourite exhibit? Send us your reports of the best things to see on holiday this year.

May

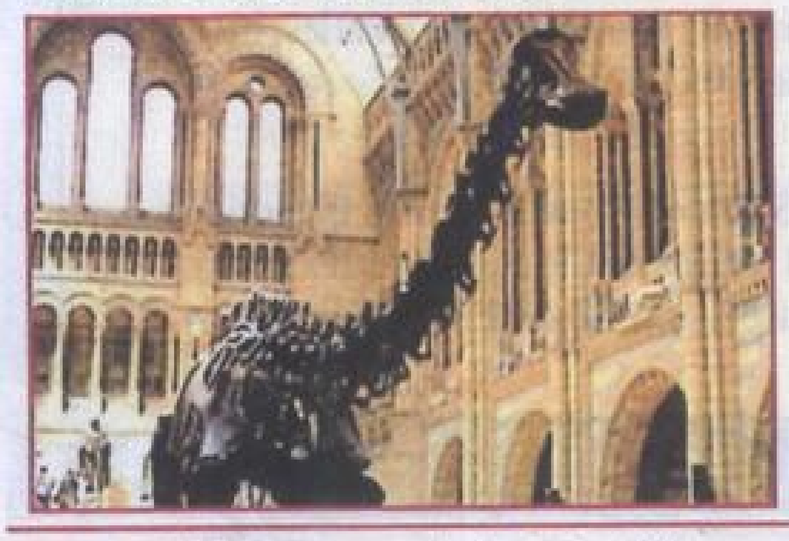
I was in London with my family last summer. We were in the Victoria and Albert Museum. There was an exhibition of shoes from different countries and periods in history. It was really interesting. There were some very tall, strange shoes from Japan from the 1920s. There were also some tiny shoes from China from the 19th century. For people in those days, the 'perfect' size for women's feet was 7.6 centimetres. I'm sure the shoes weren't very comfortable. A lot of girls weren't allowed to wear normal shoes. I think that was very cruel.





Tim

Our last school trip was to the Natural History Museum. Was it another boring school trip? No, it wasn't – that was a surprise. The building was beautiful, the food in the café was brilliant and the exhibits were all really interesting. The most popular were the dinosaurs. The diplodocus was enormous – it was 26 metres long. And there was a model of a Tyrannosaurus Rex with 15-centimetre-long teeth. Ouch! They were very scary animals.



Jess

Hey, you were lucky, Tim. We were on a school trip to a farm and it was terrible. There weren't any exciting animals, and the café wasn't very good. But last week I was at the National Motor Museum with my family and that was great fun. There were a lot of cars and motorbikes in the museum collection. My favourite was the fastest car in the world in 1964. It was strange – very big and long. It was called Bluebird. Here – I've got a photo of it.



1 **Look at the photos on this page. Answer the questions. Then read the reports and check your answers.**

1 What are the objects in the photos?
2 How old do you think the objects are?
3 Can you think of five words to describe the objects in the photos?

2 1.26 **Read and listen to the reports again. Complete the sentences with information from the text.**

1 The _____ from Japan were about _____ years old.
2 May thinks the shoes were uncomfortable because they were so _____.
3 Tim was happy with the food in the _____ at the _____.
4 _____ and _____ are both types of dinosaur.
5 The _____ wasn't a very interesting place.
6 _____ was a very fast car in the _____ Museum.

3 **VOCABULARY PLUS** **Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 28 in the Workbook.**

4 **USE IT!** **Work in pairs. Which of the museums on the website do you think is the most interesting? Do you know any good museums? Where are they? What is in them?**

3 LANGUAGE FOCUS • *was, were* • *there was, there were*

I can write about significant events in the past.

was, were

1 Complete the sentences with *was*, *were*, *wasn't* and *weren't*. Then check your answers in the text on page 30.

1 I _____ in London with my family last summer.
2 They _____ very scary animals.
3 The café _____ very good.
4 The shoes _____ very comfortable.
5 _____ it another boring trip? No, it _____.

2 Look at the sentences in exercise 1. Then complete the rules using the correct form of *was* and *were*.

RULES

1 In affirmative sentences, we use *was* or _____.
2 In negative sentences, we use _____ or *weren't*.
3 In *yes / no* questions, we use _____ / *were* + subject + phrase.
4 In short answers, we use *yes / no* + pronoun + _____ / *wasn't* or *were / weren't*.

3 Complete the sentences with *was*, *were*, *wasn't* and *weren't*.

My family and I *were* in England last year. ✓
1 The shoe exhibition _____ boring. ✗
2 Bluebird _____ a motorbike.
3 The shoes in China _____ very small.
4 _____ the Natural History Museum interesting? Yes, it _____. ✓
5 _____ May and her family in Paris last year? No, they _____. ✗

4 Write questions and short answers for the sentences in exercise 3.

Were May and her family in England last year? Yes, they were.

there was, there were

5 Choose the correct words.

1 There **was / were** a car from 1964.
2 There **was / were** lots and lots of cars.
3 There **wasn't / weren't** a good café.
4 There **wasn't / weren't** any exciting animals.

6 Write sentences about an event in your town last year. Use *There was* and *There were*. Think about:

the place the date the number of people
music famous people

It was in the town centre. It was in May last year ...



7 USE IT! Write questions with *was* and *were* and the words in the box. Then ask and answer the questions with your partner.

When Where Who What

1 _____ you at 8 o'clock this morning?
2 _____ your last meal?
3 _____ your first teacher?
4 _____ William Shakespeare?
5 _____ your last English test?
6 _____ your first visit to a museum?
7 _____ the last Olympic Games?

Where were you at 8 o'clock this morning?

I was on the bus.

Finished?

Write five quiz questions about the museums on page 30.

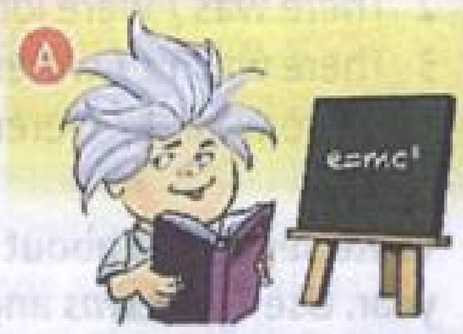
3 VOCABULARY AND LISTENING • Common verbs

I can describe a journey.

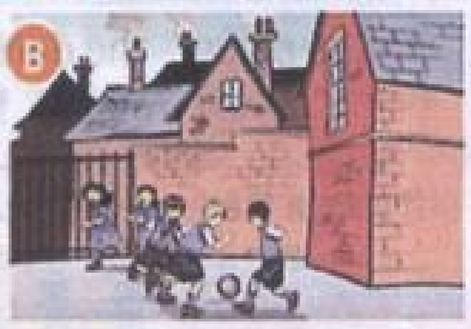
THINK! **You're a time traveller. Where in a past time do you want to go? Why?**

My Time Travels

I [1]**stayed / met** a boy and [2]**helped / visited** him with his homework.



I [3]**explored / came** my town and [4]**gave / saw** my school.



I [5]**travelled / saw** to Egypt and [6]**visited / met** the Pyramids.



I [7]**met / stayed** for three hours in Brazil and [8]**gave / watched** a football match.



I [9]**went / saw** to the year 2000 and I [10]**found / ate** my parents.



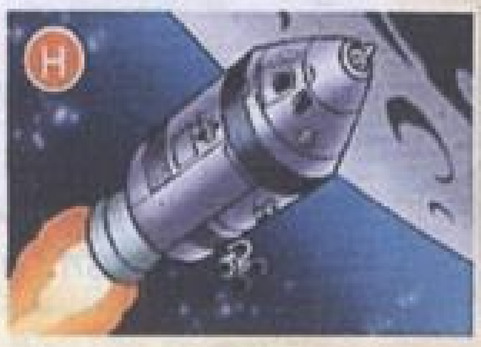
The dinosaurs [11]**met / looked** unfriendly, so I [12]**saw / took** a photo and [13]**came / felt** home quickly.



I [14]**had / got** lunch with Queen Victoria in London and I [15]**met / gave** her a photo.



I [16]**felt / had** sick on the journey to the moon, so I [17]**visited / left** after an hour.



1 1.27 **Read Jade's time travel diary. Choose the correct verbs. Then listen and check.**

2 1.28 **Find the past forms of these verbs in the diary. Which verbs are irregular? Listen and check.**

come eat explore feel find get give
go have help leave look meet
see stay take travel visit watch

come – came

3 1.29 **PRONUNCIATION** Regular past simple verbs **Listen and repeat the verbs.**

/t/	/d/	/ɪd/
helped	stayed	visited

4 1.30 **Listen to eight more verbs and add them to the table in exercise 3. Practise saying them.**

5 1.31 **Listen to Jade's time travel diary. Put pictures A–H in the correct order.**

6 1.31 **Listen again and answer the questions.**

1 Where did Jade go after Egypt?
2 Did she stay long in the age of the dinosaurs? Why / Why not?
3 In what year did she see her parents?
4 Who did she meet in Switzerland?
5 What did she watch in Brazil?
6 Why did she come home early from the moon?

7 **USE IT!** **Work in pairs. Describe a journey using five of the verbs in exercise 2.**

I travelled to Italy with my parents last summer. We stayed …

3 LANGUAGE FOCUS • Past simple affirmative, negative and questions, regular and irregular verbs

I can describe recent past events in my personal life.

Past simple

1 Choose the correct options, a or b. Then check your answers in the text on page 32.

1 Where did Jade see the Pyramids?
a in Egypt b in Rome
2 The dinosaurs looked ...
a friendly. b unfriendly.
3 She ... dinner with Queen Victoria in London.
a had b didn't have
4 Did Jade watch a football match in Brazil?
a Yes, she did. b No, she didn't.

2 Study the sentences in exercise 1. Then choose the correct words in the rules.



RULES

1 The past simple form of a verb is **the same** / **different** for all persons.
2 In negative sentences, we use *didn't* + the **base** / **past simple** form of the verb.
3 In questions, we use (question word) *did* + subject + the **base** / **past simple** form of the verb.

3 Order the words to make sentences and questions.

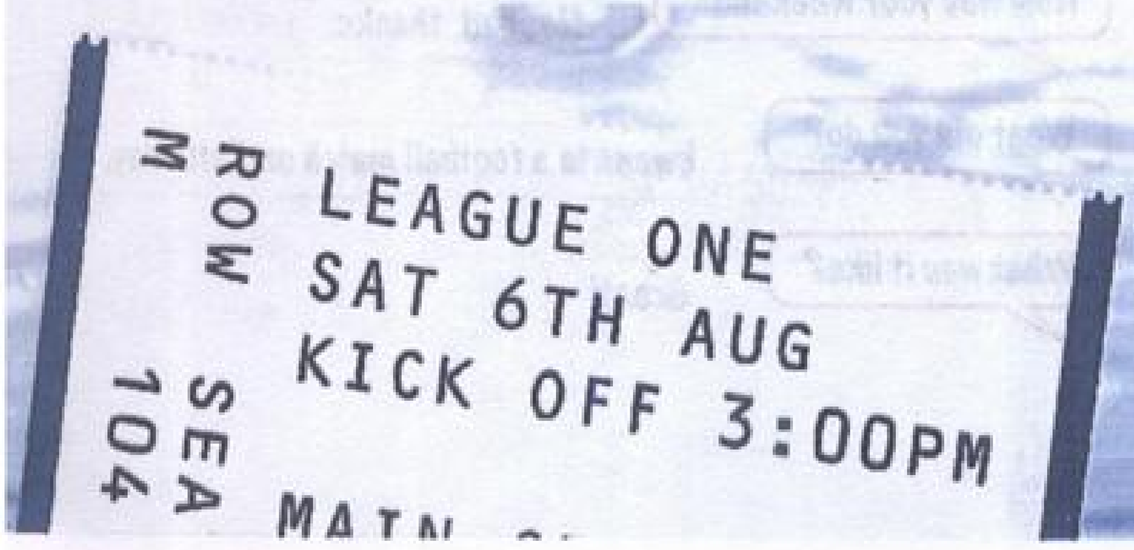
1 her parents / talk / Jade / did / to / ?
2 you / lunch / what / for / did / eat / ?
3 visited / Jim / summer / Italy / last
4 meet / your / where / parents / did / ?
5 we / yesterday / play / didn't / football
6 watched / last / they / a DVD / night

4 Read the study strategy. Follow instructions 1–3.

STUDY STRATEGY

Learning irregular verbs

1 Find ten past tense verbs in exercise 1 on page 32.
2 When you find a new verb, check the irregular verbs list in your Workbook (page 100). Then add the verb to your list.
3 Memorize five irregular verbs every week.



Regular and irregular verbs

5 Complete the text with the past simple form of the verbs in brackets.

A disappointing day

Last Saturday I **went** (go) to a football match with friends. We [1] _____ (travel) by bus and the journey [2] _____ (take) two hours. We [3] _____ (arrive) late, so we [4] _____ (not have) time for lunch. After half an hour it [5] _____ (start) to rain. I [6] _____ (not have) a coat so I [7] _____ (get) very wet. Our team [8] _____ (not play) well. They [9] _____ (lose) 5–0. It [10] _____ (not be) a very good day.



6 Write complete questions.

You / have / pizza / last night ?
Did you have pizza last night?
1 What / you / do / last Sunday ?
2 your family / watch / TV at the weekend ?
3 When / you / meet / your best friend ?
4 How / you / get / home yesterday ?
5 a friend / come / to your house last night ?
6 you / go / to a party last week ?
7 What time / your dad / get up / this morning ?

7 USE IT! Work in pairs. Ask and answer the questions in exercise 6.

Did you have pizza last night?

No, I didn't. I had spaghetti.

Finished?

Imagine you went back in time. Write a description of where you went, what you did, and who and what you saw.

3 SPEAKING • Your weekend

I can give my opinion on past events.

THINK! Say three things you did last weekend. Did you have fun?

Sarah Hey, Mark. [1]How / What was your weekend?
Mark Not bad, thanks. I played football and I got a haircut. What do you think?
Sarah It looks great. Very cool. I got a haircut, too.
Mark When?
Sarah Two weeks [2]before / ago. But nobody noticed.
Mark Oh dear. So, what about you? What did you [3]go / do?
Sarah Well, I stayed at my friend Jenny's house on Saturday night.
Mark Oh, right. How was that?
Sarah It wasn't [4]bad / brilliant. Jenny was sick so I didn't sleep much and I was too tired to go out on Sunday.
Mark Bad luck! I met some [5]family / friends for a picnic on Sunday.
Sarah Really? What [6]was / were it like?
Mark It was fun.
Sarah Oh, you had a much better weekend. Can I come out with you next time?



1 1.32 **Choose the correct words in the dialogue. Then watch or listen and check. What did Mark do? Did Sarah have a good weekend?**

2 1.32 **Cover the dialogue and complete the key phrases. Watch or listen again and check.**

KEY PHRASES

Asking for and giving opinions

How was [1] _____?
Not [2] _____, thanks.
What [3] _____ think?
It looks [4] _____. Very [5] _____.
How [6] _____ that?
It wasn't [7] _____.
What was it [8] _____?
It was [9] _____.

3 **Practise the dialogue with your partner.**

4 1.33 **Cover the dialogue and the key phrases. Complete the mini-dialogues. Listen and check. Practise them with your partner.**

1 A How [1] _____ weekend?
B Not [2] _____. I went shopping on Saturday. I bought these headphones. [3] _____ think?
A [4] _____ cool.

2 A What [5] _____ at the weekend?
B Well, I went to the cinema on Saturday evening. I saw *The Fast and the Furious*.
A [6] _____ like?
B [7] _____ brilliant, to be honest.

5 USE IT! Work in pairs. Read the situation. Prepare and practise a new dialogue about your weekend. Use the key phrases and the suggestions below.

Student A: Tell student B about your weekend. You did something different each day and enjoyed your weekend.

Student B: You only did one thing at the weekend. It wasn't great. Tell student A why.

go to the cinema watch a DVD
go shopping go to a restaurant
go to a football / tennis match
go swimming eat pizza

How was your weekend?
Not bad, thanks.
What did you do?
I went to a football match on Saturday.
What was it like?
Great!

3 WRITING • A special event

I can order events in the past using sequencing words.

THINK! What special days or events do you celebrate with your friends and family?

'Tell us about a memorable event in your life and you can win a new smartphone.'



My family's party

I'll never forget last July. That's when my big sister and her boyfriend decided to get married, and my parents had a fantastic party at our house to celebrate.

First, my mum and I went shopping for food and drink. At six o'clock, my sister's friends arrived for the party. At seven o'clock, my dad started the barbecue in the garden and after that we cooked potatoes and burgers. It was a very warm night. We ate the food and then Dad started the firework display – that was a great surprise. Finally, at about eleven o'clock, everyone went home.

There were about twenty people and we all had a good time. Only our dog didn't enjoy the party. He stayed in the house – he didn't like the noise of the fireworks! It was a great evening and I was really happy.

Jack

1 Read the text. Why did Jack's parents have a party? Who did not enjoy the party?

2 Complete the key phrases with words from the text.

KEY PHRASES

Describing an event

I will never forget [1] .
There were about [2] people.
[3] had a good time.
It was a great [4] .

Language point: Sequencing

3 Read the text again and find the sequencing words.

first after that then finally

4 Look at the sequencing words in bold and put sentences A–E in the correct order. Which word describes the beginning of an event, and which word describes the end?

Best party ever!!

A At 8 o'clock my friends arrived. ☐
B Finally all my friends went home. ☐
C First my mum and I prepared food and drink for the party. ☐
D I opened my presents and then we had something to eat. ☐
E After that everybody danced. ☐

5 ✎ **USE IT!** Follow the steps in the writing guide. Ask and answer the questions for part B with your partner.

WRITING GUIDE

A TASK

Write three paragraphs about one of these events:

- A wedding
- New Year
- A party

B THINK AND PLAN

1 What and when was the event?
2 What happened first?
3 What happened after that?
4 How many people were there?
5 How did you feel after the event?

C WRITE

Paragraph 1: Introduction
I'll never forget ...
Paragraph 2: Event
First ... After that ... Then ... Finally ...
Paragraph 3: Conclusion
It was a great evening.

D CHECK

- Past simple forms
- Sequencing words: *first, after that, then, finally*

3 REVIEW

Vocabulary

1 Complete the lists with the words in the box.

brave felt find scary visited

1 awful, cruel, horrible, _____
2 popular, brilliant, exciting, _____
3 explored, travelled, saw, _____
4 meet, met, feel, _____
5 took, take, found, _____

2 Choose the correct words.

1 The two World Wars in the 20th century were **awful / boring / brave**.
2 We watched a really **boring / kind / rich** film.
3 I met Einstein. He was **boring / brilliant / useless**.
4 In the 19th century, a lot of people worked very long hours. It was **brilliant / cruel / relaxing**.
5 I spent two hours doing homework yesterday. It was **enormous / boring / kind**.

Language focus

3 Complete the dialogue using the affirmative or negative form of *was* and *were*.

Rob What do you remember about the first time you travelled away from home?
Sally I [1] _____ in a hotel and I [2] _____ happy.
Rob Why not?
Sally The hotel room [3] _____ tiny.
Rob How old [4] _____ you?
Sally I [5] _____ very old – maybe four or five.
Rob [6] _____ your parents there?
Sally Yes, they [7] _____. It was a family holiday so my mum, dad and sister [8] _____ there, too.

4 Complete the sentences with the past simple form of the verbs.

1 We _____ (go) into town on Saturday.
2 I _____ (not buy) anything at the shops.
3 _____ (you / watch) the tennis match yesterday? It was brilliant!
4 _____ (be) there a good film on TV?
5 _____ (he / have) lunch at school?
6 There _____ (not be) a lot of people at the café this afternoon.
7 My sister _____ (leave) school last year.
8 I _____ (meet) Peter after school yesterday.

5 Write questions for the answers using the past simple.

1 A When _____ to Istanbul?
B He moved to Istanbul two years ago.
2 A _____ to the cinema last week?
B Yes, I did. I went to the cinema last Friday.
3 A Who _____ at the restaurant?
B I met Thomas and his family.
4 A Why _____ the restaurant?
B They left the restaurant because they were tired.

Speaking

6 Complete the dialogue with the words in the box.

a year ago How was I went It was it was Was the film What about When did

Sam [1] _____ your weekend?
Ruby [2] _____ great.
Sam What did you do?
Ruby I stayed at home and watched TV. [3] _____ you?
Sam [4] _____ to the cinema with my brother.
Ruby [5] _____ good?
Sam Yes, [6] _____. It was funny.
Ruby Cool. I like watching films.
Sam Really? [7] _____ you last go to the cinema?
Ruby About [8] _____. I like *watching* films. I don't like going to the cinema.

Listening

7 1.34 **Listen to Kim and her mum talking about Kim's dream. Then complete the text.**

In Kim's dream, she was in the [1] _____ century. She was in an [2] _____ house in France. She was poor, but everybody in the house was [3] _____: they played the [4] _____ and talked. They also ate a lot of food, like [5] _____. Kim didn't [6] _____ to the people because she wasn't very [7] _____ and she can't speak French.

3 PUZZLES AND GAMES

1 Use the code to find the first and last letters of adjectives about people and places. Write the adjectives, then match them with their opposites.

	A	E	I	O	U
#	a	g	m	s	y
&	b	h	n	t	z
?	c	i	o	u	
*	d	j	p	v	
%	e	k	q	w	
@	f	l	r	x	

I* I@ P_____R = *poor*

1 A& E# _____ =
2 O& U# _____ =
3 E% A* _____ =
4 O? E@ _____ =
5 A# A% _____ =

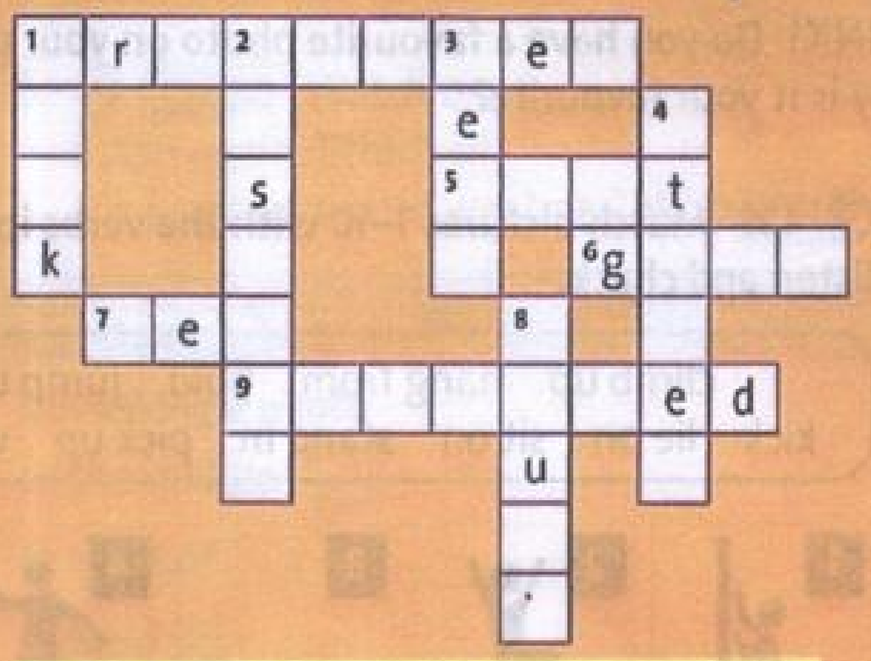
cruel
dead
enormous
exciting
rich
useless

2 MEMORY GAME. Work in groups of three. Follow the instructions.

- Look at the pictures for 20 seconds. Close your books.
- Take it in turns to say what objects there were, using *there was / there were*.
  There was an umbrella. There were two cars.
- The winner is the last player who can remember something.



3 Complete the crossword with the past tense of the verbs in the 'Across' and 'Down' spaces.



Across
explore feel give meet travel

Down
find leave take stay visit

4 TELLING A STORY. Work in teams. Follow the instructions.

- Each person chooses a verb from the box and writes it down.

come explore find feel get give
go have help leave meet see
stay look take travel visit watch

- One person in each team reads the sentence below out loud, and adds another part to the sentence, using his / her verb from the box.
  Yesterday I found a time machine and I travelled back in time.
  Yesterday I found a time machine, I travelled back in time, and I saw a dinosaur.
- The next person in the team repeats the sentences and adds another part, using his / her verb from the box.
  Yesterday I found a time machine, I travelled back in time, I saw a dinosaur, and I visited Galileo in Italy.
- The story continues until everyone uses their verbs, or until it becomes impossible to remember the story.
- In pairs, now try to remember the complete sentence and write down as much as possible.

4 In the picture

VOCABULARY • Actions and movement

I can describe a photograph.

Extra listening and speaking p91
Curriculum extra p99
Culture p107
Project p113

THINK! Do you have a favourite photo on your phone? Why is it your favourite?

1 1.35 **Match pictures 1–10 with the verbs in the box. Then listen and check.**

climb up hang from hold jump up
kick lie on sit on stand in pick up walk on



2 **Read the descriptions of four photos in the observation test and match descriptions 1–4 with four photos from A–F. Then choose the correct verbs in blue.**



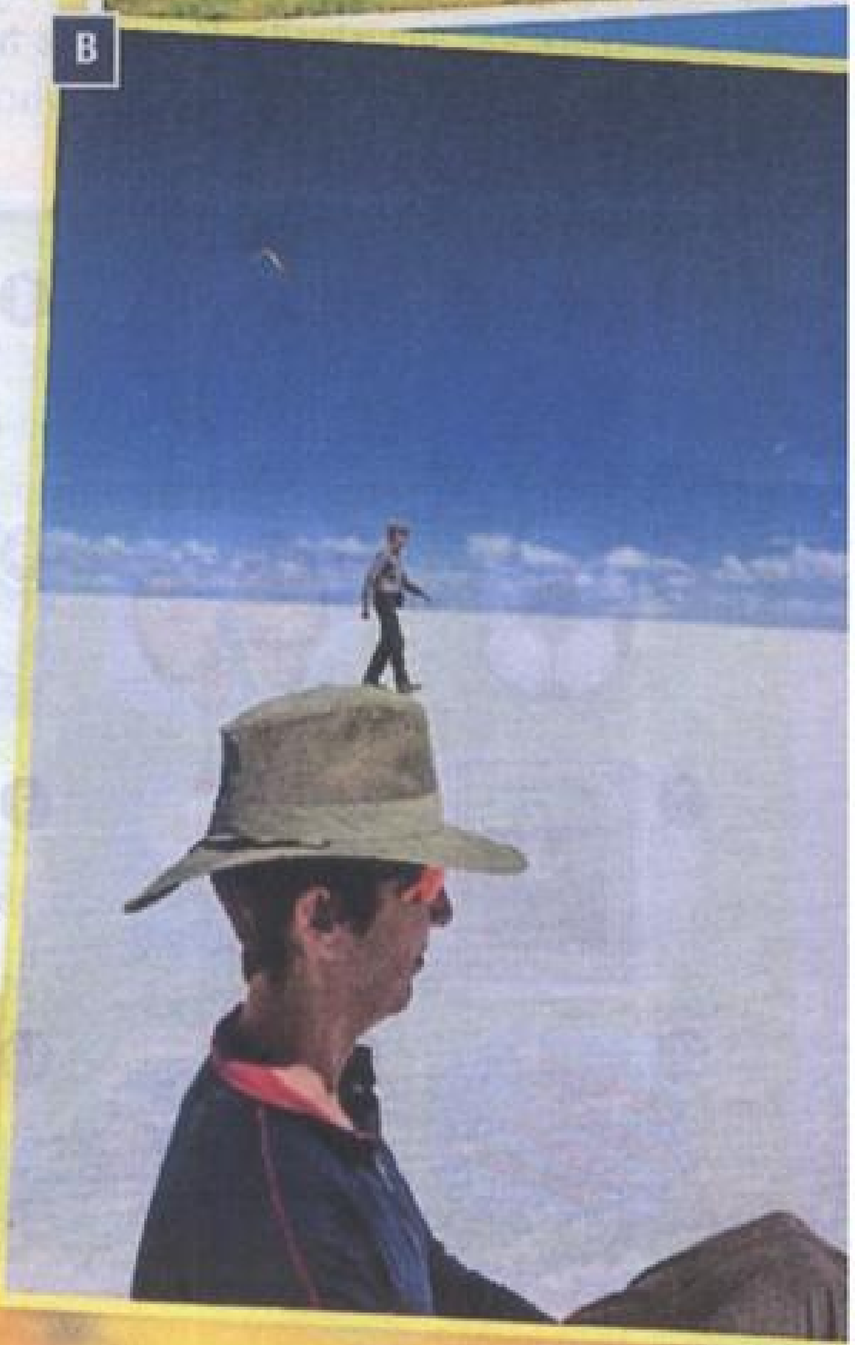
OBSERVATION TEST

1 This is brilliant. The boy is on the beach and he's picking up / sitting on his head, which is hanging from / lying on the sand.

2 They're in the desert, or somewhere very hot. The woman is wearing a hat and there's a tiny man on it. He's standing in / walking on the hat.

3 The man is climbing up / kicking the dinosaur. He's very brave because he's really small and the dinosaur is enormous and very angry!

4 The man is in a park and he's climbing up / holding a really small woman in his hand. She's wearing a white dress. Are they getting married?



C

D

E

F



3 1.36 **Watch or listen. Which photos are the speakers describing?**

4 1.36 **Watch or listen again. Which of the key phrases do you hear? Who says them?**

KEY PHRASES

Describing a photo

In the middle

In front of

Behind

On the left / On the right

At the top / At the bottom

In the foreground / In the background

5 **USE IT! Work in a group. Use the key phrases to create your own photograph.**

Remember!

Affirmative imperatives

Stand there.
Sit here.
Move behind it.

Maria, stand here in the foreground. Hold this cup. David and Juan, sit on the chairs at the back, so it looks like you're standing in the cup.

Finished?

Think of your favourite photo on your phone. Describe it to your group.

4 READING • A moment in time

I can predict what an article is about using the title and photos.

THINK! What animals do you like most?

HOW A PHOTO CHANGED MY LIFE

"Koala Man" David Tree woke up one morning to find his photograph on the front page of newspapers around the world.



David Tree shares his water with an injured koala. Photograph: Mark Pardew/AP

It was one of the hottest summers in memory in the state of Victoria, Australia. Bush fires* were burning very close to people's homes and they were in danger. In every town, volunteers were fighting the fires. David Tree was one of these volunteer firefighters.

On 9 February, Mr Tree was working with his team near his home town of Mirboo. They were fighting a bush fire. They were driving up Samson Road when Mr Tree saw a koala. It was walking across the burned ground, and it didn't look happy. "There's a koala, stop the truck," he shouted and jumped out. "I videoed the koala for my daughter Cheyenne, and yelled for a bottle of water." Firefighter Mark Pardew took the photo while the koala was drinking from a bottle. "Koalas are usually unfriendly but this one took David's hand," said Mr Pardew. "She was extremely tired and thirsty." A friend took the injured animal to a wildlife centre. At the centre, they named her Sam after Samson Road.

Later Mr Pardew emailed the photo to friends and someone sent it to the local newspaper. From there, it went around the world and David Tree became a celebrity.

*Bush fires = fast and dangerous fires that happen in the countryside in Australia.

Adapted from the *Guardian* newspaper

1 **Read the study strategy. Then use the strategy to do exercise 2.**

STUDY STRATEGY

Predicting content

Before you read a text:

1 Prepare. Look at the title. What does it tell you about the topic of the text? Think about what the photo shows and what words you can use to describe what's happening in it.

2 Read the text to see if your ideas are right.

2 **Look at the photo. What is the man doing? Why is he doing it? Which country is the man in? Read the article and check.**

3 1.37 **Read and listen to the text again. Write *true* or *false*. Explain your answers.**

1 Houses were burning in the town of Mirboo, Australia.
2 The firefighters weren't walking when Mr Tree saw the koala.
3 The koala wasn't happy.
4 Mr Tree took the koala to a wildlife centre.
5 Mr Pardew sent the photo to a local newspaper.

4 **VOCABULARY PLUS** **Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 36 in the Workbook.**

5 **USE IT!** **Work in pairs. Why do you think that newspapers worldwide used this photograph?**

4 LANGUAGE FOCUS • Past continuous: affirmative and negative

I can describe what was happening when a photograph was taken.

1 **Complete the sentences with the words in the box. Then check your answers in the text and exercise 3 sentences on page 40.**

was wasn't were weren't

1 Bush fires _____ burning everywhere.
2 The koala _____ walking across the burned ground.
3 The koala _____ happy.
4 The firefighters _____ walking when Mr Tree saw the koala.

2 **Look at the sentences in exercise 1. Then choose the correct options in the rules, a or b.**

RULES

1 The past continuous describes:
a a finished action in the past.
b an action in progress in the past.
2 We form the negative of the past continuous with:
a *wasn't / weren't.* b *didn't.*



3 **Complete the text using the past continuous form of the verbs in brackets.**

Photographer David Slater [1] _____ (visit) Sulawesi, an island in Indonesia. He [2] _____ (photograph) the monkeys there and they [3] _____ (jump) all over his camera and camera bag. One of the bravest monkeys [4] _____ (play) with the camera, and it took a photo. The monkey took over 100 photos that day, but the one that became a classic was this photo: the monkey [5] _____ (smile) when he took the selfie.



4 **Write true sentences about today. Use the affirmative or negative form of the past continuous.**

I / sleep / at 8.30 a.m.
I wasn't sleeping at 8.30 a.m.
1 my dad / work / 9 a.m.
2 my friends / walk / to school at 8 a.m.
3 we / do / maths ten minutes ago
4 it / rain / early this morning
5 I / ride / my bike / at 8.15 a.m.
6 My family / sleep / at 5 a.m.

5 **USE IT! Work in pairs. Look at the photos and imagine you saw the event. Describe what was happening. Use the questions to help you.**





1 What were you doing when you saw this?
2 What were the people / animals doing?
3 Who was watching?
4 What was the crowd doing?

We were in a car behind the one with the monkey. My dad was driving and my sister and I were taking photos.

Finished?

Finish the monkey's story: 'I was sitting in a tree in Indonesia one day ...'

4 VOCABULARY AND LISTENING • Adjectives and adverbs

I can listen to someone describing photos, and understand the main ideas.

THINK! What photographs do you prefer: people, places or sport? Why?

Expert tips How to take better photos



A It isn't [1]**easy / brave** to photograph wild animals because they are [2]**slow / fast**. You need to be very [3]**happy / patient**. Find a [4]**comfortable / careful** place and sit [5]**badly / quietly**.



Remember, it's [6]**polite / rude** to take photos of people you don't know. Most people will [7]**happily / rudely** say yes if you ask [8]**politely / well** for permission. ▷



◁ When people are doing sports, they don't move [9]**slowly / patiently**, so choose [10]**carefully / bravely** where you stand. For dangerous sports, the photographer needs to be [11]**creative / slow** and good at the sport, too.

Holiday photos are often [12]**bad / slow**, so if you want to take a [13]**good / quiet** photo, think [14]**creatively / comfortably** and choose unusual angles. ▽



1 1.38 **Read the texts and choose the correct words. Listen and check.**

2 **Complete the table with the adjectives and adverbs in exercise 1.**

Adjectives	Adverbs
easy	easily

3 1.39 **Listen to a photographer explaining how he took these photos. Put photos A–D in the order they are mentioned.**

4 1.39 **Listen again and answer the questions.**

1 What was the squirrel doing in photo A?
2 In photo B, why was the photographer in Asia?
3 In photo C, was the photographer skiing?
4 Where was the photographer in photo C?
5 In photo D, was the photographer standing in the boat?

Remember!

Adjectives	Adverbs
fast	fast
good	well

5 USE IT! **Work in pairs. Say how you can do the activities in the box. Use adverbs from exercise 2.**

learn vocabulary read sing
speak to your teacher swim

I can swim fast.

4 LANGUAGE FOCUS • Past continuous: questions • Past simple and past continuous

I can talk about travel.

Past continuous: questions

1 Match questions 1–4 with answers a–d. Then complete the rule.

1 Was the squirrel eating flowers?	a No, it wasn't.
2 Were the two men posing?	b Steve's friend.
3 What were the men doing?	c Yes, they were.
4 Who was skiing?	d They were using a computer.

RULES

We form past continuous questions with:
(question word) + [1] _____ or [2] _____
+ subject + *-ing* form

2 Write past continuous questions and answers.

the men / ride / horses? ✗
Were the men riding horses? No, they weren't.
1 the squirrel / eat / nuts? ✓
2 where / your friends / travel? (in Canada)
3 what / you / do / last night? (watch TV)
4 Maria / swim / in a river? ✗
5 who / you / talk to / after class yesterday? (Mary)

3 1.40 **PRONUNCIATION** Word stress in questions **Listen. Which words are stressed in each phrase? Listen again and repeat.**

1 Were you sleeping at 7 a.m. yesterday?
2 Was your mum listening to music at 8 p.m. last night?
3 What were you doing on Sunday morning?
4 Who were you talking to before class this morning?

4 Work in pairs. Ask and answer the questions from exercise 3. Make true answers.

Were you sleeping at 7 a.m. yesterday?

Yes, I was.



Past simple and past continuous

5 Study the sentences. Then complete the rules with *past simple* and *past continuous*.

I saw this squirrel **while** I **was photographing** flowers in a park.
I was photographing flowers **when** I saw this squirrel.

RULES

1 We use the [1] _____ for longer actions in progress and the [2] _____ for shorter actions.
2 We often use *when* before the [3] _____ and *while* before the [4] _____.

6 Complete the sentences using the past simple and past continuous form of the verbs in brackets.

We *saw* (see) the Pyramids while we *were visiting* (visit) Egypt.
1 I _____ (take) photos of my friend while we _____ (ski).
2 She _____ (climb) when she _____ (have) an accident.
3 We _____ (meet) an Inuit while we _____ (travel) across Canada.
4 My friend _____ (speak) English while she _____ (stay) in London.
5 My parents _____ (not sleep) when I _____ (get) home late.

7 USE IT! **Work in pairs. Imagine you travelled around the world. Talk about things you did using the past simple and past continuous. Use the ideas in the table and your own ideas.**

I saw a tiger while I was visiting India.

buy climb eat meet see speak take	while	stay visit work

Finished?

Imagine you travelled around the USA. Write a diary about what you did.

4 SPEAKING • Expressing interest

I can show that I'm interested in a topic.

THINK! Describe the last photo you took on your phone.

Amelia Hey, these are good photos, Julie. Did you take them?

Julie Yes. My new phone takes really good photos. What' [1] of this one?

Amelia I like it. That one's brilliant.

Julie Yeah, I'm pleased with it. I was very lucky.

Amelia But the poor guy wasn't lucky! Where [2] when you took it?

Julie I [3] on a wall by the road. He [4] while he [5] past me.

Amelia Well, it's an amazing photo. Was it near here?

Julie No, it was a cycling race near Bristol. I went with my brother.

Amelia Really? Did he take part in the race?

Julie You're kidding! He doesn't even ride a bike.

Amelia Well, it's an amazing photo. I'm impressed!

Julie That's really kind of you. Thanks.



1 1.41 **Complete the dialogue with the phrases in the box. Then watch or listen and check. What happened in Julie's photo? Where was Julie when she took the photo?**

do you think fell off was cycling
was sitting were you

2 1.41 **Look at the key phrases. Cover the dialogue and try to remember who says the phrases, Amelia or Julie. Watch or listen again and check.**

KEY PHRASES

Expressing interest

That one's brilliant.
It's an amazing photo.
Really?
You're kidding!
I'm impressed.
That's really kind of you.

3 **Work in pairs. Practise the dialogue.**

4 **Imagine that you took this photo. Think about your answers to these questions.**

1 Where were you?
2 Why were you there?
3 What were the people doing?
4 What happened then?



5 **USE IT! Work in pairs. Prepare a new dialogue. Use the key phrases and your ideas from exercise 4. Then practise your dialogue.**

Did you take this photo?

Yes. What do you think of it?

4 WRITING • The story of a rescue

I can write a description of an event using linking words.

THINK! When do animals need humans to help them?



An exciting rescue

I took this photo while we were on a safari holiday in Kenya last February. It was an amazing rescue and I was lucky to see it.

It happened while we were taking photos of wild animals. We were driving slowly when we saw a bulldozer. There was a group of people and they were looking at something. There was an elephant. It was in a mud hole and it couldn't get out. The elephant wasn't moving, but it was alive. A bulldozer was breaking the sides of the hole. As soon as it was possible, the elephant climbed out. After a few minutes, it walked away.

The elephant was very lucky to be alive after twelve hours in the hole. The rescuers were very pleased and one of them posted a video of the rescue online.

1 Read the story. Where was the rescue? What was the writer doing?

2 Complete the key phrases from the text in your notebook. Then read the text and check your answers.

KEY PHRASES

Describing events in a photo

I took this photo while [1]....
It was an amazing [2]....
There was a group of people and [3]....
I was lucky to [4]....
It happened while [5]....



Language point: Linking words

3 Read the text again and find the linking words: *after, as soon as, when, while.*

4 Choose the correct linking words.

1 I saw a bear **when / while** I was walking in the forest.
2 **As soon as / while** I saw it, I climbed a tree.
3 It ran away **while / when** my friends arrived.
4 **After a few minutes / As soon as**, I climbed down.

5 ✎ **USE IT! Follow the steps in the writing guide.**

WRITING GUIDE

A TASK

Imagine that you took the photo of a ski lift rescue. Write a story with the title *An exciting rescue.*

B THINK AND PLAN

1 When and where did the rescue happen?
2 What happened to the person on the ski lift?
3 Why was the rescue difficult?
4 How did the rescue end?

C WRITE

Paragraph 1: Introduction
I took this photo ...
Paragraph 2: The people and the rescue
There was / There were ...
Paragraph 3: The end and your opinion
The rescuers ...

D CHECK

- *when, while, as soon as, after*
- *There was / There were*
- Past simple and past continuous verbs

4 REVIEW

Vocabulary

1 Choose the correct words.

1 I was lying **from / on / up** my bed when I heard the phone.
2 I was standing **in / up / on** the supermarket when I saw him.
3 I'm climbing **up / on / into** a mountain.
4 We were lying **up / on / from** the wall when we saw the accident.
5 Lucy's dog jumped **up / against / over** when her dad came into the room.

2 Complete the sentences with the words in the box.

fast patiently quiet rudely sit on well

1 Shh! Please be !
2 You shouldn't speak to your teacher.
3 Don't that wall. It isn't safe.
4 Wild animals are very so it's difficult to take a photo of them.
5 Antonio's mother is Scottish, so he speaks English very .
6 The teacher explained the lesson very .

Language focus

3 Write an affirmative and negative sentence for each picture using the past continuous form of the verbs.



1 hold / pick up map



2 read a book / listen to music



3 send a text message / play a game



4 hang from / climb up



5 stand in / lie on



6 kick / hold

4 Look at the pictures in exercise 3. Write questions and short answers using the past continuous.

1 he / hold / a map
2 she / read / a magazine
3 they / make / dinner
4 the cat / hang from / a tree
5 he / listen to / music
6 she / play / in a team

5 Complete the sentences using the verbs in brackets. Use the past simple and the past continuous in each sentence.

1 She (find) a watch while she (walk) in the park.
2 He (do) an exam when he (feel) sick.
3 I (see) Katy while I (sit) on the bus.
4 You (not listen) when the teacher (call) your name.

Speaking

6 Complete the mini-dialogues.

1 A That's a really great photo.
B Really? That's very k__d of you.
2 A I took a great photo of my dad on my phone – he was dancing.
B You're k_____g!
3 A What do you think of this photo?
B It's really good. I'm i_____d.
4 A Where were you when you took this photo of the car?
B I was s_____g in the street when the car went past.

Listening

7 1.42 **Listen to Jane and Tom. Complete the sentences with one, two or three words.**

1 Jane Tom's photo.
2 There's a man and a in the photo.
3 The dog was helping the man water.
4 The man was having problems .
5 Tom was when he saw the man.
6 He used his to take the photo.

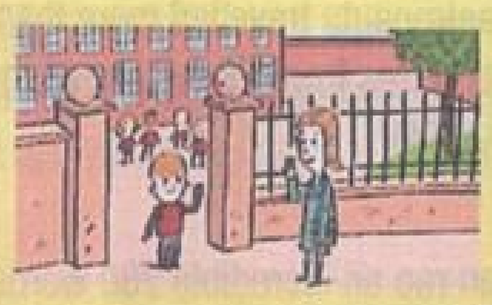
4 PUZZLES AND GAMES

1 **ONE-MINUTE RACE. Work in groups of three. Follow the instructions.**

- **Student A:** Describe as many verbs in the list as you can in one minute. You must not speak but you can draw or act.
- **Student B:** Close your book and guess the verbs and prepositions. Say the answers.
- The student who guesses the most in one minute is the winner.

climb up hang from hold jump up
kick lie on pick up sit on
stand in walk on

2 **WHO DID IT? Someone took a famous painting from the National Gallery in London yesterday. Work in pairs and read the notes. Which person is not in the pictures? This is the person who took the painting.**





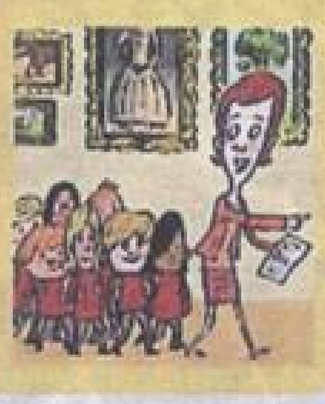
- Sally was meeting her son after school.
- Brian was taking photos outside in Trafalgar Square.
- Lucy and Jill were having lunch in the gallery café.
- Stephen wasn't working yesterday – he was at home. He wasn't well.
- Joe was in his taxi, driving two customers to Victoria train station.
- Mr Jacobs and Mrs Shaw weren't teaching in school yesterday – they were taking the children to the museum.
- Jenny was working in her office.











3 **WORK IN PAIRS. Find the past continuous questions about the people in exercise 2. Think of some answers to the questions.**

Whatwasshedoing? Lucywastalkingandwerelunching? Whatwasillaboutwhenhefeltill? Yesterdaywhowasstephenwasn'tatwork? Whatwasbrianwasn'tatwork? Whatwasbrianwasn'tatwork? Whatwasbrian

5 Achieve

VOCABULARY • Units of measurement

I can make guesses and indicate when I'm not sure.

Extra listening and speaking p92
Curriculum extra p100
Culture p108
Song p118

THINK! Where can you find information about world records?

1 1.43 **Complete lists 1–3 with the words in the box. Put the time and number words in order. Then listen and check.**

billion century day decade fraction half hour hundred kilo kilometre metre millennium million minute moment month quarter second thousand ton year

1 Time: *millennium* (longest), ...
2 Numbers: *billion* (biggest), ...
3 Measurements: *kilo*, ...

2 1.44 **Complete the *Amazing Achievements* text with words from exercise 1. Then listen and check.**

3 1.45 **Listen and repeat numbers 1–5.**

1 1.6
2 235
3 1,005
4 23,608
5 1,253,871

4 1.46 **Say numbers 6–10. Listen and check.**

6 9.25
7 555
8 9,001
9 82,359
10 9,999,999

AMAZING ACHIEVEMENTS

AGE
Jeanne Calment (1875–1997) lived 122 years and 164 [1] .

HEIGHT
Thirteen-year-old Mahavath Poorna from India climbed Mount Everest (8,848 [2]) in 2014.

DISTANCE
In 1970 three American astronauts travelled more than four hundred [3] kilometres from Earth, around the moon, and back to Earth again.

RAP
Chicago rapper Twista can rap an incredible 280 words a [4] . That's almost five words every [5] .

FOOD
Takeru Kobayashi once ate 110 hot dogs in ten [6] .

BOOKS
Agatha Christie was one of the most popular writers in history, selling more than two [7] books.







FILMS
Jennifer Lawrence is the most successful film actress of the last [8] . The first *Hunger Games* film made more than 864 [9] dollars.

SPORT
Paula Radcliffe finished a 42.195 [10] marathon in two hours, 15 minutes and 25 [11] .

MONEY
One of the world's richest people is Bill Gates. His wealth is approximately 86 [12] dollars.

SKILL
Nancy Siefker shot an arrow 6.09 [13] – using her feet!

STRENGTH
Kevin Fast pulled a 55 [14] aeroplane.

ENDURANCE
Wimm Hoff spent 1 [15] , 42 minutes and 22 seconds covered in snow. Brrrr!



5 1.47 **Look at the list of questions. Then watch or listen to people guessing the answers. Which of the questions do they answer?**



1 How long does a butterfly live?
2 How many people live in China?
3 How much does an elephant weigh?
4 How fast can the world's fastest car go?
5 How many minutes are there in a lifetime?
6 How tall is the world's smallest person?
7 How many countries and languages are there in the world?

6 1.47 **Watch or listen again. Read the key phrases. Which of the phrases do you hear each person say?**

KEY PHRASES

Guessing and estimating

Have a guess!
Any ideas?
What do you reckon?
I know that one.
I don't know.
I've no idea.
I guess / I reckon ...
Probably / Maybe.
Around / About ...

7 **USE IT! Work in a group. Guess the answers to some of the questions in exercise 5. Use the key phrases.**

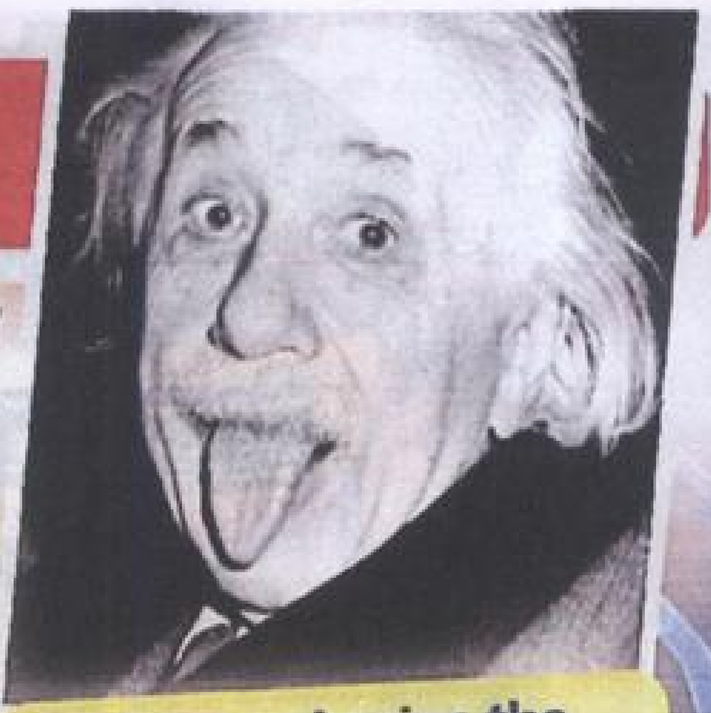
How long does a butterfly live? Any ideas?
I've no idea.
Have a guess!
OK, I'd say maybe two months.

Finished?
Write five more questions like the ones in exercise 5. Ask the group your questions to see if anyone knows the answers.

5 READING • The brain

I can guess words in a text I don't know by looking at the context.

THINK! What do you know about the brain? Who is the person in the photo?



THE HUMAN BRAIN

A user's guide

What's in a brain?
The average brain weighs 1.35 kilos, 75% of which is water. It contains about 100 billion cells and approximately 160,000 kilometres of blood vessels.

Are human brains the biggest?
No. Large whales, elephants and dolphins all have larger brains.

What's IQ?
Intelligence quotient, which we can measure in tests. The average IQ is between 90 and 110 out of a maximum of 175. The most intelligent people have IQs of about 160. Albert Einstein's IQ was around 162.

Do people who are more intelligent have bigger brains?
Sometimes. The 'maths and space' part of Einstein's brain was 35% wider than normal.

Are our brains changing?
They're three times bigger than they were seven million years ago, and IQ scores are higher now than they were even a few decades ago.

What's good for your brain?
The best things for your brain are sleep, exercise, water and 'brain food', like fish, fruit, vegetables and nuts. And a glass of water before a test can also improve your score.

What's bad for your brain?
Sugar, alcohol and some food additives are some of the worst things for your brain. In a study of one million students, those who had healthier lunches without artificial ingredients did 14% better on IQ tests.

And exercise? Can you train your brain?
Yes, it's a bit like a muscle. If you use it more, it works better. The lazier you are about using your brain, the less well it works. Are you using your brain today?



1 Read the text quickly. Find the words in the box in the text. What do you think they mean? Compare with your partner.

average brain food contains train weighs

2 1.48 Read and listen to the text again and answer the questions.

1 Approximately how much did human brains weigh seven million years ago?
2 Why are we more intelligent now?
3 How was Einstein's brain different from normal brains?
4 Why are fruit, nuts and vegetables good?
5 How can people do better in tests?

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 44 in the Workbook.

4 USE IT! Close your book and work in pairs. How many facts from the text can you remember? Which of the facts are the most interesting?

5 LANGUAGE FOCUS • Comparative and superlative adjectives

I can compare sporting achievements.

1 **Complete the table with words from the reading text on page 50.**

	Adjective	Comparative	Superlative
Short adjectives	high	higher	the highest
	large	[1]	the largest
	big	bigger	[2]
	lazy	[3]	the laziest
Long adjectives	intelligent	+ more intelligent	+[4]
	healthy	– less healthy	–[5]
Irregular	good	[6]	the best
	bad	worse	[7]
	far	further	the furthest

2 **Look at the examples and complete the rules with *than* and *the*.**

Are human brains **the** biggest?
They're three times bigger **than** they were seven million years ago.



RULES

1 We often use ____ after comparative adjectives.
2 We use ____ before superlative adjectives.

3 **Look at the information about the athletes. Then complete sentences 1–5 using comparative forms of the adjectives.**

Florence / Archie (fast)
Florence was faster than Archie.
1 Archie / Carl (fast)
2 Florence / Carl (heavy)
3 Carl / Archie (good)
4 Archie / Florence (tall)
5 Archie / Carl (short)

4 **Look again at the information in exercise 3. Write true and false sentences using comparative and superlative forms of the adjectives.**

fast good heavy light short slow tall

5 USE IT! **Work in pairs. Compare opinions about the things in box B using comparative and superlative forms of the adjectives in box A.**

I think that Manchester United is a better team than Manchester City.

Really? I think Arsenal is the best team.

A bad boring dangerous exciting good healthy horrible intelligent interesting scary tasty unhealthy

B animal city food game month person on TV programme subject team

Finished?

Write six quiz questions with comparative and superlative adjectives.



5 VOCABULARY AND LISTENING • Jobs and skills

I can understand people talking about skills.

THINK! **At what ages can most people talk, walk, count, spell their name, read, write? When could you first speak English?**

Genius!

Grace Hopper

A mathematics [1]**expert / artist** and computer [2]**programmer / winner.** She was also a university [3]**inventor / professor.**



Marie Curie

The [4]**artist / scientist** who discovered radium. First female [5]**winner / writer** of the Nobel prize for physics.



Judit Polgár

Number one female [6]**genius / player** in the world from the age of twelve, and the best female chess player in history. She beat the world [7]**champion / winner**, Garry Kasparov, in 2002.



Wolfgang Amadeus Mozart

A talented [8]**musician / scientist** and [9]**composer / programmer**.



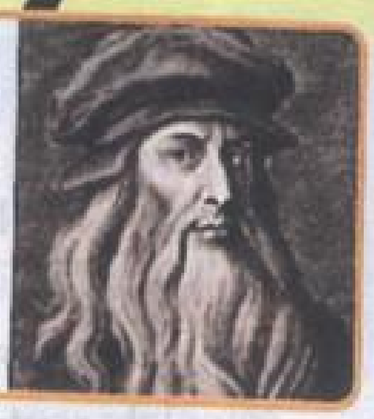
Charles Dickens

One of the greatest [10]**champions / writers** in the English language.



Leonardo da Vinci

A [11]**mathematician / champion**, scientist, inventor and artist. Leonardo was a [12]**genius / player** with many different talents.



1 1.49 **Choose the correct bold words in the texts. Listen and check.**

2 1.50 **PRONUNCIATION** /ə/ in jobs **Listen to the jobs. Then listen again and repeat.**

1 programmer
2 professor
3 inventor
4 winner
5 writer
6 player
7 composer

3 1.51 **Listen to more jobs and skills. Find the words you hear in the text in exercise 1. Listen again and repeat the words.**

4 1.52 **Look at the information and listen to part of the programme. What is a prodigy? Which skills and jobs do the presenters mention?**



5 1.52 **Listen again and write *true* or *false*.**

1 Clare isn't very good at maths.
2 Mozart couldn't compose music when he was eight.
3 Most children can read when they're six.
4 Leonardo da Vinci wasn't very good at spelling.
5 Kieron Williamson had £22,000 from his art when he was ten.

6 USE IT! **Work in pairs. Compare the skills and occupations in exercise 1. Use comparative and superlative forms of the adjectives in the box.**

boring difficult easy exciting good interesting useful

I think it's probably interesting to be a writer.

I agree with Dani, but I think it's probably more useful to be a scientist.

5 LANGUAGE FOCUS • Ability: *can* and *could* • Questions with *How ... ?*

I can talk about prodigies.

Ability: *can* and *could*

1 **Change the words in bold from affirmative to negative, or negative to affirmative, to make sentences.**

1 Most children **can** read until they're six.
2 Mozart **couldn't** compose music when he was five.

2 **Look at the sentences in exercise 1 again and choose the correct words in the rules.**

RULES

1 We use *can* to talk about the **present / past** and *could* to talk about the **present / past**.
2 We use a base form **with / without** *to* after *can* and *could*.
3 The *he / she / it* form of *can* is ***can / cans***.
4 The negative forms are ***don't can*** **and** ***didn't can / can't*** **and** ***couldn't***.
5 We **use / don't use** *do* and *did* to make questions with *can* and *could*. For example:
At what age can most people talk?
When could you first speak English?



3 **Complete the text with affirmative and negative forms of *can* and *could*.**



William Sidis Supergenius

Most people can't read until they're six and they usually speak one, two or maybe three languages as children. William Sidis was born in 1898, and when he was eighteen months old, he [2] read. Before he was eight he wrote four books and [3] speak eight languages. William was a genius with a very high IQ, but in the end he lived a lonely life. He went to university at eleven, but he [4] make friends and was very unhappy. William died in 1944. Prodigies [5] do special or amazing things, but they [6] always find a place in society. Life is sometimes difficult when you're different.

4 **Write about your abilities now and in the past using affirmative and negative forms of *can* and *could*.**

When I was three I couldn't speak English. Now I can ...

Questions with *How ... ?*

5 **Match 1–6 with a–f to make questions. Can you remember the answers? Ask and answer the questions with your partner.**

1 How much	a	is it to the moon and back?
2 How fast	b	does the average brain weigh?
3 How high	c	words can Twista rap in a minute?
4 How far	d	was William Sidis when he started reading?
5 How many	e	is Mount Everest?
6 How old	f	could Carl Lewis run?



6 USE IT! **Make questions with *How ... ?* and the words in the table. Then ask and answer the questions with your partner.**

How ...	high	words can you say in ten seconds?
	far	can you keep your eyes open?
	many	is your teacher?
	strict	are you?
	tall	is your town in winter?
	often	does a burger cost?
	cold / hot	are you late for school?
	much	can you run and swim?
	long	can you jump?

How high can you jump?

Just over a metre, I think.

Finished?

Write sentences about things you couldn't do in the past, but that you can do now.

5 SPEAKING • Making and responding to suggestions

I can give advice to help people.

THINK! What can you do best: sing, dance, or play an instrument? How can you get better?

Kim That's [1]awful / amazing, Joe. When did you learn how to dance like that?
Joe I had lessons at my old school. Do you like dancing?
Kim I love it, but I'm no good. I really want to learn to dance [2]salsa / guitar.
Joe Yeah?
Kim What's the best way to learn?
Joe It's probably best to [3]leave / have lessons. I'm sure there are lots of salsa classes.
Kim Yeah, but I haven't got any [4]money / time for lessons.
Joe Well, you can watch videos on YouTube.
Kim I suppose so. But I need people to dance with. You can't dance salsa alone!
Joe Well, you can find a [5]teacher / friend to learn with you.
Kim That's a good idea ...
Joe I'd like to learn salsa.
Kim Really?
Joe Yeah. It looks [6]fun / weird.
Kim Great!



1 1.53 **Choose the correct words in the dialogue. Then watch or listen and check. What does Kim want to learn?**

2 1.53 **Cover the dialogue and complete the key phrases. Watch or listen again and check.**

KEY PHRASES

Making and responding to suggestions (2)

What's the best way [1] ?
It's probably best to [2] .
You can [3] .
Yeah, but [4] .
I suppose [5] .
That's a [6] .
Great!

3 **Work in pairs. Practise the dialogue.**

4 **Work in pairs. Look at ideas 1–5. Take turns to give and respond to advice for each situation.**

Things to do this year ...

1 cook really well
2 get really fit
3 meet new friends
4 make my teacher happy
5 train my brain

What's the best way to cook really well?
Well, the best thing to do is get some cooking lessons.
Yes, I suppose so.
Or you can learn from books and cook a lot.
That's a good idea.

5 **USE IT! Work in pairs. Read the situation and prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.**

Student A: You want to make some money so that you can buy something cool. Ask student B for advice – he / she recently saved money and bought a new tennis racket.

Student B: You saved money and bought a new tennis racket. Student A wants to know the best way to save money. Give student A some advice and ask him / her what he / she wants to buy.

5 WRITING • A biographical web page

I can order information in a biography using paragraphs and topic sentences.

THINK! What famous people from the past do you admire?

Achievements

Agatha Christie

[1]Agatha Christie was a British writer. She was born in England in 1890 and died there in 1976.
[2]She first started writing when she was sixteen. Later, when she was a nurse, she had the idea for a detective story and she published her first novel in 1920. She was a very shy person, so she was happier to stay in and write than to meet people.

[3]Agatha Christie eventually became one of the most popular writers in history. She wrote more than sixty novels, as well as plays and poetry, and sold more than two billion books. There are translations of her books in more than 100 languages. People love her work because the characters and the mysteries are so interesting.



1 Read the biography. How old was Agatha Christie when she published her first novel? Why are her books popular?

Language point: Paragraphs and topic sentences

2 Match the blue first line of each paragraph, (1–3), with the subject of the paragraph (a–c).

a Early career
b Achievements
c Life

3 Read the study strategy. Then read the list of questions. Read the biography again and add more questions to the list.

STUDY STRATEGY

Selecting information

There's a lot of information about people on the internet. You need to decide what information to use for your biography:
Tip: Make a list of questions about the person you're writing about.

Life — Achievements

What did Agatha Christie do?
Where was she born?
Where did she die?

Early career
When did she first start writing?

4 Think of a famous or successful person from the past. Make a list of questions about them. Use the questions in exercise 3 to help you.

5 In your notebook, complete the key phrases with words from the text.

KEY PHRASES

Staging information

She first started [1] ... .
[2] ... eventually [3] ... .
People love her work because [4] ... .

6 USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Think about your person from exercise 4. Find information about the person and write a short biography for an 'Achievements' web page.

B THINK AND PLAN

Find answers to your list of questions from exercise 4.

C WRITE

Look at your notes and the sections in the model text and decide what information you want to include in each section:
- Life
- Early career
- Achievements

Then write your biography in your notebook. Include the key phrases.

D CHECK

- Comparative and superlative adjectives

5 REVIEW

Vocabulary

1 Complete the lists with the words in the box.

hundred kilo month musician scientist second

1 ton, metre, kilometre,
2 hour, second, day,
3 billion, million, thousand,
4 inventor, programmer, mathematician,
5 artist, writer, composer,
6 hour, moment, minute,

2 Complete the sentences with the correct form of the words in the box.

compose invent paint play write

1 Agatha Christie became a _____ in 1906. In total she _____ more than sixty novels.
2 Ludwig van Beethoven was a _____. He _____ some of the most famous classical music in the world.
3 My sister is a great chess _____. She _____ every day and wants to be a champion.
4 My dad's an _____. He _____ things to help in the kitchen.
5 Tom _____ pictures of animals. He's a great _____.

Language focus

3 Write comparative and superlative sentences about the athletes.

	Sam	Jack	Bill
Weight	***	****	*****
Height	**	***	****
Top speed	*****	***	**

1 Bill / heavy / Sam
2 Sam / short
3 Jack / fast / Bill
4 Jack / slow / Sam
5 Sam / light / Bill
6 Bill / tall

4 Complete the mini-dialogues with the words and phrases in the box.

can can't could couldn't how many

1 A [1] _____ you swim when you were four?
B No, I [2] _____. I learned when I was six.
2 A [3] _____ languages [4] _____ your parents speak?
B Only English. They [5] _____ speak any other languages.

5 Choose the correct answer.

1 She's laziest / **the laziest** person I know.
2 Human brains are **heavier** / **more heavier** than monkey's brains.
3 Mont Blanc is **the highest** / **the most high** mountain in Europe.
4 He's very clever. He **can** / **could** read when he was three.
5 I **can't** / **couldn't** ride a bike until I was eight.

Speaking

6 Complete the dialogue with the words and phrases in the box.

ago best best way did you learn good idea guitar watching videos

Rachel Hey, Sue. That's beautiful music. When [1] _____ to play the piano like that?
Sue I had lessons four years [2] _____.
Rachel I'd love to play the [3] _____. What's the [4] _____ to learn?
Sue It's probably [5] _____ to have lessons, like I did.
Rachel But I haven't got any money for lessons.
Sue What about [6] _____ on YouTube?
Rachel That's a [7] _____. Thanks.

Listening

7 1.54 **Listen to the dialogue. Write *true* or *false*. Correct the false sentences.**

1 Einstein was one of the best students in his class.
2 He could remember the names of people he met.
3 He spoke very slowly when he was younger.
4 Einstein's mother was a musician.
5 He couldn't play the violin.
6 Einstein often went swimming.

5 PUZZLES AND GAMES

1 Order the letters to find times, numbers and measurements.

nyrtuce century

1. r r q e u a t
2. e e d c d a
3. o i k l
4. n s o d u h t a
5. l i b n i o
6. t r e e m
7. s n e o d c

2 SENTENCE RACES. Work in two teams. Follow the instructions.

- For each sentence, the teacher chooses *comparative* or *superlative* and picks an adjective from the box.
- In your team, make a sentence with the comparative or superlative adjective that your teacher chooses.
- Send someone from your team to write your sentence on the board.
- The first team to write their sentence on the board wins a point. The winning team is the first to score four points.

comparative **superlative**

big dangerous tiny exciting good scary far intelligent horrible slow

3 Join the puzzle pieces to find the jobs and skills.

programmer

pro sci cham ge pro mu com in mathe

si po ven pi fes en ~~gram~~ ni mati

tist sor cian ~~mer~~ tor cian us ser on

4 TALK ABOUT ... Work in groups of four. You need a die. Take turns rolling the die and answering the question with the same number. If you get the same number twice, roll again.

What can you do now that you couldn't do three years ago?	Who in your family can play a musical instrument?
Could you ride a bike or swim when you were five years old? What (else) could you do when you were five?	Name something people couldn't do a hundred years ago.
Can you count backwards from 30 to 1 in 30 seconds? (Try it!)	Can you stand on one leg for sixty seconds? (Try it!)

5 TEAM QUIZ. Work in two teams. Follow the instructions.

- Write five quiz questions for the other team, starting with *How*. Use the ideas in the box. Make sure you can answer your own questions!
- Take turns asking and answering the questions. Score a point for each correct answer.

How many ... ? How much ... ? How fast ... ?
How big ... ? How often ... ? How high ... ?
How far ... ? How small ... ? How hot ... ?

How many students are there in our school?

How often is there a full moon?

6 Survival

VOCABULARY • Survival verbs

I can talk about what I can do in a challenging situation.

Extra listening and speaking p93
Curriculum extra p101
Culture p109
Project p114

THINK! You are lost in the jungle. Name three problems you face.

1 2.02 **Read the *Survival Game* and complete phrases 1–14. Then listen and check.**

1	all plants	8	a fire
2	still	9	a noise
3	a shelter	10	at night
4	a tree	11	fruit
5	the sun	12	away
6	the river	13	where you are
7	cool	14	drinking water

2 2.03 **Read the rules. Then play the Survival Game in teams. Listen and check after each question.**

RULES

Your team starts with three lives. Answer question 1, then listen to the correct answer. Add one life for a correct answer and take away one life for an incorrect answer. The team with the most lives is the winner.

SURVIVAL GAME

YOU'RE LOST IN THE JUNGLE WITH FRIENDS. HOW LONG WILL YOU SURVIVE?

START

1 What do you do first?

A Find drinking water.
B Build a shelter for the night.
C Charge your phone batteries.

Tip: Think about what your body needs most.

2 What is the safest type of water to drink?

A River water
B Sea water
C Rainwater

Tip: Think about where the water comes from.

3 You're hungry. What's safe to eat in the jungle?

A You can pick fruit and eat it.
B Watch what the monkeys eat and copy them.
C Avoid all plants in the jungle.

Tip: Think about what the animals in the jungle eat.

7 It's very hot in the jungle. What is the best way to keep cool?

A Only travel in the early morning and late afternoon.
B Drink some water from the river until you feel cooler.
C Take your shirt off and wear sandals.

Tip: Think about the animals and insects that live in the jungle.

8 How will you get out of the jungle?

A Stay where you are and hope that someone finds you.
B Follow the river if you can find one.
C Use an app on your phone for directions.

Tip: Think about where people often live.

6 You think there is a village to the west. How do you find your way to the village?

A Look at the birds. They always fly from east to west.
B Look for the moon. It's always in the north at midnight.
C Use the sun. Its position will help you to decide.

Tip: Think about where the sun is in the morning and evening.

3 2.04 Watch or listen. Which survival skills in the game are the people discussing?



4 2.04 Watch or listen again and complete the key phrases.

KEY PHRASES

Ability

Are you good at [1] ?
I'm (no) good at [2] .
Can you [3] ?
How do you [4] ?
Definitely not! / I've no idea!
I can (probably / definitely) [5] .
I (don't) think so. / I doubt it.

5 USE IT! Study the key phrases. Then ask and answer the questions about your survival skills with your partner. Use the phrases in exercise 1 and your own ideas.

Can you make a fire?

No, I don't think so. How about you?

I doubt it.

5 There's a snake on your backpack. What do you do?

A Make a noise and throw your boot at it.
B Be quiet and stand still. It'll get bored and go away.
C Leave your backpack and run away.

Tip: Some snakes can move very fast.

4 It's getting dark. What do you do?

A Light a fire and sleep next to it.
B Climb a tree and sleep on a branch.
C Move at night because it's cooler.

Tip: Some dangerous animals sleep in the daytime and hunt for food at night.

Finished?

Write a five-question survival quiz to ask the class.

6 READING • Jungle challenge

I can identify text types and predict the content.

THINK! **What personal qualities do you need to survive in the wild? Why?**

STAY ALIVE

6 people, 16 days, NO LIMITS



Two teams of three people will face a sixteen-day jungle adventure in Steve Grant's new survival show. They'll live without comforts, and they won't have contact with the outside world. Which team will win the £1m prize? At the end of the challenge, Steve will decide!

Meet the teams

Team 1: The Reds

Tom Woods is fit and learns fast. He's a good swimmer.
Weak points: He always thinks he's right. He isn't practical.
If he works with the others, he'll do OK.
Survival rating: *



Jenny Frome is brave – she once hunted crocodiles.
Weak points: She is reserved and likes to be alone.
If she doesn't do anything stupid, she'll do very well.
Survival rating: **



Peter Quinn is competitive and likes a challenge.
Weak points: He acts before he thinks. He isn't good in water.
He will need to work hard if he wants to survive.
Survival rating: *



Team 2: The Blues

Tina Brent is a leader, and she can make decisions.
Weak points: She has no experience in the wild. She's a bit bossy and doesn't listen to others.
She will need luck to get to the end.
Survival rating: **



Ted Wilson is clever, and he thinks before he acts.
Weak points: He doesn't like snakes. He's very shy.
He won't go far if he doesn't take any risks.
Survival rating: **



Sophie Jenkins sailed solo around Britain. She's very friendly.
Weak points: Her physical fitness. She doesn't eat meat.
If she changes her eating habits, she'll go a long way.
Survival rating: ***



1 **Look at the text. What type of text is it? What type of information do you think will be in the text? Then read and check.**

a a personal blog
b an advertisement for a TV programme
c a newspaper article

2 2.05 **Read and listen to the text again and complete the sentences with the name of a team member.**

1 _____ has the best survival rating.
2 _____ and _____ are the weakest contestants.
3 _____ needs to face his fear of snakes.
4 _____ probably won't hunt animals for food.
5 _____ needs to listen to other people.
6 _____ will decide which team wins.

3 **VOCABULARY PLUS** **Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 52 in the Workbook.**

4 **USE IT!** **Work in pairs. Which team do you think will win the challenge?**

6 LANGUAGE FOCUS • *will* and *won't* in the first conditional

I can talk about actions and their results.

1 Match 1–5 with a–e to make sentences. Then match the sentences with the people in the text on page 60.

1 If she changes her eating habits,	a if he doesn't take any risks.
2 He won't go far	b if he wants to survive.
3 If she doesn't do anything stupid,	c she'll go a long way.
4 He will need to work hard	d if she wants to get to the end?
5 Who will need luck	e she'll do very well.

2 Complete the rules with *action* or *result*.



RULES

1 We use the first conditional to talk about an action and the result of this action in the future.
2 We describe the _____ with *if* + the present simple.
3 We describe the _____ with *will* + base form.
4 The sentence can start with the _____ or the result.

3 Choose the correct words.

1 I use / 'll use my phone to get directions if I get lost.
2 If you take / 'll take warm clothes, you won't get cold.
3 If we find mushrooms on our walk, we don't pick / won't pick them.
4 Will you pick apples if you find / will find any on your walk?
5 What will / does the team leader say if we get / will get lost?
6 If he drinks / 'll drink that dirty water, he is / 'll be ill.

4 Order the words to make questions.

1 if / is / you / Will / on Saturday / go out / sunny / it / ?
2 you / stay / rains / at home / it / tonight / Will / if / ?
3 will / early / if / your homework / you / What / do / finish / you / ?
4 get / your parents / a bad school report / if / be / you / Will / angry / ?
5 will / you / money / get / What / buy / for your birthday / if / you / ?

5 Look at the picture and match 1–5 with a–e to make sentences.



1 If she brings her phone,	a insects will eat her feet.
2 If she brings water,	b she'll be sick.
3 If she brings sandals,	c it won't work.
4 If she brings warm clothes,	d she'll be too hot.
5 If she eats fruit she doesn't know,	e she won't be thirsty.

6 USE IT! Read the study strategy. Work in pairs. Ask and answer the questions in exercise 4. Give some details.

STUDY STRATEGY

Speaking clearly

1 Read the question before you speak.
2 Practise saying the question quietly. Memorize it.
3 Look at your partner when you speak.

Will you go out if it's sunny on Saturday?

If it's sunny, I'll go to the beach.

Yes, I will. I'll go to the skate park. What about you?

Finished?

Invent a new team member for the *Stay Alive* programme.

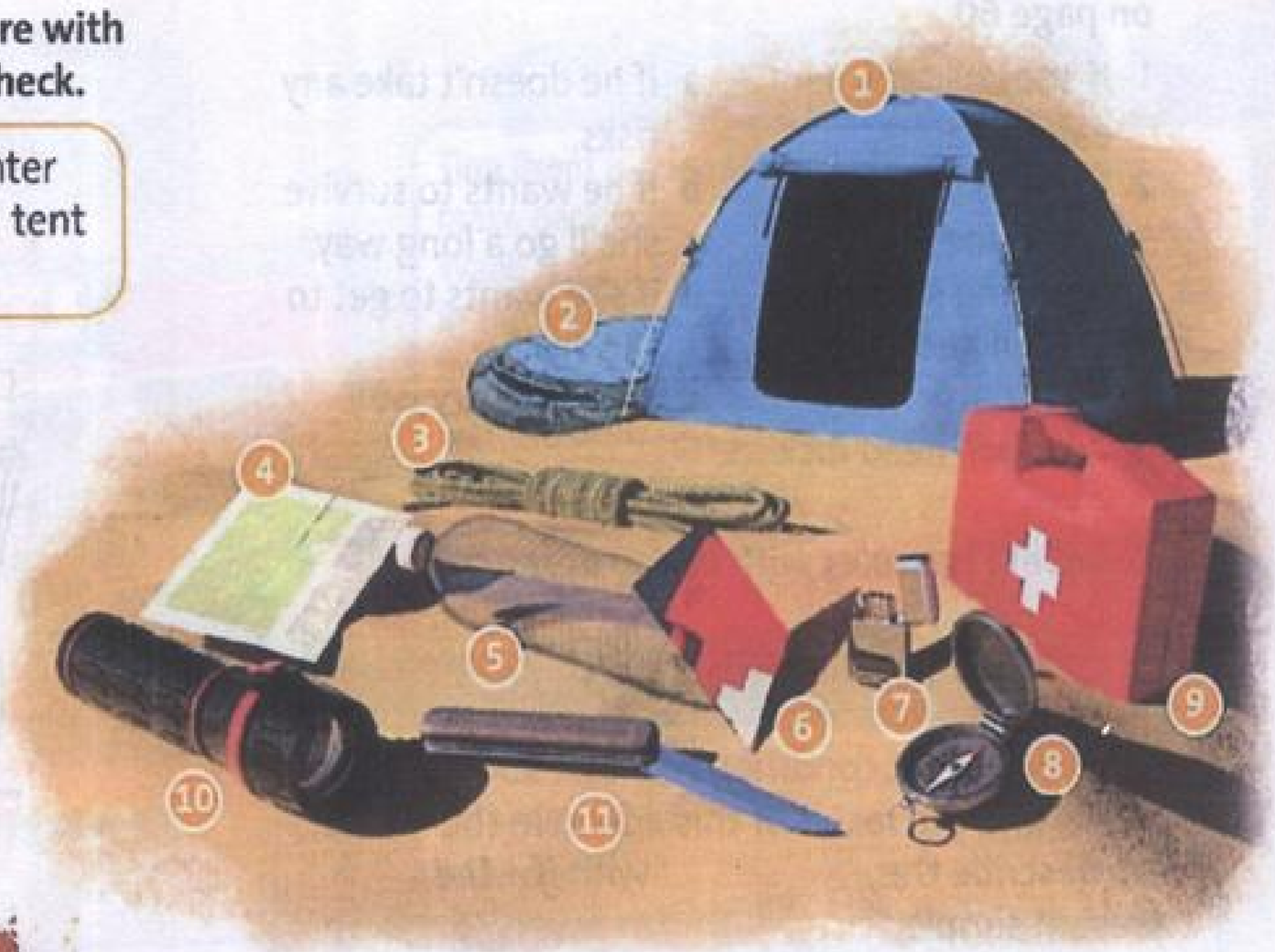
6 VOCABULARY AND LISTENING • Survival equipment

I can predict some of the things I'll hear.

THINK! You're lost in the desert. What is your first priority?

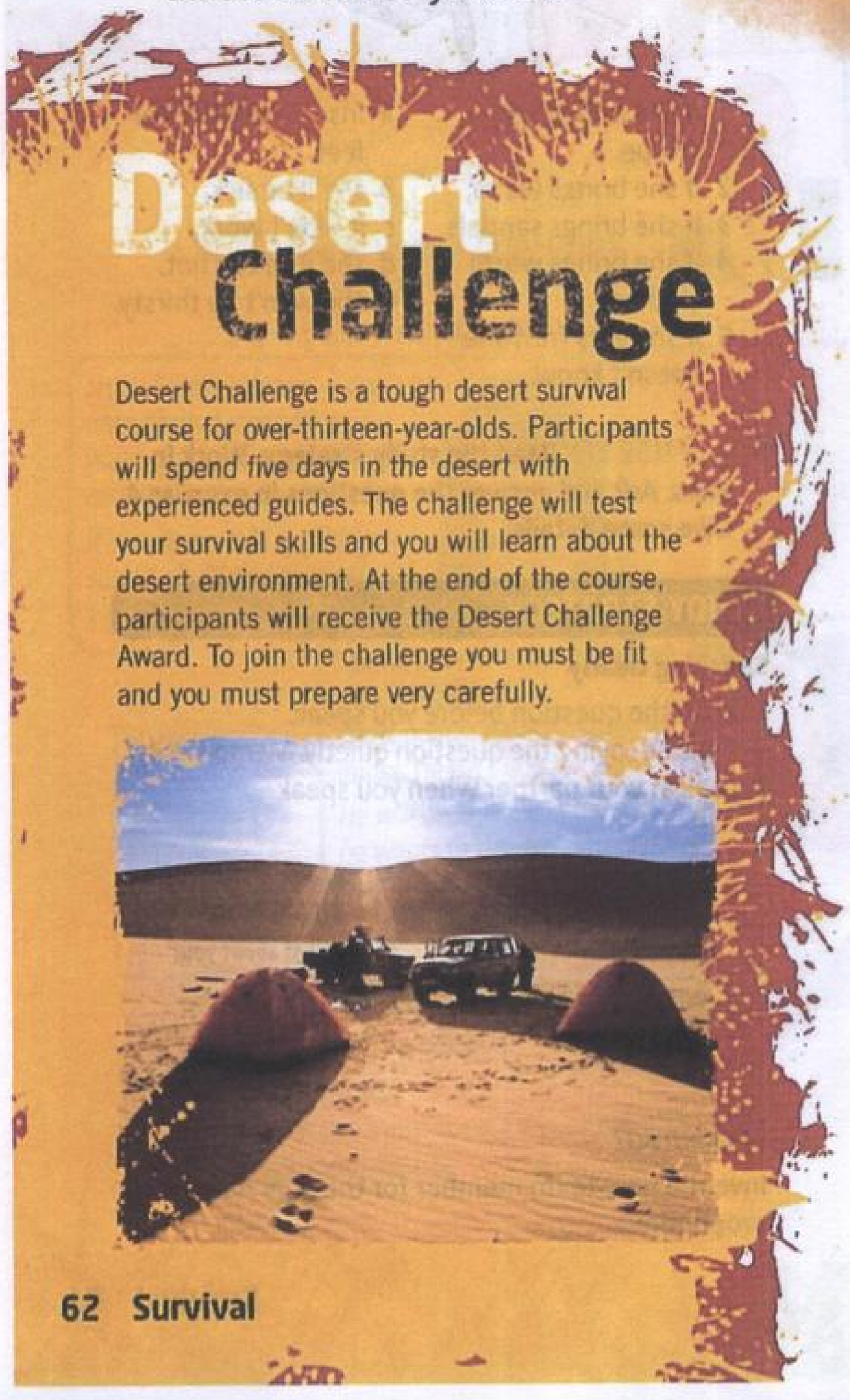
1 2.06 **Match objects 1–11 in the picture with the words in the box. Then listen and check.**

compass first-aid kit knife lighter
map mirror rope sleeping bag tent
torch water bottle



2 **Read the introduction to *Desert Challenge*. Which objects in exercise 1 will people probably need on a desert trek?**

3 2.07 **Listen to Kay Freeman talking about the survival course she went on. Which equipment from exercise 1 does she say is useful?**



Desert Challenge

Desert Challenge is a tough desert survival course for over-thirteen-year-olds. Participants will spend five days in the desert with experienced guides. The challenge will test your survival skills and you will learn about the desert environment. At the end of the course, participants will receive the Desert Challenge Award. To join the challenge you must be fit and you must prepare very carefully.

4 2.07 **Read the questions. Then listen again and choose the correct answers.**

1 To go on the Desert Challenge course, ...
  a you must be under thirteen.
  b you must see a doctor.
  c you should come with a friend.
2 You must take a lot of water because ...
  a you'll need it for cooking.
  b you'll get very thirsty.
  c you won't find any in the desert.
3 When it gets hot, ...
  a you mustn't take your clothes off.
  b you should wear shorts and a T-shirt.
  c you should drink a lot of water.
4 If you get lost, ...
  a you should wait for help to arrive.
  b you should use your mirror to signal for help.
  c you should use your map to get out of the desert.

5 USE IT! **Work in pairs. Say which objects from exercise 1 are the most useful for survival in this situation and why. Agree on five objects.**

You are planning a five-day trek in the Arctic. You are going to camp in the mountains.

Our first priority is a water bottle.

Yes, I agree. And we'll also need a tent.

6 LANGUAGE FOCUS • *must* and *should*

I can make rules and give advice.

1 **Look at these sentences about Kay Freeman's Desert Challenge on page 62. Write *true* or *false*.**

1 You must be fit to go on the Desert Challenge.
2 You mustn't leave the group.
3 You should take a map.
4 You shouldn't wear shorts and a T-shirt.

2 **Study the sentences in exercise 1 and complete the rules with *must*, *mustn't*, *should* and *shouldn't*.**

RULES

1 We use _____ and _____ to give advice.
2 We use _____ and _____ to talk about a strong obligation.



3 **Correct the mistakes in the sentences.**

1 You must to have a medical certificate. ✗
2 He should works harder. ✗
3 We should not to camp near a river. ✗
4 They don't must take their dog. ✗

4 **Choose the correct words.**

1 You **should** / **must** watch this film. It's very good.
2 We **should** / **must** wear a uniform at our school.
3 You **shouldn't** / **mustn't** take dogs into the park. It isn't allowed.
4 You **shouldn't** / **mustn't** buy that T-shirt. It's expensive.
5 You **should** / **must** wear a hat. It's very sunny.
6 You **shouldn't** / **mustn't** pick flowers here. That's the rule.

5 **Look at the signs. Write sentences with *should*, *shouldn't*, *must* and *mustn't* and the prompts.**

wear / hat
You should wear a hat.
1 bring / water
2 make / fire
3 use / sunscreen
4 come / between 11 a.m. and 3 p.m.
5 swim / red flag
6 touch / jellyfish
7 bring / your dog

6 2.08 **PRONUNCIATION** /ʌ/ in *must*, and silent *t* in *mustn't* **Listen to the sentences. Then listen again and repeat.**

1 You mustn't make a fire.
2 You must stay here.
3 You mustn't wear shorts.
4 You must be quiet.

7 **USE IT!** **Work in pairs. Give advice and make rules for your school. Use the ideas in the box and your own ideas. Then compare your ideas with another pair.**

arrive on time be polite to teachers
bring a pet do your homework eat in class
run in the corridors shout in the library
wear jewellery work hard

You shouldn't wear jewellery.

You mustn't bring your pet!

Finished?

Write some advice for a friend who is going on an arctic challenge. Use the objects in exercise 1 on page 62, and what you remember from the listening in exercise 3.



6 SPEAKING • Giving instructions

I can give instructions and safety information.

THINK! What types of sport and activities can you do at school? What about places outside school?

Mark So, is this my bike?
Amy Yes, it is. And here's your safety vest.
Mark A safety vest? Really?
Amy Yes! And make sure that you [1] _____ it when you're on your bike. Every time.
Mark OK. Can you check my helmet? It feels too [2] _____.
Amy Let's see. Yes, it's fine. It needs to be secure. It's important to protect your [3] _____.
Mark You won't go too [4] _____?
Amy Don't worry. We'll go [5] _____. Try not to be nervous or you won't enjoy it.
Mark OK.
Amy Just remember to stay with the group. You'll be fine if you follow my instructions. Are we ready?
Mark Yes.
Amy Let's go, then. [6] _____ me.



1 2.09 **Complete the dialogue with the words in the box. Then watch or listen and check. Which two items of safety equipment does Mark need?**

fast follow head slowly small wear

2 2.09 **Read the key phrases. Cover the dialogue and complete them with one word. Watch or listen again and check.**

KEY PHRASES

Giving instructions and safety information

It's [1] _____ to ...
I / You / It need(s) [2] _____ ...
Make [3] _____ that ...
Don't [4] _____ .
Try (not) [5] _____ ...
Remember [6] _____ ...
You'll be fine [7] _____ ...

3 **Work in pairs. Practise the dialogue.**



4 2.10 **Put the dialogue in the correct order. Listen and check. Then practise it with your partner.**

A You'll be fine if you follow me. ☐
A Let's see. It's fine. Your helmet needs to be secure. OK, are you ready? ☐
A It's important to check your equipment first, Becky. Is your helmet OK? 1
A Don't worry. Just go slowly and remember to relax and use your legs. ☐
B Erm, yes, I think so. I'm nervous. ☐
B That's a very big rock! What if I fall? ☐
B It isn't very comfortable. It feels very small. ☐

5 **USE IT! Work in pairs. Prepare and practise a new dialogue for the situation. Use the key phrases and the dialogue in exercise 1 to help you.**

Student A: You are going to go on a mountain bike trip in the countryside. Ask the instructor to check your equipment. Tell him / her that you are a little scared of cycling in the countryside and ask for instructions.

Student B: You are an instructor at an activity centre and you are taking a group of students on a mountain bike trip in the countryside. Check student A's equipment. Ask if he / she is OK and if he / she has any questions or doubts.

6 WRITING • A blog

I can write an advice blog using imperatives.

THINK! Which part of the school day do you like the most? Why?

How to survive at school



MAYA MILLS

School is a big part of life, so why not enjoy it? Here are my tips for surviving school.

- Friends are important, but keep away from 'problem people'. If you're friendly and positive, people will like you.
- It's a good idea to join clubs. You'll have more fun.
- Stay confident, and only do what is right for you.
- Dress well. You can look cool in your uniform!
- Don't get behind with your work. You should pay attention in class and do your homework.
- It's important to arrive on time for lessons.
- Don't panic! If you need help, ask your teachers.

1 **Read Maya's blog. Who is the information in this blog for? What advice does Maya give about school work?**

2 **Complete the key phrases from the blog.**

KEY PHRASES

Giving advice

It's a good idea to [1] _____.
You should [2] _____.
It's important to [3] _____.
If you need help, [4] _____.

Language point: Imperatives

3 **Cover the text. Can you remember the advice? Complete the sentences. Then read the text and check your answers.**

Affirmative ✓

1 _____ confident.
2 _____ well.

Negative ✗

3 Don't _____ behind with work.
4 Don't _____ !

4 **Complete the imperative sentences with the verbs in the box.**

arrive be organize worry

1 Don't _____ afraid to say what you think.
2 Don't _____ about 'problem people'.
3 _____ your study time.
4 Don't _____ late for lessons.

5 **USE IT! Follow the steps in the writing guide.**

WRITING GUIDE

A TASK

Write a blog for students with the title *How to survive homework*.

B THINK AND PLAN

1 What problems do students have with homework?
2 When should you do it?
3 What can you do if it is very difficult?
4 Where can you get help?
5 What about weekends?

C WRITE

Practical advice
It's a good idea to ...
Problems
You should ... if ...

D CHECK

- Your use of imperatives
- *should* and *shouldn't*
- First conditional

6 REVIEW

Vocabulary

1 Complete the phrases with the words in the box.

keep light make pick run stand

1	a noise	4	cool
2	a fire	5	away
3	fruit	6	still

2 Complete the sentences with the words in the box.

first-aid kit map mirror torch water bottle

1 If you go somewhere you don't know, you'll need a to find your way.
2 You can use a during the day to signal that you're lost.
3 If it's dark, you can use a to tell people you're lost.
4 Take a so that you'll have something to drink.
5 Take a . Hopefully you won't need it, but you never know.

Language focus

3 Complete the sentences with the correct form of the verbs.

1 They won't survive if they (not find) drinking water.
2 I did badly in the test. My parents (not be) happy when I tell them.
3 She (do) well if she works hard.
4 If he (play) well, he'll win.
5 I'll play tennis tomorrow if it (not rain).
6 You won't be cold if you (light) a fire.

4 Match 1–6 with a–f.

1 Peter's always tired.	a They can be dangerous.
2 Sarah should follow the river	b The teacher doesn't allow them.
3 You mustn't touch snakes.	c if you're going on a trek.
4 If you like music,	d you should learn to play the piano.
5 You must bring drinking water	e He shouldn't go to bed so late.
6 You mustn't use a mobile phone in class.	f if she wants to get out of the jungle.

5 Choose the correct answer.

1 The snake won't / didn't / doesn't attack if you stand still.
2 Where do you think you go / goes / will go in the holidays?
3 If you win / will win / are winning, we'll all be really happy.
4 You must / should / could watch the survival show. I think it's brilliant!
5 This food is horrible! I mustn't / can't / shouldn't eat it!

Speaking

6 Complete the dialogue with the words and phrases in the box.

be fine make sure needs to remember to try not

Rosie Here's your safety vest, Jamie. And [1] that you wear it when you're on your bike.
Jamie OK. My helmet feels too small.
Rosie It [2] be secure, to protect your head.
Jamie Cycling in the city is scary.
Rosie [3] to be nervous or you won't enjoy it. [4] cycle on the right side of the road. You'll [5] if you follow me. Are we ready to go?
Jamie Yes.
Rosie Let's go, then. Follow me.

Listening

7 2.11 **Listen to Zoe and her dad. Then choose the correct answers.**

1 This evening, Zoe didn't ...
a watch TV. b do her homework. c go on a desert trek.
2 You should take ... bottles of water when you go into the desert.
a two b four c six
3 In the desert, you mustn't ...
a wear a T-shirt. b wear a hat. c cover your body.
4 Zoe doesn't know why you should take a ... with you in the desert.
a hat b knife c mirror

6 PUZZLES AND GAMES

1 **Find seven verbs in the grid. Each verb is in a different colour. Then use the verbs to complete the phrases about survival.**

R	B	P	K	F	U
O	E	F	L	S	I
C	U	T	N	I	L
I	A	L	G	E	I
L	P	K	N	N	H
D	O	T	D	D	W

run away

1 drinking water
2 cool
3 a shelter
4 a fire
5 fruit
6 st ll
7 the river

2 **WHAT'S IN THE TENT? Work in groups. Add vowels (*a*, *e*, *i*, *o* and *u*) to find the survival equipment. The first group to find all the equipment wins.**



3 WHAT'S IN YOUR BAG? Work in pairs. Follow the instructions.

Object 1. You use it to see in the dark.

A torch!

- You are planning a trip to the jungle. You can take a tent and five objects from exercise 2. You can also choose one extra object that isn't in exercise 2.
- Work with another pair. Give clues to guess what's in your bag.
- Explain why you chose your extra object.

4 CONDITIONAL CHAIN. Work in two teams and follow the instructions.

If I go to the jungle, I'll take ...

- One person in each team writes down the sentence above on a clean piece of paper, and completes it. He / She passes the paper with the sentence to the next person in the team.
  If I go to the jungle, I'll take my backpack.
- The next person in your team writes another sentence, using the last part of the first sentence. He / She passes the paper to the next person.
  If I take my backpack, I'll pack some water.
- The third person writes another sentence, using the last part of the previous sentence. He / She passes the paper to the next person.
  If I pack some water, I won't be thirsty.
- The game continues until you can't think how to finish the sentence and the chain is broken. The winner is the team who can make the most sentences.
- Start another chain and continue the game. This time, don't write the sentences, but say them.

If I go to the desert, I'll take ...

5 **GUESS THE PLACE. Work in small groups. Follow the instructions.**

- Choose a place from the box. Write four sentences to give advice about the place. Use *must*, *mustn't*, *should* and *shouldn't*.

park school beach library zoo
swimming pool cinema museum

- Read your sentences to the class, but don't tell them the place. The class guesses the place.

Sentence 1. When you go to this place, you must be quiet.

Is it a library?

No! Sentence 2. You mustn't use your mobile phone or take photos.

A museum?

No! Sentence 3 ...

7 Music

VOCABULARY • Music and instruments

I can talk about what music I like and don't like.

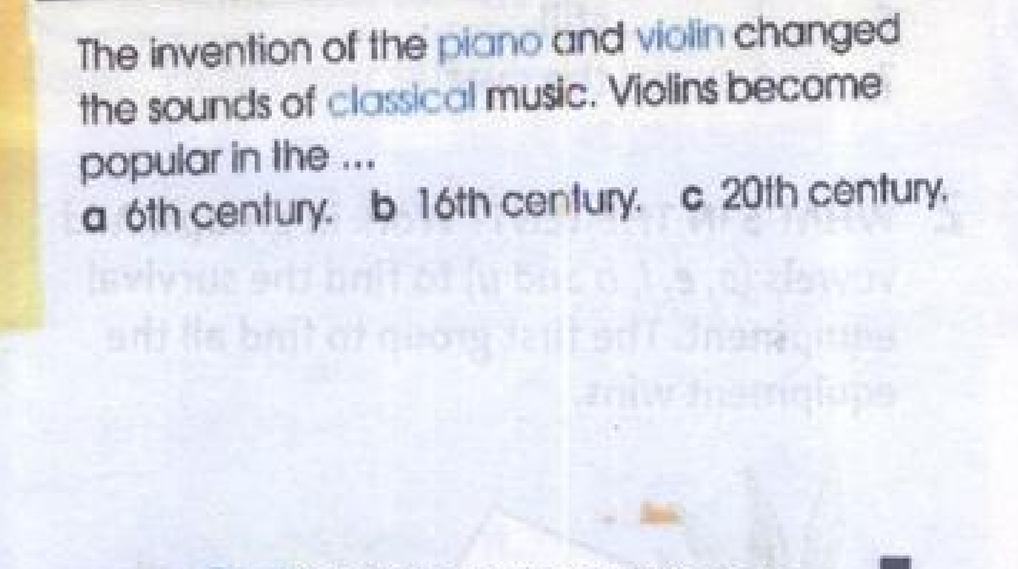
Extra listening and speaking p94
Curriculum extra p102
Culture p110
Song p119

THINK! How many musical instruments can you write down in 60 seconds?

1 2.12 **Read the music quiz. Then add the blue words to the categories in the table. Listen and check. Can you add more words?**

Types of music	Musical instruments	Other words
classical		

2 **Do the music quiz and compare your answers with your partner.**



1

The invention of the piano and violin changed the sounds of classical music. Violins become popular in the ...
a 6th century. **b** 16th century. **c** 20th century.

MUSIC QUIZ

Traditional music is played with traditional instruments like these drums. Salsa and samba are two types of traditional music. They're from ...
a The Caribbean and Brazil.
b Australia.
c Europe.

2

Pop became big in the 1960s. These are fans at a Beatles concert in the 1960s. The Beatles had more number one hits than any other pop band. The word 'pop' is from ...
a *popcorn*. **b** *population*.
c *popular*.

3

4

Rock is harder, louder music than pop. Some 1970s bands were famous for their crazy clothes and angry lyrics. Their music was called ...
a punk rock. **b** soft rock.
c rebel rock.



5 Hard rock and heavy metal have very loud vocals, guitars and bass. There's a type of heavy metal called ...
a black metal.
b hot metal.
c chilli metal.



6 The first hip-hop and rap came from DJs in ...
a London. b Rio de Janeiro. c New York.

7 Electronic keyboards and computers made new sounds and fast rhythms possible. Some types of electronic music are called ...
a techno and trance.
b home and garden.
c waltz and rumba.

8 'Fusions' are mixtures of different musical styles. Reggaeton, for example, is a mixture of Jamaican reggae, salsa, Latin American hip-hop and electronic music. Folktronica is ...
a Canadian folk. b electronic folk.
c nice folk.

9 The song with the most downloads ever (more than eight million) is *Blurred Lines* by Robin Thicke. The music video with most views (more than two billion) is *Gangnam Style* by the Korean rapper ...
a Psy. b Psycho. c Psychologist.

3 2.13 **Watch or listen. What type of music does each person listen to, and what do they think of the music they hear? Complete the 'Type of music' column and draw a symbol for each name in the 'Opinion' column.**



love dislike

Name	Type of music	Opinion	Words and phrases
Elijah			
Rebecca			
Lily			
Darius			
Renee			

like not sure

4 2.13 **Watch or listen again. Which of the key phrases do you hear?**

KEY PHRASES

Talking about music

What do you think of it?
It sounds (like) ...
It's / It isn't very catchy.
I'm (not) into heavy metal.
It's got a good beat / rhythm.
It's / It isn't a good one for dancing to.
It's a bit too heavy / slow / weird for me.
I like / don't like the vocals / lyrics / guitar.
There's a really cool video for this / that.

5 2.14 **USE IT! Listen to three pieces of music. Answer questions 1–3 for each piece.**

1 What type of music is it?
2 What instruments do you hear?
3 What do you think of the music?

Finished?

Write about your favourite piece of music. What type of music is it? How does it sound? Why do you like it?

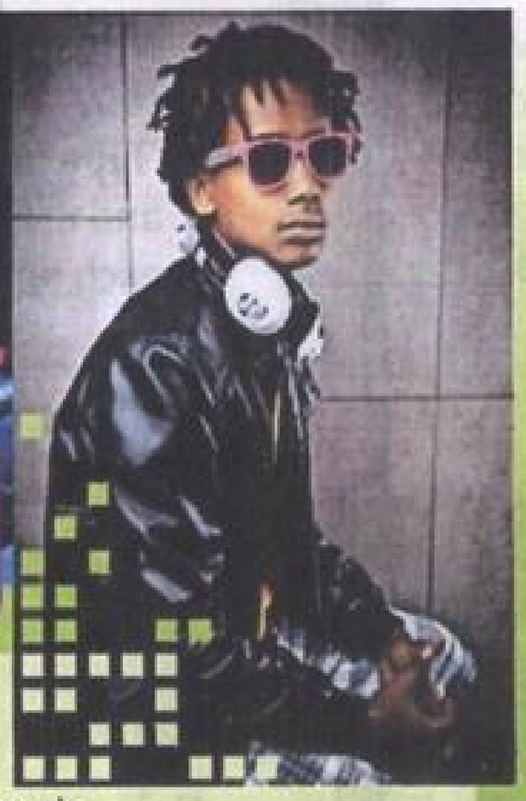
7 READING • A song

I can understand the writer's point of view.

THINK! Do you ever sing or learn song lyrics? What song lyrics do you like?



Sam
Hey – I'm working on a new sorg. No title yet ...



Laila [Chorus] *This is my dream now and dreams can come true*
I'm going to be famous – that's all I want to do

Laila This is my dream, I'm going to make it one day
I don't care what it costs, no I don't care how I pay
I'm not gonna think about the wrongs and rights
Just wanna see my name up there in the bright lights
Give me the drums, guitar, keyboard and bass
Cos I've got the look, the voice; I've got the face
[Chorus] *This is my dream now ...*

Sam Well you say that's your dream, but I say that it's insanity
Wake up a second now and take a look at the reality
You'll pay the price, you say, but just what price will you pay?
Listen, I can tell you things in real life ain't so easy
Sing a song a thousand times until it's a hit
At first the words mean somethin' but in the end you won't believe it
Feel like a million dollars while you're singin' that song
But you'll only be a star until the next fool comes along
[Chorus] *This is my dream now ...*

RR
Cool! Good message.

TankZ
Erm ... what message?

Lil'Tina
I think it's about all those kids who only want fame.

Sam
Yeah. They think they'll be happy, but the music business is TOUGH.

Jan
Why be negative? You had dreams once Sam!

Sam
True!

Lil'Tina
It'll be a big hit, Sam. Love it.

Sam
Thanks! No music yet but we're going to have cool keyboard and bass.

1 Read the song lyrics and answer the questions with *Laila* or *Sam*.

1 Who has a positive view about Laila's future in music?
2 Who thinks that Laila won't do well?

2 2.15 **Read and listen to the song and the comments again. Write *true* or *false*. Explain your answers with lines from the song.**

I think it's true / false because ... says ...

1 Laila thinks that fame is more important than other things.
2 She doesn't think that she's got much talent.
3 Sam thinks that Laila doesn't understand the music business.
4 The story in the song is the same as Sam's life.
5 Sam isn't going to write music for the song because it's a rap.

Remember!

gonna = going to
wanna = want to
cos = because
ain't = isn't

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 60 in the Workbook.

4 USE IT! What lines from the song do you like or dislike? Why? Can you think of a title for the song?

7 LANGUAGE FOCUS • *be going to* • *will* and *be going to*

I can talk about plans and predictions for the future.

be going to

1 Complete the sentences and check your answers on page 70. Then choose the correct words in the rule.

1 _____ going to be famous.
2 I'm _____ going _____ think about the wrongs and the rights.
3 _____ going to _____ cool keyboard and bass.



RULES

We use *be going to* when we [4]make predictions / talk about plans and intentions.

2 Study the information and complete the sentences.

The Plan!

	Laila	Sam
Change the lyrics	✗	✓
Write the music	✓	✗
Go on TV	✗	✓
Make a video	✓	✓
Do a heavy metal version	✗	✗

Laila **isn't going to change** the lyrics.
Sam **is going to change** the lyrics.

1 Sam _____ the music.
2 Laila _____ the music.
3 She _____ on TV.
4 Sam and Laila _____ a video.
5 They _____ a heavy metal version.

3 Write sentences about your plans and your friends' plans. Use affirmative and negative forms of *going to* and the ideas in the table.

I'm not going to sing in class today.

I My friends and I One of my friends	sing in class today become a DJ go to music class this week be in a band one day become rich and famous listen to some music this evening learn to play the drums.

will and *be going to*

4 Look at the examples. Which sentence is a plan and which is a prediction?

We're going to have cool keyboard and bass.
It'll be a big hit!

5 Write sentences with *be going to* (for plans and intentions) or *will* (for predictions) and the verbs in brackets.



Laila – 8:16 PM

So, here's the good news. The concert is on Saturday, so we [1] _____ (practise) on Monday and Tuesday. I think it [2] _____ (be) fun. People [3] _____ (like) the show because we [4] _____ (spend) a lot of money on lights and musicians. The band is from New York. I'm sure that they [5] _____ (enjoy) England. I [6] _____ (take) them to London. We [7] _____ (stay) in a nice hotel.

6 Read the study strategy. Then write examples of two plans and two predictions. Memorize them. Then tell your plans to your partner without looking at your work.

STUDY STRATEGY

Remembering grammar

1 When you learn a new grammar rule, write example sentences in your notebook.
2 Memorize your sentences and test yourself every week.

7 USE IT! Imagine that you are forming a band with some friends. Make notes about your plans and predictions for the band. Then tell the class. Use ideas from exercise 3 and your own ideas.

Miguel is going to play the drums.

We aren't going to practise every day, but we'll definitely have a lot of fans.

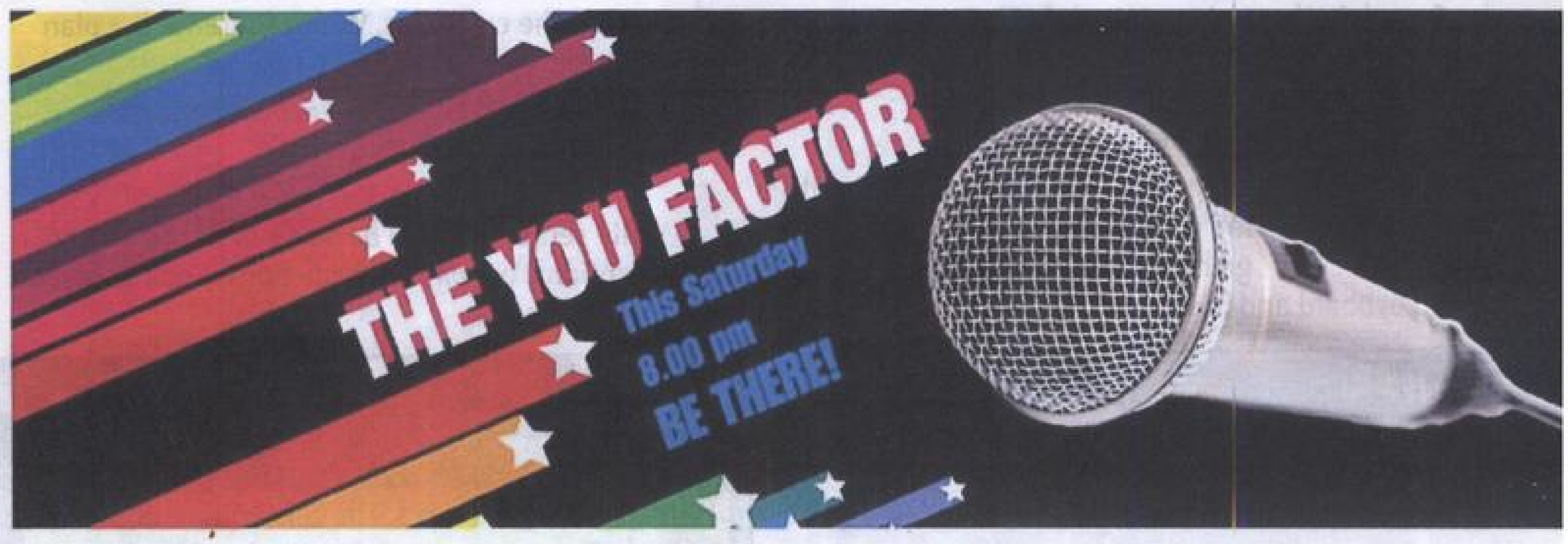
Finished?

Write three predictions and three plans or intentions for next year.

7 VOCABULARY AND LISTENING • Star qualities: adjectives and nouns

I can take notes to help me understand important facts.

THINK! What talent shows are there on TV in your country? Do you watch them?



1 2.16 **Check the meaning of the adjectives in blue. Then choose the correct word in each sentence. Listen and check.**

1 Ambitious / Strong people want to do well.
2 If you're good at something, you're talented / famous.
3 When you're nice to people, you're kind / successful.
4 Energetic / Charming people aren't usually tired.
5 Confident / Weak people feel positive about their skills.

2 2.17 **PRONUNCIATION Syllables Listen to the adjectives and repeat. How many syllables are there in each word? Mark the syllables.**

a|maz|ing ambitious charming confident energetic famous kind strong successful talented weak

3 2.18 **Match the adjectives in blue from exercise 1 with the nouns in the table. Listen and check.**

Noun	Adjective
ambition	*ambitious*
charm	
confidence	
energy	
fame	
kindness	
strength	
success	
talent	
weakness	

4 2.19 **Listen to an extract from *The You Factor*. Which contestant gets the highest score, Jason or Kiera?**

5 2.19 **Listen again. Complete the judges' notes.**

	☺	☹
1 Jason	He's got talent He's very [1]	He needs [2] If he's [3] he'll be [4]
2 Kiera	[5] is her biggest [6] She's got a lot of [7]	Her voice is [8]

6 USE IT! **Work in pairs. What qualities do you need to do different jobs?**

doctor drummer farmer judge teacher TV presenter

I think you need to be kind to be a doctor.

I don't think that's important. I think a doctor needs confidence.

7 LANGUAGE FOCUS • *be going to*: questions • Present continuous for future arrangements

I can talk about future arrangements.

be going to: questions

1 **Order the words to make questions. Then match questions 1–4 with four answers from a–f.**

1 are / what / we / do / going / to / ?
2 you / are / work / with me / to / going / ?
3 to / give her / we / are / what score / going / ?
4 to the final / go / she / is / to / going / ?

a Nine.
b We're going to work.
c Yes, she is.
d Yes, I'm going.
e No, we aren't.
f Yes, I am.

2 **Imagine you and a friend are organizing a trip to the final of *The You Factor*. Write questions for 1–6. Then ask your partner.**

1 How / we / travel ?
2 Where / we / stay ?
3 we / be / on TV ?
4 How much money / you / take ?
5 your parents / go ?
6 the final / be / on TV ?

Present continuous for future arrangements

3 **Match sentences 1–5 with rules a–c.**

1 We're on the train and we're travelling to Dublin.
2 You're coming to the final next week.
3 What are you doing?
4 What are you going to do when you leave school?
5 What are you doing after school?



RULES

a We use the present continuous when we talk about actions in progress. (See page 21.)
b We also use the present continuous when we talk about arrangements in the future. We often use a time expression, e.g. *tomorrow*, *at the weekend*, etc.
c We use *be going to* when we talk about future plans and intentions.

4 **Complete the dialogue with the present continuous form of the verbs in the box. Which sentence is an action in progress and which is an arrangement for the future?**

1 *Action in progress*

ask do feel go revise ~~sing~~ think

Son You sound happy, Mum. Why ***are you singing?***
Mum I [1] very happy.
Son That's nice. [2] we anything on Saturday?
Mum Yes! You [3] for your exams, remember? Why [4] you ?
Son Because Rob's [5] to a concert on Saturday and he invited me. Is that OK? Mum? You're very quiet.
Mum Mmm. I [6] .
Son Oh no – don't think! Just say yes ... please!

5 USE IT! **Work in pairs. Ask and answer questions using phrases from the boxes. Use the present continuous.**

Are you doing anything ...	... tomorrow?
What's happening ...	... in the holidays?
Are you busy ...	... after this lesson?
	... next weekend?
	... this evening?

Are you doing anything this evening?

No, not much. I'm doing my homework and then just watching TV. What about you?

Finished?

Imagine you're in a band and you're going on *The You Factor* in two weeks. Write six sentences about your future arrangements to prepare.



7 SPEAKING • Organizing an event

I can offer to help other people.

THINK! Imagine you are helping to organize an event at your school. What can you do to tell everyone that it is happening?

Amelia Hey, Dan.
Dan Hi, Amelia. You look busy. What [1] _____?
Amelia There's going to be a talent competition in school and I'm helping to organize it.
Dan Really? When [2] _____?
Amelia At the end of the month. We've got lots of singers and [3] _____.
Dan Oh, great!
Amelia [4] _____, but it's hard work – I've got all these posters to put up, and ...
Dan Hold on! Do you want me to do that? I can do it after school tomorrow.
Amelia That would be great, [5] _____.
Dan Can I do anything else to help?
Amelia Well, we still need help with the food and drink. If I give you a list, can you get some [6] _____ from the [7] _____?
Dan Sure, no problem. I can do that.
Amelia Great. We're meeting tomorrow after school to check everything, if you want to come along.
Dan OK. See you then.



1 2.20 **Complete the dialogue with the missing words or phrases. Then watch or listen and check. What two things does Dan offer to do?**

2 2.20 **Read the key phrases. Cover the dialogue and try to remember the order that Dan and Amelia say them. Watch or listen again and check.**

KEY PHRASES

Offering to help

We need help with (the food and drink).
Do you want me to do that?
I can do that.
Can I do anything else to help?
Sure, no problem.
That would be great.

3 **Work in pairs. Practise the dialogue.**

4 **Work in pairs. Look at situations 1–5. Take turns to offer to help in each situation. Use the key phrases.**

1 You must sell fifty music concert tickets.
2 You're having problems with your homework.
3 You can't play chess.
4 Sophie didn't invite me to her party.
5 It's really hot in here.

Look – I've got all of these tickets to sell.
I'll sell some tickets if you want.
That would be great, thanks.

5 **USE IT! Work in pairs. Read the situation and prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.**

Student A: You're helping to organize a barbecue and cooking competition at your school and you have a lot to do: music, food and posters.

Student B: Ask what you can do to help. Offer to do something else, too.

Student A: You're helping to organize a mini sports tournament at your school and you have a lot to do: tickets, posters and snacks.

Student B: Ask what you can do to help. Offer to do something else, too.

7 WRITING • Song reviews

I can write a review of a song using pronouns.

START THINKING **What's your favourite song? Why do you like it?**

THE REVIEW SITE

Title / Band: *Where do broken hearts go?* by One Direction
Reviewer: Mia ★★

One Direction's songs have usually got a good guitar and energetic chorus. The lyrics are all about love, as usual, but the words aren't really very interesting. In fact, they're boring. One Direction fans will obviously love this. For me, however, it sounds the same as all of their other songs.

Title / Band: *Blame* by Calvin Harris (feat. John Newman)
Reviewer: Paul ★★★★

If you like dancing, you'll love this. Like most dance songs, the drum beat is more important than the lyrics. The song starts off with Newman's fantastic voice and some great keyboards, and it gets better and better. This song rocks!

Title / Band: *On sight* by Kanye West
Reviewer: Nico ★

If you're into Kanye West then maybe this is for you, but it's not easy to listen to. The keyboard and chorus sound weird, and it doesn't work for me. This is Kanye at his strangest.

1 **Read the reviews. Which song has a great singer? Which song is difficult to listen to?**

2 **Complete the key phrases with words from the text.**

KEY PHRASES

Reviewing songs

The lyrics are all about [1] _____.
It sounds the same [2] _____.
If you like dancing, [3] _____.
This song [4] _____!
If you're into [5] _____.
It doesn't work [6] _____.

Language point: Pronouns

3 **Find the blue words in the reviews and say what they refer to.**

they	*the lyrics*
1 me	_____
2 it	_____
3 their	_____
4 this	_____
5 his	_____

4 **Replace the blue phrases with five pronouns from the box.**

he her his it my she their them they

1 The song is OK, but the song isn't fantastic.
2 One Direction? I really can't listen to One Direction.
3 Kanye West is an interesting young man and Kanye West's fans are cool.
4 John Newman sings on Calvin Harris's song. John Newman and Calvin Harris are brilliant.
5 My brother is really into Calvin Harris. My brother is a big fan.

5 **USE IT! Follow the steps in the writing guide.**

WRITING GUIDE

A TASK

Think of two songs (which you like or dislike) and write short reviews of them.

B THINK AND PLAN

1 Who wrote the song?
2 What kind of music is it?
3 What do you like or dislike about the artist, music and lyrics?
4 What will fans and other people think about the song?
5 Will it be a hit, in your opinion?

C WRITE

Read the model text again and look at your notes. Then write your review and include some of the key phrases. Exchange your reviews with other people.

D CHECK

- References
- Capital letters
- *will* for prediction
- Pronouns

7 REVIEW

Vocabulary

1 Find the odd one out in each group.

1 drums electronic keyboard piano
2 folk classical hard rock vocals
3 bass concert fans hits
4 kind strong talented weak
5 energy kind talent weakness
6 famous strong success weak

2 Complete the text with the words in the box.

ambitious bass DJ fans
strength talented

1 Did you know that Tina plays the _____ in a hard rock band?
2 My brother's a _____. He uses his computer to play all the music.
3 _____ of Taylor Swift are called 'Swifties'. They buy every song she sings.
4 Sam's biggest _____ is his amazing voice.
5 Jon is really _____. He wants to have an international hit before he's twenty.
6 She's the most _____ musician in the band.

Language focus

3 Write sentences using *be going to* or *will*.

1 I think / Happy Faces / win / *The You Factor* this year
2 Who / be / number one / this week ?
3 We / see / Janet's brother's band / later
4 They / not make / a video tomorrow
5 Sarah / learn / guitar because she wants to join a band

4 Complete the sentences using the present continuous for future arrangements form of the verbs in brackets.

1 We _____ tomorrow. (not meet)
2 You _____ with us to the final on Saturday. (come)
3 What _____ you _____ this weekend? (do)
4 They _____ on Friday. They're doing homework. (not practise)
5 _____ your friend _____ in the competition next month? (sing)
6 I _____ some new songs for the band at the weekend. (write)

5 Order the words to make sentences or questions.

1 are / do / going / to / we / What / ?
2 going / make / stronger / to / We're / you
3 Are / going / me / to / with / work / you / ?
4 eight / give / going / I'm / points / to / you
5 final / going / the / to / You're
6 are / doing / next / Saturday / What / you / ?

Speaking

6 Complete the dialogue with the phrases in the box.

Can I do Do you want me to
Sure, no problem That would be great
What's happening

Lisa Hey, George.
George Hi, Lisa. [1] _____ ?
Lisa I'm helping to organize this music festival at school.
George Really?
Lisa Yes. It'll be great. Look – I've got all of these tickets.
George [2] _____ sell some of them?
Lisa [3] _____, thanks.
George [4] _____ anything else to help?
Lisa We need help with the lights.
George [5] _____. I can do that.
Lisa Great, we're meeting on Saturday at 5 p.m.
George OK. See you there.

Listening

7 2.21 **Listen to the telephone conversation. Then complete the sentences with one, two or three words.**

1 When Ben calls, Mel isn't _____.
2 Ben _____ with his band this afternoon.
3 Sally _____ with Harry's band.
4 Mel thinks Harry's band will _____.
5 Ben thinks Mel is _____.
6 Mel is _____ the band this afternoon.

7 PUZZLES AND GAMES

1 Find nine more music words. Then put them in the correct list.

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

Musical instruments	Types of music
piano	

2 ALI'S WEEK. Look at the pictures in Ali's diary for next week. Follow the instructions.



- Tell your partner what Ali is and isn't going to do.
- Cover the diary and change partners. Test your new partner: ask what Ali is going to do at certain times and days next week.

What's Ali going to do on Tuesday morning?

- Make a diary for Ali for the week after next. Draw different activities for each day.
- Show your pictures to a new partner for them to guess what he's going to do that week.

3 Use the code to write nouns and adjectives in the correct column.

A	B	C	D	E	F	G	H	I	J	K	L	M
★	◆	♠	▼	✱	✪	✥	➤	➲	✤	➲	✢	◗
N	**O**	**P**	**Q**	**R**	**S**	**T**	**U**	**V**	**W**	**X**	**Y**	**Z**
✿	✱	♥	✢	●	♣	✧	➲	➲	➲	■	†	¶

		Nouns	Adjectives
	♠➤★●◗	*charm*	
1	✱✿✱●✥✱✧➲♠		
2	♠✱✿✪➲▼✱✿♠✱		
3	➲➲✿▼✿✱♣♣		
4	✪★◗✱		
5	➶✱★➲		
6	★◗◆➲✧➲✱➲♣		

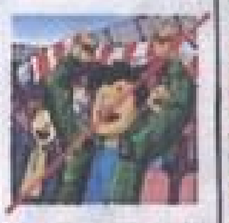
4 SCHOOL TRIP ARRANGEMENTS. Work in pairs. Work out the right order for the school trip and then ask and answer questions about the trip.

What time is the coach leaving?

What are we doing at 2 o'clock?

7.30	Go to see a musical.
9.30	Coach picks up students from the theatre.
12.30	Arrive back at school.
14.00	Visit the Natural History Museum.
17.30	Coach leaves school.
19.30	Have lunch in a rooftop restaurant.

My plans for next week

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Evening					

8 Scary

VOCABULARY • Feelings

I can say how I feel about things.

Extra listening and speaking p95
Curriculum extra p103
Culture p111
Project p115

THINK! What is a phobia? Do you have one?

1 Look at the title of the questionnaire. What does *risk* mean? Do the *Risk Factor* questionnaire. Then look at the key. Do you agree?



THE RISK FACTOR

Choose the option that's true for you.

1 SNAKES

A I'm really interested in snakes. I had a snake around my neck when I was at the zoo. It felt warm and dry.

B I touched a snake once, but I wasn't happy about it!

C I have a phobia of snakes and I keep away from them.

2 HEIGHTS

A I climbed to the top of the Eiffel Tower last year. It was cool!

B I'm not scared of heights if I know I can't fall.

C I don't like high places. I am nervous about going into a tall building!

3 HORROR FILMS AND STORIES

A I read lots of horror stories, and I'm really fond of horror films. They're scary, but it feels good!

B I watch horror films sometimes, but only with friends.

C I have bad dreams after a scary film. I never watch them.

4 THRILLS

A I love roller coasters. I'll try anything once.

B I'll try things if they aren't dangerous, but I'm scared of things that are really fast.

C I hate roller coasters! I prefer to have my feet on the ground.



KEY

Mostly A: You love danger and risk. You are a real adventurer, but you need to be careful – you don't want to go to hospital!

Mostly B: You aren't scared of danger and you like adventure, but you're not keen on anything that is too dangerous. You think a bit of fear with your fun is OK.

Mostly C: Your life is a bit boring because you're nervous about risks and adventure. Try an action sport or go on a roller coaster. Maybe it'll be fun!



2 2.22 **Find adjectives 1–8 in the questionnaire and match them with the prepositions in the box. Listen and check.**

about at in of on

bad	at
1 fond	5 keen
2 good	6 nervous
3 happy	7 scared
4 interested	8 worried

3 2.23 **Watch or listen. Who does not like being in small places? Who is happy about being in high places?**



4 2.23 **Watch or listen again. Choose the correct words.**

1 Amelia is scared of **snakes / spiders**.
2 Harry gets nervous about **hospitals / the dentist**.
3 Shri finds **high places / small spaces** scary.
4 **Swimming / Dancing** makes Lilly happy.

5 Look at the sentences in exercise 4 and complete the key phrases.

KEY PHRASES

Talking about how things make you feel

What are you [1] ____ of?
What do you [2] ____ scary?
Do you ever get [3] ____?
I get nervous [4] ____ hospitals.
What makes you [5] ____?

6 USE IT! **Work in pairs. Ask and answer questions about how you feel in certain situations. Use the key phrases.**

What are you scared of?

I'm scared of flying in a plane.

INJECTIONS

A I've had lots of injections, and I'm not worried about them.
B I'm not happy about injections, but they aren't scary.
C Injections really hurt. I'm scared of them.

DANGEROUS SPORTS

A I've tried these sports: climbing, snowboarding, horse riding, and now I want to go caving.
B I'm not keen on adventure sports, but I'd like to try snowboarding just once. I'm good at safer sports like tennis and swimming.
C I'm bad at sports. I'm much better at creative things, like writing. It's safer.

Finished?

Write about a time you were scared of, or nervous about something. What happened?

8 READING • Scream machines

I can identify the main idea in an article.

THINK! What is a 'scream machine'? (If you can't guess, look at the photo to help you.)

SCREAM MACHINES

Scary or fun?



Why do millions of people love roller coasters? The answer is that people love feeling afraid when they know they're in no real danger. But Jane Clark has never been on a roller coaster. She is frightened of heights and speed. 'It's ridiculous. All my friends have ridden on roller coasters, and they love it,' says Jane. 'I've always wanted to try, but I've never been brave enough.' Well, Jane has decided that today this is going to change. She has bought a ticket for *Oblivion* and her friends are here to support her. Her heart is beating and she can't speak as she gets in. Then they're off. People are screaming because they're scared, or is it because they're excited? She screams, too. Three minutes later, it's all over. Jane is happy. She's done it! She's been on her first roller coaster. 'Words can't describe it!' she says.

But for some people, roller coaster phobia never goes away. Psychologist Frank Farley believes that there are two types of people when it comes to fear and risk. Some people prefer the quiet life. For others, danger and excitement make them feel alive. Their brains produce 'feel-good' chemicals in risky situations, and they love extreme sports like climbing or paragliding. Roller coasters are great for these people because they can get the excitement without the danger. The chance of a fatal accident is one in 50 billion. Driving to the amusement park is more dangerous than riding on a 'scream machine'!

1 Read the article. What is Jane Clark's problem?

2 2.24 Read and listen to the article again and complete the sentences.

1 Jane Clark is scared of _____ and _____.
2 Jane is going on *Oblivion* because she wants to be _____.
3 Jane's _____ have come with her on the ride.
4 Jane feels _____ after the ride.
5 Some people love extreme sports because they love _____ and excitement.
6 _____ in your car is more dangerous than riding on a roller coaster.

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text. For more practice go to page 68 in the Workbook.

4 USE IT! Work in pairs. Ask and answer the questions. Do you like going on roller coasters? Why / Why not?

8 LANGUAGE FOCUS • Present perfect: affirmative and negative

I can talk about experiences.

1 **Choose the correct options for 1–3 and check your answers on page 80. What do you think is the correct option in 4?**

1 Jane Clark ____ bought a ticket for *Oblivion*.
a has b have

2 Jane's friends ____ come to support her.
a has b have

3 Jane ____ ridden on roller coasters before.
a hasn't b haven't

4 Her friends ____ been on *Oblivion* before.
a hasn't b haven't

2 **Look at the sentences in exercise 1 and choose the correct words in the rules.**

RULES

1 We use the present perfect to talk about experiences in the past / present which are important now.
2 We say / don't say exactly when a present perfect action happened.
3 We form the present perfect with *have (not) / be* (not) + past participle.

3 **Complete the table with the past simple and past participle forms of the verbs in the box. Which verbs are irregular? Check your answers in the list in the Workbook (page 100).**

be buy ~~climb~~ decide do have meet read ride touch try want watch

Regular	Irregular
climb – climbed – climbed	be – was/were – been

4 **Work in pairs. Cover the table in exercise 3 and test your partner.**

Ride?

Ride, rode, ridden.

5 **Complete the text using the present perfect form of the verbs.**



Clare Watson [1] (be) outside her home only three times in two months. 'I [2] (stop) going out because it's scary,' says Clare. Clare has agoraphobia – a fear of open places. She [3] (see) three different doctors, but they [4] (not find) a solution to her problem. She [5] (take) medicine and she [6] (go) to therapy groups, but they [7] (not help) her. Clare is very unhappy. But now she [8] (start) a new virtual reality treatment and she's enthusiastic. 'I can visit beaches, shopping centres and streets with my headset and computer,' she says. 'I'm getting better, and I hope to visit real places soon.'

6 2.25 **PRONUNCIATION** Recognizing contractions **Listen and choose the form you hear. Then practise saying the sentences.**

1 a I've touched a snake. b I touched a snake.
2 a She's arrived. b She arrived
3 a He's finished. b He finished.
4 a You've met him. b You met him.

7 **USE IT!** **Work in pairs. Talk about experiences 1–8 using the phrases in the box. Use affirmative and negative forms of the present perfect.**

All my friends Everyone I My parents One / None of my friends

1 ride a motorbike
2 paint a picture
3 visit Italy
4 write a blog post
5 live in another country
6 win a competition
7 eat Indian food
8 go sailing

I haven't ridden a motorbike. How about you?

Yes, I've ridden a motorbike. / I haven't ridden a motorbike, but I'd like to.

Finished?

Think of five things you've done in the last five years.

8 VOCABULARY AND LISTENING • Injury collocations

I can listen for specific information.

START THINKING **Have you ever had a bad accident? What happened?**

1 2.26 **Check the meaning of the blue words and choose the correct options. Listen and check.**



1 How did you cut / burn your finger?



2 I'm afraid your ankle is broken / bruised.



3 I fell off my bike. I've got a bruise / an injury on my knee.



4 I've burned / sprained my wrist again.



5 She's been in the sun and her nose is burned / sprained.



6 Their best player has cut / injured his shoulder.

STUDY STRATEGY

Learning words in groups

Writing groups of related words is a useful way of expanding your vocabulary.

2 2.27 **Read the study strategy. Complete the table with words from exercise 1. Then listen and check.**

Verb	Past participle / adjective	Noun
1	cut	a cut
break	2	a break
3	burned	a burn
4	5	a bruise
injure	6	7
sprain	8	a sprain

3 2.28 **Listen to interviews with three young people and answer the questions.**

1 Who has never broken any bones?
2 Who has been to hospital?
3 Who has had an operation?

4 2.28 **Listen again and complete the sentences.**

1 Laura's favourite sport is _____.
2 She broke _____ when she was learning.
3 Owen goes mountain biking with _____.
4 Owen's record speed for downhill biking is _____.
5 Rachel plays goalie in _____.
6 She broke _____ when she fell off her bike.

5 USE IT! **Work in pairs. Talk about injuries you or your family have had.**

I broke my finger yesterday.

How did you do that?

Playing basketball.









DANGEROUS SPORTS

Simon Hunter has travelled around the country, finding out what dangerous sports young people are into these days.

8 LANGUAGE FOCUS • Present perfect: questions and short answers • *ever* and *never*

I can ask and answer questions about experiences.

Present perfect: questions and short answers

1 Read the questions about people on page 82. Choose the correct answers.

1 Has Laura ever had an injury?
a Yes, she has. b No, she hasn't.
2 Have Tim and Owen tried downhill biking?
a Yes, they have. b No, they haven't.
3 Have they broken any bones?
a Yes, they have. b No, they haven't.
4 Has Rachel ever had a serious ice hockey accident?
a Yes, she has. b No, she hasn't.

2 Look at questions 1–4 in exercise 1 and choose the correct answers in the rules, a or b.

RULES

1 We form present perfect questions with:
a *Have / Has* + subject + past participle
b *Have / Has* + subject + base form
2 We can use *ever* in present perfect questions. It goes:
a after the past participle.
b between the subject and the past participle.

3 The Sim family are very unlucky. Look at the pictures and write questions and short answers.

Dad / break / his arm ?
Has Dad broken his arm? Yes, he has.
1 Jim and Dan/ bruise / their arms and faces ?
2 Mum / injure / her head ?
3 Ella and Ann / sprain / their wrists ?
4 Dad / cut / his leg ?
5 Mum / break / her ankle ?
6 the dog / hurt / its head ?



ever and *never*

4 Choose the correct words and write true short answers.

1 **Have / Has** you ever been climbing?
2 Has your mum **break / broken** her arm?
3 **Have / Has** your dad ever played basketball?
4 Has **your parents / your friend** visited the USA?
5 Have you **ever / never** been to hospital?

5 Write questions using the present perfect with *ever*.

speak / in public ? *Have you ever spoken in public?*
1 touch / a snake ?
2 go / paragliding ?
3 break /a bone ?
4 swim / across a river ?
5 see / a famous person ?
6 fly / in a plane ?
7 visit / Italy ?

6 USE IT! Work in pairs. Ask and answer the questions in exercise 5. If the answer is *Yes, I have*, say what happened.

Have you ever broken a bone?
Yes, I have. I fell off my bike.
Really? What happened?
I was cycling along my street when …

Finished?

Think of three more questions about experiences. Use *Have you … ?*

8 SPEAKING • Responding to a problem

I can offer to help someone with an injury.

THINK! A friend has hurt his ankle. How do you know if it is serious or not?

Joe Hey, Chloe! What's wrong? Are you OK?
Chloe No. I've hurt my arm.
Joe How did you do it?
Chloe I fell [1] I was skateboarding. I was going too fast and I [2] stop. It's really painful.
Joe Let me see. Oh dear! You've got a [3] on your arm.
Chloe Ouch! Don't touch. It really hurts.
Joe And your elbow's very red.
Chloe Really?
Joe Can you move it?
Chloe No, I can't move it at all. It's too painful. Do you think I've [4] it?
Joe I don't know, but it [5] look good. I think you should see a doctor.
Chloe I'll call Mum and she can take me.
Joe Come on. [6] go over there and wait for her.
Chloe Thanks, Joe.



1 2.29 **Complete the dialogue with the correct words. Then watch or listen and check. What happened to Chloe? What advice does Joe give her?**

2 2.29 **Cover the dialogue and choose the correct words in the key phrases. Watch or listen again and check. Which phrases are for describing an accident and which are for responding? Write *A* (accident) or *R* (response).**

KEY PHRASES

Responding to an accident

1 What's wrong / the problem? R
2 Are you **OK** / **fine**?
3 I've hurt **the** / **my** arm.
4 It's **really** / **amazing** painful.
5 **Let** / **Let's** me see.
6 It really **hurts** / **painful**.
7 Can you move it?
8 I **can** / **can't** move it at all.
9 I think you **should** / **will** see a doctor.

3 **Work in pairs. Practise the dialogue.**

4 **Work in pairs. Ask and answer questions using the key phrases.**

1 hurt / knee
2 cut / finger
3 burn / shoulder
4 break / nose
5 injure / elbow
6 sprain / ankle

What's wrong?
I've hurt my knee.
Can you move it?
Yes, but it hurts a bit.

5 USE IT! Work in pairs. Prepare a dialogue for the following situation. Use the key phrases and the dialogue in exercise 1 to help you. Then change roles.

Student A: You've hurt a finger playing basketball. You can't move it, and it's painful.

Student B: Offer to help to Student A. Find out what the problem is and suggest what he / she should do.

8 WRITING • Emails

I can write a narrative email using *because* and *so*.

THINK! What kinds of accidents can happen to skiers?





< Inbox

Hi Matt,

Thanks for your email. How's it going? Have you done anything exciting recently?

Guess what? I've had some bad luck. I've broken my leg. It happened last week when I was skiing with my family. It was snowing so I couldn't see. Suddenly my ski came off. I couldn't stop and I hit a tree. My dad called the rescue services because my leg really hurt. They arrived quickly and took me to hospital by helicopter.

It's a bad injury, so I've had an operation. Now I'm really bored because I'm still in hospital. I'm lying in bed with my leg in the air!

Write back soon.

Clare

1 **Read the email. When did Clare have an accident? Find four examples of the present perfect in the email.**

2 **Study the key phrases. Which phrases go at the beginning and which go at the end of an email?**

KEY PHRASES

Informal expressions

1 How's it going?
2 Write back soon.
3 Have you done anything (exciting)?
4 Thanks for your email.
5 Bye.

Language point: Reason and result

3 **Look at the blue words in the text. Which word introduces a reason? Which one introduces a result?**

4 **Complete the sentences with *because* or *so*.**

1 I can't play football today _____ I've sprained my ankle.
2 I cut my hand badly today _____ my mum took me to hospital.
3 I fell off my bike _____ now I have a big bruise on my arm.
4 I couldn't see _____ I wasn't wearing my glasses.
5 I'm bored _____ my computer isn't working.

5 ✎ **USE IT! Follow the steps in the writing guide.**

WRITING GUIDE

A TASK

Imagine that you had an accident while you were camping by the sea. Write an email to a friend.

B THINK AND PLAN

1 What has happened and where are you now?
2 Where were you and who were you with?
3 What were you doing when you had the accident?
4 What is the result of the accident?
5 How do you feel now?

C WRITE

Paragraph 1: Introduction
Greetings and a polite question
Paragraph 2: Description of the accident
Paragraph 3: Conclusion
End your email politely.

D CHECK

- Informal expressions
- *because* and *so*
- Tenses

8 REVIEW

Vocabulary

1 Complete the sentences with the words in the box.

about at at in of on

1 What are you good ____ ?
2 Tim's very keen ____ making videos with his phone.
3 My sister's not interested ____ scary films.
4 A Are you scared ____ animals?
B Only dogs.
5 Are you worried ____ your exams?
6 I'm really bad ____ science subjects.

2 Complete the words.

1 Is that a br____ on your arm?
2 Has Joe sp_____ his wrist?
3 She fell and in_____ her leg.
4 I've bu____ my hand.
5 When did you br___ your ankle?
6 Bill has c__ his knee badly.

Language focus

3 Complete the sentences using the present perfect form of the verbs in brackets.

1 You don't know Harry. You ____ him. (not meet)
2 Jamie loves roller coasters. He ____ a ticket for the fastest one in the world. (buy)
3 I'm worried about school today. I ____ my homework. (not do)
4 Jane ____ an accident. The doctor is seeing her now. (have)
5 We ____ where we're going on holiday this year. (not decide)
6 I think I ____ my ankle. It really hurts. (sprain)

4 Look at the picture. Write questions and short answers using the present perfect form of the verbs.

1 the man / break / his ankle ?
2 the mother / cut / her leg ?
3 her children / sprain / their wrists ?
4 the mother / hurt / her elbow ?
5 the boys / burn / their arms ?
6 they / bruise / their knees ?

5 Complete the mini-dialogues with the correct form of the verbs.

1 A What is Tim's girlfriend like?
B I don't know. I ____ her. (never / meet)
2 A ____ Italy? (they / ever / visit)
B Yes, they ____.
3 A ____ your leg? (ever / break)
B No, I ____.
4 A ____ a car? (your brother / ever / drive)
B No, ____. He's too young.
5 A ____ a snake? (you / ever / touch)
B No. I ____ one! (never / see)

Speaking

6 Complete the dialogue.

Amy What's [1]w____?
Lisa I think I've [2]b____n my [3]f____r.
Amy [4]L__ me see.
Lisa It really [5]h____.
Amy Can you [6]m___ it?
Lisa No, I can't. Not at all.
Amy I think you [7]s_____ see a doctor.

Listening

7 2.30 **Listen to Luke talking to Dr Jones about his injury. Write *true* or *false*. Correct the false sentences.**

1 Luke has hurt his wrist.
2 He was mountain biking this morning.
3 Luke broke his wrist two years ago while he was mountain biking.
4 Luke has never fallen off his bike before.
5 He has badly sprained his wrist.
6 Dr Jones says he shouldn't go mountain biking for two weeks.



8 PUZZLES AND GAMES

1 A BOARD GAME. Work in groups of three. Follow the instructions.



- Each player chooses a different colour to start on.
- Take turns tossing a coin. If the coin lands on 'heads', move one square clockwise. If the coin lands on 'tails', move two squares.
- Match your adjective with a preposition, then make a true sentence, positive or negative, about yourself or someone in your family.
- The winner is the first player to reach their start colour.

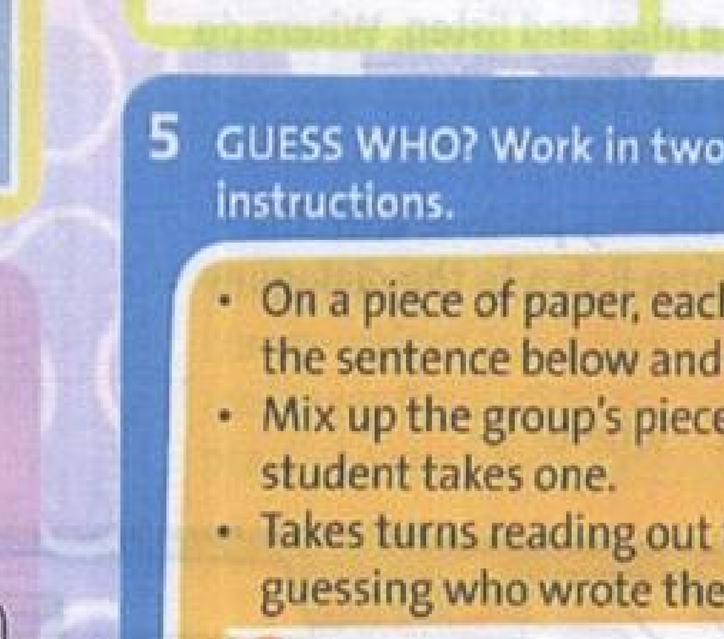
good	nervous	fond	interested
happy	of about in on at		worried
bad	scared	keen	enthusiastic

2 Order the blocks of letters to complete the present perfect sentences.

1 (My c) (bee) (ousi) (hous) (n has n) (n to) (e.) (my) (ever)
My cousin has n...
2 (inge) (My s) (ut h) (er f) (iste) (r has c) (ain.) (r ag)
3 (aven) (aren) ('t tr) (My p) (ied) (Indi) (ts h) (ood.) (an f)

3 Jon has had an accident. Look at the clues and complete the puzzle.

a He's [1] his [8] .
b He's covered in [2] and [4] .
c He's got a [5] [7]
d He's [6] his ankle.
e He's [3] to be alive!



4 FIND SOMEONE WHO ... Walk around the classroom and ask questions. Write a different name for each question.

Find someone who ...

has won a prize.



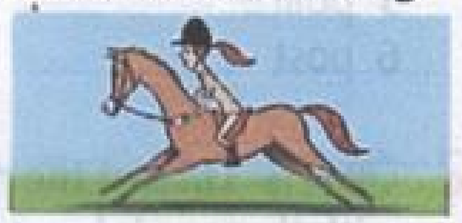
has broken a bone.



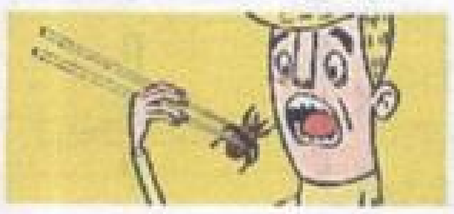
has stayed up all night.



has tried horse riding.



has eaten an unusual food.



has been on a roller coaster.



5 GUESS WHO? Work in two groups. Follow the instructions.

- On a piece of paper, each student completes the sentence below and folds it in two.
- Mix up the group's pieces of paper and each student takes one.
- Takes turns reading out the sentences and guessing who wrote them.

I've never ... , but I'd like to.

1 + Options EXTRA LISTENING AND SPEAKING • Directions

I can ask for and give directions.

1 3.02 **Match words 1–12 with the words in the box to form compound nouns. Then listen and check.**

centre centre crossing ~~gallery~~ lights
office park park pool school
station stop

1 art gallery
2 bus ____
3 car ____
4 pedestrian ____
5 police ____
6 post ____
7 secondary ____
8 shopping ____
9 skate ____
10 sports ____
11 traffic ____
12 swimming ____

2 3.03 **Look at the map and match places A–L with the words in exercise 1. Then listen and check.**

A art gallery
B s ____ s ____
C p ____ c ____
D p ____ o ____
E s ____ p ____
F s ____ c ____
G t ____ l ____
H s ____ c ____
I b ____ s ____
J s ____ p ____
K p ____ s ____
L c ____ p ____

3 3.04 **Look at the map and listen. Where do the people want to go? Start at *X*.**

4 3.04 **Complete the key phrases with the words in the box. Then listen to the dialogues again and check.**

at on straight where

KEY PHRASES

Giving directions

Do you know [1] ____ the ... is?
Turn left / right [2] ____ the traffic lights.
It's [3] ____ the left / right.
How do I get there?
Go [4] ____ on.

5 3.05 **Listen and choose the correct words in the dialogue. Then practise the dialogue.**

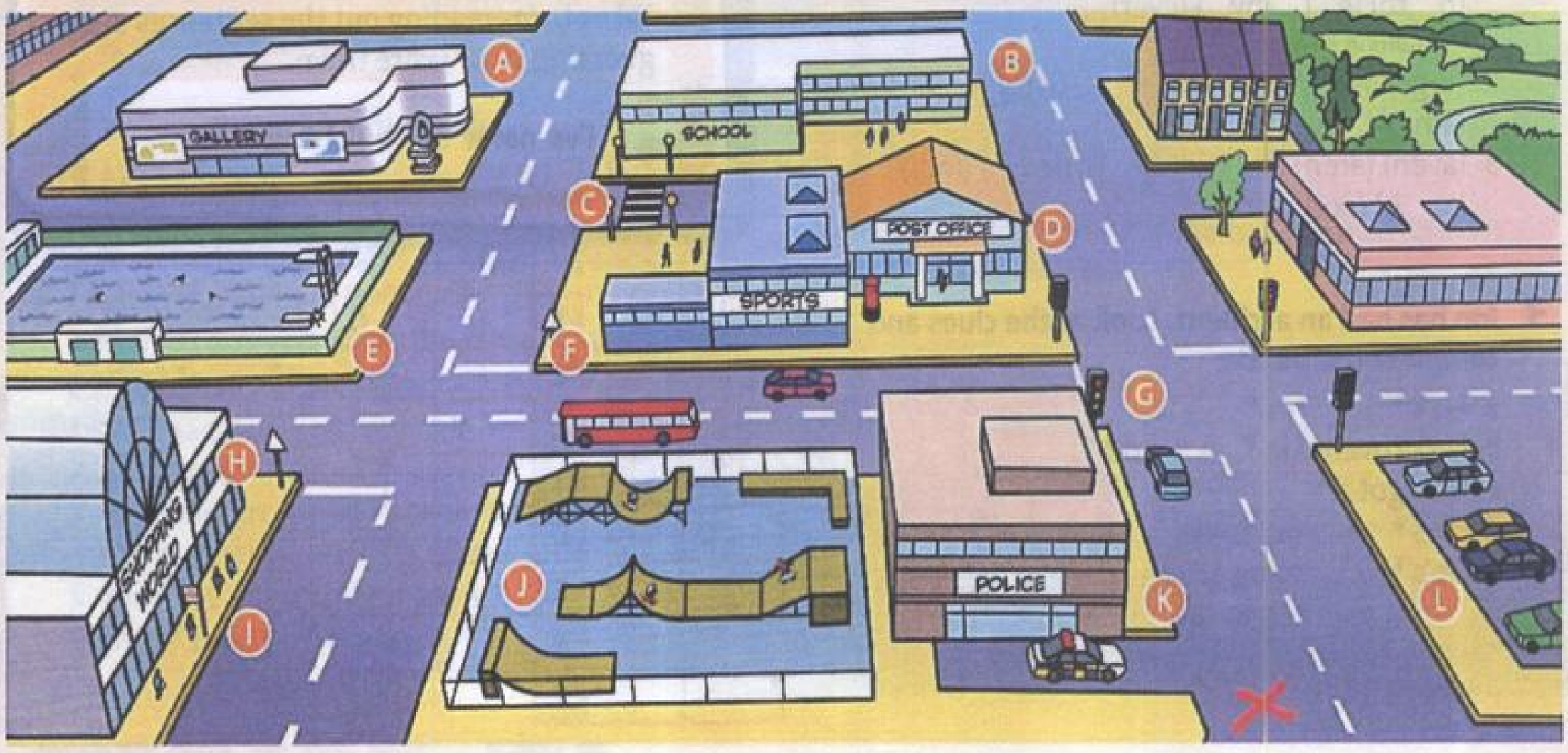
Alex Excuse me. Do you know where the [1]**swimming pool / car park** is?
Police officer Yes, it isn't far.
Alex How do I get there?
Police officer Turn [2]**right / left** at the traffic lights. Then go straight on. Cross the road. The swimming pool is on the [3]**right / left**.
Alex Great! Thanks for your help.
Police officer You're welcome.

6 USE IT! **Work in pairs. Imagine that you are at *X* on the map and you want to go to one of the places in the box. Ask for and give directions using the key phrases.**

art gallery secondary school
shopping centre

Excuse me. Do you know where the ... is?

How do I get there?



2 + Options EXTRA LISTENING AND SPEAKING • Can I take a message?

I can leave a phone message for someone.

1 **Match types of information 1–5 with details a–e.**

1 phone number	a 34 Eastfield Road
2 time	b 0791324058
3 date	c 1.40 p.m.
4 price	d 23 March
5 address	e £46.50

2 3.06 **Listen and write what you hear. Then listen again and repeat.**

3 3.07 **Listen to a telephone conversation and message. Which numbers from exercise 1 do you hear?**



4 3.07 **Listen to the telephone conversation and message again and answer the questions.**

1 Where is Sophie's dad when Dave phones?
2 What message does Sophie take?
3 Where are Dave and Alex going this afternoon?
4 What time does Alex need to be at Oliver's house?

5 3.07 **Listen again and choose the correct words in the key phrases.**

KEY PHRASES

Leaving a message

Can I [1] **speak / talk** to your dad, please?
He's [2] **away / out** at the moment.
Can I [3] **leave / take** a message?
Can you ask him to [4] **call / phone** me?

6 3.08 **Read the message and listen to the dialogue. Then practise the dialogue with a partner.**

Luke, Daniel called. He's meeting the girls at 8.00 p.m. at the cinema.

Luke's mum Hello.
Daniel Hi, it's Daniel here. Can I speak to Luke, please?
Luke's mum Sorry, he's out at the moment. Can I take a message?
Daniel Yes, please. Can you tell him that I'm meeting the girls at eight o'clock at the cinema?
Luke's mum OK, meeting the girls ... eight o'clock ... cinema.
Daniel That's right.
Luke's mum OK, I'll give him the message.
Daniel Thanks. Bye.
Luke's mum Bye.

7 USE IT! **Work in pairs. Prepare telephone conversations using the information in the messages below and the key phrases. Then practise your conversations with your partner.**

Luke, Emily called. She's having a party on Saturday 11 October – 86 Camden Road.

Luke, Jack called. The tickets for the concert cost £90.75.

3 Options EXTRA LISTENING AND SPEAKING • A special event

I can talk about an event in the past.



1 3.09 **Listen to people talking about a wedding. Match speakers 1–4 with the things in photos A–D.**

1 Liam
2 Emma
3 Harry
4 Ruby

2 3.10 **Listen to Megan talking about a wedding. Which of the things in the box does she talk about?**

clothes place Lily's parents music presents food people drinks

3 3.10 **Listen to the conversation again and write *true* or *false*. Correct the false sentences.**

1 The wedding was last Saturday.
2 There were a hundred people at the wedding.
3 Megan sat next to Dan at dinner.
4 The wedding was in a room in a big hotel.
5 Megan gave Lily and Dan some money as a wedding present.

KEY PHRASES

Asking about an event

Did you have a good time?
Were there many people?
What did you give them for a present?
What was (the food) like?
Why didn't you go to ... ?

4 3.11 **Complete the dialogue with the key phrases. Listen and check. Then listen again and repeat the dialogue.**

Pete Hi, Sam. [1] _____ Jack's party?
Tom I couldn't come. It was my brother's wedding.
Pete Oh, I forgot about that. [2] _____ ?
Tom Yeah. I had a great time!
Pete [3] _____ ?
Tom Yes, there were about 100 people. I met Jack's sister, Ruby. She's cool.
Pete I don't know her. [4] _____ ?
Tom Really good. There were lots of different types of food.
Pete [5] _____ ?
Tom My mum and dad gave them a coffee machine. They really liked it!

5 USE IT! **Work in pairs. Look at the diary extract. Prepare and practise a new dialogue using the information in the diary, and the dialogue in exercise 4. Use the key phrases.**

Jan went to Sophie's birthday party on Saturday. I couldn't go. It was my cousin Lucy's wedding! She married Steve.

The wedding was amazing. About 200 people were there. I met Steve's brother, Mark. He was really friendly. The food was amazing and the music was good. I gave Lucy and Steve a camera and they loved it!

4 + Options

EXTRA LISTENING AND SPEAKING • Finding things

I can talk about where things are in a room.



1 3.12 **Look at the picture of Malaya and Anya's bedroom. Match objects A–I in the picture with the words in the box. Listen and check.**

basket cuddly toy drawer laptop
pillow poster rug sheets shelves

2 3.13 **Listen to eight false statements about the picture. Correct the sentences.**

1 'The pillows are under the beds.'
No, the pillows are on the beds.

3 3.14 **Listen to Malaya and Anya and number key phrases a–d in the order you hear them.**

KEY PHRASES

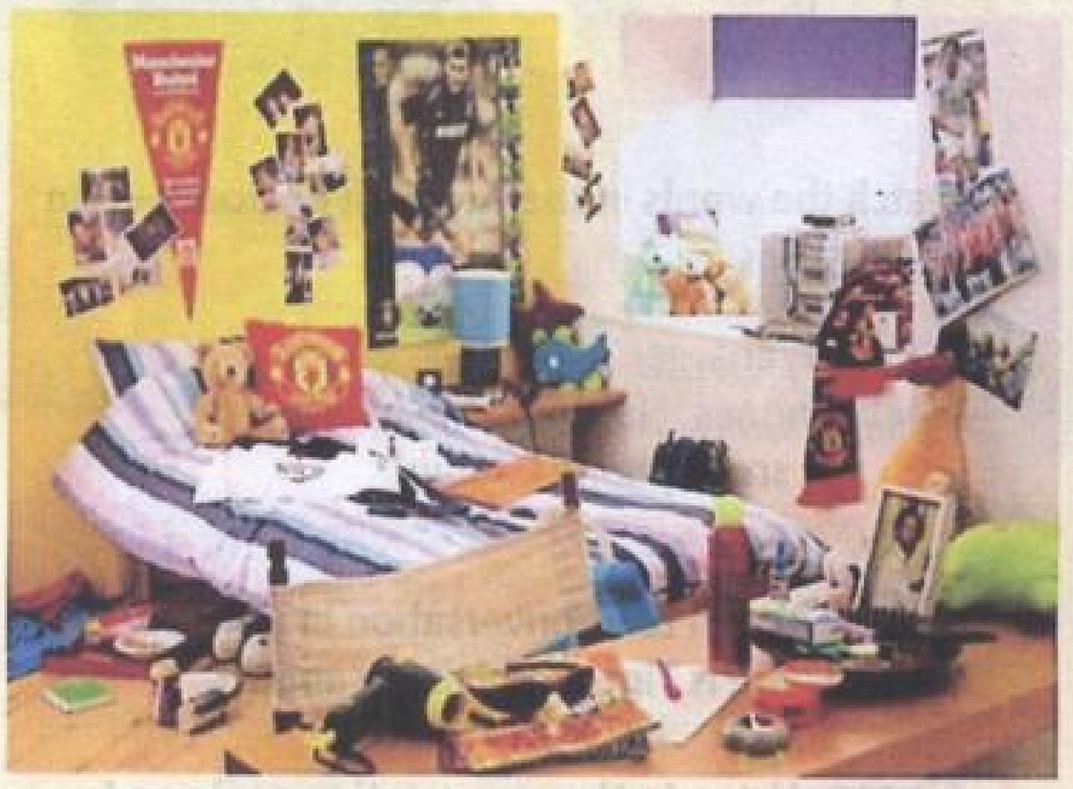
Finding things

a That's the wrong one. ☐
b Look, here's ... ! ☐
c Here it is! ☐
d Is this what you're looking for? ☐

4 3.14 **Listen to the conversation again and answer the questions.**

1 What are the girls looking for?
2 Why does Anya need the book today?
3 Where does Anya usually put her book?
4 Where does she do her homework?
5 Where does Anya find the book?

5 3.15 **Look at the photo of Adam's bedroom and listen. Then practise the dialogue with a partner.**



Mum What's wrong?
Adam I can't find my phone.
Mum Is it under those magazines on your table?
Adam No, it isn't.
Mum Look, here's a mobile phone! Is this what you're looking for?
Adam No, that's the wrong one. That's my old one.
Mum What about your school bag? Is it in there?
Adam No, it isn't. Oh, here it is! It's on the bed.

6 USE IT! **Work in pairs and look at Adam's bedroom again. Imagine you can't find one of the objects in the box. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.**

football homework notebook
laptop shirt

5 + Options EXTRA LISTENING AND SPEAKING • Making a complaint

I can complain about a problem.

















1 **Match the words in the box with devices A–H in the pictures.**

battery charger camera ebook
headphones laptop MP3 player
smartphone radio

2 3.16 **Listen to a conversation in a shop. What device is Tim complaining about?**

3 3.16 **Listen to the conversation again and write true or false. Correct the false sentences.**

1 Tim isn't happy with his new laptop.
2 It's faster than his old laptop.
3 He can't watch videos on it.
4 He wants to change the battery.
5 The manager can't change the laptop.
6 She sells Tim a new battery.

KEY PHRASES

Complaining and apologizing

How can I help you?
I'd like to make a complaint.
I'm afraid we can't change it.
It doesn't work.
I'm terribly sorry about that.
There's something wrong with it.

4 3.17 **Complete the dialogue with the key phrases. Listen and check. Then listen again and repeat the dialogue.**

Manager Good afternoon. [1] _____?
Molly [2] _____ I bought this mobile phone here last week and [3] _____. I can't make phone calls.
Manager I see. [4] _____.
Molly I would like to change it for a different one.
Manager [5] _____.
Molly But [6] _____!
Manager OK, I'll see what we can do.

5 USE IT! **Work in pairs. You have a problem with a device and you are making a complaint. Prepare and practise a new dialogue using the ideas below or your own ideas. Use the model dialogue and the key phrases.**

Your new camera is broken.

You bought the wrong battery charger for your mobile phone.

Your new radio makes a funny noise.

You can't download many books on your new e-book reader.

You can't go on the internet with your new mobile phone.

6 + Options

EXTRA LISTENING AND SPEAKING • Expressing opinions

I can give an opinion about school.









1 **Check the meaning of the topics in the box. Then match four of the topics with photos A–D.**

school uniform school lunches
skipping classes exam pressure bullying
homework class size sports cheating
school trips school clubs

2 3.18 **Listen to an interview with two students, Will and Olivia. Which four topics about school life from exercise 1 do they mention?**

3 3.18 **Listen to the interview again and write Will or Olivia next to the opinions.**

1 Cheating is not a big problem.
2 Students shouldn't take mobile phones into exams.
3 Cyber bullying is a serious problem.
4 There should be more school trips to help with studies.
5 Classes should be smaller.

4 3.18 **Complete the key phrases, then listen again and check.**

KEY PHRASES

Opinions

Do you think there's a problem with [1] _____ at school?
Not [2] _____.
I disagree [3] _____.
Yes, [4] _____.
How can [5] _____ improve?
We should definitely have [6] _____.

5 3.19 **Complete the dialogue with the key phrases. Listen and check. Then practise the dialogue with a partner.**

Sally [1] _____ skipping classes at school?
Dan [2] _____. A few students go into town, but not many. What about school uniforms? Do you think we should have one?
Sally Yes, [3] _____ a uniform.
Dan I agree with that. If everyone wears the same thing it makes us all the same.
Sally Yes, [4] _____. And our uniform is easy to wear.
Dan I think sport is a problem. We should have more classes.
Sally [5] _____ with that. I don't want any more! [6] _____ improve?
Dan School lunches aren't very good. I think there should be more choice.

6 USE IT! **Work in pairs. Prepare and practise a new dialogue using ideas about your school. Use the topics in exercise 1, the dialogue in exercise 5 and the key phrases.**

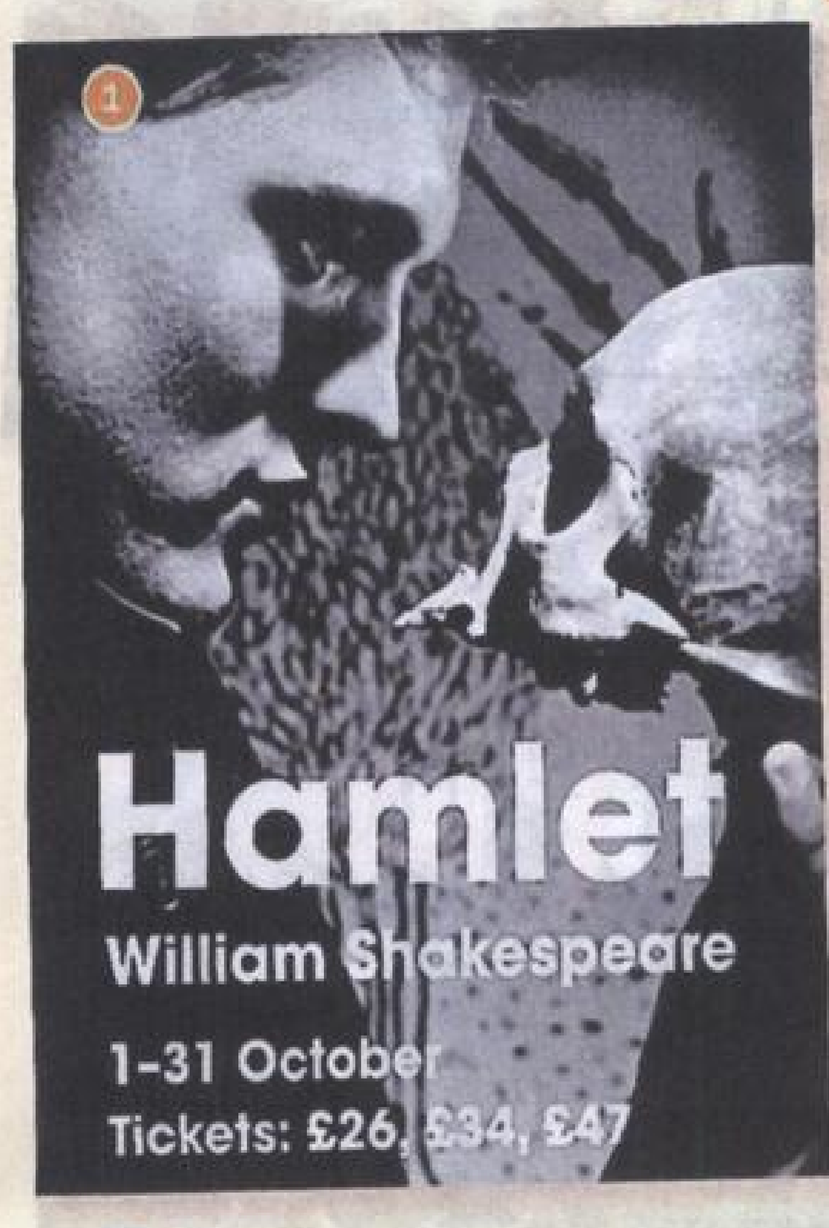
7 + Options

EXTRA LISTENING AND SPEAKING • Buying tickets

I can buy tickets for a play, a concert or a musical.

1 **Match posters 1–3 with the types of show in the box.**

musical concert play







2 3.20 **Look at the posters and listen to the conversation. Which type of show does Will decide to buy tickets for?**

3 3.20 **Listen to the conversation again. Correct the words in bold in the key phrases.**

KEY PHRASES

Buying tickets

Can I have two [1] seats for ..., please?
Where would you like to sit: front, [2] centre or back?
That's seats ... and ... in [3] line ... .
That's [4] $... altogether, please.

4 3.20 **Listen again, and complete the ticket with the correct information.**

THEATRE TICKET

Show: [1]
Date: [2] November
Seats: [3] [4]
Row: [5]
Total price: [6]

5 3.21 **Listen and write the numbers and letters you hear. Then listen and repeat.**

1 9, 10, R

6 3.22 **Complete the dialogue with words from the key phrases. Listen and check. Then practise the dialogue.**

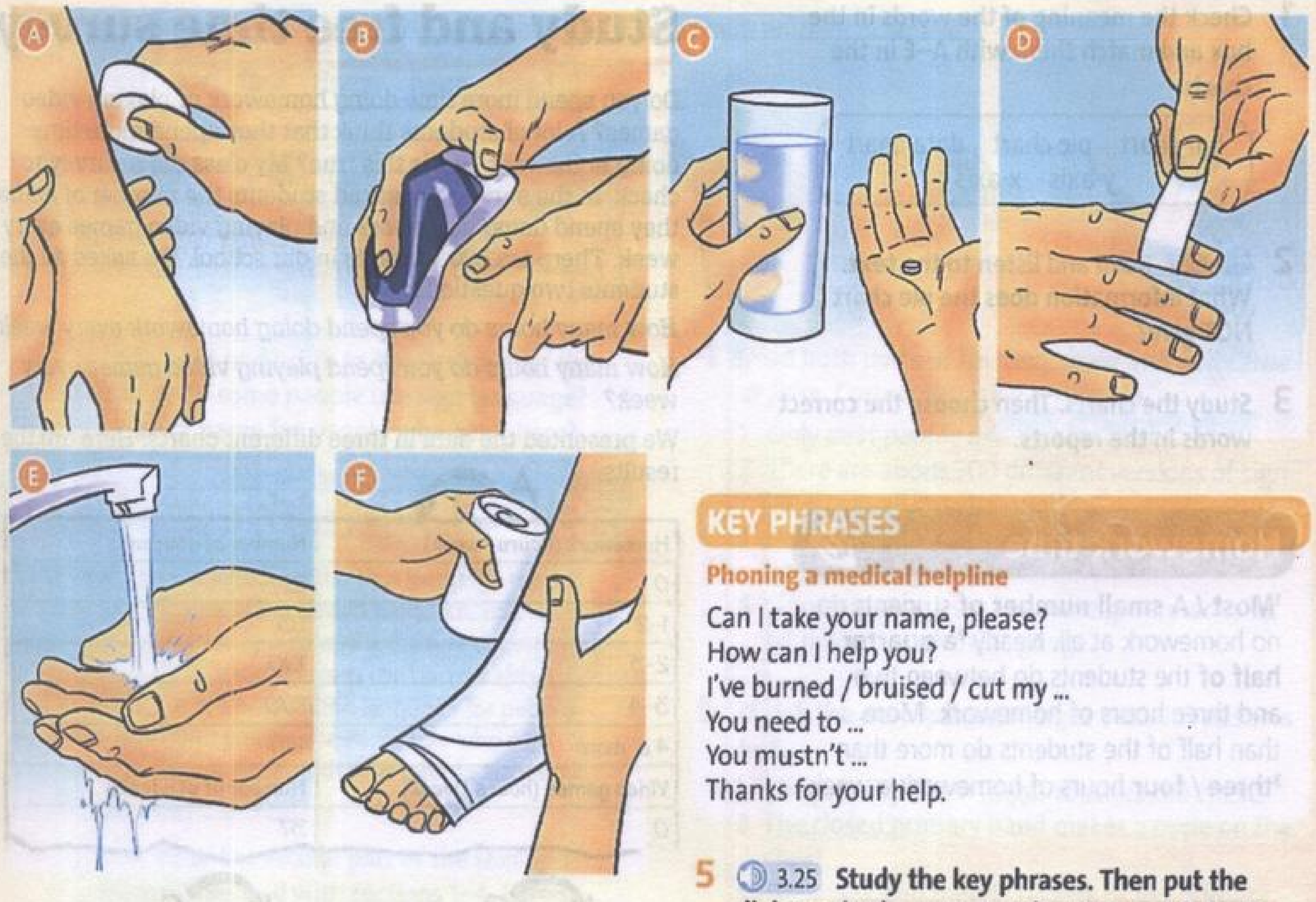
Anna [1] three tickets for Hamlet, please?
Clerk Certainly. Which date?
Anna 22 October.
Clerk [2] to sit: front, middle or back?
Anna Middle, please.
Clerk Certainly. [3] 31, 32 and 33 in row M. They're £34 each.
Anna Great!
Clerk That's £102 [4] , please.
Anna Here you are.
Clerk Thanks. Enjoy the show.

7 USE IT! **Work in pairs. Look at the posters and choose a show. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 6.**

8 + Options

EXTRA LISTENING AND SPEAKING • Phoning a medical helpline

I can get help for a medical problem over the phone.



1 **Match instructions 1–6 with pictures A–F.**

1 Put some ice on it.
2 Put it under cold water.
3 Clean it.
4 Put a bandage on it.
5 Put a plaster on it.
6 Take an aspirin.

2 3.23 **Listen to two telephone calls to a medical helpline. Which instruction from exercise 1 do you hear?**

3 3.23 **Listen to the telephone calls again and answer the questions.**

1 What has Ellie done?
2 How did she do it?
3 How does her hand feel now?
4 What has Harry's mum done?
5 What arrangements has she made for this evening?
6 What mustn't she do?

4 3.24 **Listen and write the sentences. Then listen and repeat.**

1 *I've bruised it.*

KEY PHRASES

Phoning a medical helpline

Can I take your name, please?
How can I help you?
I've burned / bruised / cut my ...
You need to ...
You mustn't ...
Thanks for your help.

5 3.25 **Study the key phrases. Then put the dialogue in the correct order. Listen and check. Listen again and repeat the dialogue.**

a ☐ Operator First, put your finger under cold water.
b ☐ Operator You're welcome. Bye.
c ☐ Operator OK, Sally, how can I help you?
d ☐ Sally OK, I'll *do* that. Thanks for your help.
e ☐ Sally Well, I've cut my finger and I'm not sure what to do.
f ☐ Sally Yes, it's Sally Brent.
g ☐ Operator Then put a plaster on your finger.
h ☒ Operator *Medical Direct*. Can I take your name, please?
i ☐ Sally OK, and then what?

6 USE IT! **Imagine you have had an accident. Answer the questions below about your accident. Then prepare a dialogue using your answers to the questions and the instructions in exercise 1. Use the key phrases. Practise the dialogue with your partner.**

1 What have you done?
2 How did you do it?
3 What do you need to do?

1 + Options CURRICULUM EXTRA • Maths: Data and charts

I can understand and interpret graphical information.

1 **Check the meaning of the words in the box and match them with A–E in the charts.**

bar chart pie chart data chart
y-axis x-axis

2 3.26 **Read and listen to the text. What information does the pie chart NOT give?**

3 **Study the charts. Then choose the correct words in the reports.**

Homework time

[1]**Most / A small number of** students do no homework at all. Nearly [2]**a quarter / half of** the students do between two and three hours of homework. More than half of the students do more than [3]**three / four** hours of homework a week.

Video games time

[4]**Under / Over** 30 students never play video games. More than half of the students spend over [5]**three / four** hours playing video games. Nearly [6]**one hundred / two hundred** students spend between two and three hours playing video games every week.

4 **Draw a bar chart for the data in the chart below.**

Watching TV (hours / week)	Number of students
0	1
1–4	5
4–8	12
8–12	8
12 and over	6

5 **USE IT!** **Write a report about your chart from exercise 4.**

Study and free time survey

Do you spend more time doing homework or playing video games? A lot of students think that they spend more time doing homework. But is this true? My class did a survey to check. In the survey, we asked students the number of hours they spend doing homework and playing video games every week. There are 800 students in our school. We asked all the students two questions:

How many hours do you spend doing homework every week?

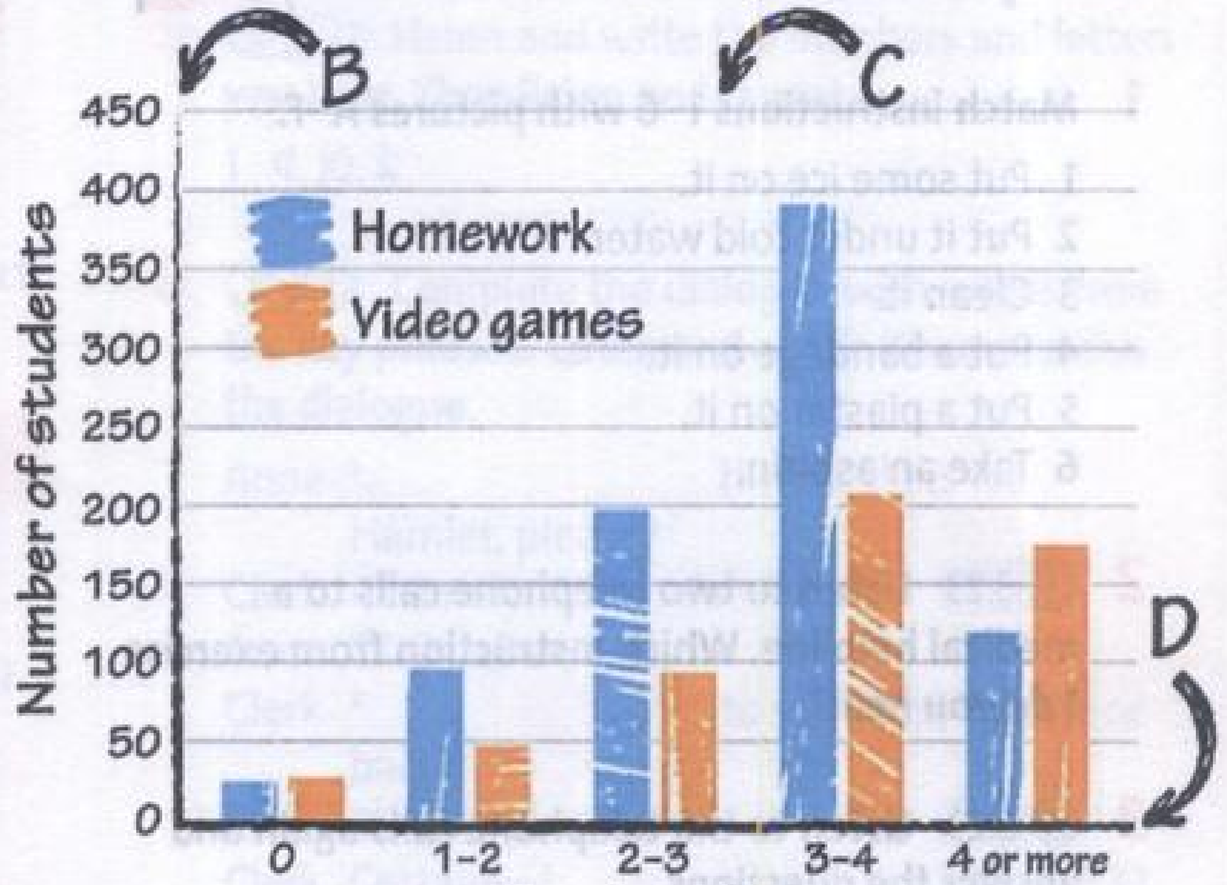
How many hours do you spend playing video games every week?

We presented the data in three different charts. Here are the results.

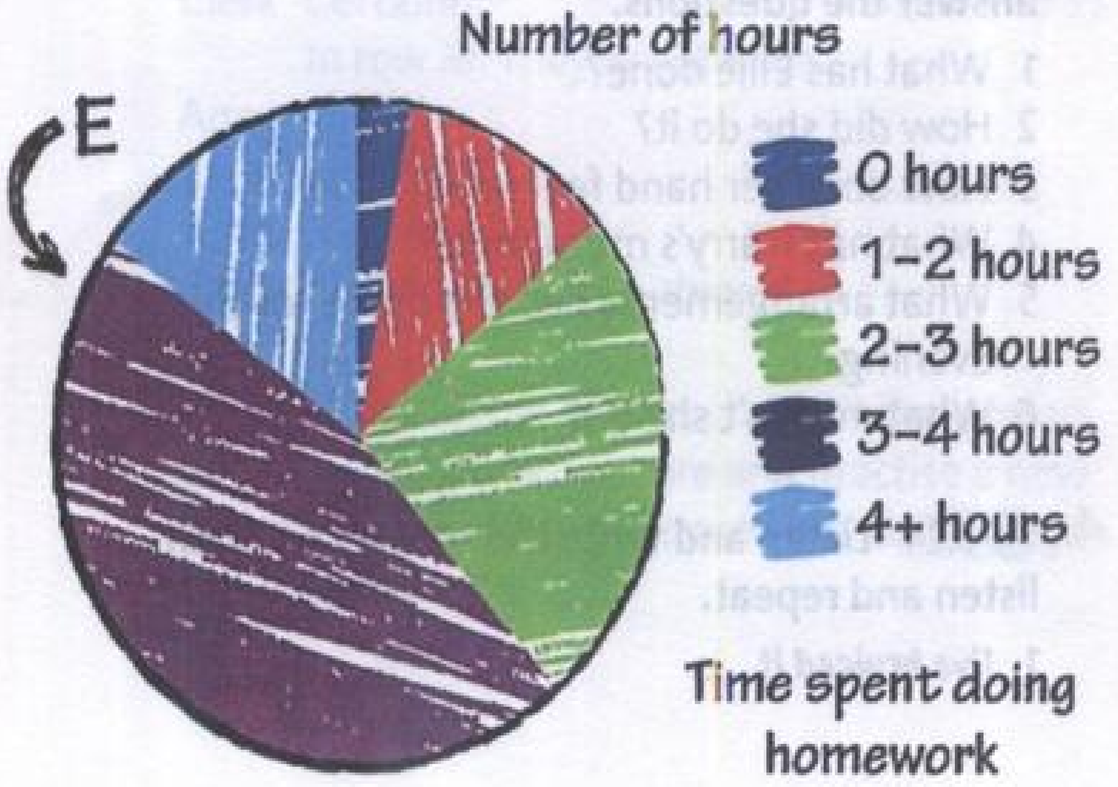
A

Homework (hours / week)	Number of students
0	21
1–2	93
2–3	196
3–4	370
4 or more	120
Video games (hours / week)	**Number of students**
0	37

B



E



Time spent doing homework

2 + Options

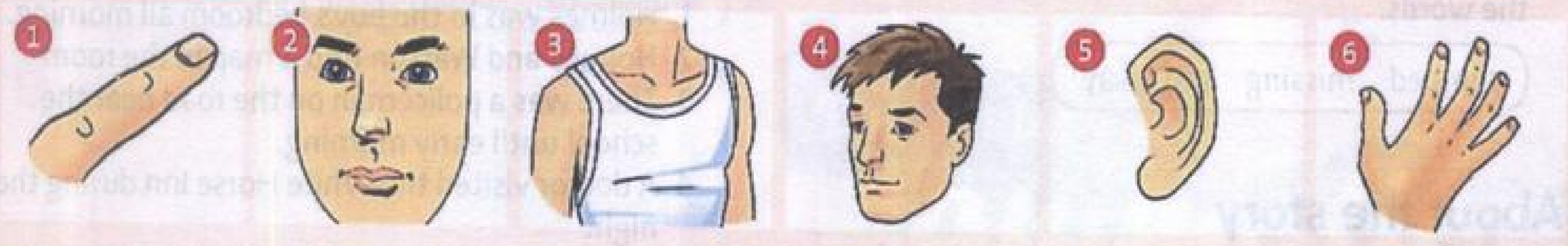
CURRICULUM EXTRA • Languages: Sign language

I can understand and use non-verbal language.

Regional languages in the UK

1 Check the meaning of the words in the box and match them with pictures 1–6.

chest ear face finger hand head



2 3.27 Read and listen to the first part of the text. Why do some people use sign language? What is the name for people who can't hear?

Speaking with your hands

British Sign Language (BSL) is the sign language used by many deaf people in the United Kingdom. BSL is an officially recognised language and is the first or preferred language of 125,000 deaf adults in the UK and about 20,000 children. It is a non-written language for people who can't hear other people speak. People who can hear and who communicate with deaf people also use it.

3 3.28 Read the second part of the text and match headings a–d with sections 1–4. Listen and check.

a Movement b Hand shapes
c Non-manual features d Placement

BSL is only one of about 300 sign languages in use in the world today. There isn't a sign for every word in the equivalent spoken language. Instead, one sign made with the hands can sometimes mean a single word, and at other times can communicate a complete phrase.

Sign languages haven't got the same grammatical structures as the other word-based languages we learn in school. Often, the order of signs that make a phrase or question is different from the order of the spoken-word language. For example, 'Where are you from?' in English is signed as 'From where you?'

Everyone who uses and understands sign language, however, uses the same basic principles of communication:

1 _____ – how the hands are used. The hands are the most important parts of the body when using sign language.

2 _____ – how and where people put their hands on the head, face or body.

3 _____ – moving your hands up or down, from right to left, or in a circle.

4 _____ – the head, face and body can show the difference, for example, between a statement and a question, or between a positive and a negative.

4 Read both parts of the text again and write *true* or *false*. Correct the false sentences.

1 Only deaf people use sign language.
2 There are about 300 different versions of sign language all over the world.
3 Every word in a spoken language has an equivalent sign.
4 Sign language uses the same grammar as its equivalent spoken language.

5 Match the descriptions of signs 1–5 with pictures A–E.

1 The primary index finger touches the chest.
2 The closed primary hand makes a circle on the chest.
3 The index and middle fingers of the primary hand touch the ear.
4 The primary hand is on the secondary hand, with short shaking up and down.
5 Both hands are flat, with the primary hand on the secondary hand. The hands make a single movement downwards in front of the body.



6 USE IT! Work in pairs. Cover the pictures in exercise 5. Use BSL to communicate the words to your partner. Then research online how to communicate these words with BSL:

quiet
love
where?
good
sandwich

3 + Options

CURRICULUM EXTRA • Language and literature: *Sherlock Holmes and the Duke's son*

I can read and understand an extract from a classic work of literature.

Two famous writers

1 Check the meaning of the words in the box. Then read *About the story* and complete the text with the words.

climbed missing ran away

About the story

The Duke of Holderness's son is [1] from his boarding school. The teachers at the school think the boy [2] because he was unhappy. Strangely, a German teacher at the school, Heidegger, is also missing. The other teachers think Heidegger [3] out of his bedroom window. The boy and the German teacher didn't know each other and Heidegger took his bicycle with him. Sherlock Holmes and Dr Watson are trying to find the boy.

2 3.29 Read and listen to *Sherlock Holmes and the Duke's son*. Who is telling the story?

a Holmes
b Watson
c an unnamed narrator

3 Read the text again and write *true* or *false*. Correct the false sentences.

1 Holmes was in the boy's bedroom all morning.
2 Holmes and Watson find a map in the room.
3 There was a policeman on the road near the school until early morning.
4 A doctor visited the White Horse Inn during the night.
5 The trees called Ragged Shaw are to the north of the school.

4 Match the blue words in the text with their definitions a–g.

a marks that your feet or shoes make on the ground
b from one side of something to the other
c wild land on hills that has grass but no trees
d a crime, like a murder, that the police must find an answer to
e from one end of something to the other
f a plant that climbs up walls or trees

5 USE IT! Work in pairs. Ask and answer the questions.

1 How is life different in a boarding school? Think about the rules, the lessons, the evenings and the meals.
2 Why do you think the Duke sent his son to a boarding school?
3 Would you like to go to a boarding school? Why / Why not?

Sherlock Holmes and the Duke's son

Holmes began at once to work on the case. We looked carefully all through the boy's bedroom, and the German teacher's room. We looked at the ivy on the wall, and we saw the footprints under the German teacher's window. But we learnt nothing new. Holmes then left the house, and only came back after eleven o'clock. He had with him a large map.

'This case is beginning to get interesting, Watson,' he said. 'Look at this map. Here is the school, you see, and here is the road. So, did the boy and the teacher go along the road when they left? No, Watson, they did not!'

'How do you know that, Holmes?' I asked.

'Because there was a policeman here from midnight to six in the morning, and he saw nobody on the road. And here at the other end, you see, is the White Horse Inn. A woman there was ill, and the family watched the road all night, waiting for the doctor. The doctor didn't come until the morning, and the family saw nobody on the road. So the boy and the teacher did *not* go by road.'

'But, Holmes, what about the bicycle?' I asked.

'Yes, Watson, but first, let's look to the south and the north. To the south we have a big river – no bicycles there. And to the north we have the trees, called Ragged Shaw, and then a great moor.'

'But the bicycle?' I asked again.

'Yes, yes, Watson!' Holmes said. 'It is possible to ride a bicycle across the moor – difficult, but possible.'



Edited extract from *Sherlock Holmes and the Duke's son* Oxford Bookworms Library. Retold by Jennifer Bassett.

4 + Options

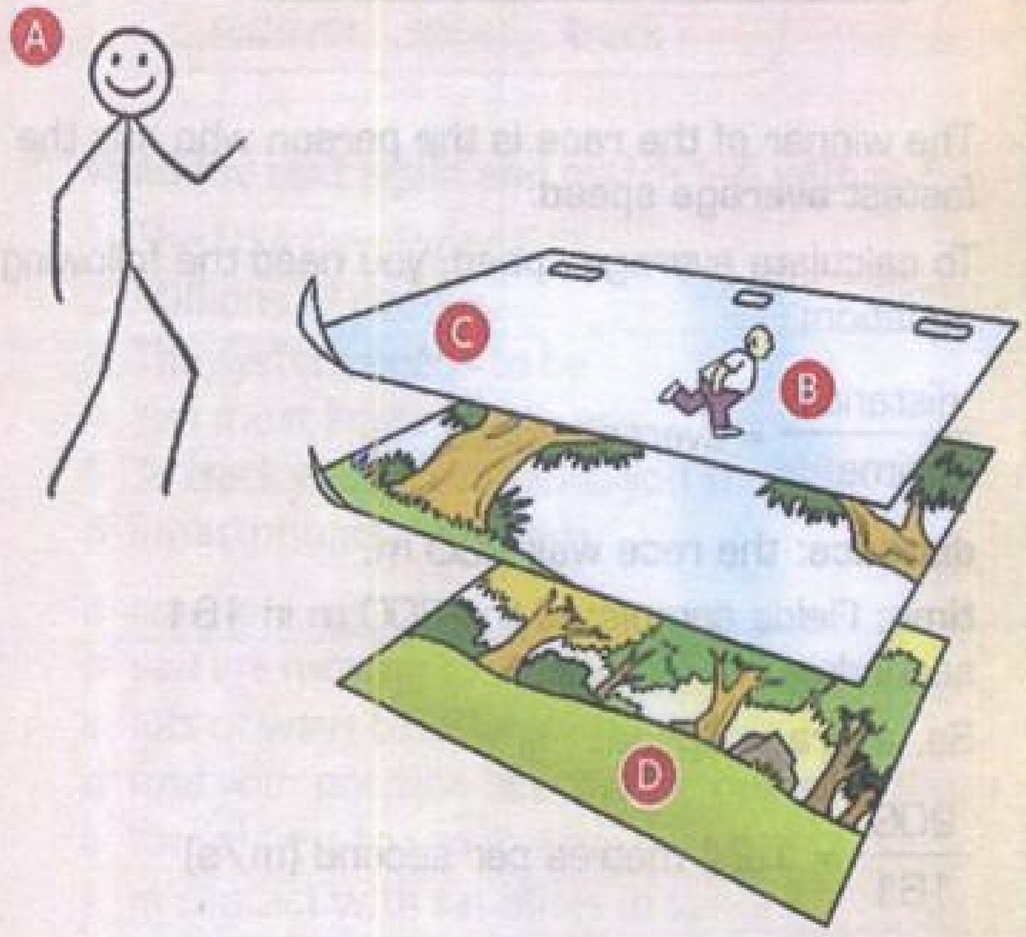
CURRICULUM EXTRA • Art: The history of animation

I can talk about animation techniques.

Street art

1 Check the meaning of the words in the box. Then match them with the pictures.

cel character backgrounds stick figure



2 3.30 Read and listen to the text. Match headings a–d with paragraphs 1–4.

a Stop-motion animation
b Computer animation
c Early animation
d Hand-drawn animation

3 Read the text again and answer the questions.

1 What did the zoopraxiscope do?
2 When did the Lumière brothers make the cinematograph?
3 Why didn't stop-motion animation become popular?
4 What studio made the first cartoon with sound?
5 When did film-makers start using computers for special effects?
6 What is the name of the first CGI feature film?

4 USE IT! Research the making of your favourite animated film. Prepare a short presentation on the film. Include this information:

- Which film-makers and studios worked on the film?
- What animation techniques did they use?
- Was it a blockbuster?
- What do you like about it?

Give your presentation to the class.



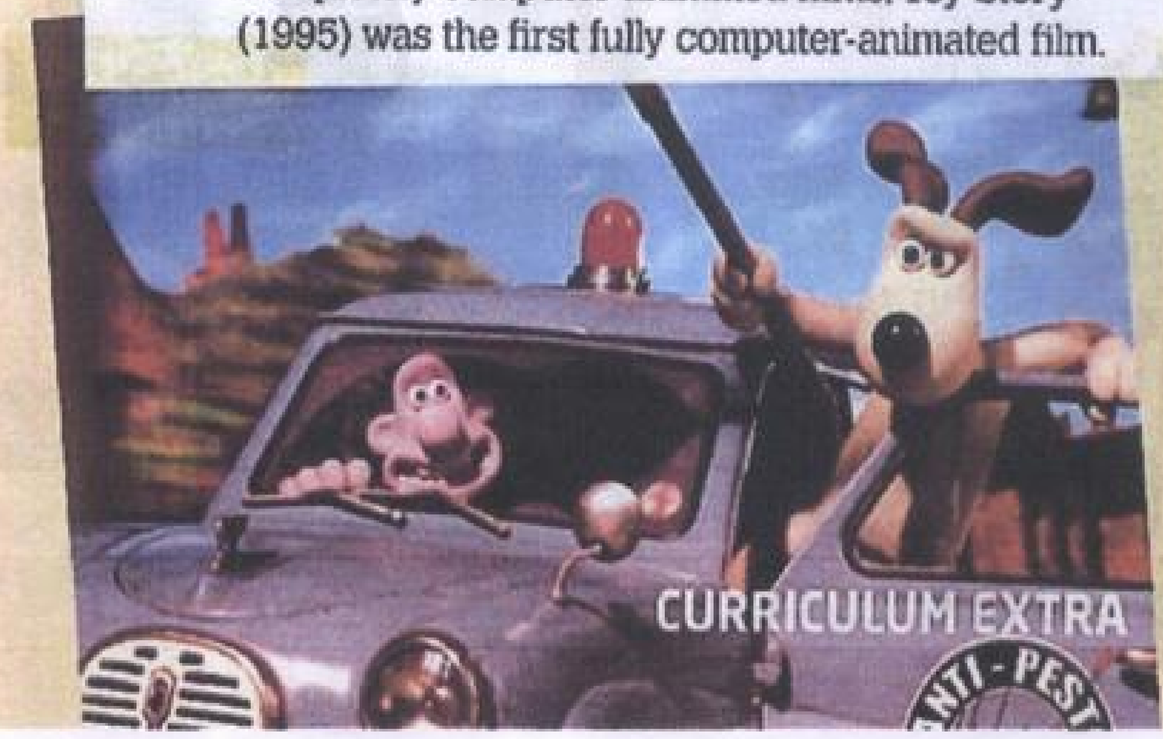
The history of animation

1 In the 1880s, British photographer Eadweard Muybridge, invented the zoopraxiscope. This machine took photographs of moving things. He put them onto discs and as the discs turned, the photographs seemed to move. This was a very early form of animation.

2 In 1895, the Lumière brothers invented the world's first film camera, the cinematograph. Early film-makers used it to make stop-motion animation. They filmed objects, one picture at a time, moved the object, then filmed again. Film-makers used this technique to make *King Kong* in 1933. Stop-motion animation never became very popular, because it's an extremely slow process. However, some film-makers, for example Nick Park, still make films like *Shaun the Sheep* in this way.

3 In the 1920s, famous animator Walt Disney started to make animated films with drawings, not photos. Artists drew the pictures onto a transparent piece of plastic, or cel. The film-makers put the cels on top of painted backgrounds and photographed them one at a time. This technique is called 'hand-drawn animation'. In 1928, Disney studios introduced the character of Mickey Mouse in the first cartoon with sound, *Steamboat Willie*.

4 People started using computer animation in the 1960s. At first, computers could only make simple stick figures move on film, but by the 1990s, studios were using realistic computer-generated imagery (CGI) for special effects. Soon, they were producing completely computer-animated films: *Toy Story* (1995) was the first fully computer-animated film.

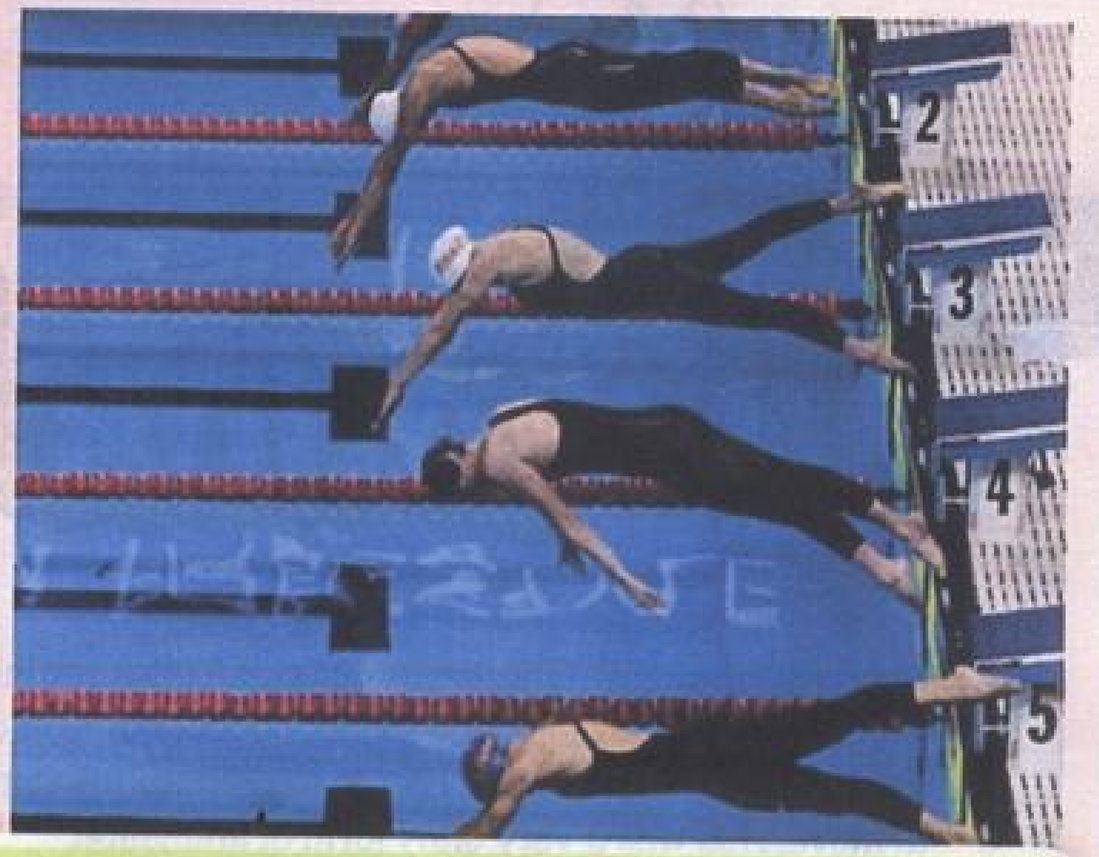


5 + Options

CURRICULUM EXTRA • Science: Average speed

I can calculate speed using distance and time.

1 **Read the text and answer questions 1–4.**



In the 200 m freestyle, swimmers must swim four lengths of the pool. The pool is 50 m long. The table below shows the time that it took four swimmers to complete each length.

Length number	1	2	3	4	Total number of seconds
Name					
Fields	40	41	39	41	161
Gomez	40	37	36	39	152
Jones	39	42	40	38	159
O'Hara	38	37	39	37	151

1 Who had the fastest length?
2 Who had the slowest length?
3 Who finished first?
4 Who finished last?





2 **Check the meaning of the words in the box. Then read the equations and answer questions 1–2.**

distance time average speed
calculate equation

The winner of the race is the person who has the fastest **average speed**.

To calculate average speed, you need the following equation:

$$\frac{\text{distance}}{\text{time}} = \text{average speed}$$

distance: the race was 200 m.

time: Fields completed the 200 m in 161 seconds.

So, **average speed**:

$$\frac{200}{161} = 1.24 \text{ metres per second (m/s)}$$

To calculate average speed in kilometres per hour (km/h), use this equation:

average speed in m/s x 3.6 = average speed in km/h.

1 Look again at the table in exercise 1. Calculate the average speed of Gomez, Jones and O'Hara in m/s.
2 Now calculate the average speed of all the swimmers in km/h.

3 **USE IT! Read the sentences and find each average speed in km/h.**

1 In 2014 Dennis Kimetto completed the Berlin Marathon in 2 hours, 2 minutes and 57 seconds (2.05 hours). The marathon was 42.19 kilometres.
2 In 2014 Dame Sarah Storey completed the 3 kilometre para-cycling track race in 3 hours, 32 minutes and 5 seconds (3.54 hours).
3 In 2009 Usain Bolt ran 100 metres in 9.58 seconds.
4 In 2014 Sarah Sjöström swam the 50 m butterfly in 24.43 seconds.

6 + Options

CURRICULUM EXTRA • Technology: GPS and survival

I can understand how GPS works.

The RSS *Discovery*

1 3.31 **Check the meaning of the words in the box. Then read the text and complete it with the words. Listen and check.**

applications beacon offline
receiver speed track

2 **Read the text again and match 1–6 with a–f.**

1 The USA developed GPS
2 Millions of people
3 The system needs to be
4 You must know which way
5 To track your movement, you should
6 Smartphones now have

a can now use GPS.
b you are moving to survive.
c lots of ways to help people survive.
d find your position at different points in time.
e for soldiers to use in war.
f in contact with satellites in space.

3 **Read the text again and answer the questions.**

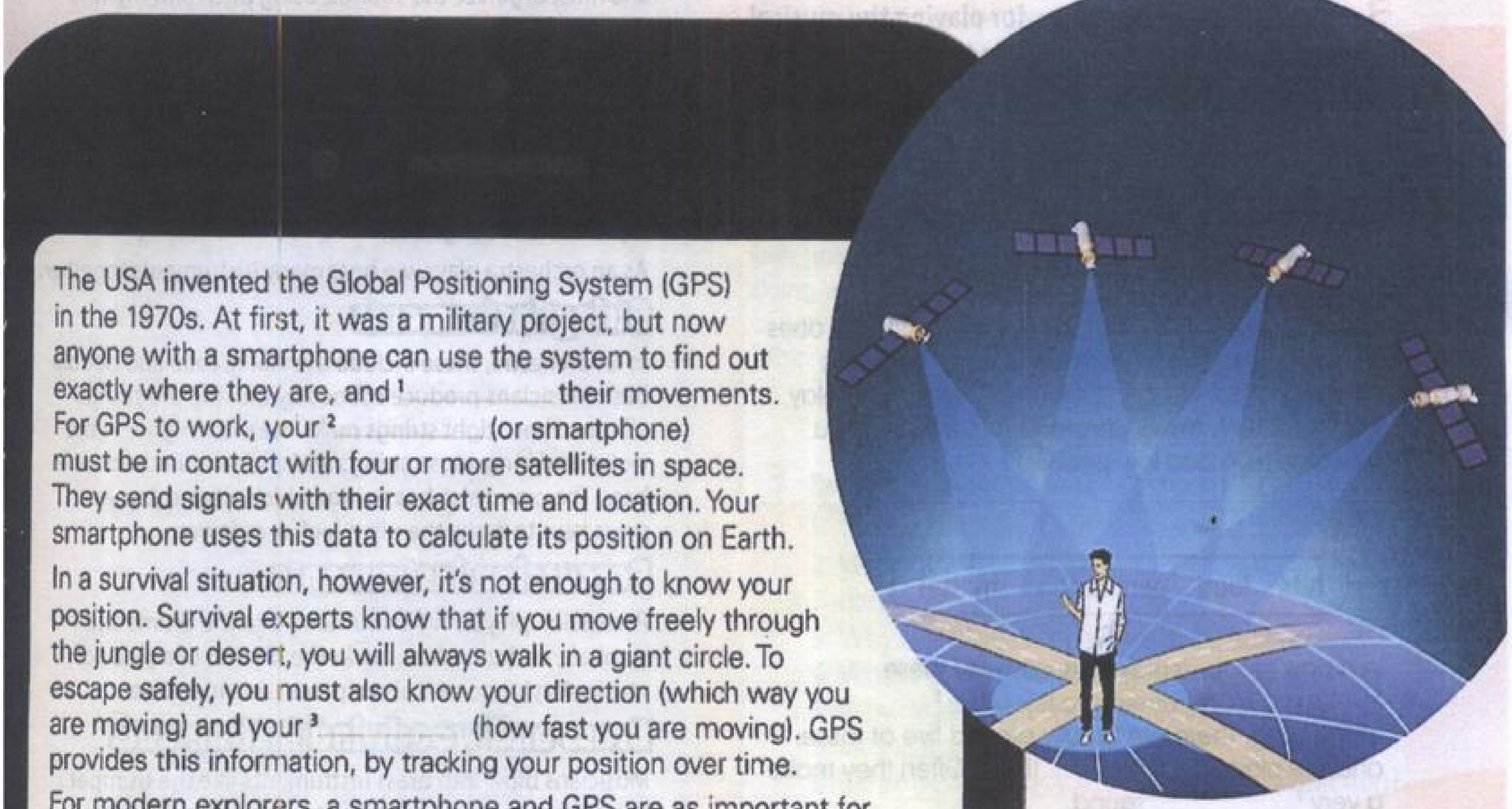
1 How do satellites help GPS to work?
2 Why do you need to know more than your position when you're lost in the desert?
3 What four things must explorers carry to survive?
4 What two things does a beacon do?

4 **USE IT! Invent a new smartphone application. Say what it does, and write instructions for how to use it. Tell your class about your application. Vote for the most interesting one.**

If you use my application, you'll ...

To use it, you must ... and ...

You should / shouldn't ...



The USA invented the Global Positioning System (GPS) in the 1970s. At first, it was a military project, but now anyone with a smartphone can use the system to find out exactly where they are, and [1] _____ their movements. For GPS to work, your [2] _____ (or smartphone) must be in contact with four or more satellites in space. They send signals with their exact time and location. Your smartphone uses this data to calculate its position on Earth.

In a survival situation, however, it's not enough to know your position. Survival experts know that if you move freely through the jungle or desert, you will always walk in a giant circle. To escape safely, you must also know your direction (which way you are moving) and your [3] _____ (how fast you are moving). GPS provides this information, by tracking your position over time.

For modern explorers, a smartphone and GPS are as important for survival as a compass, torch and map. If you download the right [4] _____, your smartphone will save your life in a survival situation. You should make sure your smartphone has these things:

- A personal locator [5] _____. This receives GPS signals, and it can also tell rescue services your location.
- [6] _____ maps. With GPS, you can use these to track your location when you haven't got an internet connection.
- First aid and survival advice. You should download these and store them on your phone, so if you need them, they'll be there for you.

7 + Options

CURRICULUM EXTRA • Music: Sounds, pitch and rhythm

I can talk about different musical instruments and how they produce sounds.

1 **Read the introduction to the text. Label the parts of the orchestra A–D with the words in the box.**

brass percussion strings woodwind

2 3.32 **Now read and listen to the whole text. Match 1–6 with a–f.**

1 Air vibrates
2 A violin uses
3 There are keys
4 The player blows
5 Small instruments make
6 We move to the rhythm

a into brass and wind instruments.
b strings to make music.
c high-pitched notes.
d when we dance.
e on the piano, brass and wind instruments.
f to make sound.

3 **Complete the instructions for playing the musical instruments with the words in the boxes. Which musical instruments do you think A–C describe?**

A

keys notes strings

This instrument is very large, and the player sits down to play it. It has 88 [1] _____, 52 white ones and 36 black. There are [2] _____ inside the instrument, but we can't see them. When you play the instrument, these vibrate to make music. You can play high and low-pitched [3] _____.

B

hits loud percussion rhythm

In a pop group, a player usually uses these [4] _____ instruments to keep the [5] _____ of the song. There are usually around five of these, and the player [6] _____ them. Often they make a very [7] _____ sound.

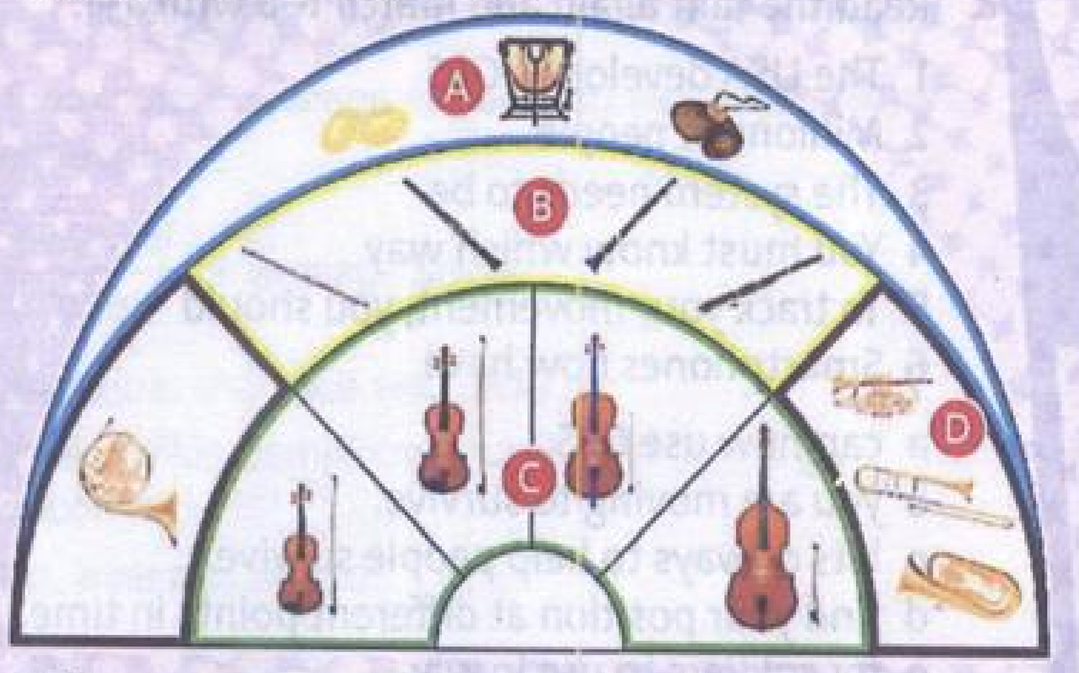
C

blows keys pitched

This is a small brass instrument. The player [8] _____ into it and moves the [9] _____ to make a sound. It makes mostly high-[10] _____ sounds.

Pitch Perfect

Imagine you're going to listen to a piece of music. What sounds will you hear? When we play musical instruments, they make sounds by vibrating the air. We can easily recognize the different groups of instruments: strings, percussion, wind and brass.



When a composer is going to write a piece of music, he or she must organize the sounds, using pitch and rhythm.

Pitch and rhythm

Pitch is the level of the note, and it can be high or low.

Most pieces of music have groups of repeated sounds, with a regular time interval between them. These are called the rhythm, and when we dance, we move to the rhythm of the song.

As an orchestra plays, we hear many instruments together.

String instruments

In an orchestra, these include the violin, cello and double bass. Musicians produce sounds by making the strings vibrate. Short, tight strings make the pitch higher in the violin, and long, loose strings make it lower in the double bass. The piano also has strings which vibrate, but we press keys to make the pitch higher or lower.

Percussion instruments

Percussion players hit instruments like the drums and cymbals, and this often marks the rhythm of a piece of music. A xylophone is also a percussion instrument.

Brass and woodwind instruments

Musicians blow into brass instruments like the trumpet or trombone, or woodwind instruments like the flute or clarinet. They play them by putting their fingers on holes or keys, which makes the pitch higher or lower. This changes how much vibrating air is inside the instrument.

4 ✎ **USE IT! Choose two different musical instruments, and write descriptions of how a player creates sounds with them. Read your descriptions to a partner. Can you guess the instruments?**

8 Options

CURRICULUM EXTRA • Biology: Fight or flight

I can read and understand a scientific text.

1 Check the meaning of the words in the box. Then look at the diagram and complete 1–6.

blood brain breathing
pupils heart sweat



2 3.33 Read and listen to the text. What is the 'fight or flight' reaction?

ADRENALINE: FIGHT OR FLIGHT?

What scary experiences have you had? Maybe you get nervous about heights, and you have wanted to cry when you were at the top of a rollercoaster. Or maybe you're afraid of spiders, and you feel panic when you see one. At that moment, your body has an automatic reaction. This physical reaction to fear is called 'fight or flight'. It's important because it helps protect us from danger.

The 'fight or flight' reaction prepares the body to face a danger: to fight it or run away fast.

When we see a danger, the brain produces a hormone called adrenaline. This causes physical reactions in different parts of your body. Your breathing becomes faster. Your heart beats faster, moving the blood in the body to your muscles, so that you are ready to move. Your pupils become larger, so you can see better, and sweat cools your skin.

Some people enjoy this physical reaction to fear. They love going on rollercoasters, watching horror films or doing extreme sports. But others don't like the sensation of fight or flight. They keep away from scary situations. Which are you?

3 **Read the text again and answer the questions.**

1 Why is the fight or flight reaction important?
2 What does the brain do when you're in a dangerous situation?
3 Why does the blood move to your muscles?
4 What happens to your eyes?
5 Why do some people enjoy roller coasters and extreme sports?
6 Do all people enjoy the fight or flight reaction?

4 **USE IT!** **Work in pairs. Think of a situation when you were afraid. What did you do? Describe the situation and your reactions.**

Once, I felt really afraid when I was on an aeroplane. My heartbeat was really fast ...

1 + Options

CULTURE • The typical British teenager

I can talk about how we spend our free time in my country.

1 **Check the meaning of expressions 1–5. Match them with their definitions, a–e.**

1 most (teenagers)	a less than expected
2 only (5%)	b more than
3 a few (people)	c over a period of time
4 around / about (half)	d not many, 2 or 3
5 over (70%)	e approximately, more or less
6 during (the lunch hour)	f the majority of

2 3.34 **Read and listen to the text about British teenagers. How many British girls practise a sport regularly?**

3 **Read the text again and write *true* or *false*. Correct the false sentences.**

1 British teenagers are quite active.
2 Boys play computer games for about 20 hours a week.
3 About half of teenagers do sport for three hours a week.
4 Students don't usually have lessons on Saturdays.
5 Students only go to clubs after school.

4 YOUR CULTURE **Ask and answer the questions with a partner.**

1 Do teenagers in your country watch a lot of TV / videos? How do they watch it / them?
2 How many teenagers have got their own tablets?
3 What are your favourite possessions?
4 What sports do boys / girls generally do?
5 What clubs can you do during lunch or after school?

5 USE IT! **Think about how you spend your time and what is important to you. Copy and complete the table with information about you and your classmates. Then write a short report about how teenagers spend their time in your country.**

Free time	Sports	Possessions	School clubs

About 75% of my class do sports in their free time. Our favourite sport is football, but over half the class also go swimming.

A typical American teenager



Leisure time activities

Most teenagers are not very active. Their favourite pastime is watching TV or videos. Over 60% of British children and teenagers watch these in their bedroom – on TV or on other devices. Boys watch TV or videos for about 20 hours a week. They also like computer games. Sixty-five per cent play computer games and use a games console. A few teenagers have got their own tablets, and they spend a lot of time chatting to friends using these or their mobile phone. Another favourite pastime is listening to music. Seventy-eight per cent of teenagers like listening to music, on various devices.

Sport

Around 50% of teenagers do sports for three hours a week or more. Seventy-five per cent of British boys play a team sport or game. But only 40% of girls do any sport. Favourite sports for boys are football, cricket, swimming and cycling. Favourite sports for girls are hockey, swimming, dancing and aerobics.

Possessions

We live in a consumer world and today's young people have got many things. These are the favourite possessions of British teenagers:
their mobile phone (or tablet if they have one), their video games and their trainers.

School

British students usually go to school from Monday to Friday. Sometimes they go to school on Saturday when they're in a school sports team. The school day is usually from 9.00 a.m. to 3.30 p.m. Students often have lunch at school in the canteen. They usually wear a uniform. Schools sometimes have 'clubs' after school or during the lunch hour. These are usually music clubs (singing in a choir or playing an instrument in an orchestra), sports clubs or drama clubs. Ninety per cent of British children go to state schools. Only 9% go to private schools.



2 + Options

CULTURE • TV in the USA

I can write about my TV habits.

A national obsession?

Americans watch a lot of television. About [1] homes in the USA have at least one television. The average American watches TV for about [2] hours a day, and [3] of people regularly watch TV at dinner time. In fact, on average, Americans spend about [4] of their entire lives watching TV!

Maybe this isn't surprising. The USA was one of the first countries to sell TVs, and the first regular programmes started in [5] . Classic programmes from the past that people all over the world still love today – drama series like *Star Trek* and comedies like *Friends* – are American.

Today, the most popular types of TV programme in the USA are drama series like *Game of Thrones* and talent shows like *Dancing with the Stars*. People say that American TV is in a 'golden age' – there is a big choice of quality drama series that people can watch and enjoy. However, for the number of people watching a single event on TV, nothing beats the Super Bowl, the most important American Football game of the year. Every January, millions of people watch the game, and in 2015 [6] people watched it on TV, the biggest audience ever for a US TV show.

However, there are signs that TVs – if not TV programmes – are becoming less important in American life. Young people who use laptops and tablets in school don't buy TVs when they get a job and buy a house. They prefer watching programmes and films online, which they stream from companies like Netflix and YouTube. About [7] homes in the USA are now 'broadband only' – they don't have a TV but instead stream or download programmes. By doing this, they are free to choose when and where, and what, they want to watch from this golden age of American TV programmes.



1 3.35 **Read the text about television in the USA and complete it with the numbers in the box. Then read and listen, and check your answers.**

2.6 million 9% 4½ 114.4 million
116.3 million 66% 1928

2 **Read the text again and answer the questions.**

1 Do less than half or more than half of Americans watch TV while they have dinner?
2 Why is it not surprising that TV is so important in the USA?
3 Why is American TV in a 'golden age'?
4 Which programme has the biggest TV audience?
5 Why are TVs becoming less important in American life?

3 YOUR CULTURE **Ask and answer the questions with a partner.**

1 How many TVs have you got in your home? Have you got a TV or computer in your bedroom?
2 What TV programmes do you watch? How many hours a day do you watch TV?
3 Which types of TV programme are popular in your country?
4 Which American TV programmes do you watch?
5 Do you think that you'll have a TV when you get older, or will you watch programmes on your computer?

4 USE IT! **Use your answers from exercise 3 to write a text (150–200 words) describing your TV habits and giving your opinions.**

3 + Options CULTURE • Thanksgiving

I can talk about a festival in my country.

1 **Check the meaning of the words in the box. Then look at the pictures and answer the questions.**

turkey pumpkin corn
harvest hunt settler

1 What is happening in picture A? What are people eating?
2 When did the event in picture B take place?
a 1500 b 1621 c 1756



2 3.36 **Read and listen to the text and check your answers to exercise 1.**

Thanksgiving Day

Americans celebrate the Thanksgiving holiday on the fourth Thursday of November. Families meet for a special Thanksgiving meal. Traditional foods are an important part of the festival, and include turkey, corn and potatoes. Pumpkin pie is a popular dessert. After the meal, families do activities together or watch TV.

The Thanksgiving festival celebrates the first harvest of the Pilgrims. The Pilgrims were a group of religious settlers. They left England in September 1620 and travelled to America on a ship called the Mayflower. When they arrived two months later, life was very hard. They were very cold and they didn't have enough food. That winter, half of the settlers died. A Native American leader called Squanto visited the settlers, and he decided to help them. His people showed the settlers how to grow corn and vegetables and how to hunt animals for food.

In autumn 1621, the Pilgrims had a good harvest. They decided to have a thanksgiving festival to thank God for their lives and good health. They invited the Native Americans. Some of the Pilgrims hunted turkey for the meal. The Native Americans also took food for the meal, including fish, fruit, and cornbread. For three days, the English and native men, women and children ate together. They played games, sang songs and danced. It was the start of a long tradition.



3 **Read the text again and answer the questions.**

1 What do people eat on Thanksgiving Day?
2 Where did the Pilgrims arrive in 1620?
3 Why did many settlers die in the first winter?
4 How did they learn to grow food?
5 Who went to the first Thanksgiving meal?

4 YOUR CULTURE **Choose a festival in your country and ask and answer the questions with your partner.**

1 When is the festival?
2 Where is it?
3 How do people celebrate it?
4 What is the reason for it?
5 Do people have special food?
6 Do they do special activities?

5 USE IT! **Write a short description (35-50 words) of a festival in your country. Use your answers in exercise 4 to help you.**

4 Options

CULTURE • Selfie culture

I can talk about 'selfies' as an art form.

Selfies: The new art form?

In 2013 the *Oxford English Dictionary* made *selfie* the word of the year. The word has also entered many other languages, for example as *das Selfie* in German and *le selfie* in French. So, what is a selfie and where does the word come from?

The *Oxford Advanced Learners Dictionary* defines it as 'a photo of yourself that you take, typically with a smartphone or a webcam, and usually put on a social networking site'. The word originates from the term [1] _____ – an art form that is hundreds of years old. The artist Van Gogh painted many of these; in this painting he is holding a palette and a [2] _____, but in today's world, swap this for a smartphone.

But is it art? Van Gogh was a very talented artist, but today anyone can take a photo of themselves. Most people have cameras on their phones and many selfies are of poor [3] _____. However, some people argue that it is a form of art. The National #Selfie Portrait Gallery in London exists to explore the value of selfies as an art form. These teenagers certainly think selfies are an art form.



I took this selfie when I was swimming in the Red Sea. We were on holiday in Egypt. I posted it on my Facebook page and it got over 5,000 likes!

Mikey



The background is a bit [4] _____ in this selfie but I think that adds to the [5] _____. It looks as though we are moving but actually we were standing on the steps outside our school.

Alissa





I love taking selfies and being creative. Is it art? Definitely!

Laura

1 3.37 **Check the meanings of the words in the box. Read and listen to the text and complete 1–5 with the words.**

blurred easel effect
quality self-portrait

2 Read the text again and answer the questions.

1 What did the *Oxford English Dictionary* do in 2013?
2 Where does the word *selfie* originate from?
3 Who is the man in the painting?
4 Did many people like Mikey's selfie?
5 What is blurred in Alissa's selfie?
6 Does Laura think selfies are an art form?

3 YOUR CULTURE Ask and answer the questions with a partner.

1 What is a 'selfie' in your language?
2 Do you and your friends take selfies? Do you post them on social networking sites?
3 Why do you think taking selfies is popular?
4 What do you think about the selfies in the text above? Which one do you like best? Why?

4 USE IT! Prepare a class debate on the statement: *Selfies are an important new art form.* Follow instructions 1–3.

1 Group A: You agree with the statement.
Group B: you disagree with the statement.
In pairs, write a list of reasons to support your opinion.
2 Take turns to present your reasons.
3 Decide which group presented the best argument.

5 + Options

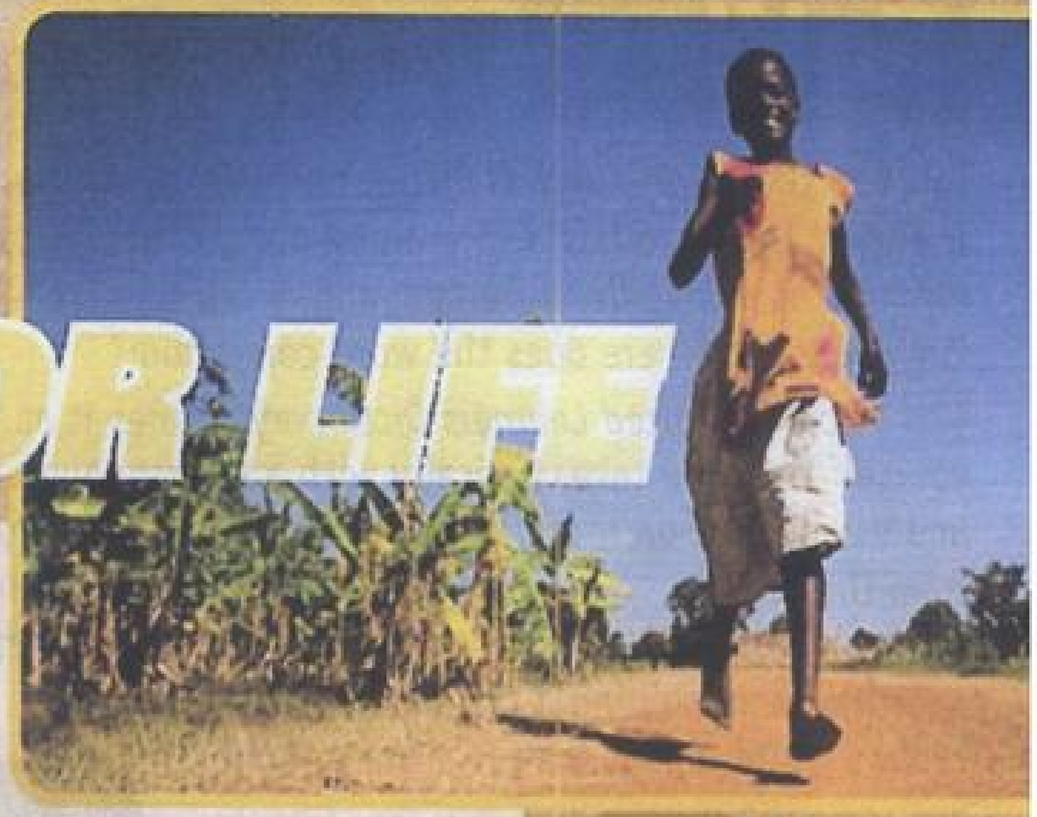
CULTURE • Amazing athletes

I can talk about an athlete from my country.

Musical prodigies

1 3.38 **Look at the photos and answer the questions. Then read and listen to the text and check your answers.**

1 Who are these people?
2 What are they doing?
3 Where do you think they are from?



RUNNING FOR LIFE

In 2014, Kenyan runner Dennis Kimetto made a new world record. He finished the Berlin marathon in just 2 hours, 2 minutes and 57 seconds. He ran 26 seconds faster than the previous world champion, Wilson Kipsang. Kipsang also came from Kenya. Many great Olympic runners are Kenyan. Why are Kenyan athletes the world's greatest runners? What is their secret? Is it the altitude? Is it the food? Nobody knows for sure, but there are a few theories.

Kimetto, Kipsang, and most of the great Kenyan Olympic champions grew up in one of the poorest regions of Kenya. They lived far away from their schools. In these areas, children get up early and run up to ten kilometres to and from school each day. Then, after school, they work on farms. This active lifestyle develops their muscles and long-distance running ability.

But maybe there is another reason for their success. Like other Kenyan runners, Kimetto's parents couldn't afford trainers, so he ran barefoot. It is possible that running without shoes is better for our feet. Athletes first started wearing modern trainers in 1972. In the following decades, the number of leg injuries increased. Now more people are running barefoot or wearing thin shoes. They say that they can run better and they have fewer injuries.

But the Kenyans have another lesson to teach us: the human body is made for running, not sitting. Studies show that running is good for us. It's better to go running than spend our free time in front of TV and computer screens.

Glossary
barefoot – not wearing anything on your feet
injury – harm done to a person's body, e.g. in an accident

2 **Read the text again and answer the questions.**

1 What world record does Dennis Kimetto hold?
2 Where did many Kenyan athletes grow up?
3 How far do many children live from school?
4 What do the children do in the evenings?
5 Why are more people running without shoes these days?

3 YOUR CULTURE **Write about an amazing athlete from your country. Complete the table and use the internet to help you.**

Name:	
From:	
Born:	
Talent:	
Important events or competitions, prizes etc.:	



4 USE IT! **Work in groups. Tell your group about your amazing athlete in exercise 3.**

6 + Options

CULTURE • Famous explorers

I can understand a text about a famous explorer.

One small step



On 20 July 1969, Commander Neil Armstrong and Edwin 'Buzz' Aldrin landed on the moon, four days after taking off from Kennedy Space Center in their [1] _____, Apollo 11. About 600 million people around the world were watching on TV when they landed near the Sea of Tranquillity. People who were alive at the time remember the event very well.

Neil Armstrong was born on 5 August 1930 in Ohio in the USA. When he was five, he went on his first [2] _____ with his father in an old Ford Trimotor, and his fascination with flying began. On his sixteenth birthday, Armstrong got a student's [3] _____, and in the same year he went on his first solo flight. This was before he even got his driving licence. At university, he studied aeronautical engineering and he graduated in 1955.

In September 1962, Armstrong joined the NASA Astronaut Corps and began training in Houston, Texas. In January 1969 he became commander of the Apollo 11 [4] _____ to the moon.

Six hours after he landed on 20 July, Armstrong became the first person to walk on the moon, saying 'That's one small step for (a) man, one giant leap for [5] _____.' Armstrong and Aldrin were wearing space suits with 21 layers that protected their bodies from extreme temperatures; during the day it can be 120°C on the moon, and at night it can be –150° C. The two astronauts spent two and a half hours walking on the moon, exploring and collecting rocks and other material, before they returned to Earth. They landed back in the Pacific Ocean four days later.

Neil Armstrong died on 7 August 2012. President Obama said he was 'among the greatest of American heroes – not just of his time, but of all time.' He said that Armstrong's walk on the moon was 'a moment of human [6] _____ that will never be forgotten'.

The desire to explore continues to this day: there is talk of a journey to Mars in our lifetimes. Will you remember where you were when they land on Mars?

1 3.39 **Check the meaning of the words in the box and complete the text. Read and listen to the text and check your answers.**

achievement flight mankind
mission pilot licence space craft



2 **Read the text again and answer the questions.**

1 When did Apollo 11 take off from Kennedy Space Center?
2 When did Neil Armstrong become interested in flying?
3 What did Neil Armstrong get first: his driving licence or his pilot licence?
4 How hot during the day and how cold at night can it be on the moon?
5 How many hours in total did Armstrong and Aldrin spend on the moon?
6 How old was Neil Armstrong when he died?

3 YOUR CULTURE **Research and write a report about a famous explorer. Your report should answer the questions:**

1 What country are they from?
2 Where did they go and how did they travel?
3 What did they do?
4 Why was their adventure special?

4 USE IT! **Work in groups. Tell your group about your amazing explorer in exercise 3.**

7 + Options CULTURE • A young entrepreneur

I can talk about a young entrepreneur.

Eliza Rebeiro

1 3.40 Read the text. Who is Jamal Edwards and why is he famous today? Read and listen to the text and check your answers

A SUCCESS STORY



When Jamal Edwards was sixteen years old he was just a normal teenager from London. Just a few years later, he became a multimillionaire. He is now the boss of one of the most successful music channels on YouTube, and he even received an award from the Queen for his services to music. So, what's his story?

Jamal was born in 1990. When he was sixteen, he received a video camera for Christmas. At first, Jamal filmed things near his home. One day, he made a video of foxes in his garden. Jamal uploaded the video to the internet and received 1,000 visits! He had an idea: he could combine his love of filming with his other passion: grime music.

Grime is a type of hip hop music that started in London. There weren't any grime artists on TV at the time, so Jamal started filming them when they were performing in the street and at concerts. Then he uploaded the videos to the internet. Thousands of people watched and downloaded them.

Jamal was ambitious, and in 2007 he started his own online TV station, SBTV. At first, he just showed grime music videos, but he soon added live concerts and interviews with musicians. Then he started including different types of music to attract more viewers. The strategy worked, and today, SBTV is one of the largest music channels for young people.

Now, at the age of twenty-four, Jamal is famous in Britain for his business achievements. He runs several different companies in the music business, as well as other areas. He also wrote a very popular e-book, and designed clothes for the popular fashion shop *Topman*. Not bad for a hobby that started with a Christmas present!

2 Match the blue words in the text with definitions 1–5.

1 people who watch videos or TV
2 playing music and/or singing for people
3 wild animals that are similar to dogs
4 a plan
5 a prize or medal for an important achievement

3 Read the text again and answer the questions.

1 Why did Jamal receive an award?
2 What were Jamal's two hobbies when he was sixteen?
3 Why were Jamal's grime videos successful?
4 Why did Jamal decide to create his own TV station?
5 What did Jamal do to increase the number of SBTV viewers?

4 YOUR CULTURE Write about a young entrepreneur in your country. Complete the table and use the internet to help you.

Name:	
From:	
Born:	
Business:	
How he / she became successful:	

5 USE IT! Work in pairs. Tell your partner about your young entrepreneur in exercise 4.

8 + Options CULTURE • Extreme sports

I can talk about extreme sports in my country.

Queenstown

1 3.41 **Read and listen to the text. Find the names of the extreme sports in the photos.**

2 **Read the text again and answer the questions.**

1 What is the population of New Zealand?
2 Where is Queenstown?
3 What did the first visitors to Queenstown do?
4 Why did daredevils start going to Queenstown?
5 What activities can you do there in the summer?
6 Why do people go there in the winter?

3 YOUR CULTURE **Ask and answer the questions with a partner.**

1 What is the climate like in your country?
2 Which parts of your country are like Queenstown?
3 Which extreme sports are popular in your country?
4 Would you like to try an extreme sport one day? Which one?

4 USE IT! **Make an advert for an extreme sport. Follow instructions 1–4.**

1 Think about a place where you can do one or more extreme sports, and make notes.
   a Where is the place? (It can be anywhere in the world).
   b What is the climate and scenery like?
   c What is the extreme sport?
   d Why is it fun?
2 Make a poster. Write a few sentences about the sport. Add photos and a map of the area.
3 Put your poster on the wall. Tell the class about your extreme sport.
4 Vote. Whose poster is the most popular?

Queenstown: Extreme sports capital of the world

New Zealand is a small country – south-east of Australia – with about 4 million inhabitants. There are two main islands: the South Island with its high mountains and the North Island with its beautiful beaches and volcanoes. Fourteen per cent of New Zealanders are Maori, but most people have British origins. Their ancestors came from Britain in the 19th and 20th centuries.

New Zealand is famous for its beautiful scenery and outdoor activities. It attracts lovers of nature and fans of dangerous sports. Many of them combine these interests when they visit Queenstown – 'the extreme sports capital of the world' – on the South Island.

The first Europeans came to the area in the 1860s to farm and look for gold. Queenstown was very quiet for 100 years. Slowly, it became a popular fishing and hiking centre. Today, people from around the world come to do extreme sports. How did this happen?

It started in 1988 with the world's first bungee-jumping centre. This attracted people from around the world who were looking for fear without danger. Bungee-jumping is great because it's scary but safe! Today, there are lots more frightening activities in and around Queenstown. In the summer, you can choose from bungee-jumping, hang-gliding, jet-boating, mountain biking, paragliding, skydiving and white-water rafting. In the winter, thousands of people go skiing or snowboarding in the Remarkables, the mountains around Queenstown.

But Queenstown is not only for daredevils. It's a quiet town with a dry climate and the region around it has lovely rivers, mountains and lakes. You can go walking, cycling, or just relax. It's a beautiful place to visit.



2 + Options

PROJECT • A class blog

I can write a class blog.

1 Read the blog and match sections A–C with text types from the box. Which text types are not in the blog?

article games interview jokes news

2 Read the blog and answer the questions.

1 What is 'yarnstorming'?
2 What are the Knitter Kids doing now?
3 Who can go to Trampoline Club?
4 Which joke do you like best?



3 Design and write a class blog. Follow the steps in the project checklist.

PROJECT CHECKLIST

1 Work in small groups. Choose a club for the article and a person for the interview. Look online for jokes, or translate from your language.
2 Decide who writes each section. Then write the texts.
3 In groups, check, correct and write the final texts on a computer. Find or take photos.
4 Print the blog and show it to your class.
5 Put all the blogs on the wall.

4 Read the other blogs. Choose the blog you like best. Why do you like it?

WELCOME TO OUR CLASSROOM BLOG

Home About Year 9 Students Contact us

A

Trampolining – *fly high!* by Max

You're flying 3 metres in the air. It feels amazing. This is the trampoline experience. You feel like a bird. It's great because everyone can do it. You don't need to be sporty. At Trampoline Club, all ages enjoy trampolining. Some students come on Friday evenings just for fun. I'm in the advanced group. We train twice a week and again on Saturdays. We're training for the inter-school competition at the moment.

There are sections for different levels from beginners to competition level. We're having our open evening on 16 October. Come and try. Everyone can do it!



B

Clare answers questions about her unusual hobby *by Annie*

Us What's your hobby?
Clare Yarnstorming.
Us What's that?
Clare I knit things to decorate trees, gardens and parks.
Us Do you knit alone?
Clare No. I knit with a group called the Knitter Kids.
Us What are you doing at the moment?
Clare We're yarnstorming the school playground. Here's a photo.
Us That's cool!



Remember!

We don't say the *k* in *knit*

knit = /nɪt/

C

Fun for all by Pete

Why are the computer's cold?
Because their windows are open!

What goes up, but never comes down?
Your age!

Mary's mum has four daughters: April, May, June and ... ? What is the name of the fourth daughter?
Mary!

PROJECT • A photo album

I can make a photo album.

My photo album

by Sophie Anderson



I was five in this photo with my cousin Clara (right) in Scotland. It's a great memory because it was my first experience of snow. We made this snowman in the garden and called him Winston.

My family at our house last summer. Copper (our dog) looks pleased, but grandad doesn't. Grandad was doing the barbecue. When he wasn't looking, Copper ate the chicken. It was very funny!



Wales



I went fishing there with my friend John and his family. John caught half a fish! He is smiling in the photo, but he wasn't very happy. I didn't catch any fish!

Me!



I was visiting Sydney with my family and Mum took this photo in front of the famous Opera House. We had an amazing time. We travelled around Australia for three weeks.

Me with classmates on a school trip last February. We were staying in a centre in the French Alps and we had skiing lessons every day. This is the last day. It was a fantastic trip.



1 **Look at the photo album. Where were the people in the photos, do you think? What were they doing there?**

2 **Answer the questions.**

1 How old was Sophie when she first played in the snow?
2 What is Sophie's dog called?
3 How long did Sophie spend in Australia?
4 When did Sophie go on a school skiing trip?
5 How many fish did Sophie catch on the fishing trip to Wales?

3 **Make a photo album. Follow the steps in the project checklist.**

PROJECT CHECKLIST

1 Choose between three and five photos of you, your family and friends.
2 For each photo, answer the questions and make notes:
   - When and where was it?
   - Who were you with?
   - What were you doing?
   - Why is the photo special?
3 Write a short text for each photo.
4 Put your photos and text on a piece of paper.

4 **Present your photo album to the class. Describe each photo and explain why the photo is important to you. Answer other students' questions.**

6 + Options PROJECT • An outdoor activity map

I can make an outdoor activity map.

1 Look at the outdoor activity map. Which places would you like to visit? Why?

2 Read the texts. Where can you do these activities?

cycling ice climbing kayaking
surfing swimming walking



1 West Sands is a very long beach near St. Andrews, in the east of Scotland. You can walk or run up and down the beach, and you can surf and swim in the sea. Wear a wetsuit if you want to go in the water, because it's the North Sea – freezing cold!





3 The Falls of Foyers is a spectacular waterfall on the River Foyers in the north of Scotland. The Falls are about fifty metres high. It's a great place for walking and photography.

2 Loch Lomond is a large lake near Glasgow. It's great for sports, especially in the summer. You can kayak and canoe across Loch Lomond, and you can cycle along the side of it.



4 Cairngorm Mountain is in the north of Scotland. It usually snows a lot here in the winter, and you can do winter sports, like skiing, snowboarding or ice climbing!



3 Make an outdoor activity map. Follow the steps in the project checklist.

PROJECT CHECKLIST

1 Think of four places in your country where people can do outdoor activities.
2 Find information about each place on the internet or in a book. Where is the place? How big / high / long is it? What activities can you do there? Write information about each place.
3 Find one or two photos of each activity on the internet or in a magazine.
4 Find a map of your country on the internet, or draw one. Label it with the places.
5 Add your photos and information to the map.
6 Put all the activity maps on the wall.

4 Exchange your activity map with a partner. Which place has got interesting activities on your partner's map?

8 + Options

PROJECT • A poster

I can make a poster.

Five scary things to do around the world

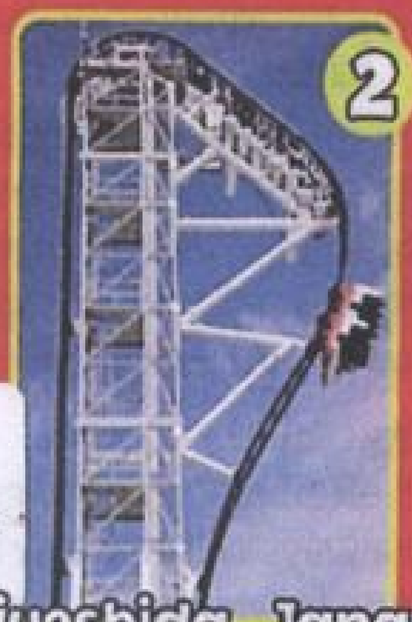
Here is our choice of the five scarlest things to do in the world. If you enjoy feeling scared, you'll love these activities! What do you think?

1 Cage of Death – Crocosaurus Cove, Australia



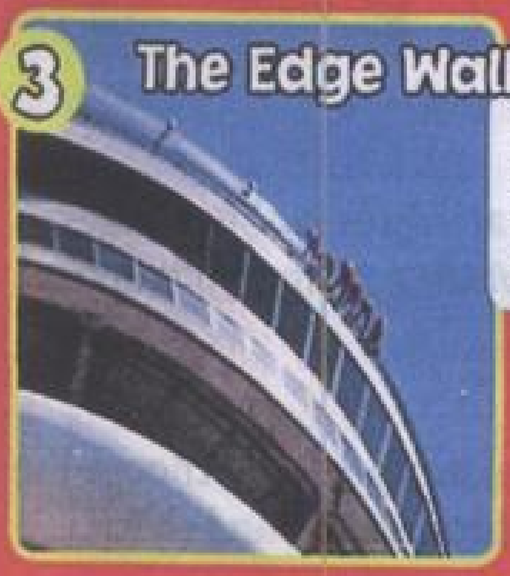
For fifteen minutes, you can be face-to-face with some really big (and dangerous!) crocodiles. Two people can get in the glass cage, so you won't be alone. Pure terror!

2 Takabisha roller coaster – Fujiyoshida, Japan



Only for the very brave! Takabisha is the steepest roller coaster in the world with a free fall of 121° (arghhh!!) and a drop of 43 metres. Each ride takes 112 seconds, which seems like a very long time!

3 The Edge Walk – Toronto, Canada



You walk around the edge of Toronto's tallest building, the CN Tower. You can have amazing views of the whole city as you walk hands free 356 metres above the ground. Wow!

4 Zip line – Monteverde Cloud Forest, Costa Rica



You see the jungle from the tops of the trees as you fly along the zipline, 80 metres above the ground, with a Tarzan jump in the middle! What's more, you may meet some monkeys. Amazing!

5 Cable car – Tianmen Mountain, China



The 7,455-metre-long cable car ride at Tianmen Mountain in China is the world's longest. It climbs 1279 metres and is as steep as 38° in places. The ride takes 28 minutes from start to finish. Not for people who are nervous of heights.

1 Read the webpage. Which activity would you like to try? Which activity would you definitely not try? Why / Why not?

2 Answer the questions.

1 What can you meet on the zip line?
2 Which attraction is in water?
3 How steep is the roller coaster?
4 How long does the cable car ride take?
5 Which attraction is in a city?
6 Are any of these attractions dangerous?

3 Make a poster for scary activities in your country. Follow the steps in the project checklist.

PROJECT CHECKLIST

1 Work in pairs. Make a list of scary things to do in your country (or other countries). Think about: Where is it? What happens? Why is it scary? Is it dangerous?
2 Choose five activities from your list. Find out about these activities on the internet.
3 Write a short introduction and a text for each activity.
4 Find a photo of each activity on the internet.
5 Design and make a poster with your texts and photos.

4 Display the posters on the wall. How many ideas are similar? Find out which five places students prefer.

1 Options SONG • A good idea

song

A good idea

You're [1] **asleep / awake** in bed, and your mum says
'Why don't you get up and go to school?'
You go on the bus – your friends talk a lot
So you listen to music on your phone.
In class, at the back you're talking to your friends
And your teacher tells you off again

You think:
'I often just want to go home
I always want to stay in bed
And be alone.
Sitting on the sofa,
In front of the [2] **TV / computer**
Is a good idea for me
Sounds like a great idea to me.'

You see your dad in town, and he says to you
'How about going for a walk?'
Then you go out to a [3] **restaurant / café** and eat fast food
And he says 'Let's finish your homework'
But you don't really feel like studying now –
You prefer playing video games.

Then next [4] **month / week** you're on holiday.
You always love being on holiday.
What will you do on holiday?
You feel like doing everything!

You get up [5] **late / early** and your mum says,
'Why don't you go out to the park?'
So you get your things, and you call your friends
And you play sports all [6] **afternoon / morning**
Your dad wants to go out to the cinema
So you run home from the park, and you go in the [7] **car / bus**.

And you think:
'I always want to stay awake!
I love to be with friends
And my family!
I want to play all [8] **night / day**
I never want to sleep.
Sounds like a good idea to me
Yeah, that's a great idea for me'



1 3.42 **Look at the activities in the pictures. Listen to the song. Which activity is not in the song?**

2 3.42 **Look at the song lyrics and choose the correct words. Then listen again and check.**

3 **Match 1–5 with a–e to make sentences about the person in the song.**

1 He listens to music	a stay awake all night.
2 He eats fast food	b on the bus.
3 On holiday, he wants to	c to stay in bed.
4 He plays sports in the park	d in a café.
5 On school days, he wants	e with his friends.

4 **Look at the sentences from the song. Write *true* or *false*. Correct the false sentences.**

I go to school by car.
False. He goes to school by bus.
1 I sit at the front in class.
2 My mum wakes me up on school days.
3 The holidays start tomorrow.
4 I like playing video games.
5 I get up late on holiday.

5 **USE IT!** **Work in pairs. Find out which sentences in exercise 4 are true for your partner. Use the question words in the box. How many things about your partner are the same as the singer?**

How do you ... ? Where do ... ?
Does your mum / dad ... ? Do you ... ?
How often do ... ? When do ... ?

3 + Options SONG • Before I met you



song

Before I met you

Here is my history in a song
Where I [1] _____, what I found
What went right and what went wrong
It's my story in a song, before I met you.

A When I was young it was exciting
We [2] _____ round the world
We found amazing places
And I [3] _____ brave when we explored.
Some were small, some were big
Some were lonely, a few [4] _____ horrible
But when my dad said 'Let's go!'
I was never bored.

Here is my history in a song
Where I went, what I [5] _____,
What went right and what went wrong
It's my story in a song, before I met you.

B In the year 2010,
We [6] _____ some friends
We [7] _____ in an ancient castle
Built by a rich and cruel queen
We [8] _____ some scary rooms
We learned some awful secrets
But I wasn't scared, I was happy
We [9] _____ some exciting things.

C But the best day of my life
Was last summer when I [10] _____ you.
There are lots of brilliant places
I want to take you to.
It was the best day, the best day
The best day I ever knew.
The story of my life, when I met you.

1 3.43 **Look at the picture and listen to the song. Which verse – A, B, or C – does the picture match?**

2 3.43 **Complete the song with the words in the box. Then listen again and check.**

explored felt found met saw
stayed travelled visited went were

3 **Complete the sentences with words from the song.**

1 When I was _____, I travelled around the world.
2 We visited amazing places and I was never _____.
3 In 2010, I stayed in a _____ with some friends.
4 A rich and cruel _____ built the castle.
5 We explored some scary _____.
6 The _____ day of my life was when I met you.

4 **Find words in the song with opposite meanings to these words.**

1 kind _____
2 boring _____
3 unhappy _____
4 poor _____
5 wrong _____
6 old _____

5 USE IT! **Work in pairs. Ask and answer the questions.**

1 What amazing places did you visit when you were younger?
2 What exciting thing did you do or see last summer?
3 What was the best day of your life? Why?

5 Options SONG • How long?

song

How long?

A ☐ I could climb the highest mountain
Be the best in the world at chess
Who's the most intelligent scientist?
Come on – I'll give you one guess.

B ☐ Yeah, it's me, it's me
I'm a winner.
I can do anything I want
Be a professor, a composer, or an artist
I'm better than the best
I'm the number one.

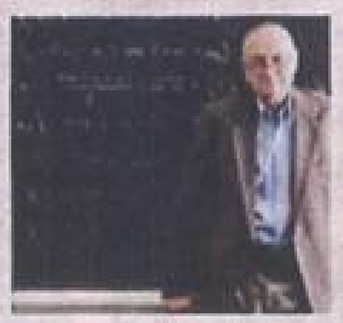
C ☐ How long does it take to be an expert?
What do you reckon?
I've no idea
Could I become a genius in a month
Or never in a million years?

D ☐ Yeah, it's me, it's me
I'm a winner
I can do anything I want
An inventor, a programmer, a writer
I'm better than the rest
I'm the number one

E ☐ Could I run 100 metres
In ten seconds or less?
Who's the best rapper
and an ever better dancer?
Come on – have a guess.

F ☐ How long does it take to be a champion?
What do you reckon?
Have you any idea?
Could I become a winner in a decade
Or can I do it in half a year?

1 Look at the people in the pictures. What are their professions?



1 *a professor*



2



3



4



5



6



7



8

2 3.44 Listen to the song. Put the verses in the correct order.

3 3.44 Listen to the song again. Which profession from exercise 1 is not in the song?

4 Complete the sentences with words from the song.

1 An _____ is someone who knows a lot about a subject.
2 _____ means 'clever'.
3 A _____ is ten years.
4 A _____ writes computer programmes.
5 An _____ creates new things.
6 _____ is a game for two people with black and white pieces.

5 USE IT! Work in pairs. Ask and answer the questions.

1 Can you play chess / compose music / dance?
2 What could you do when you were six?
3 How fast can you run 100 metres?

7 + Options SONG • When will you be famous?

song

When will you be famous?

I need a band with [1]piano, bass and drums
Vocals and guitar
I need confidence and ambition
Before I can go far.

I need to [2]work every day
And write some lyrics for a song
Find a place we can perform
And some [3]friends to sing along.

When are you going to be [4]successful?
When will you be a success?
When you have 10,000 fans
And you're better than the rest
Everybody will really love you
Your videos will have a [5]thousand views
When the DJs are playing your music
And everything you do is in the news.

If you like rock and pop,
You'll love the music we play
It's energetic and [6]fast.
We're going to a concert on [7]Sunday
To hand out leaflets to the crowd.
It'll be hard work but we can do that
We've got the talent and the [8]ambition.
We'll be going to the top
We're confident – we will.

Yes, you're going to be famous
Yes, you'll be a success
You'll have 10,000 fans
And be better than the rest
Everybody will really love you
And your videos will have a million views
The DJs are playing your music
And you're always in the news.

1 **Look at the pictures of three bands. What type of music do they play? What instruments can you see?**



2 3.45 **Listen to the song. Which band in the pictures is the song about?**

3 3.45 **Look at the song and correct the words in blue. Then listen again and check.**

4 **Look at the sentences about the song. Write *true* or *false*. Correct the false sentences.**

1 She needs talent and ambition to succeed.
2 She should write the music for a song.
3 They'll have 10,000 fans when they're famous.
4 The fans are playing their music.
5 They're confident they'll be famous.

5 USE IT! **Work in pairs. Answer the questions.**

1 Have you got confidence and ambition?
2 What does a band need to get to the top?
3 Would you like to be famous? Why / Why not?

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