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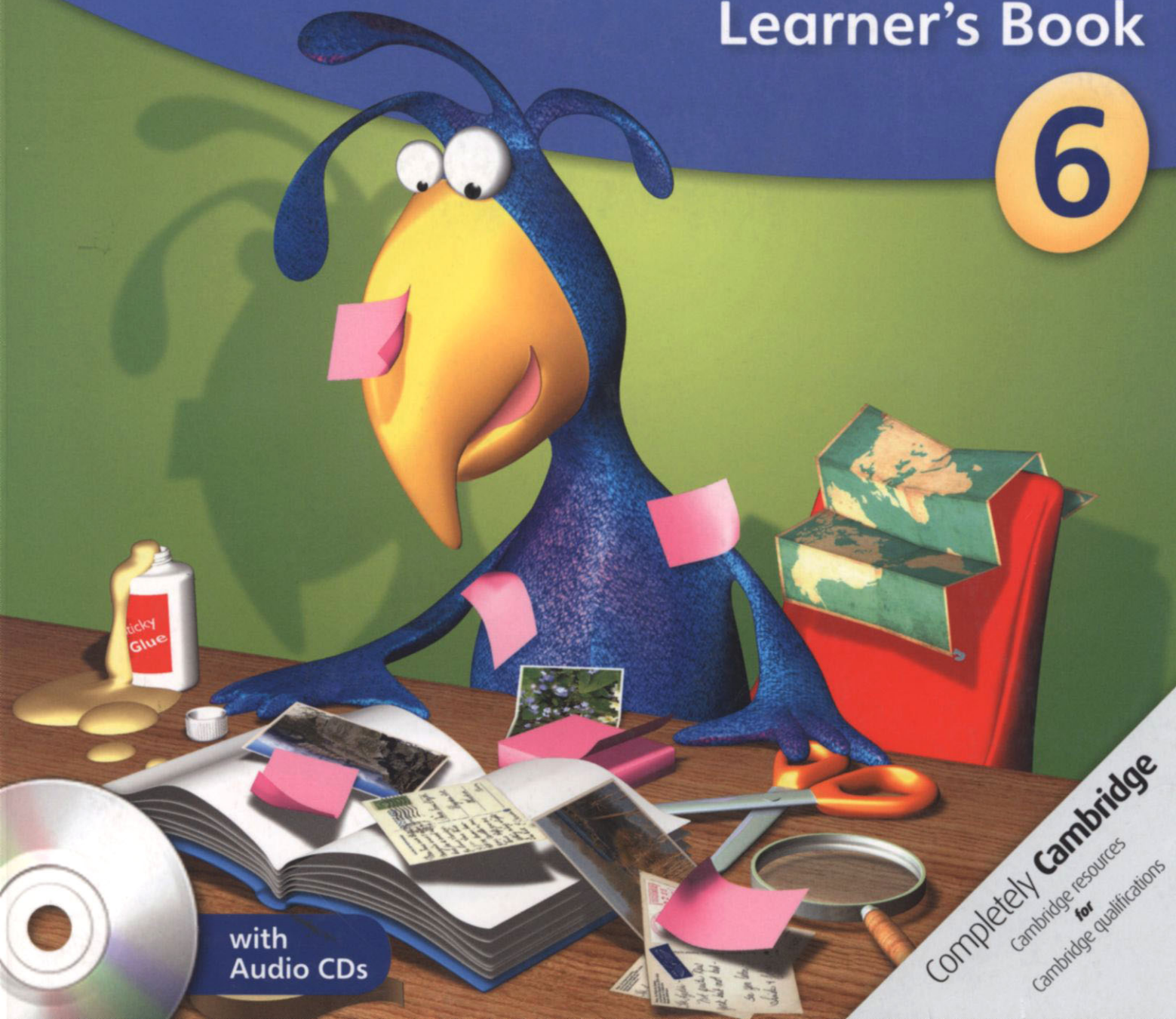
Jane Boylan and Claire Medwell

CAMBRIDGE Global English

for Cambridge Primary English as a Second Language

Learner's Book

6



with
Audio CDs

Completely Cambridge
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CAMBRIDGE
Global English
Learner's Book

6

Jane Boylan and Claire Medwell



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Welcome to Cambridge Global English Stage 6

Cambridge Global English is an eight-stage course for learners of English as a Second Language (ESL). The eight stages range from the beginning of primary (Stages 1–6) to the end of the first two years of junior secondary (Stages 7–8). It is ideal for all international ESL learners, and particularly for those following the Cambridge Primary/Secondary English as a Second Language Curriculum Framework, as it has been written to adhere to this framework. It also presents realistic listening and reading texts, writing tasks, and end-of-unit projects similar to those students might encounter in the context of a first-language school. These elements provide teachers with the opportunity to tailor the level of challenge to meet the needs of their particular students. The course is organised into nine thematic units of study which include a range of activities, text types and objectives.







Cambridge Global English materials are aligned with the Common European Framework of Reference. The materials reflect the following principles:

- **An international focus.** Specifically developed for young learners throughout the world, the topics and situations in *Cambridge Global English* have been selected to reflect this diversity and encourage learning about each other's lives through the medium of English.
- **An enquiry-based, language-rich approach to learning.** *Cambridge Global English* engages children as active, creative learners. At the same time as participating in a range of curriculum-based activities, they can acquire content knowledge, develop critical thinking skills and practise English language and literacy.

- **English for educational success.** To meet the challenges of the future, learners will need to develop facility with both conversational and more formal English. From the earliest stage, *Cambridge Global English* addresses both these competencies. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using English-language classroom materials.

In addition to this Learner's Book, *Cambridge Global English Activity Book 6* provides supplementary support and practice. Comprehensive support for teachers is available in *Cambridge Global English Teacher's Resource 6*.

The following icons are used in this Learner's Book:

-  pre-recorded listening activity
-  pairwork or small group speaking activity (not mediated by teacher)
-  write in notebook activity
-  linking activity in Activity Book
-  cross-curricular maths activity
-  cross-curricular science activity.

We hope that learners and teachers enjoy using *Cambridge Global English Stage 6* as much as we have enjoyed writing it.

Jane Boylan and Claire Medwell

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Listening/Speaking	School subjects	Pronunciation/Word study	Critical thinking/Values
Listen and talk about free-time activities; first-time experiences; inspiring people Sequencing words/phrases Give presentations: An inspiring person; a favourite book; an interesting experience	Maths: A pie chart	-tion/-cian	Attitudes to blindness and deafness Analysing a pie chart What makes some experiences special? Who do we admire? Why? Examining famous lives.
School life in different countries Listen to students talking about different problems at school Phrases: Giving advice Emphasising words Roleplay a problem at school		Word stress for information Silent letters	Value: Treating classmates fairly Comparing school life Considering good study habits Creating and analysing solutions to problems
Listen for expression and emphasis Reasons for liking sport Listen to instructions to warm up Talk about sports and equipment Order and give instructions	Biology: Parts of the body Maths: A bar chart	Emphasis	Teamwork Interpreting information on a bar chart Expressing opinions about sports events Examining personal challenges and goals
Listen for specific information: A short history of cinema Listen to film trailers Listen to a film discussion Make information interesting Give presentations: A film review; talk about films	Maths: Currency	Dates (years)	Facing a problem Describing films Creating film scenes Making deductions from inferences Making predictions Personal safety and looking after yourself
My favourite gadget A new invention Listen and speak about modern inventions Prepare presentations: Know your audience Give presentations: The history of an invention	Science: Thomas Edison	the a sound	Believing in yourself Comparing and contrasting different gadgets Making assumptions and predictions Creating and describing an invention Problem solving Supporting opinions with reasons
Talk about what you know The story of Columbus Plans for an expedition Use contractions Give presentations: A historical explorer or expedition	Maths: Measurements History: Explorers	the ch sound	Making visitors welcome Making deductions Selecting information from research Creating a plan for an expedition Making deductions from inferences
Describe job qualities Pictures Jobs that family/friends do; work uniforms Give presentations: Present a design; a job you'd like		Rhyming vowels	Working hard and setting goals Express opinions about different jobs Creating a uniform Creating an advertisement
Key words for remembering whole sentences Phone messages A conversation with a teacher Make notes before you speak Role play: A difficult situation	Maths: How much to spend	Matching sounds	Saying thank you Communication in different countries Communicating in a difficult situation Problem solving Communicating appropriately online Giving opinions
Holiday activities Description of a special place: Pompeii Interesting or surprising information Activities you'd like to try Give presentations: Describe a place	Science: The speed of light Maths: Survey and report	the o sound	Learning from family members Discussing positive and negative sides Describing feelings about a special place Imagining a dream holiday

1

Life experience

We're going to:

talk about free-time activities and life experiences

do a presentation about someone you admire

write a short biography

read about the life of an

inspiring person

1 Talk about it



What do you like doing in your free time?

Which activities in the pictures and the box do you do?

2 Word study Activities

Match the pictures to the phrases in the box.

play video games paint play football take photos
meet up with my friends play the piano



3 Listen

Listen to this student interviewing her classmates about free-time activities. Write the activities that you hear in Activity 2 in your notebook.

4 Listen again and complete these phrases.

a I ___ like watching TV, but I can't ___
playing video games.

b I don't ___ being inside.

c I'm quite good ___ art.

d I'm hopeless ___ basketball.

e I ___ watching films on the big screen
___ watching DVDs.

Use of English

Wh- questions review

Question word + **do** + **you** + verb

What **do** **you** like doing when you've got some free time?

Who **do** **you** spend your free time with?

Which places **do** **you** like going to?



- 5  Read the *Use of English* box. What happens to the order of the words when we make questions?

6 Read

Read the questions 1–4 and match with the correct answers a–d.

- 1 What do you like doing when you've got some free time?
- 2 Do you prefer doing activities inside or outside?
- 3 When you go out, which places do you like going to?
- 4 Who do you spend your free time with?

a Both really – it depends on what I feel like doing. But I can't stand wet weather, so then I stay inside!

c I love drawing and playing my guitar. My two best friends also play the guitar quite well, but I think I'm better at playing than them!

b I've got three or four close friends who I play basketball with. I also like meeting up with my cousins who live nearby.

d I really like being outdoors, like in parks or on the beach. But not for sports – I'm hopeless at ball games!

7 Talk

Use the correct question forms to interview your partner and make notes. Use the phrases in Activity 4 to answer about your free time.

8 Write

Write a summary of your partner's answers for each question.

Kate loves drawing and playing her guitar.

2 A first time for everything

- 1 Talk about it**  Have you done anything recently that you have never done before?
How did the experience make you feel?

Reading strategy: Understanding general meaning

Look for key words in a text to help you understand the general meaning.

2 Read

Read about when these children did something for the first time. Find key words to show what each child did, why it was special, and their feelings about the experience.

- 1 Olivia, 11** It doesn't seem so amazing now, but I remember the first time I saw the sea on a school trip. I looked at it in amazement. It was so beautiful and so huge! I asked my teacher, 'How big is it?', and he laughed and explained that it was very big! We live in a city far from the coast and I've only ever been to the seaside twice.



- 2 Santok, 11** Last year, I went on a rollercoaster for the first time. I was scared, but I decided to try it. It was exciting and terrifying at the same time! I closed my eyes and tried not to scream. When it was finished, I felt a sense of pride because I had done something brave. But I haven't been on a rollercoaster again!



- 3 Cody, 12** I felt really proud of myself when I first learned to swim! I remember that feeling of excitement very well. I felt very satisfied because I had achieved something! I was six years old and I had a fear of water. But when I learned how to swim I wasn't afraid of it any more. Since then, I have never been afraid of water again.



3 Word study

Adjective and noun forms

Copy and complete the table with adjectives or nouns from the texts.

4 Talk

Talk about an experience or feeling you had using the words in Activity 3.

I went to the Grand Canyon – it was amazing.

5 Use of English

Read the *Use of English* box and answer **true** or **false**.

- 1 We use *has/have* + past participle to form the present perfect.
- 2 We use the present perfect when we know the time something happened in the past.

Nouns	Adjectives
a ...	amazing
beauty	b ...
terror	c ...
d ...	proud
bravery	e ...
f ...	excited
satisfaction	g ...

Use of English

Present perfect

We use the present perfect to talk about experiences in the past, but we don't say exactly when they happened.

Have you ever **seen** the sea?

I **ve** only ever **been** to the seaside twice.

I **haven't been** on a rollercoaster again.

6 Talk

Match the questions a–c to the children's answers in Activity 2. Then write two more questions and ask your partner.

- a Have you ever felt really proud of yourself? What did you do?
- b Have you ever seen something you thought was amazing? What did you see?
- c Have you ever done something you were scared of?
Have you ever ... ?
Have you ever ... ?

7 Write

Write about one of your own responses to the questions in Activity 6. Use adjectives and nouns to describe how you felt.

3 Speaking: Inspiring people



will.i.am

1 Talk about it Do you have a hero or an idol?

Is it someone famous or someone you know personally? Why is this person your hero? Look at the photo of will.i.am – do you know him? What is he famous for?

3 2 Listen

Listen to the first part of Maria's presentation about will.i.am, the musician and entrepreneur. How does she attract the attention of her audience and make them listen to her presentation?

4 3 Listen to the next part of Maria's presentation and answer the questions.

- 1 Who thought school was important?
- 2 What did will.i.am do when he was eighteen?
- 3 What else does will.i.am do apart from make music?
- 4 What subjects is he interested in?

5 4 Listen to the last part of the presentation. Why does Maria admire will.i.am? How does she finish her presentation?

6 5 Listen to parts 1–3 again. Match the parts with the headings below.

will.i.am's early life, career and why he is successful.

Why Maria chose to talk about will.i.am.

The purpose of the presentation and getting the attention of the audience.

6 Word study Words connected with music

Match words in the box from the presentation to their definitions.

produce talented musician admire contract perform

- | | |
|--|--|
| 1 An agreement to pay someone to make music for other people to buy. | 4 Someone who manages the production of music. |
| 2 A person who makes music. | 5 To think very well of someone. |
| 3 Very creative and skilled. | 6 To present music (or a play) to an audience. |



7 Pronunciation Word endings (-tion/-cian)

Listen and repeat these words from the presentation. What sound do you hear at the end of the words?

1 musician 2 introduction 3 education 4 organisation 5 presentation

Speaking tip

Order your presentation

Use sequencing words to help your audience follow your presentation.

Today I'm going to talk about ...

As I said in my introduction, he was born in East Los Angeles ...

Since then, will.i.am has become a world-famous musician ...

As well as this, will.i.am also gives a lot of his own money to educational projects.

To sum up, I chose to ...

8 Use of English

Look at the phrases in the *Speaking tip* box. Which phrases are used at the beginning of a presentation? Which phrases are used at the end?

Present it!

Prepare a presentation about someone you admire.

Use what you have learned from Maria's presentation to help you.

- Research some interesting facts about the subject of your presentation and make notes. Use the Internet or the library.
- Organise your notes into sections using the headings in Activity 5 to help you.
- Add sequencing phrases and think of a way to get the attention of your audience at the beginning, e.g. with a question or an interesting picture.
- Does your presentation need any props? e.g. pictures, slides, music or real objects.
- Practise your presentation with a partner.
- Perform your presentation in front of your class. Listen to your classmates' presentations and write down one interesting fact from each one.

4 Extraordinary experiences

1 Talk about it Who are your favourite characters from books?

How much do you know about their authors?

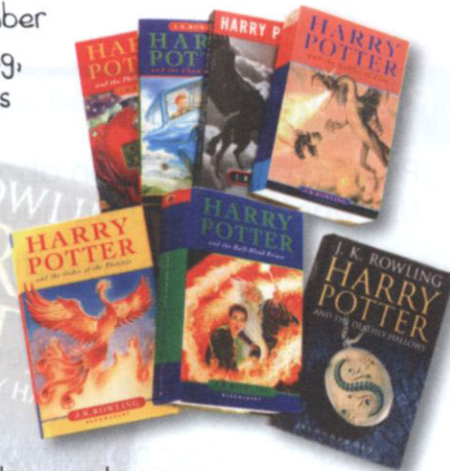
Do you know where the idea for the characters came from?

2 Read

Read the biography of JK Rowling. Which famous story character did she create? How many years did it take for her idea to become a book?



- 1 Do you have a great idea for a story character? JK Rowling, the author of the world-famous Harry Potter series **thought of** the idea for Harry Potter on a long boring train journey in 1990. She didn't forget her ideas and a few years later, she **turned them into** best-selling books.
- 2 JK Rowling was born in the United Kingdom in 1965. Since she was young, she always wanted to be a writer. She **studied** French at university in the UK and after that she had several different jobs. She started the first Harry Potter book in 1990, but she couldn't finish it for a long time. While she was working full time, she was **bringing up** her small daughter, so there wasn't much time for writing. However, she didn't **give up on** her great ideas.
- 3 Eventually, the first Harry Potter book was published in 1996. It **sold out** very quickly, and soon everyone was interested in JK Rowling and her fabulous creation. She wrote seven books for the Harry Potter series and soon these books became films too.
- 4 Today, JK Rowling is a successful, world-famous author who has created a character who is loved by children – and adults – all over the world. Her life story teaches us to always remember our interesting, creative ideas because you never know where they might lead!



3 Read

Decide if these sentences are **true** or **false**. Correct the false sentences.

- 1 JK Rowling was a world-famous author when she first had the idea for Harry Potter.
- 2 She studied in France.
- 3 When the first Harry Potter book was published, it was very popular.
- 4 JK Rowling is not very well known.
- 5 Only children like to read her books.

4 Talk

Discuss the questions in pairs.

- 1 Do you think JK Rowling is inspiring? Why? Why not?
- 2 Do you know of other people who have succeeded when their life was difficult?

5 Read

Match paragraphs 1–4 of the text to these themes:

- a Examples of her success and achievements.
- b Who the biography is about and why she is well known.
- c Her background and what happened before her success.
- d A message from the biography for the reader to remember.

Writing tip

Divide your text into paragraphs and have a theme for each paragraph.

6 Word study Verbs with prepositions

Look at the **blue** words in the text and complete the sentences.

think of turn into sell out give up on bring up

- 1 Don't ____ your plans to join the football team. The teacher will choose you if you keep training.
- 2 Your stories are so creative – you always ____ great ideas.
- 3 My grandparents ____ my mum in a nice house by the sea.
- 4 Last week the cakes ____ in minutes, everyone wanted to buy one.
- 5 When he was young he didn't like running, but then he ____ a good athlete.

7 Use of English

Complete the rule about forming the past continuous.

We form the past continuous with **was** or ____ and the verb + ____

Use of English

Past continuous

We use the past continuous to describe past actions happening at the same time as another action.

While she **was working** full time, she **was bringing up** her small daughter ← past

8 Write

Complete the sentences with your own ideas.

- 1 While I **was playing** football, my brother **was doing** his homework.
- 2 While my class ____ this morning, I ____.
- 3 While my mum was ____ this morning, I ____.
- 4 While my best friend ____ yesterday, I ____.
- 5 While my teacher ____, I ____.

Write A short biography

Choose a person from these categories and write a short biography about them. Use the *Writing tip* and the paragraph themes in Activity 5 to help you.

an author a scientist a sportsperson an artist an explorer a national leader

5 Literature: *The story of Helen Keller*

1 Talk about it



What was life like in the past for blind and deaf people?

How are things different today?

8

2 Read

Read and listen to the story of Helen Keller. Are any of your ideas from Activity 1 mentioned? Then answer the questions at the end of each section.

1 The story of Helen Keller

This is the story of a woman, born over 100 years ago, who couldn't see the words on this page or hear them spoken. But she could still talk, write, read, and make friends. In fact, she went to college, wrote nearly a dozen books, travelled all over the world, met 12 US presidents, and lived to be 87.

Meet Helen Keller, a woman from a small farm town in Alabama, USA, who taught the world to respect people who are blind and deaf. Before Helen was born, society did not understand blind and deaf people very well and there were very few opportunities for them to get a good education. It was very difficult for them to be independent and have a job. They often had to have help from other people to care for them throughout their lives.

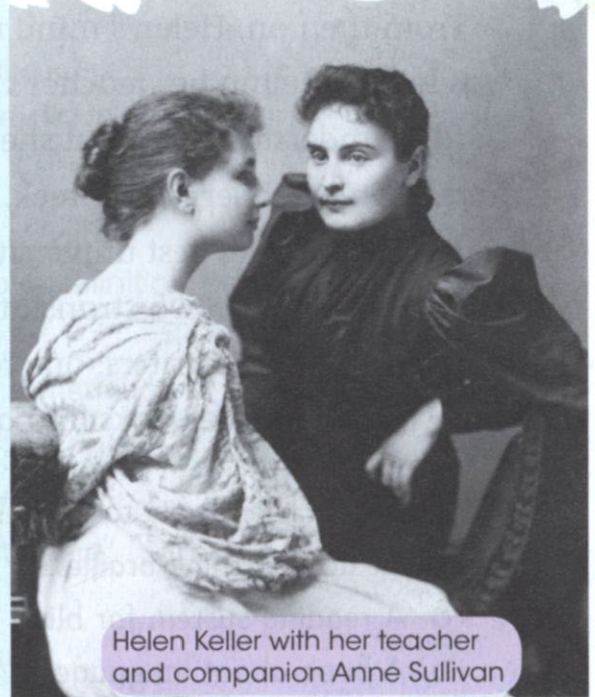
Helen's mission came from her own life – when she was 18 months old, she was extremely ill, and she lost both her vision and hearing. It was like entering a different world, with completely new rules, and she got very frustrated.



Helen Keller aged 7

- 1 What happened to Helen when she was 18 months old?
- 2 According to the text, what did Helen teach the world?
- 3 How did she feel when she couldn't see or hear? **a** Very angry **b** Very tired?

2 By the time she was seven, her parents knew they needed help, so they hired a teacher called Anne Sullivan. Anne was strict, but she had a lot of energy. In just a few days, she taught Helen how to spell words with her hands (called the manual alphabet, which is part of the sign language that deaf people use). The trouble was, Helen didn't understand what the words meant – until one morning at the water pump (like an outdoor water fountain) she saw things in a new way.



Helen Keller with her teacher and companion Anne Sullivan

- 4 When she was seven, what did Helen's parents do to help her?
- 5 What did Anne teach Helen how to do?
- 6 What was the problem with this?

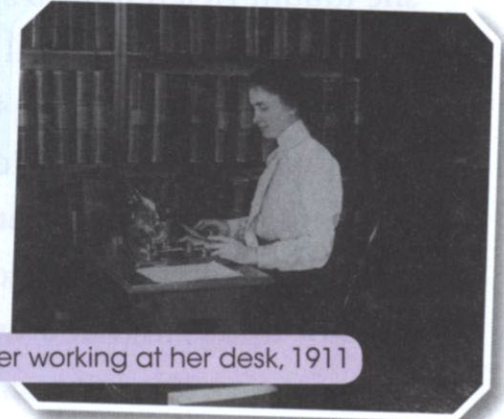
3 Anne helped Helen to hold one hand under the water. Then she spelled 'W-A-T-E-R' into Helen's other hand. It was electric! The feeling turned into a word. Immediately, Helen bent down and tapped the ground; Anne spelled 'earth'. That day, Helen learned 30 words.

- 7 What helped Helen to understand the word *water*?
- 8 How many other words did Helen learn that day?



4 From then on, Helen's mind raced ahead. She learned to speak when she was ten by feeling her teacher's mouth when she talked. Often people found it hard to understand her, but she never gave up trying. Meanwhile, she learned to read French, German, Greek, and Latin in braille! When she was 20, she went to one of the best universities in the country. Her first book, called *The Story of My Life*, was translated into 50 languages. (She used two typewriters: one regular, one braille.) She wrote ten more books and a lot more articles!

- 9** How did Helen learn to speak?
- 10** What do you think braille is?
- a** A reading system for blind people
 - b** A book about languages.

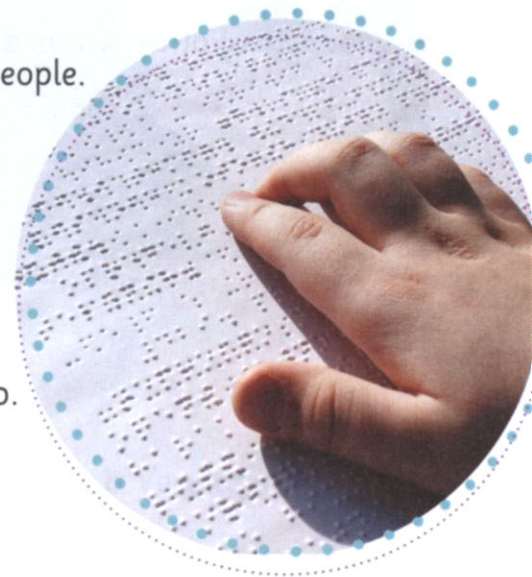


Helen Keller working at her desk, 1911

5 Helen didn't stop there! She did research and gave speeches around the world about the experiences and rights of blind people. She visited 39 countries on five different continents! And she helped raise a lot of money for many important organisations, which helped blind people. Helen even inspired two Oscar-winning films, and she received lots of awards for her amazing work.

Helen became an exceptional leader, once she saw the potential in her own mind.

- 11** Why did Helen travel to so many countries?
- a** To speak to people about fair ways to treat blind people.
 - b** She wanted to visit lots of different places.
- 12** Look at the last sentence in the text.
What attitude did Helen have towards her disability?
- a** It stopped her doing the things she wanted to do.
 - b** It didn't stop her doing the things she wanted to do.



3 Talk

Discuss with your partner which fact about Helen's life surprised you the most. What do you think was the most important thing she did to help other blind people?

4 **Word study** Achievements

Find the phrases in the box in the text and match to a definition below.

- 1 When you find out more about something.
- 2 When you speak in front of a lot of people about something important.
- 3 When you write something for a magazine or newspaper.
- 4 When you get a prize because you have done something very brave or important.
- 5 When you ask people to give money to a good cause.
- 6 When you attend a place to study something at a high level.

give a speech
receive an award
do research
write an article
go to college
raise money

5 Talk Your achievements

Have you or someone you know achieved anything from Activity 4?

Last week I gave a speech about ... to my class.

When my mum was ... she went to college to study ...

6 Values Attitudes to blindness and deafness

Discuss these questions with your partner.

- 1 Do you know anyone who is blind or deaf? What do you think it is like to be blind or deaf?
- 2 Helen Keller taught people to respect blind and deaf people. What do you think this means? In what ways can we make sure we respect blind and deaf people?

7 Write

Make a list of fair ways to treat people who are blind or deaf. Think about:

- 1 When you meet a blind or deaf person.
- 2 Ways to help blind and deaf people in public places.
- 3 Make a poster to display on the wall. Read your classmates' posters and make a note of any different points.

6 Choose a project

1 A presentation

- 1 Prepare a group presentation on one of these topics. Use the *Present it!* box on page 11 to help you.

An inspiring person at your school or in your town or city.

A favourite book and its characters.

An interesting experience you've had.

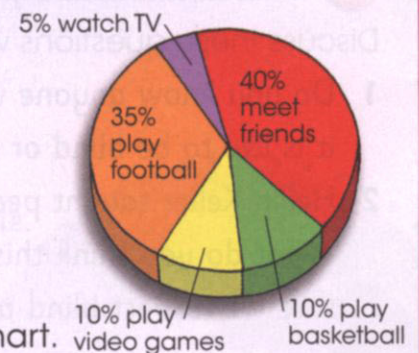
- 2 Make notes about the subject of your presentation. If necessary, use the Internet or library to help you.
- 3 Plan your presentation using these guidelines:
 - Give the purpose of the presentation and something to attract the audience's attention at the beginning.
 - Explain the background to the subject.
 - Explain what is special or interesting about the subject.
 - Give a short summary to finish the presentation.
- 4 Add pictures, slides, music or any other props.
- 5 Deliver your presentation as a group. Decide which parts each person will say and who will take responsibility for the props.

2 A survey about favourite free-time activities

- 1 Look at the information on the pie chart and answer the questions.

- Which free-time activity did most students like best?
- Which was the most popular sport?
- Which was the least popular free-time activity?
- Which sport did 10% of the class say they liked best?

- 2 Write a short summary of the results shown on the pie chart.



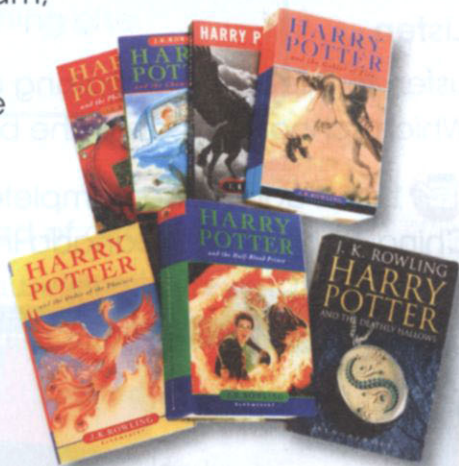
In this class, most of the students like ... 35% of them prefer playing ... to ...

- 3 Write a question to ask your class about free-time activities.
- 4 Now ask your classmates your questions; record the answers and the number of classmates for each answer.
- 5 Look at the numbers and draw a pie chart.
- 6 Write a short summary under your pie chart to explain the results of your survey.

Reflect on your learning

What can we learn from our own and other people's life experiences?

- 1 Write six sentences about free-time activities that you like. Use phrases like
I love / quite like / prefer / I'm good at
- 2 Write down four questions to ask your partner about free-time activities, using a different question word (where / when / who / what) for each one.
- 3 Write the noun form of these adjectives:
amazing exciting afraid beautiful satisfied
- 4 Write down five words connected with music.
- 5 Why did Maria choose to talk about the singer, will.i.am, on page 10?
- 6 Where was JK Rowling when she had the idea for the characters in the Harry Potter stories?
- 7 Write down five amazing things that Helen Keller achieved in her life.



Look what I can do!

Write or show examples in your notebook.

- 1 I can talk about free-time activities.
- 2 I can talk about life experiences.
- 3 I can do a presentation about someone I admire.
- 4 I can write a short biography.
- 5 I can understand a life story about someone in the past.

We're going to:

talk about schools in different countries
 read about learning tips
 create a role play about school issues

write an email asking for permission
 read about experiences at school

1 Talk about it

How is your school the same as other schools in your country?

What do you know about schools in other countries?

2 Word study School subjects

Which of these subjects do you study at school?

3 Make a list of other subjects that you study.

National History Arabic
 Spanish Science Art and Design
 French Islamic Education
 Social Studies Physical Education

4 Listen

Listen to three children talking about school life in their countries.
 Which school subjects in the box do they mention?

5 Listen again and complete the information about China, Bahrain and Canada in your notebook.

China

School hours
 Days at school
 School year
 September-July

Bahrain

School hours
 Days at school
 School year

Canada

School hours 9 am-3.30 pm
 Days at school
 School year

6 Listen

Listen again and answer these questions.

- a What is a day off? In China, when do children have a day off?
- b In the Chinese writing system, what are characters?
- c What do pupils usually do in China during their summer holidays?
- d What does Hassan (Bahrain) need to go to the next stage of his education?
- e When will he go to the secondary stage?
- f What other language do people speak in Mia's country as well as English?
- g What kind of clothes do pupils wear in Mia's school?

Use of English

Linking phrases instead of / as well as + noun

We use **as well as** to express something that is done **in addition** to something else.

We learn reading, writing, Science and Maths, **as well as** National History.

We use **instead of** when something **replaces** something else.

We use characters **instead of** letters.



7 Use of English

Read the *Use of English* box. Complete a–e with **instead of** or **as well as**.

- a Nowadays people often send emails ____ letters because emails are much quicker.
- b My sister is very good at languages. She speaks English and French ____ Arabic.
- c ____ Maths, I'd like to have more art lessons. I can't stand Maths!
- d We wear our own clothes to school ____ a uniform.
- e My brother's really into sport. ____ football, he plays basketball after school too.

8 Talk

Compare your school life with the children in the texts.

- a What does your school have in common with their schools?
- b What things are different?
- c What would you like to change?

9 Write

Write a paragraph to describe school life in your country. Use the examples in Activity 4 to help you.

As well as starting school at 8 am, we also have a summer holiday from ...

2 What is brain power?

1 Talk about it What do you do to make sure you work well at school?

2  Do the quiz to find out about improving your brain power.
Are the statements true or false?

- 1 Eating nuts can help you to remember information.
- 2 If you eat sugary food, you'll have enough energy to study for a long time.
- 3 Any kind of chocolate will help you to study better.
- 4 If you drink plenty of water, it'll help you to concentrate better.

Reading strategy: Finding specific information


Decide what information you want to find out in a text first. Then read to find that information.

3  **Read**


Read the text and check your answers to the quiz in Activity 2.

Tips for a good day at school

Did you know that your eating, sleeping and exercise are all really important for a good day at school?
Here's what to do to keep your brain in tip top condition.




Eat fish and lots of green vegetables, nuts, and berries. These foods have oils and vitamins that help your brain work well. They help your brain to understand and remember information.



Eat wholegrain food like brown rice and wholemeal bread. Then you'll have lots of energy throughout your school day.

Don't eat too much white bread and sugary food. If you eat these foods, you'll get a quick energy lift, but later you'll feel tired and unable to concentrate.



Eat dark chocolate! It contains vitamins that help to keep your brain healthy.

Drink lots of water. Your brain needs water to stay healthy. If you drink plenty of water, you'll be able to concentrate better in class.

Get plenty of sleep and exercise. Regular exercise makes your memory better. Your body won't work as well unless you get plenty of sleep. That goes for your brain too!

4 Talk

Which tips in the text do you follow already? What other learning tips do you have?

5 Use of English

Read the *Use of English* box.

Complete these sentences

by matching the sentence halves. **1 c**

Use of English

1st conditional with **if/unless**

We use the 1st conditional to express future events that are likely to happen. We form the structure with **if/unless** + present simple + **will/won't** + verb.

If you **drink** plenty of water, you'll **be** able to concentrate better in class. Your body **won't grow** as well, **unless** you **get** plenty of sleep. (In this sentence, unless means 'if you don't ...')



- | | |
|---|------------------------------------|
| 1 She won't let you eat any chocolate, | a if you don't drink enough water. |
| 2 You'll be able to concentrate better, | b I won't know how to help. |
| 3 If you eat less sugary food, | c unless it's dark chocolate. |
| 4 We'll have to stay in and study, | d if you get enough sleep. |
| 5 Unless you tell me the problem, | e you'll have more energy. |
| 6 You'll feel tired, | f unless the test is cancelled. |

6 Find more examples of the 1st conditional in Activities 2 and 3.

7 Use the prompts to make sentences. Use the correct form of the verbs.

a too tired / to do homework / unless enough sleep

You'll be too tired to do homework unless you get enough sleep.

b if eat fish and vegetables / your brain / remember things more easily

c not be able to concentrate / if eat / too much white bread and sugar

d not work well / unless eat healthy food

e if enough exercise / memory improve

8 Write

Use the information in the text and your own ideas to make a learning tips poster. Use 1st conditional sentences like the one below.

Go to bed at 7.30 pm. If you get lots of sleep, you'll be able to learn things more quickly and easily.

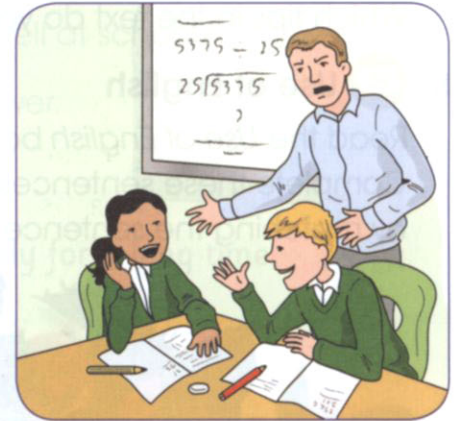
3 Speaking: A problem shared ...

1 Talk about it What kind of problems can children have at school?

What kind of behaviour causes problems at school?

2 Read

Read these comments about problems at school. Which of the problems that you talked about in Activity 1 are mentioned?



1 There are some kids in our class who just don't want to work. They always talk while the teacher is talking. He keeps stopping to **tell them off** and it makes the lesson slow. The rest of us get really tired of it.

2 I often don't understand the exercises we do in the Maths lesson. But I'm too shy to ask the teacher for help because I'm afraid she'll think I'm stupid.

3 Our teacher often puts us into groups of four to do activities. The problem is that two of us always do all the work. The other two just **mess about** and won't **join in** with us.

4 I'm frightened to speak out in front of the class. I'm afraid that the others will **laugh at** me. Everyone else in the class seems so confident. Am I the only one who feels like this?

5 Three other boys in the class are **bullying** one of my friends. They call him names and push him around. It's got so bad that he doesn't want to come to school.

3 Word study Words to describe behaviour
Match the verbs in **blue** with the definitions.

- a waste time
- b make fun of someone
- c punish someone with words
- d do an activity with other people
- e acting in an unkind and aggressive way towards someone

0 4 Listen

Listen to two conversations about problems at school. Which of the problems in Activity 2 are the friends talking about?

0 5 Listen again. Copy and complete these phrases from the conversations. What solutions do the friends suggest? Do you think they are good solutions?

- a ____ there are a few things you ____ do.
- b ____ them specific jobs to do ____ .
- c Or you ____ the teacher ____ mix up all the groups ____ .
- d ____ you tell the teacher?
- e If you ____ someone, the bullying ____ probably ____ worse.

1 6 Listen and repeat these sentences. Which word is emphasised strongly?

- a ... you could sit and do nothing, so they have to make the first move
- b Marcus says that if we tell the teacher, he will look weak.
- c ... the teacher can say that he saw the boys.

Speaking tip

Emphasising words

Put more stress on specific words to express your point more clearly.

1 7 Listen again. Who (1-3) does the emphasised word refer to in the sentences in Activity 6?

- | | | |
|-----------------------------|-------------------|---------------|
| a = 1 The speaker and Katie | 2 Tara and Rachel | 3 The teacher |
| b = 1 The teacher | 2 The friend | 3 Marcus |
| c = 1 The teacher | 2 Marcus | 3 The speaker |

Present it!

Role play

Create a role play about a problem at school.

- Make a list of the problems you talked about in Activity 1.
- Choose two problems to act out in a role play.
- Learner A has a problem – explain what the problem is. Learner B offers a solution or advice. Use language for making suggestions and giving solutions.
 - *You could speak to him about Why don't you ... ?*
 - *How about asking her to ... ?*
- Practise your role play together. If both of you are confident, perform it for your class.
- When the class has watched several role plays, vote on the best solution to a school problem.



4 Starting something new

1 Talk about it What kind of after-school activities are there at your school?

I write for the school newsletter and there is a computer club.

2 Word study Extra-curricular activities

Look at the after-school activities. Talk about what you do.



Belong to a chess club – or a football club, a computer club, a music club ...



Learn about how to use the Internet – or act, dive, swim ...

3 Read

Read the email. Who is Mrs Miller?

Message Options

1 Dear Mrs Miller

2 We would like to ask your permission to start a newsletter for Year 6. We think that there are a lot of exciting things happening in our year and lots to write about. Our classmates are interested and some said that they would like to write for the newsletter too.

3 We would like to produce the newsletter every two months. We both belong to the Computer Club, so we could make the newsletter there. Our form teacher, Mr Sanchez, has offered to help us.

4 He says that we should ask your permission first before we can start and that we should show you the newsletter before we send it to our classmates. If you like our idea, could we come and see you to tell you more?

5 Yours sincerely,

Kareem Khan and Nathan Smith (Class 2, Year 6)

4 Read

Match the sections (1–5) in the email to their function.

- | | |
|--|--|
| a How they are going to produce it. <u>3</u> | d Greeting. |
| b What they need to do before starting. | e Why the boys want to produce the newsletter. |
| c Ending the email. | |

Writing tip

Use modal verbs, *would*, *should*, *could* in formal emails

We use **would** + verb to say politely that we want to do something.

We **would** like to ask your permission (**not** we want to ask your permission).

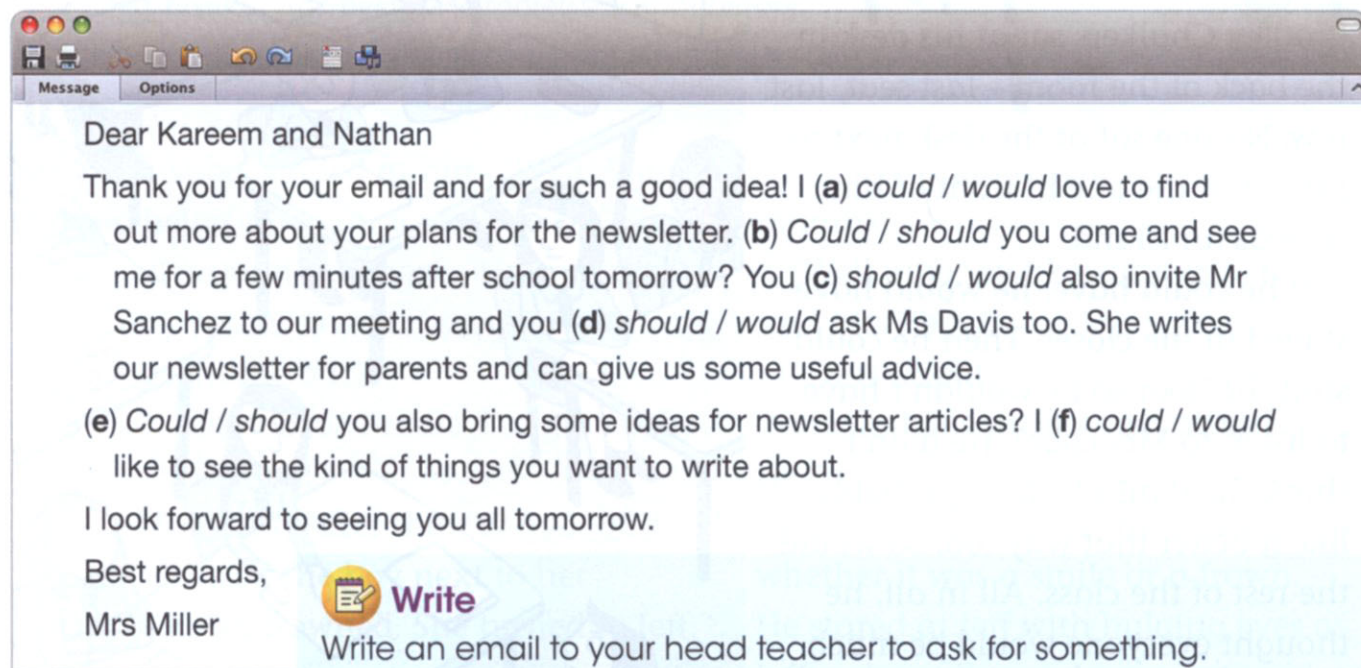
We use **could** + verb to ask for something politely.

Could we come and see you ...?

We use **should** + verb to express obligation.

We **should** show you the newsletter before we send it.

5 Choose the correct modal verb to complete Mrs Miller's reply.



Dear Kareem and Nathan

Thank you for your email and for such a good idea! I (a) *could* / *would* love to find out more about your plans for the newsletter. (b) *Could* / *should* you come and see me for a few minutes after school tomorrow? You (c) *should* / *would* also invite Mr Sanchez to our meeting and you (d) *should* / *would* ask Ms Davis too. She writes our newsletter for parents and can give us some useful advice.

(e) *Could* / *should* you also bring some ideas for newsletter articles? I (f) *could* / *would* like to see the kind of things you want to write about.

I look forward to seeing you all tomorrow.

Best regards,
Mrs Miller



Write

Write an email to your head teacher to ask for something.

- Choose one of these ideas:
A new activity group Some new equipment Organising an event
- Write your email using the structure in Activity 4. Use the modal verbs, *would*, *should* and *could*, to make your request politely.
- Read each other's emails. As a class, choose one idea that would make the biggest difference to your school.

5 Literature: An extract from a novel

1 Talk about it Look around your class. Who is sitting next to who?

Why are you and your classmates sitting in these places?

2 Read and listen

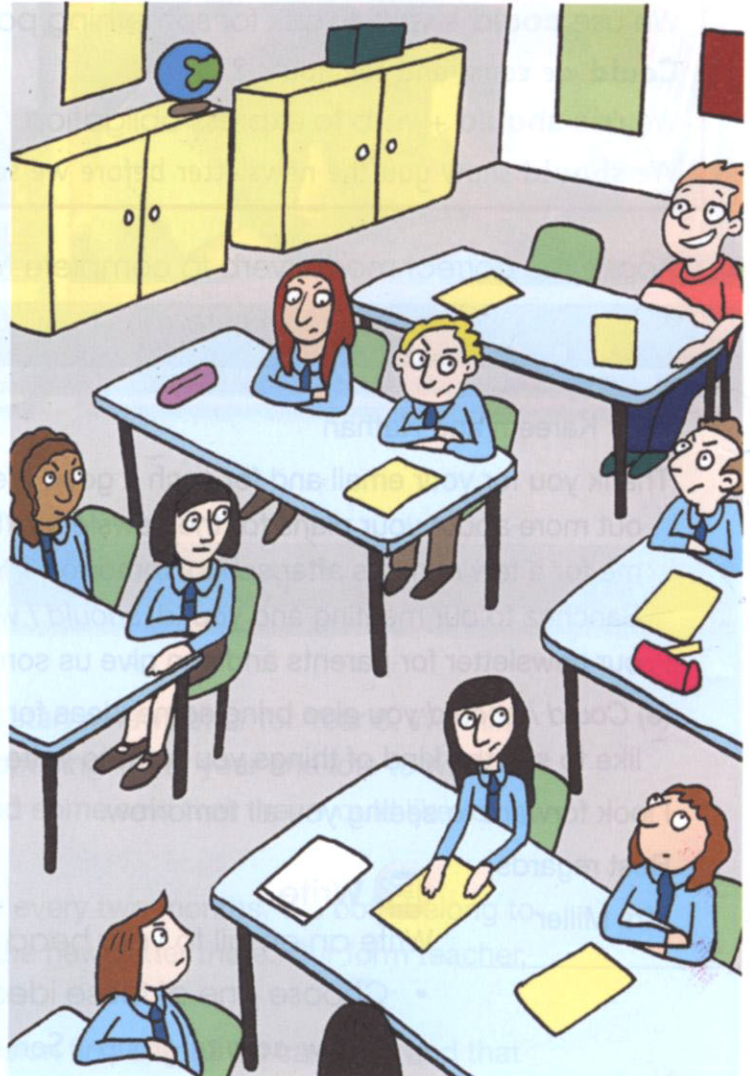
Read and listen to the whole extract quickly. Who is the main character?
What problems does he have at school?

3 Now read the story again. Are the sentences after each part **true** or **false**?
Correct the false sentences.

1 An extract from a novel by Louis Sacher

Bradley Chalkers sat at his desk in the back of the room – last seat, last row. No-one sat at the desk next to him or at the one in front of him. He was an island.

If he could have, he would have stayed in the closet. Then he could shut the door so he wouldn't have to listen to Mrs Ebbel. He didn't think she'd mind. She'd probably like it better that way too. So would the rest of the class. All in all, he thought everyone would be much happier if he sat in the closet, but unfortunately, his desk didn't fit in.



- 1 Bradley is sitting at the front of the classroom.
- 2 Bradley is sitting on his own.
- 3 He doesn't like listening to the teacher, Mrs Ebbel.

2 'Class,' said Mrs Ebbel. 'I would like you all to meet Jeff Fishkin. Jeff has just moved here from Washington D.C., which, as you know, is our nation's capital.'

Bradley looked up at the new kid who was standing at the front of the room next to Mrs Ebbel.

'Why don't you tell the class a little about yourself, Jeff,' urged Mrs Ebbel.

The new kid **shrugged**.

'There's no reason to be shy,' said Mrs Ebbel.

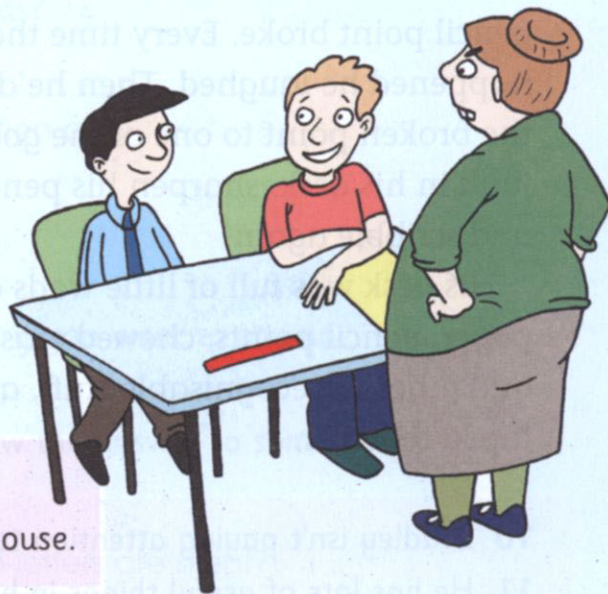
The new kid mumbled something, but Bradley couldn't hear what it was.

4 Jeff Fishkin has been to Bradley's school before.

5 Jeff tells the class about his visit to the White House.

'Have you ever been to the White House, Jeff?' Mrs Ebbel asked, 'I'm sure the class would be very interested to hear about that.'

'No, I've never been there,' the new kid said very quickly as he **shook** his head.



3 Mrs Ebbel smiled at him. 'Well, I guess we'd better find you a place to sit.' She looked around the room. 'Hmm, I don't see any place, except, I suppose you can sit here, at the back.'

'No, not next to Bradley!' a girl at the front exclaimed.

'At least it's better than *in front of* Bradley,' said the boy next to her.

Mrs Ebbel frowned. She turned to Jeff. 'I'm sorry, but there are no other empty desks.'

'I don't mind where I sit,' Jeff mumbled.

'Well, nobody likes sitting ... there,' said Mrs Ebbel.

'That's right,' Bradley spoke up. 'Nobody likes sitting next to me!' He smiled a strange smile. He stretched his mouth so wide, it was hard to tell whether it was a smile or a frown. He stared at Jeff with bulging eyes as Jeff awkwardly sat down next to him. Jeff smiled at him so he looked away.

6 Mrs Ebbel asks Jeff to sit next to Bradley.

7 She thinks that this is a good place for Jeff to sit.

8 The boy and girl think it's a good idea for Jeff to sit next to Bradley.

9 Jeff doesn't mind sitting next to Bradley.

4 As Mrs Ebbel began the lesson, Bradley took out a pencil and a piece of paper, and scribbled. He **scribbled** most of the morning, sometimes on the paper and sometimes on his desk. Sometimes he scribbled so hard his pencil point broke. Every time that happened he laughed. Then he'd tape the broken point to one of the gobs of junk in his desk, sharpen his pencil, and scribble again.

His desk was full of little wads of torn paper, pencil points, chewed erasers, and other unrecognisable stuff, all taped together.

- 10 Bradley isn't paying attention to the lesson.
- 11 He has lots of useful things in his desk.
- 12 Everyone did well in the language test.
- 13 Bradley listens to the test answers with the rest of the class.

5 When, the bell rang for recess, he put on his red jacket and walked outside, alone.

'Hey, Bradley, wait up!' somebody called after him.

Startled, he turned around.

Jeff, the new kid, **hurried** alongside him. 'Hi,' said Jeff.

- 14 When break time starts, Bradley goes outside on his own.
- 15 Bradley is very surprised that Jeff wants to talk to him.
- 16 Bradley is friendly to Jeff.

Mrs Ebbel handed back a language test. 'Most of you did very well,' she said. 'I was very pleased. There were fourteen A's and the rest B's. Of course, there was one F, but ...' She shrugged her shoulders.

Bradley held up his test for everyone to see and smiled that same distorted smile.

As Mrs Ebbel went over the correct answers with the class, Bradley took out his pair of scissors and very carefully cut his test paper into tiny squares.



Bradley **stared** at him in amazement. Jeff smiled. 'I don't mind sitting next to you,' he said, 'Really.'

Bradley didn't know what to say.

'I have been to the White House,' Jeff admitted. 'If you want, I'll tell you about it.'

4 Talk

Discuss these questions with your partner.

- a Do you think the teacher and the other children treat Bradley fairly? Why? Why not?
- b Why does Jeff treat Bradley in a different way?
- c Why do you think that Bradley reacts in an unfriendly way to Jeff?
- d Do you think Bradley and Jeff will become friends?

5 Word study Body language

Match a verb in **blue** in the extract with a description a-e.

Which verb is the odd-one-out? Why?

- a You want to get somewhere fast.
- b Looking very intensely at someone or something.
- c In a lot of countries, you do this with your head if you want to say no.
- d Writing or drawing in an unclear way.
- e You do this with your shoulders if you don't know the answer to something.

3 6 Pronunciation Silent letters

Listen and repeat these words from the text. Which letters are silent?

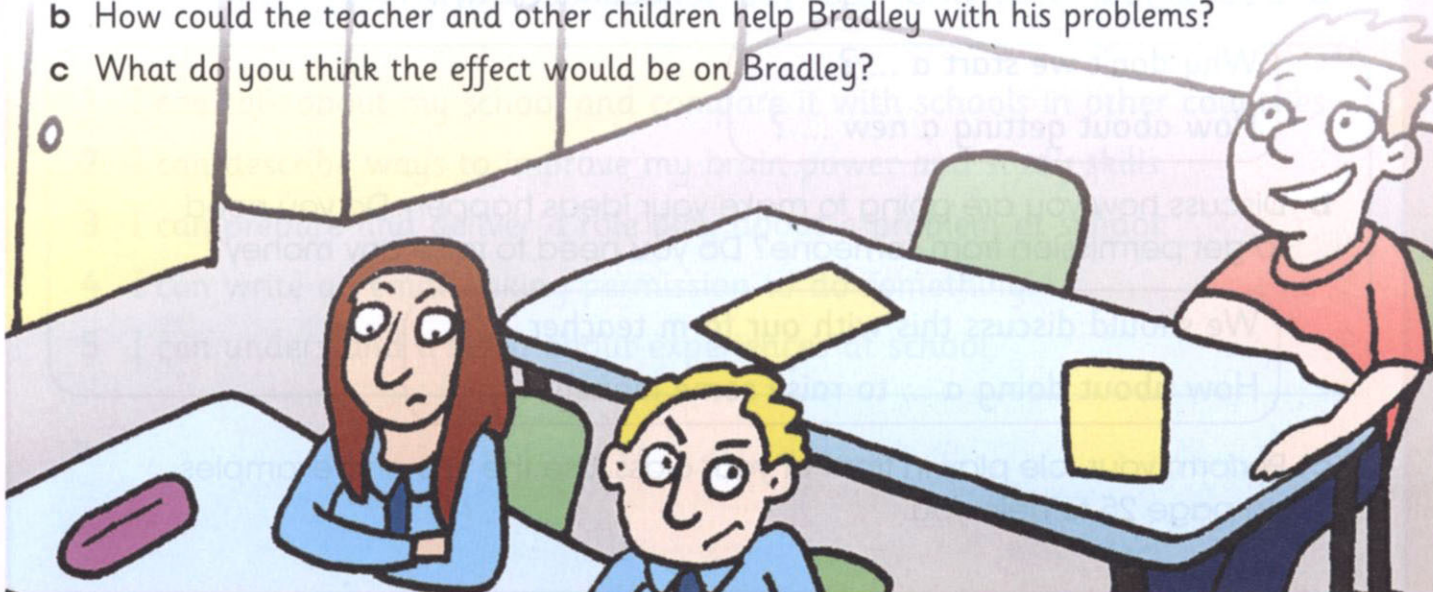
Do you know any other words with the same silent letters?

island listen couldn't scissors walked thought

7 Values Treating classmates fairly

Discuss the questions with your partner.

- a What problems does Bradley have in this class?
- b How could the teacher and other children help Bradley with his problems?
- c What do you think the effect would be on Bradley?



6 Choose a project

1 A presentation on school life in another country

- 1 Choose a country for your research. Use the Internet or library to find out about different aspects of school life. Make notes on:
 - The school year: when new terms start and finish.
 - School hours and days of study.
 - School subjects.
 - What the children wear.
 - Other ways that the school life is different compared to your country.
- 2 Present your findings to the class. Tell your classmates which fact you found the most interesting. Use the linking phrases on page 21 in your presentation.
- 3 Write a short description of school life in another country and display it on the wall. Read other descriptions and note down the most interesting fact from each one.

2 A role play about adding something new to your school

- 1 Decide on something that your school needs, for example, some new equipment or another after-school activity.
- 2 Create a role play.
 - a Discuss your ideas. What does your school need? Why?

Why don't we start a ... ?

How about getting a new ... ?
 - b Discuss how you are going to make your ideas happen. Do you need to get permission from someone? Do you need to raise any money?

We should discuss this with our form teacher ...

How about doing a ... to raise some money?
 - c Perform your role play in front of your class. Use the tips and examples on page 25 to help you.

Reflect on your learning

What can we learn in school besides school subjects?

- 1 How are the schools described in Lesson 1 similar to or different from your school? Write six sentences using *as well as* and *instead of*, and words to describe school subjects.
- 2 Write down five tips to improve your brain power.

If you ..., it'll ... Unless you ...
- 3 Which problems did the classmates talk about on page 25? What solutions and advice did they discuss?
- 4 Which after-school activities are mentioned on page 26?
- 5 Why do the boys write the email on page 26? Who do they write to? Why did their form teacher tell them to write to this person?
- 6 How were the children unkind on pages 28 and 29 and how was Jeff kind?



Look what I can do!

Write or show examples in your notebook.

- 1 I can talk about my school and compare it with schools in other countries.
- 2 I can describe ways to improve my brain power and study skills.
- 3 I can prepare and deliver a role play about a problem at school.
- 4 I can write an email asking permission to do something.
- 5 I can understand a story about experiences at school.

Review 1

14 1 Listen

Listen to Dan talking about something he did for the first time. What was it?

14 2 Listen again and complete these phrases.

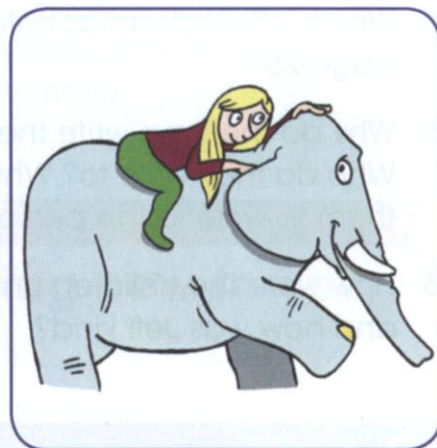
- 1 I'm ____ good ____ Science.
- 2 But I'm ____ at Maths.
- 3 I ____ been on a plane twice now.
- 4 He can't ____ heights.
- 5 I didn't ____ at all!
- 6 I ____ flying ____ any other way of travelling.
- 7 The first time I saw a plane, I looked at it in ____.
- 8 I remember the feeling of ____.

3 Talk

Make mini-dialogues about the experiences below:

- going on a rollercoaster
- trying Japanese food
- riding an elephant
- visiting another country
- meeting someone famous
- winning a competition.

Practise with your partner.



A: Have you ever been on a rollercoaster?

B: Yes, I have / No, I haven't.

4 Vocabulary

Read the descriptions and guess the word or phrase (used in Unit 1 or 2).

- 1 This phrase means the same as 'a day free from school'.
- 2 This verb means that you 'think very well of someone'.
- 3 This adjective means 'surprising and interesting'.
- 4 This adjective describes someone who is very 'creative and skilled'.
- 5 This phrase means that you 'ask people to give money for a good cause'.
- 6 This is a school subject where you draw and paint.
- 7 This verb (+ preposition) means 'to waste time'.
- 8 This verb means that you 'want to get somewhere very fast'.

5 Use of English

Read and choose the correct word.

Dear Ms Annan

We (1) *could* / *would* / *will* like to interview you for the school newsletter because you are the Head of the Science Department. Most of our classmates love Science and really like (2) *do* / *did* / *doing* experiments in class, so we are writing a Science Special in the newsletter this month.

We (3) *would* / *could* / *will* like to ask you about the strangest experiment you have ever (4) *done* / *did* / *do*. (5) *Should* / *Must* / *Could* you also give us some tips on how to stay safe in the Science lab? For our homework we have to make a poster about science safety – the things that you (6) *would* / *should* / *could* and (7) *should* / *would* / *could* not do when you are doing experiments – and we need your advice. We want to print the poster in the newsletter, (8) *instead of* / *as well as* your interview. (9) *Could* / *Should* / *Would* we come to see you at 4 pm in the Science lab (10) *if* / *unless* you would like to suggest another time.

Yours sincerely,
Yousif and Hamzeh



6 Write

Choose a writing task.

- a Write an email to a friend describing something you did for the first time.
- b Describe a person that you admire. Then compare with your partner's description. Which qualities do you admire in each person? What are the similarities and differences?

7 Talk

Does your school have a school newsletter? What is in it? Who is it written by? What other extra-curricular activities are there at your school?

We're going to:

talk about different types of sport
 read about a Paralympian
 give instructions for sports exercises

read and summarise an article about
 a sports event
 read a story about a football match
 write a radio commentary

1 Talk about it

Which of these sports do you do?

Do you do any others? Where and when do you do sport?

**2 Word study**

Match a picture in Activity 1 to the words in the box.

football judo gymnastics basketball tennis
 swimming badminton volleyball athletics hockey

15 3 Listen

Which sports in the box are these children talking about?

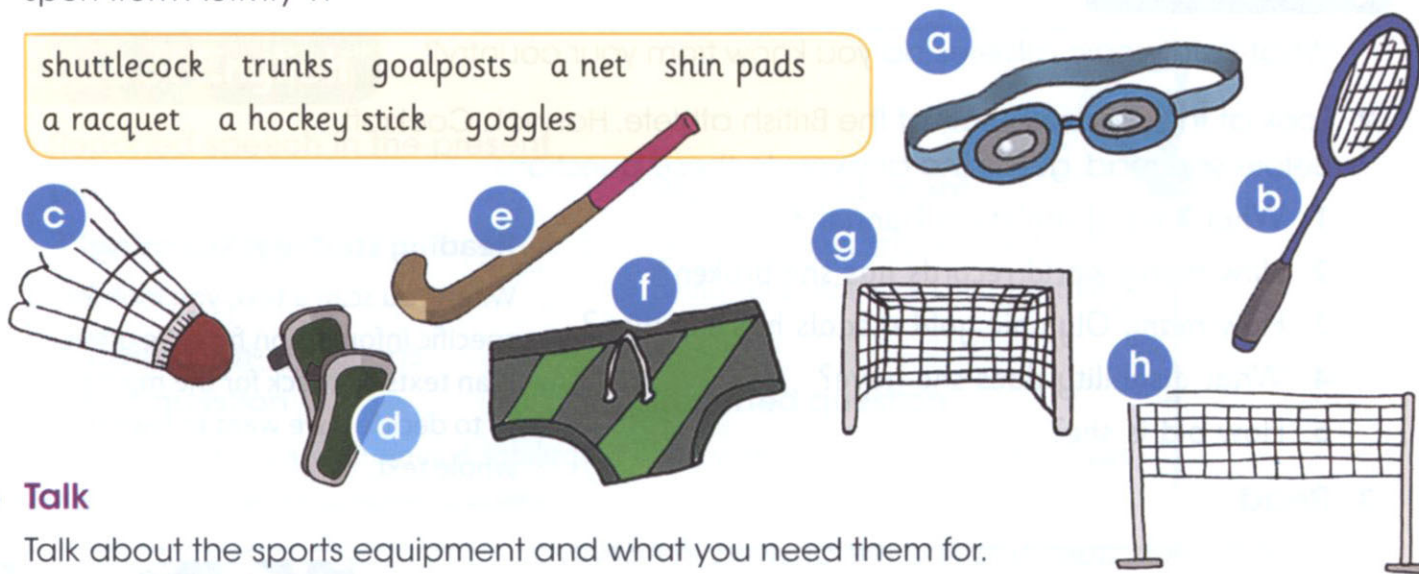
15 4 Listen again and decide if these sentences are **true or **false**. Correct the false sentences.**

- a Speaker 1 loves his sport because he can play it in lots of different places.
- b Speaker 2 likes being in a team because they always win.
- c Speaker 3 often feels good after doing his sport.
- d Speaker 4 likes her sport because she can play it in a big team.

5 Word study Sports equipment

Match the pictures to words in the box. Then match the equipment to the correct sport from Activity 1.

shuttlecock trunks goalposts a net shin pads
a racquet a hockey stick goggles



6 Talk

Talk about the sports equipment and what you need them for. Use the sports in the box to help you.

athletics football swimming gymnastics badminton hockey

You need a shuttlecock to play badminton.

7 Talk

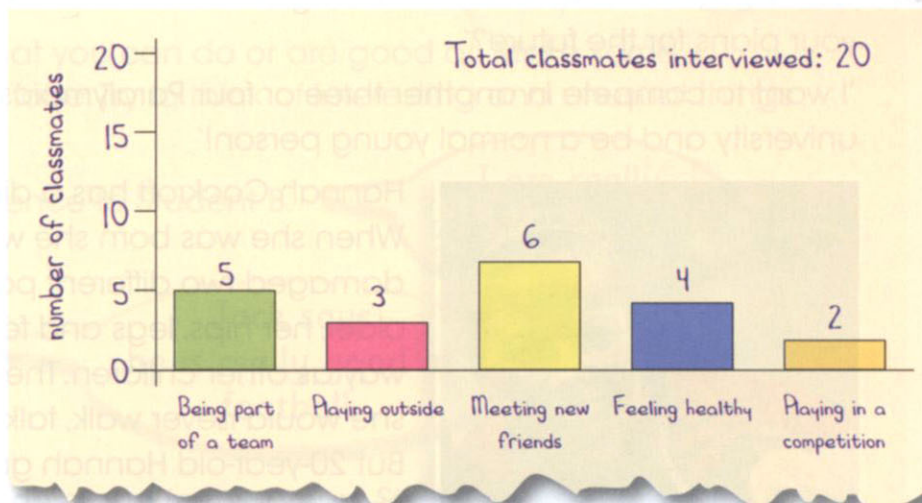
Ask and answer in pairs.

- 1 What sport do you like best?
- 2 What is the best thing about your favourite sport?

- 3 What equipment do you need for your favourite sport?

8 Write

Look at Shireen's bar chart. Which question in Activity 7 did she ask her classmates?



- 9 Choose a question in Activity 7 and ask a group of your classmates. Make notes about their answers and draw a bar chart to show the results.

2 Yes, I can

1 Talk about it What are the Paralympic Games?

What Paralympic athletes do you know from your country?

2 Look at the picture below of the British athlete, Hannah Cockroft. Before you read, guess the answers to these questions.

- 1 What kind of athlete is Hannah?
- 2 How many world records has she broken?
- 3 How many Olympic gold medals has she won?
- 4 What disability does she have?
- 5 How old is she?

Reading strategy: Scanning

When you scan a text, you look for specific information first. We often scan texts to check for the main points or to decide if we want to read the whole text.

3 Read

Scan the text quickly to find the answers in Activity 2.

Hannah Cockroft: Paralympic athlete

We sent our reporter to talk with Hannah at her home in the UK. She asked her, 'How do you live with your disability day to day?' Hannah said, 'I hate being told that I can't do things, because it's not true. I can't run, but I can wheelchair race faster than people can run – it's just about finding ways around it.'

Hannah Cockroft is a world champion wheelchair athlete. She has broken 21 world records and, in 2012, she won two gold medals for Britain at the London Paralympic Games. So, we asked her, 'You had great success at the 2012 Paralympics. What are your plans for the future?'

'I want to compete in another three or four Paralympics. But I also want to go to university and be a normal young person!'



Hannah Cockroft has a disability called cerebral palsy. When she was born she was very ill and her illness damaged two different parts of her brain. As she got older, her hips, legs and feet did not grow in the same way as other children. The doctors told her parents that she would never walk, talk or do anything for herself. But 20-year-old Hannah grew up to be a sports superstar. She has proved the doctors wrong in spectacular style!

4 Talk

Talk about the article with your group. Which fact did you find the most surprising? What other sports have you seen people with disabilities do?

Use of English

Reported speech in the present

Direct statement

'I **hate** being told that I can't do things.'

Reported statement

Hannah says (that) she hates being told that **she** can't do things.

Reported Wh- questions

Direct question

'How do **you live** with your disability?'

Reported question



She wants to know how **she lives** with her disability.



5 Use of English

Read the *Use of English* box and choose the correct answers.

In reported **Wh-** questions with **is** and **are**, the verb moves to the *beginning/end* of the sentence. It comes *before/after* the subject.

- 6   Find other examples of direct speech from the text. Write them as reported statements.

7 Talk and write

Play the whispering game in groups of three.

- Write down three things that you can do or are good at. Make some sentences true and some false. Try to think of interesting and unusual things.
- Student A whispers a sentence to Student B.
- Student B whispers the sentence to Student C.
- Student C says the sentence aloud to the group. Students B and C guess if the sentence is true or false. Repeat the activity, so each person has a turn.

I am really good at football.

Jack says he is really good at football.



3 Speaking: Giving instructions

1 Talk about it



Before you do any sport, you need to do warm-up exercises.

What are warm-up exercises? What parts of the body should you warm up and how?

2 Word study Parts of the body

Match the words in the box with the labels on the picture in your notebook.

- 1 ankle
- 2 shoulder
- 3 calf
- 4 heart
- 5 hamstrings
- 6 hip
- 7 bottom
- 8 toes
- 9 knees



16 3 Listen

Listen to Sam giving instructions for warm-up exercises. Put the pictures in order. Which parts of the body are mentioned?



- 16 4 Now stand up, listen again and do the warm-up exercises. How do you feel afterwards?

Use of English

need/should/mustn't for advice and instructions

We use **need** when something is necessary: First we **need** to get your heart pumping ...

We use **should** to give advice: You **should** warm up your hips, too.

We use **mustn't** when something is not allowed:

You **mustn't** start running without warming up your leg muscles.



5 Use of English

Look at the *Use of English* box and choose the correct option to complete the rules.

1 After **should** and **mustn't** we use the *verb / to + verb*.

2 After **need**, we use the *verb / to + verb*.

6 Listen

Listen to the last warm-up exercise again. Complete the advice and instructions.

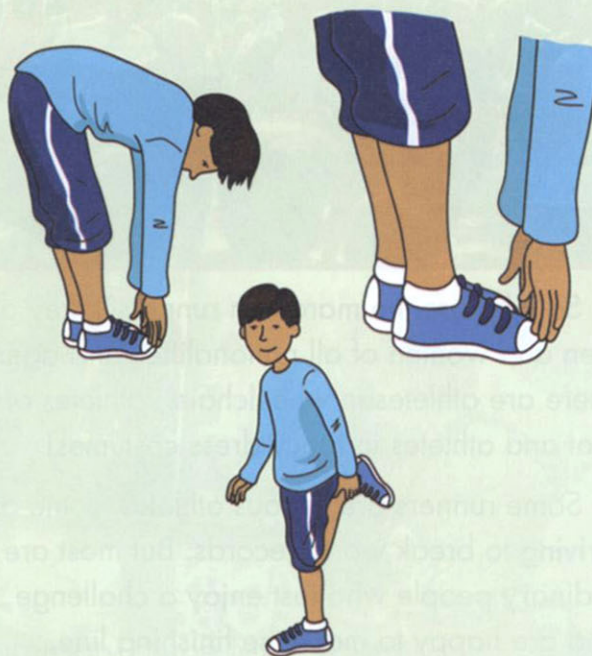
Warm-up advice

- 1 You (a) ____ to warm up your upper body.
- 2 Your arms (b) ____ be straight.
- 3 You (c) ____ to do at least fifteen turns.
- 4 You (d) ____ rotate your shoulders quite slowly.
- 5 You (e) ____ rotate them too fast or you'll hurt your muscles.

Present it!

Give instructions

Do you know any other warm-up exercises?
Tell your partner what to do.
Which part of the body do they exercise?
Use the pictures below to help you.



4 Marathon achievement

1 Talk about it Do you have marathons in your country?

Where do they take place? Do you know anyone who has taken part?

2 Read

Read the article about The London Marathon. How many people take part each year? How long is the route? Find one reason why they take part.

The London Marathon

Every year in spring in the UK capital, over 35,000 runners take part in one of the most spectacular sports events in the world – The London Marathon. Thousands of competitors run the 42 kilometre route through the UK capital, watched by over a million cheering **spectators**.



So who are the marathon runners? They are men and women of all nationalities and ages. There are athletes in wheelchairs, athletes on foot and athletes in fancy dress costumes!

Some runners are serious athletes, some are **striving** to break world records. But most are ordinary people who just enjoy a challenge and are happy to make the finishing line, however long it takes!

And every year, most runners raise huge amounts of money for **charity**. They ask their family and friends to **sponsor** their marathon run by giving money to their favourite charities.

While millions watch on the streets and on TV, many millions benefit from the brave efforts of the runners who take part in the London marathon.

3 Word study

Match the words in **blue** in the text with the definitions below.

- a When you promise to give money to help someone do something good.
- b Trying very hard to do something.
- c An organisation that supports people that need help.
- d People watching a sporting event.

4 Read

Read the article again and make notes under these headings.

When the marathon takes place

What it is

Who takes part

Reasons for taking part

5 Put these sentences in order to make a short summary of the article.

- a The runners are all nationalities, ages and abilities.
- b They are watched by over one million people.
- c The London Marathon is a sports event that takes place every year in London in spring.
- d Most people do the marathon to raise money for charity.
- e Over 35,000 people run along a 42 kilometre route through the city.

Writing tip

Writing summaries

- 1 Read the text carefully.
- 2 Scan the text again and underline key words and phrases.
- 3 Change phrases to one word with a similar meaning.
(*men and women = people*)
- 4 Organise your notes into a summary.

6 Talk

People take part in marathons because they 'enjoy a challenge'. What do you think this means? Have you ever dressed up to do something for charity? What challenges do you enjoy?



Write

Use the *Writing tip* to write a 75–80-word summary of the text. Use Activity 4 to help you.

5 Literature: An extract from *Off Side*

1 Talk about it



Have you ever been to a live sports event?

What was it like? How did you feel?

Listening strategy: Listening for expression and emphasis

When you listen to a story, listen to the expression in the narrator's voice. This will help you understand the sense of the story.

18 2 Read

Read and listen to Part 1 of the extract below. Danny and his dad are at a live football game. How does Danny help his dad? Why does he need to do this?

18 3 Read and listen to Part 1 again and answer the questions at the end.

1

Off Side by Tom Palmer

Danny and his dad came to every City home game. And Danny acted as commentator because, when he was younger, his dad had been blinded in an accident. He'd had to stop work, stop playing football with Danny, stop almost everything.

Danny remembered worrying if his dad would give up *going* to the football too. But on the day of the first game, after he was out of hospital, dad had stood up.

'Danny?'

'Yeah.'

'Come on, son. City are at home.

What are you waiting for?'

Since then Danny had become skilled at describing live football, telling his dad just enough so that he could follow the game ...



- What is the name of Danny's football team?
- Do Danny and his dad watch them in their home city or away?

- 8 4 Read and listen to the description of the live football match.
Choose the correct answer to the questions after each section.

2

... The second half was fantastic. City poured players forward. Their twin strike force looked lethal. Sam Roberts, England's leading scorer and new sensation, Ghanaian international Anthony Owusu. Danny struggled to keep up his commentary just as much as the United defenders **struggled** to keep up with City's strikers.

'Owusu is playing deep,' Danny told his dad. 'Roberts further up.'

And as he spoke, City's midfield dynamo launched a high cross into the United area. The ball ricocheted off a

defender to Owusu, who controlled it on his knee and volleyed it with amazing power. At first the ball seemed to be going way over, but then it began to dip into a powerful arc. Half a second later it was crashing in off the crossbar and **bouncing** about in the goal.



- c Why is City player, Sam Roberts special?
1 He's scored a lot of goals. 2 He is captain of the England team.
- d Where is Anthony Owusu from? 1 South America 2 Africa
- e Danny finds it difficult to describe the game because
1 it is so exciting that he can't describe everything. 2 his dad can't hear him.
- f Owusu 1 misses the goal. 2 scores a goal.

3

One-nil. An **awesome strike**.

Danny and his dad leapt into each other's arms as the crowd **exploded**. First with the loudest cheer of the season, then with the name of the scorer. Over and over again.

Ow-usu! Ow-usu! Ow-usu!

When the fans had gone quiet enough for anyone to talk, Dad spoke.

'What happened?'

This always amused Danny. His dad would be leaping around, punching the air, screaming at the top of his voice one minute, then calmly asking to know why he's been jumping around in the first place.

'Owusu ...' Danny said breathlessly.

'I gathered that.'

'... he just **blasted** it in!'

'Yeah?'

g The City fans are 1 quite happy. 2 very happy and excited.

h Danny's dad

1 understands what has happened in the game.

2 needs Danny to explain again.

4

Danny knew his dad needed more. So he decided to give it to him: like a proper reporter on the radio. He breathed in and began.

'City's amazing Ghanaian international has scored the goal of the season. Picking the ball up on the

edge of the area, he took it on his knee, then **fired** an unstoppable volley past the paralysed United keeper. That's Owusu's twentieth goal of the season. And just goes to show that he deserved the African Player of the Year award he received only two weeks ago.'

i Why does Danny describe the goal like a radio reporter?

1 To make it more exciting for his dad.

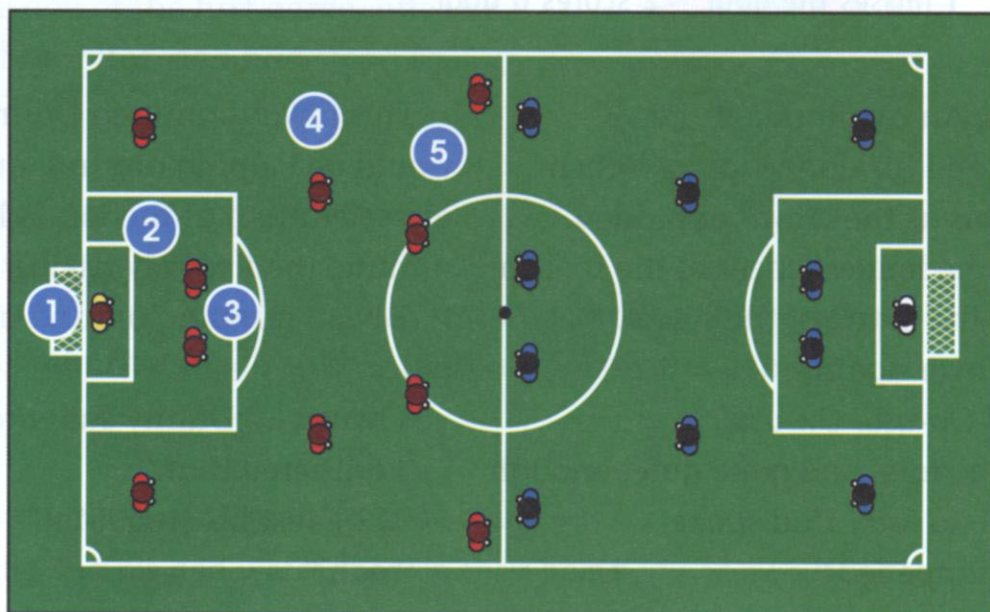
2 To give his dad more information.

3 Both reasons.

5 Word study Football

Use the words in the box to label the diagram.

strikers defenders goalkeeper midfield goal area



6 Word study Descriptive words

Look at the words in **blue** in the text. Try to guess any words you don't know by looking at the other words and sentences in the section.

7 Replace the underlined words in the following text with the words from the box.

Roberts (a) ran very fast **blasted** down the field with the ball, while the United defenders (b) found it difficult to stop him. Then he passed to Owusu, who (c) kicked the ball into the goal with an (d) very good (e) hit, past the shocked (f) person in the goal. The ball (g) moved up and down around the goal and the crowd (h) shouted very loudly. It was the loudest cheer I have ever heard at a home game.

struggled
bounced
blasted
awesome
fired
strike
exploded
keeper

8 Intonation

Read with expression by emphasising key words. Listen and repeat Danny's commentary at the end of the extract. Which words does he emphasise?

9 Write

Now write a similar description of someone scoring a goal, winning a race or a competition. Use words from the text and other descriptive words. Underline the words you want to emphasise and read your description to your partner, like a radio presenter.

10 Values Teamwork

Talk about these questions with your partner.

- a What do you know about football teams or other types of sport teams? Are you a member of any sports teams? What responsibilities does each person have?
- b What other kinds of teams are there besides sports teams? When do you work in other teams?
- c Think of a team you're in. Which of these statements is true for your team?
 - 1 Everyone helps each other and works together to achieve something.
 - 2 I can learn new things from other people in the team.
 - 3 Other people in the team can learn something from me.
 - 4 Everyone in the team has a special job to do.
- d What other good things are there about being in a team? Are there any disadvantages?

6 Choose a project

1 Write an article about a sports star or sports event

- 1 In your groups, choose a sports star or event to write about.
- 2 Write five questions that you would like to ask your sports star or event.
- 3 Research the answers using the Internet or library. If you can't find the answers, invent your own answers.
- 4 Plan your article. Which is the best order to write about the question topics?
- 5 Write your article using your plan.
- 5 Now write a summary of the article. Use the *Writing tip* on page 43 to help you.
- 6 Make your article and summary into a poster. Decorate with pictures.
- 7 As a class, display your posters on the wall. Read the other groups' posters and write down two facts that surprised you.

2 Make a commentary of a sporting event

- 1 Work in small groups. Think of an important sports match, race or competition or invent one of your own. If it is a real event, watch it again on the Internet if possible. Make notes about who is playing, where it is and what happened.
- 2 Write a description in the style of a radio or television commentary.
 - Write your commentary in the present simple and present continuous.
 - Use descriptive words and the example on page 47 to help you.

... and here we are at the Millennium Sports Stadium in Sydney.

... the fans are cheering and ...

... and Luis is running to the goal, he's turning right to score and oh, what an awesome goal.

- 3 Ask your teacher or another group to check your first draft.
- 4 Look at their comments carefully and write a second draft.
- 5 When you are happy with the second draft, take it in turns to read the commentary. Read it with expression in your voice, as if you are reading it on TV or radio. Listen to each other.
- 6 Choose one person to make an audio recording of the commentary. Listen to other groups' commentaries and guess which sports event they are describing.

Reflect on your learning

What can we learn from doing and watching different sports?

- 1 Write down five pieces of sports equipment and how they are used. Now read the sentences to your partner (don't say the word). Can they guess which equipment you are describing?

You wear these when you go swimming. (trunks)

- 2 Tell your partner about your favourite sport and four things you like about it.

- 3 Complete these sentences about Hannah Cockroft in your notebook:

Hannah says that ... The interviewer wants to know ...

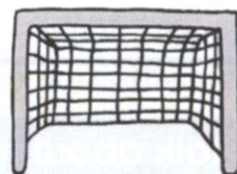
- 4 Give instructions for three warm-up exercises to your partner. He / she has to do the exercises.

Which parts of the body do the activities exercise?

- 5 Write down two reasons why people take part in the sports events on page 42.

- 6 In the football story on pages 44 to 46, what does Danny do to help his dad at the football match? Why does he need to help him like this?

- 7 Write down four good things about being in a team.



Look what I can do!

Write or show examples in your notebook.

- 1 I can talk about my favourite sports.
- 2 I can understand and talk about an article about a Paralympian.
- 3 I can give instructions on how to do sports exercises.
- 4 I can understand and write a summary of a sports event.
- 5 I can understand a story about a football match.
- 6 I can write and read out a description of a sports event.

4

The big screen

We're going to:

talk about different types of films
read about the history of films
listen to and discuss a film review

create scenes from a film
read and understand a film storyline

1 Talk about it



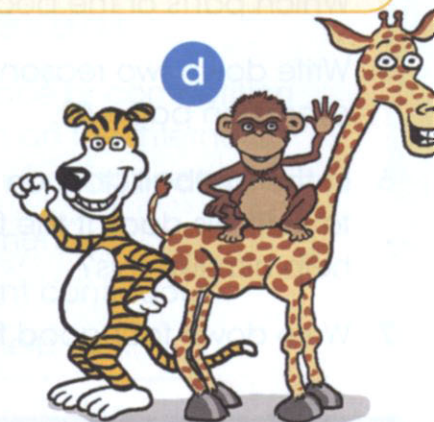
What type of films do you like?

Where do you like watching them – at the cinema or at home? Which is better?

2 Word study Types of films

Match the film types to the pictures. Which of these types of films have you seen recently?

animation comedy horror science-fiction adventure drama action historical



20 3 Listen

Listen and match the film trailers to the film types in the box in Activity 2.

4 Talk

Which film would you like to see after hearing the trailers? Why?

5 Word study Strong adjectives

Match the adjectives a–g to the strong adjectives in **bold** below.
What type of film are the comments about?

- a very frightening b very sad c very funny d very exciting
e very cruel f very beautiful g very surprising

1 It was **terrifying**, I was so scared. The animal is really **evil**! It does such horrible things!

horror

2 The film was absolutely **hilarious**, we couldn't stop laughing ...

3 The special effects are absolutely **amazing**! I didn't expect them to be so good. You really felt as if you were lost in space too. But it was quite slow in some parts and a bit boring.

4 The film was **heart-breaking**.

I cried at some scenes. It's so sad when the accident happens. But in some parts the story is a bit silly and not very believable.

5 The story is really **thrilling** – I didn't want the film to end. You really care about the main character and her special mission. The special effects are **gorgeous** too – really beautiful.

Use of English

Adverbs of degree: **absolutely/really**

We use **absolutely** and **really** (and not **very**) with strong adjectives.

The film was **very absolutely** hilarious.

We can use **really, very, quite** and **a bit** with other adjectives.

It was **quite** slow in some parts and **a bit** boring.

6 Talk

Talk about films you know. Use **really, very** or **absolutely** and different adjectives. Look at the comments in Activity 4 to help you.

A: I saw *Ice Age 4* last ...

B: What sort of film is it?

A: It's an animation film. The story is really exciting – I didn't want the film to end.

B: Were the special effects good?

2 The first films

1 Talk about it



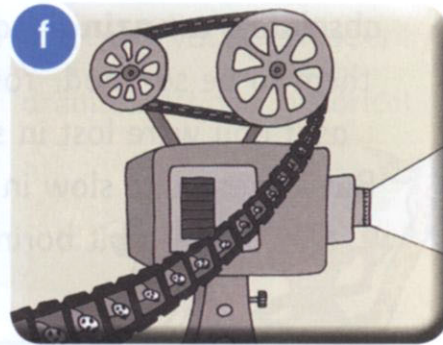
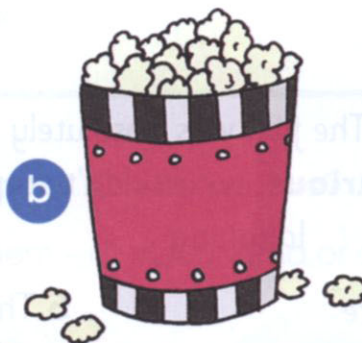
Are any films made in your country?

Can you think of two film names?

2 Word study Cinema history

Match a picture to a word from the box.

a film projector make up audience
popcorn a cinema screen a pianist



21 3 Listen

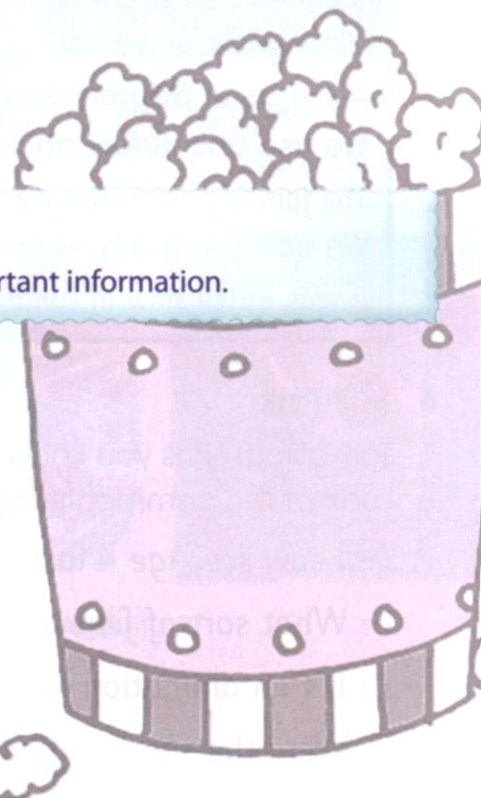
Listen to a brief history of cinema. Write the order that the words in Activity 2 appear in the radio interview.

Listening strategy: Listening for specific information

When you listen, notice any dates. Dates often guide you to important information.

21 4 Listen again and complete the timeline.

- a 1891: the first film projector
- b ____ : an audience saw moving pictures for the first time
- c 1907: people started to watch ____ in cinemas
- d 1912: ____ was first sold in cinemas
- e ____ : the first film with sound
- f 1928: ____ first appeared in a film
- g 1935: first movie filmed in ____



Use of English



Past simple passive

We use this passive form to talk about events in the past. We want to focus on the event, not the person who did it.

In 1891, the first film projector **was invented**.

Popcorn **was** first **sold** in cinemas in 1912.

If we want to mention the person who did the action, we use **by**.

The first film projector **was invented by** the Edison company.

- 5 Look at the *Use of English* box. How do we make a past simple passive sentence? Complete the rule and choose the correct tense.

was or ... and the past/present form of the verb

- 6 Complete these sentences from the radio report. Use the correct form of the verbs in the box. Which sentence needs *by*?

call film make ~~show~~ play

1 In 1895, the first moving pictures were shown to an audience.

2 The music ____ a pianist in the cinema.

3 These early films ____ in black and white.

4 These films ____ 'talkies'.

5 The first movie ____ in colour in 1935.

7 Pronunciation Years

Listen and repeat. Which year do you hear?

1 a 1918

b 1891

3 a 1895

b 1995

2 a 1907

b 1970

4 a 1912

b 1812

- 8 Look at the cinema tickets. How much did it cost to go to the cinema in 1907? Calculate the prices in the currency of your country. How much does it cost to go to the cinema now?



3 Speaking: What makes a good film?

1 Talk about it



What makes a good film?

What are the differences between good and bad films?

23 2 Listen

Listen to Ana and Sofia talking about a film. Which of these things do they talk about?

Actors **Setting (where the story happens)**
Plot (what happens) **Special effects** **Costumes**
Good and bad points **Type of film** **Characters**

- 23 3 Listen again. Choose the correct words to complete the summary of the conversation.

Rise of the Guardians is an (a) **action/adventure** story about a group of superheroes who are all characters from children's (b) **games/stories**. They fight to save the world from an (c) **evil/angry** villain called Pitch. Pitch wants to (d) **fight/frighten** the children of the world and (e) **steal/see** the things that they believe are true. The superheroes have to fight to protect the children from danger. The story is (f) **placed/set** in lots of imaginary places and there is a scene where one of the heroes goes to Antarctica.

Sofia said that she would (g) **recommend/remember** the film for other people to see, (h) **especially for/but not** young children. The film has a good plot but it is quite (i) **different/difficult** to understand in parts.



- 4 Reorder Ana's questions and match to a description.

- 1 good / you / have / recently / any / seen / films?
- 2 film / kind / it / what / of / is?
- 3 about / is / it / what?
- 4 you / recommend / would / it?
- 5 is / set / where / it ?

- a about *where* the story happens
- b to *start* the conversation
- c about the *plot*
- d about if it is a *good* film to see or *not*.
- e about the *type* of film.

Use of English

Relative clauses

The characters are so life-like **that** they look like real people.
It's about a group of superheroes, **who** have amazing abilities.
There is a good scene **where** one of the heroes goes to Antarctica.
I liked the ending **when** the superheroes win.



5 Use of English

Read the examples in the *Use of English* box. Complete the rules about relative clauses with **who**, **that**, **where** and **when**.

- We use ____ or ____ when we talk about people.
- We use ____ when we talk about things.
- We use ____ when we talk about places.
- We use ____ when we talk about the time something happened.

6 Think of a film that you like.

Complete these sentences with your own ideas.

My film is about a character who ...
It is a story that ...
The film is set in a place where ...
My favourite scene is when ...
I would recommend it to anyone who ...

Speaking tip

Making information interesting

Use relative clauses to give more information about what you want to talk about.

Present it!

Talking about films

- Use your notes in Activity 6 and write answers to Ana's questions in Activity 4 about a film you've seen. This will prepare you for the conversation with your partner.
- Work in pairs. Interview your partner. Make notes as you listen.
- Now look at your notes and prepare a short summary to tell your class about what your partner said.
- When you do this, try not to read from the paper. Practise first with your partner.
- When you are confident, tell your class about your conversation with your partner.

At the weekend, Diego saw a film called He thinks that

4 Creating film scenes

1 Talk about it



What are your favourite film plots?

How do you think the film makers get their ideas?

2 Read

Look at the storyboard below for a comedy film. Choose the best title for the film or write your own title.

- a Horis and Boris – Happy Camping
- b Horis and Boris' Big Adventure Weekend
- c Horis and Boris – The Sweet Revenge

3 Match the sentences to a picture or thought bubble on the storyboard.

- a Horis and Boris are fighting again. 'Oh no, not again!' sighed Dad.
- b 'I know what will help!' said Dad.
- c 'You'll love camping! Just think of all the fun we'll have working together ... putting up the tent and cooking in the great outdoors!' promised Dad.
- d At the campsite, Dad and the boys look for a place to put up the tent. Boris has trouble in mind! Dad looks cheerful – he thinks everything is going so well!
- e 'Here's a good place for a tent ... hee hee!' laughed Boris.
- f 'You can sleep there if you like, Horis, I think that's the nicest spot ...' said Boris, 'Here, let me make it comfortable for you,' he sniggered.



4 Talk

What sound effects and special effects could you add to these scenes?
Which scenes would you add them to?

Why don't we add ... to Scene 1? Let's put a ... in Scene 2. How about ... -ing ... ?

Writing tip

Use direct speech and reporting verbs

Use direct speech to make your story more interesting. Use different verbs to show how people said things. Use speech marks and a comma at the end. When there is a question or exclamation mark, don't use a comma.

'Here, let me make it comfortable for you,' he **sniggered**. 'Oh no, not again!' **sighed** Dad.

5 Punctuation

Add punctuation to the next four scenes. Change *said* to a different verb from the box. (You can use some verbs twice). Then draw and describe what happens in the next scene.

sniggered insisted sighed whispered asked

- | | |
|-----------------|--|
| Scene 7 | So that's why he wants me to sleep there ... Well, I've got other ideas <u>said</u> Horis |
| Scene 8 | No, Boris, I insist! I can't possibly take that place. You must sleep there <u>said</u> Horis. No Horis, really, I couldn't ... YOU must sleep there <u>said</u> Boris |
| Scene 9 | Tell you what, boys ... I'll take that place <u>said</u> Dad. |
| Scene 10 | Hee hee ... serves Boris right <u>said</u> Horis. |

Write Create a storyboard

- Use one of the trailers on page 50 for ideas or think of your own.
- Include some dialogue and two or three sentences to explain each scene.
- If you have ideas for music or special effects, include those too.
- Don't worry about being a good artist – simple drawings and stick figures are fine. Use colour if you want to.
- Make your storyboard into a poster and display it on your classroom wall. Read other groups' storyboards and think of a film title for each idea.

5 Literature: An extract from *Jurassic Park*

1 Talk about it Do you like films with special effects?

Which ones have you seen? How do you think special effects are created in films?

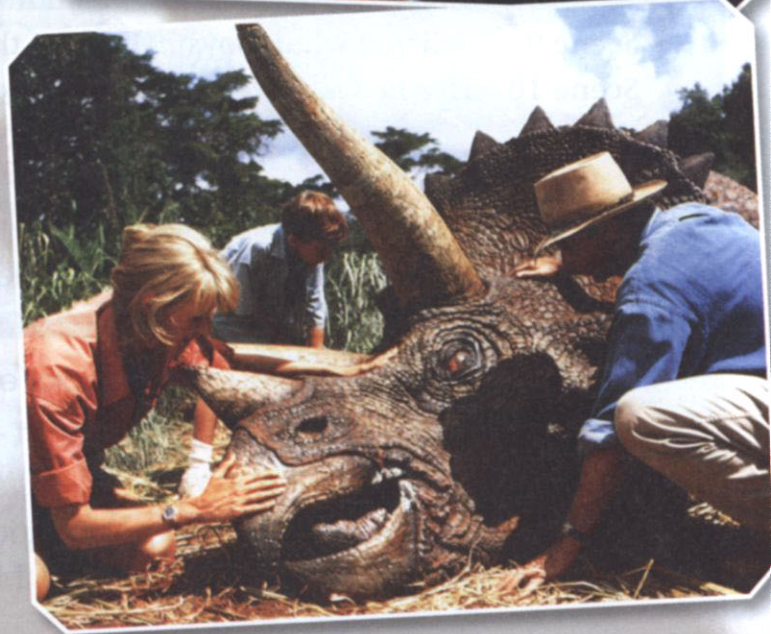
2 Have you ever seen the *Jurassic Park* films? What are they about? Why do you think the first *Jurassic Park* film was important in cinema history?

3 Read

Now read the introduction to find out. Were your predictions correct?

Jurassic Park is a science fiction film, based on a novel by the American author, Michael Crichton. It tells the story of a group of scientists who visit a very unusual theme park on an island. The park is inhabited by real live dinosaurs. During the visit someone breaks the security code and dangerous dinosaurs escape all over the island. Everyone on the island is in great danger.

The film was made in 1993. It is famous in cinema history because the film-makers created very clever special effects using Computer Generated Imagery (CGI) to bring life-like dinosaurs to the screen. After *Jurassic Park*, many other films used the same CGI technology to create fantastic special effects.



4 Read and listen

Read and listen to an extract from the novel, *Jurassic Park*. Tina and her family are on holiday on the island where the story is set. What strange meeting does Tina have near the beach?

1

Tina ran until she was exhausted, and then she threw herself down on the sand and gleefully rolled to the water's edge. The ocean was warm, and there was hardly any surf at all. She sat for a while, catching her breath, and then she looked back toward her parents and the car, to see how far she had come.



Her mother waved, beckoning her to return. Tina waved back cheerfully, pretending she didn't understand. Tina didn't want to put sunscreen on. She wanted to stay right here.

Now her mother was calling to her, and Tina decided to move out of the sun, back from the water, to the **shade** of the palm trees. Tina sat in the sand, and kicked the dried mangrove leaves. She noticed many bird tracks in the sand. Costa Rica was famous for its birds.

Vocabulary

exhausted: very tired
gleefully: happily
mangrove: a tree with roots above the ground.

4 5 Read and listen again. Answer the questions after each section.

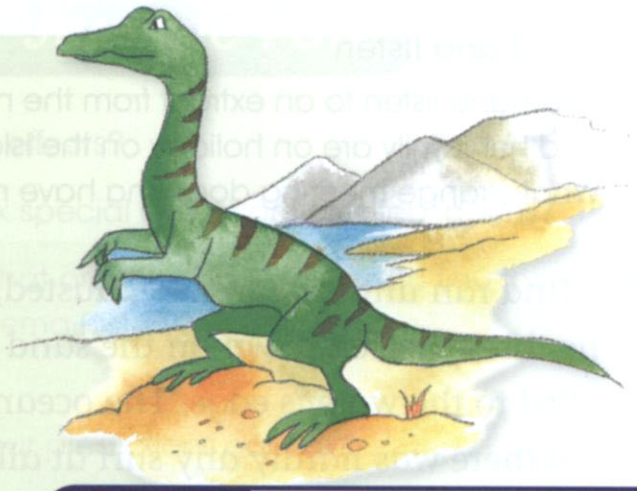
- a Where were Tina and her parents?
- b Were they sitting together? Where was Tina?
- c What did Tina notice in the sand?

2

In the sand, some of the three-toed bird tracks were small. Other tracks were large, and cut deeper in the sand. Tina was looking at the tracks when she heard a chirping, followed by a rustling. The chirping was probably some ocean bird. She waited quietly, not moving, hearing the rustling again. A few yards away, a lizard **emerged** from the mangrove roots and peered at her.

Tina held her breath. The lizard stood on its **hind** legs, balancing on its thick tail, and stared at her. Standing like that, it was almost a foot tall, dark green with brown stripes along its back. Its tiny front legs ended in little lizard fingers. The lizard cocked its head as it looked at her.

Tina thought it was cute. Sort of like a big salamander.



Vocabulary

chirping: the sound a bird makes

rustling: the sound of something moving

foot: measurement of 30cm

cocked: turn the head sideways

salamander: a type of lizard

3 The lizard wasn't frightened. It came toward her, walking upright on its hind legs. It was hardly bigger than a chicken. Tina thought it would make a wonderful pet.

She noticed that the lizard left three-toed tracks that looked exactly like bird tracks. The lizard came closer to Tina. She kept her body still, not wanting to frighten the little animal. Maybe it expected her to give it some food. Unfortunately, she didn't have any food.

The lizard paused, cocked his head and chirped.

'Sorry,' Tina said, 'I just don't have anything.'

And then, without warning, the lizard jumped onto her hand. Tina could feel its little toes pinching the skin of her **palm**, and she felt the surprising **weight** of the animal's body pressing her arm down.

And then the lizard **scrambled** up her arm, toward her face.

- g** Was the lizard frightened of Tina?
- h** How big was the lizard?
- i** What did it do at the end?

6 Talk

Discuss the questions below in groups.

- 1 Do you think the creature was really a lizard?
- 2 What do you think it was? Why?
- 3 What do you think happens next?
- 4 Why do you think the book, *Jurassic Park* was made into a film?
- 5 Which other stories do you know that have been made into films?
- 6 Which kind of books make good films?

Reading strategy: Guess meaning from context

If you don't understand a word in a text, look at the other words around it to help you guess its meaning.

7 Word study

Look at the words in **blue** in the text and guess their meaning by looking at the other words around them. Choose the correct definition.

- | | | |
|-------------|----------------------------|-------------------------------|
| 1 shade | a a place with no sunlight | b a place with lots of leaves |
| 2 emerged | a come out | b go back |
| 3 hind | a front | b back |
| 4 palm | a a part of your hand | b a part of your foot |
| 5 weight | a how tall something is | b how heavy something is |
| 6 scrambled | a move quickly | b bite |

8 Pronunciation *th*

Listen and repeat these words from the text. In which words does **th** have a **hard** and **soft** sound?

- 1 threw 2 breath 3 the 4 thick 5 thought 6 then

9 Values Looking after yourself

Discuss the questions with your partner.

- 1 Do you think Tina was wise to go so close to the creature? Why? Why not?
- 2 How do you think she felt when the creature jumped on her? How could she have prevented this from happening?
- 3 Give examples of how you can look after yourself when you are:
 - in a city or a place with a lot of people
 - in the countryside or another natural place with few people.

When you are in a place with lots of traffic you should ...

If you are walking on your own you shouldn't ...



6 Choose a project

1 A film review presentation

- 1 In your groups, choose a film to review. Remember – your film can be one you really liked or one you didn't like.
- 2 Use these headings to write notes about the film and organise your presentation:
 - Type of film
 - The plot (what it's about)
 - The setting
 - Would you recommend it? Why / Why not?
- 3 Practise your presentation first in your group. Decide who is going to talk about each different section. Remember to start by giving the purpose of the presentation.

Today we are going to talk about ...
- 4 Add slides with pictures from the film or a short video clip if possible.
- 5 Present your film review to your class.
- 6 Listen to other film reviews and write down the adjectives used to describe each film. Why did the reviewers choose these adjectives?

2 Create a timeline about film or TV history

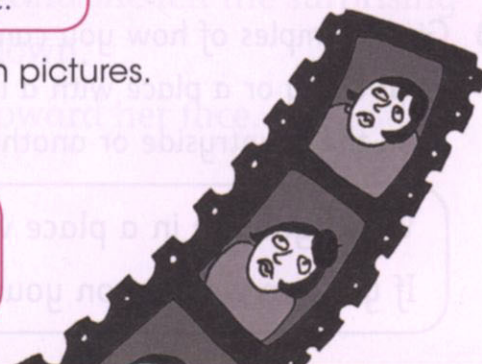
- 1 Choose from:
History of television History of special effects in film
History of the camera Your own choice.
- 2 Research your choice using the Internet or the library.
- 3 Make a note of at least six important dates and what happened.
- 4 Create a timeline to show the order of events. Write sentences using years or decades. Include past simple passive sentences.

In ... , the first TV programme was broadcast.

- 5 Make a poster of your timeline and decorate with pictures.
- 6 Present your poster to your class.

We're going to talk about ...

Our timeline starts in the 1920s when ...



Reflect on your learning

What goes into making a film?

- 1 What type of films are the trailers for on page 50? Which strong adjectives and adverbs are used to describe these films?
- 2 Write down adjectives and adverbs to describe three films you like. Include three strong adjectives and adverbs. Give reasons why you chose these adjectives.

... is a really hilarious film.
The beginning is very funny.
There is a scene where ...



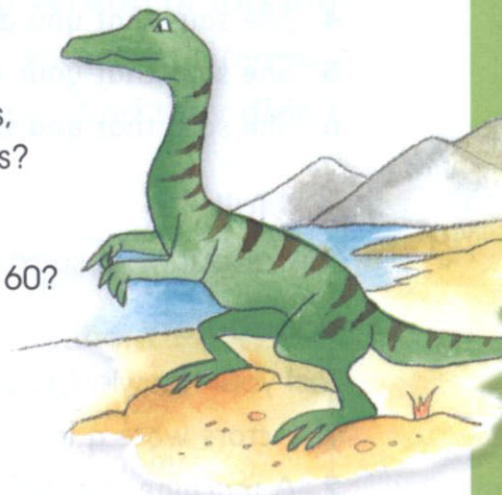
- 3 In cinema history, what happened in 1895 and 1927?

In 1895 the first ... were ...

- 4 How do you pronounce these years?
1875 1932 1958 1881
- 5 Write four sentences about your favourite film.

The main character is called ... , who ...

- 6 In the storyboard on page 56, where does Dad take the twins, Horis and Boris? Why? What plan does Boris have to trick Horis?
- 7 What is the setting for the story on pages 58 to 60?
- 8 What happens to Tina at the end of the story on pages 58 to 60?



Look what I can do!

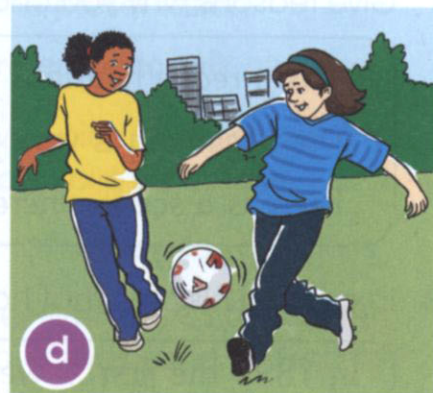
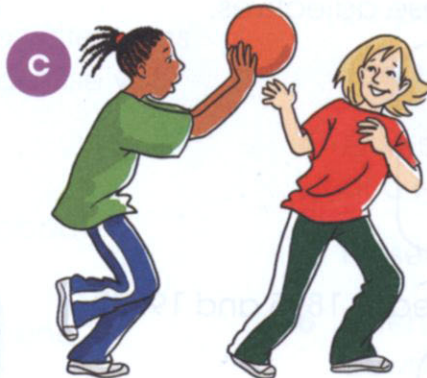
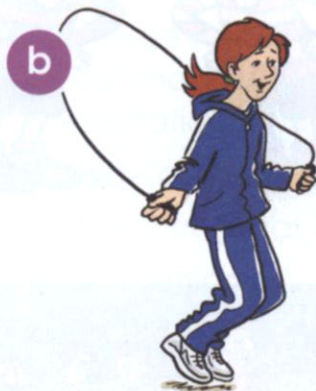
Write or show examples in your notebook.

- 1 I can talk about different types of film.
- 2 I can understand a timeline showing the history of cinema.
- 3 I can discuss a film review.
- 4 I can create a storyboard to show a film scene.
- 5 I can understand a story that has been made into a film.

Review 2

26 1 Listen

Listen to the interview with Lana and put the activities in the pictures in order as you hear them.



26 2 Listen again and decide if the sentences are **true** or **false**. Correct the false sentences.

- 1 Lana's favourite sport is playing basketball.
- 2 Lana likes running because it makes her feel happy and enthusiastic.
- 3 She meets up with her athletics team once a month.
- 4 She says that you don't need to do any other exercises before you start running.
- 5 She says that your muscles need to be cool before you can start running.
- 6 She says that you should stretch your thigh muscles before running.

3 Talk

Talk about what sports you like doing. What is your favourite sport? Why do you like it?

4 Vocabulary

Test your knowledge with this quiz!

- 1 Actors wore a lot of this in silent films, especially around their eyes.
- 2 A machine that reflects a picture onto a screen.
- 3 A word that means *the story* of a film.
- 4 An adjective that means *very funny*.
- 5 An adjective that means *very exciting*.
- 6 A type of film that is very frightening.
- 7 The people who watch a film.
- 8 The clothes that actors wear in films.

5 Use of English

Read and choose the correct word.


Last week my friend, Ali, and I went to see a science fiction film called *Revenge of the Mutants*.

It is set in outer space, in another galaxy. It's about a spaceship (1) *who / that* gets lost in space and then meets an evil mutant monster (2) *that / when* lives on another planet. We watched it in 3-D and the special effects were

(3) *very / absolutely* amazing. My favourite scene was (4) *who / when* the monster attacked the spaceship. It was (5) *really / very* terrifying! But the film is (6) *absolutely / very* long and the plot is (7) *a bit / absolutely* boring in parts – there are long scenes (8) *that / where* the main characters are just travelling in space and talking a lot and nothing exciting is happening!

Afterwards I read on a movie website that the original version of this film was (9) *make / made* in the 1950s. When it (10) *was / has* shown in cinemas for the first time, people ran out of the cinemas screaming! And they didn't even see it in 3-D!



- 6  Read the review again and complete the fact file in your notebook.

7 Write

Write an email to a friend about a film that you have seen recently. Tell your friend about the type of film, plot and setting and the good and bad points about the film.

8 Talk

Compare the stories in Units 3 and 4. Which one did you like the best? Why?

Type of film: ...

Setting: ...

Plot: ...

Good points: ...

Bad points: ...

Fun fact: ...

5

Inventions



We're going to:

talk about important gadgets and equipment
read about a famous inventor
present and listen to new ideas for inventions

write about a revolutionary invention
read a story about a young inventor

1 Talk about it

What is your favourite gadget? When do you use it?

Why is it important to you?



2 Word study Gadgets and equipment

Match the quiz questions to the pictures.

Test your knowledge!

The
Inventions
Quiz!



a zip



a bicycle



a tablet



a laptop



a compass



a mobile phone

- 1 What writes, stores information and lets you surf the Internet?
- 2 What was called the Clasp Locker and the Separable Fastener before it got the name we now use?
- 3 People started using these in the 1860s – what are they?
- 4 What was first used in China over 1,000 years ago?
- 5 This was much bigger in 1973. It was 22 centimetres long and weighed 1.13 kilograms!
- 6 In 2012, Apple sold 100 million of these. What is it?

3 Listen

Listen to the people talking about favourite gadgets and answer the questions.

- 1 Which gadgets does each person describe?
- 2 What are the advantages and disadvantages for each gadget?

4 Listen again and complete these sentences in your notebook.

Who says what sentence, (L) (Lucia) or (B) Ben?

- a It's got to be my ____ – I ____ live without it!
- b I can use it ____ to my friends,
- c The ____ important gadget for me is a ____ .
- d I think it's ____ useful than a ____ .
- e That's ____ , but it depends ____ the type of phone.



5 Write

What is the most important gadget for you? Complete the sentences.

It's got to be my ____ because I can use it ____ .

I think it's ____ than a ____ because ____ .

6 Talk

Talk about 20th century inventions in groups.

- 1 In pairs choose three important gadgets. Make notes of reasons why they are important.
- 2 Make a group of four with another pair. Compare your notes and decide together on the three most important items from your list. Make notes of reasons why they are more important than the other items.
- 3 Present your ideas to the class. As a class decide together on the three most important gadgets.

A: The most important gadget for me is a ... because

B: That's true but



2 Great minds

1 Talk about it What do you think people used to use for light before electricity?

Reading strategy: Use your own knowledge

Talk about the reading topics first. Then look for your ideas in the text.

2 Read

Read about the inventor and scientist, Thomas Edison. What was Edison's most famous invention? Check your ideas from Activity 1 in the text.



Lighting up the world

Close your eyes and imagine a world without the electric light. How would life be different? What would you use to give light?

Thomas Edison changed our homes and cities. He invented the modern electric light bulb. Before that, people used to light their homes with candles and oil lamps. Streets used to be dark because street lamps were powered by gas. These lamps weren't bright like street lights today.

But Edison's invention changed all that, lighting up homes and cities with light that was safe, cheap and long lasting. He didn't invent the first light bulb, but he improved the idea very much. He made it possible for millions of people to use electric light in the way that we use it today.

Edison was born in 1847 in the USA, when few people understood electricity. His school teachers thought he was 'difficult' because he got distracted easily. His mother was angry at his teachers' attitude and decided to teach him at home instead. She was a very good teacher. Edison grew up to be one of the most important inventors of the 20th century. Besides the modern light bulb, he invented 1,093 other things in his lifetime.



3 Read

Read the text again. Decide if these sentences are **true** or **false**.
Correct the false sentences.

- 1 People used candles and oil lamps before electric light bulbs.
- 2 Candles were used to light the streets too.
- 3 Edison's modern light bulb was expensive and didn't last long.
- 4 Edison invented the first electric light bulb.
- 5 When Edison was born in 1847, not many people knew about electricity.
- 6 The modern electric light bulb was his only invention.

4 Talk

How do you think electric light bulbs have changed since Edison's life time?
Can you think of ways to improve electric lighting even more?

Use of English

used to for past habits

We use **used to** to talk about past habits and states that don't happen now.


People **used to light** their homes with candles.

Streets **used to be** dark.

What **did** people **use to do** before electric light?

They **didn't use to have** electric light in their homes.



- 5  Look at the sentences in the *Use of English* box and choose the correct option:
In a question or negative sentence we use **used to** / **use to**.

6 Talk

Talk about what people did before modern inventions. Use the correct form of **used to**.

People **didn't use to carry** phones in their bags in the 1970s.



Light bulbs **didn't use to be** energy efficient.



Before the Internet, people **used to go** ...



3 Speaking: Bright ideas

1 Talk about it



If you could invent something new, what would it be?

Think about ideas for inventions under these topics.

Compare your ideas with your partner.

Communication Transport Food Comfort Entertainment

Speaking tip

Know your audience

When you do a presentation think about *who* you are presenting to. Is it your classmates? Teachers? Older or younger students? This will help you organise your presentation and decide what to talk about and which phrases to use.

28 2 Listen

Listen to the teacher before Kim's presentation.
Who is Kim presenting her idea to? Why?

29 3 Listen to Kim's presentation about her idea for a new invention. Which picture describes her idea?



29 4 Listen again and answer the questions.

- 1 What does Kim show her audience at the beginning?
- 2 How does Kim organise the information in her presentation?

30 5 Listen to the audience's questions and complete them.

- 1 How do you ____ on the Super Jet Boots?
- 2 Where will you ____ to give the boots power?



6 Talk

What do you think of Kim's idea? Write two more questions to ask her.

Use of English

will for future predictions

This invention **will change** the way people travel ...

People **won't crash** into each other ...

Which idea **will** the judges **choose**?



7 Use of English

Look at the *Use of English* box and choose the correct answers below.

- 1 When you use different pronouns (**I, you, he, she, it, we, they**) the form of **will** and **won't** stays the same / changes.
- 2 We use the *infinitive / infinitive + to* form after **will** and **won't**.

- 8 Think about Kim's presentation and complete the sentences.

- 1 Will I save money? – Yes you will!
- 2 Super Jet Boot ____ the traffic problems in our city.
- 3 You ____ to travel by car any more.
- 4 You ____ so many traffic accidents.
- 5 The jet ____ so powerful that you can stand up straight.
- 6 You ____ to travel as fast as you like.

Buy the
all-new
Super Jet
Boots



Present it!

A new invention

- Choose one of your ideas from Activity 1, or a new idea. Make notes.
- Ask your teacher who your audience is. Is it your class or another one? Are the children older or younger than you?
- Organise your notes into sections and add sequencing phrases. Think about who your audience is.
- Draw a picture showing your idea.
- Practise your presentation with a partner.
- Perform your presentation in front of your class. Some of the audience are going to be judges. Be prepared to answer their questions at the end.
- If you are a judge, write a question to ask each presenter about their ideas.
- At the end, vote on the best idea in the class.

Today I'm going to talk about ...

4 Changing the world

1 Talk about it



What do you think are the most important inventions of all time?

Make a list of inventions that have changed the world.

With your partner decide on the two most important.

2 Read

Read Hassan's essay. Which invention does he discuss?

What two things couldn't people do without this invention?

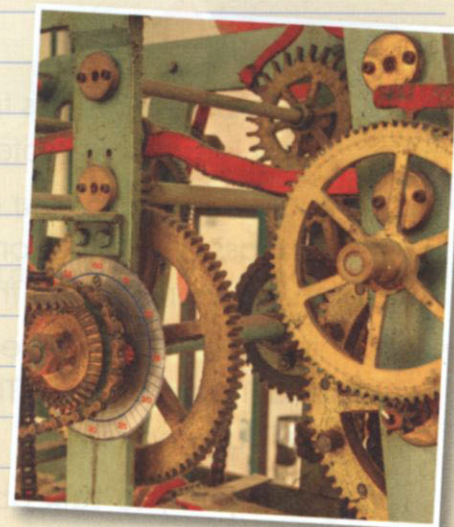
What would we do if we didn't have wheels?

In my opinion, the most important invention of all time is the wheel. Without the wheel, people could not travel anywhere very easily or quickly. We depend on the wheel for all our transport, such as cars, trains and planes (because planes need wheels to take off and land). If we had to travel long distances without the wheel, it would be very difficult. It would also be difficult to see other cities and countries.

This means that we wouldn't know about other places and our world would be very small.

If we didn't have the wheel, people wouldn't be able to work easily and efficiently. This is because we need wheels to travel, but also because we need wheels to carry things. Without wheels, people would have to carry heavy things in other ways, for example by themselves or using animals. Wheels are also a very important part of machines in factories and on farms because they make the machines work. These kinds of wheels are called 'cogs'.

There are lots of very important inventions that have changed the world. But I think that the wheel is the most important for these reasons.



3 Read the essay again and answer these questions.

- a Why is it important for people to travel? What reasons does Hassan give?
- b Why are wheels important for work? Find two reasons.

Writing tip

When you give an opinion in an essay, support your opinion with reasons.

4 Word study Giving opinions and reasons

Look at the phrases in **blue** in the text. Which phrase do you use before:

- a ... giving your opinion? *In my opinion,*
- b ... giving a reason for your opinion?
- c ... giving examples?

Use of English

2nd conditional

We use the 2nd conditional to talk about situations that are imaginary (not real).

If we **didn't have** the wheel, people **would have to** carry heavy things.

If we **had** to travel long distances without the wheel, it **would be** very difficult.



5 Use of English

Look at the *Use of English* box and find other examples of 2nd conditional sentences in the text.

6 Talk

Use the topics in the box to talk about imaginary situations.

email mobile phones television the Internet

If we didn't have email, we would send more letters.



Write An essay about an important invention

- Research an invention and make notes: Why is it so important? What is your opinion and reasons why?
- Write your essay. Think of a title. Use opinion and reason phrases.

In my opinion, the most important invention of all time is the ...

- In groups, talk about your ideas, opinions and reasons.

In my opinion ... This is because ...

5 Literature: *Start Small, Think Big*

1 Talk about it Have you ever had a crazy idea? What was it?

Did you tell anyone? What was their reaction?

31 2 Read

Read and listen to the first part of the story, *Start Small, Think Big*.
What was Garth's 'crazy idea'?

31 3 Now read and listen to all the sections and answer the questions.

1 *Start Small, Think Big* by Jane Boylan

Garth stood outside his house grinning from ear to ear. He was thrilled at the rainy, windy October afternoon. This was perfect weather for testing his fabulous new invention – his Umbrella Hat – for the very first time. He **carefully** placed the hat on his head, fastened the strap **securely** under his chin and started walking purposefully along the street. He was so excited about his new invention and could hardly wait to try it out. Did it keep the rain off? Did the wind get underneath the hat and blow it askew? After a few minutes, he happily realised that his invention worked wonderfully in these testing conditions. He even passed a man wrestling with an umbrella, a bag of shopping and a yapping dog on a lead. The man stared open-mouthed as Garth calmly walked past. He just knew the man was full of admiration at this amazing new device that kept you dry and left your hands free. Soon everyone would want to own one!



- 1 How did Garth feel about his invention?
- 2 What problems did the invention answer?
- 3 What did Garth do to test his invention?

2

Then his heart sank. Striding towards him on the other side of the road were the Barker Boys, three nasty neighbourhood brothers. Garth turned quickly to run back home, but it was too late. The three boys were soon standing around him, sneering with cruel delight. Todd, the biggest one, grabbed his Umbrella Hat and **roughly** pulled it off his head. "What's THIS?" he spat. "It's an Umbrella Hat," Garth squeaked, "You wear it when it rains and ..." But the boys weren't listening. Instead they were doubled over, howling with laughter. "It looks dumb! Do you really think anyone would wear that

stupid thing?" Todd sneered, "You're just a freak, Garth, living in a freak's dream world ..." He tossed the hat over his shoulder and the three boys ran off shrieking with laughter. The mocking jibes rang in Garth's ears long after they were out of sight.



- 4 Were the Barker Boys friendly or hostile towards Garth?
- 5 What did Todd Barker do to Garth's invention?
- 6 What was boys' reaction to Garth's invention?
- 7 What did Todd think of Garth's invention?

3

Trembling and humiliated, Garth picked up his battered invention from the ground. He could feel hot tears prickling his eyes. Maybe the repugnant Todd Barker was right ... in reality, who would ever want to wear his invention? He was just fooling himself ...

Suddenly he looked up and saw a smart lady in a suit peering at him with concern.

"I was just leaving my house when I saw you and those boys. Are you okay?"

- 8 How did Garth feel after his encounter with the Barker Boys?
- 9 Who did he see next?



Then she saw the Umbrella Hat in Garth's hand. It was broken now, limp and grubby.

"Er ... what's that?"

"It's my Umbrella Hat. I made it myself ..." sighed Garth wearily, waiting for the lady to start laughing like the Barker Boys. But she **gently** took the hat out of his hands, held it up and inspected it with interest.

"What a wonderful idea! Did you think of it yourself?"

"Yes!" said Garth, suddenly brightening. Then, to his delight, the lady started to ask him lots of questions about the Umbrella Hat and how he had put it together.

10 What was the lady's reaction to his invention?

11 How did Garth feel now? Why?

Finally she exclaimed, "What a fine creative mind you have, Garth! If you can invent something so clever now, whatever will you be able to do when you're a grown-up? Don't ever let stupid ignorant boys like that put you down! Keep inventing and one day you will create something really marvellous!"

"And you've given me a fabulous idea," she continued, "I own a gadget shop – Gadgets4U – and I'd like to run a competition to find the best young gadget inventor in our town. We must encourage wonderful creative minds like yours, Garth! I will display the three best inventions in my shop and as prizes, the inventors will each get a big fat voucher to spend on gadgets. I would really like you to enter my competition, Garth – I'm sure you'll have every chance of winning a prize."

Garth gasped in amazement. Gadgets4U was one of his favourite places in the whole world and the thought of having one of *his* inventions displayed in that wonderful place was too exciting for words. He hugged the lady and ran home to invent something fantastic for her competition. He suddenly felt much better and could already feel lots of new ideas bubbling up, waiting to spring into life!



12 What advice did the lady give Garth?

13 What kind of competition did she want to organise? Why?

14 How did Garth feel at the end?

4 Talk

Discuss these questions about the story.

- 1 What do you think about the way the Barker Boys behaved towards Garth and his invention? How would you react to Garth's invention?
- 2 How was the lady's reaction different?
- 3 What important point did the lady make?
- 4 Why do you think Garth felt better at the end?

5 Word study Adverbs

Look at the adverbs in **blue** in the text. Work out the meaning from the context of the story. Then choose the correct adverb to complete the sentences.

- 1 When you travel by plane, you must fasten your seatbelt securely / roughly when you take off and land.
- 2 He told her the bad news gently / excitedly because he knew she would be upset.
- 3 You should always pour hot water quickly / carefully so you don't burn yourself.
- 4 He pushed past me so roughly / gently that I nearly fell over.
- 5 She walked carefully / quickly to school because she thought she was late.

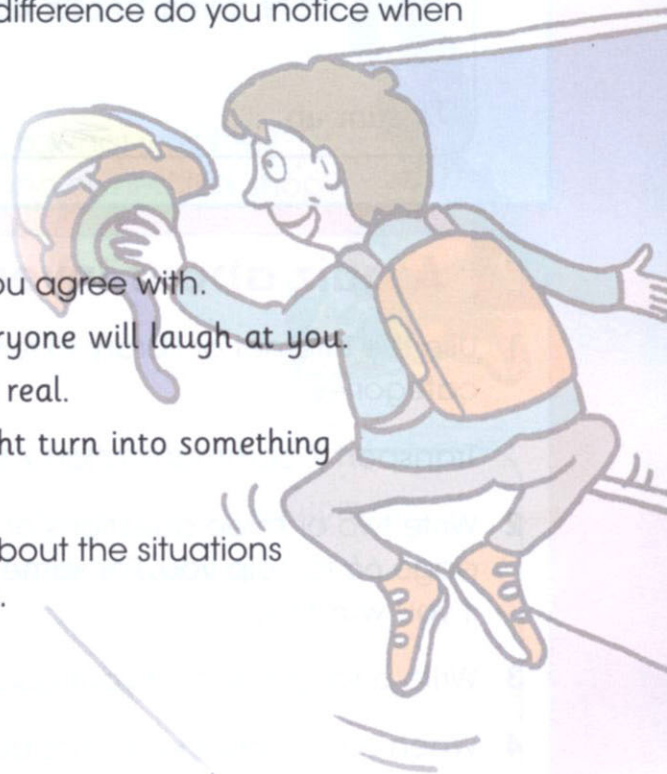
6 Pronunciation a sounds

Listen and repeat these words from the story. What difference do you notice when pronouncing the *a* sound?

- a lady okay able display favourite place
b strap hands gadget bag standing have

7 Values Believe in yourself

- 1 Look at the sentences and discuss which one you agree with.
 - a You shouldn't think of crazy ideas because everyone will laugh at you.
 - b Crazy ideas are pointless because they are not real.
 - c Feel free to have crazy ideas because they might turn into something good in the future.
- 2 When is it important to believe in yourself? Talk about the situations below and give reasons. Think of other situations.
 - When you are doing an exam.
 - When you are trying something new.
 - When you are in a competition.



6 Choose a project

1 A presentation about the history of an invention

- 1 Use the Internet or the library to find out about the history of one of these inventions:
The telephone the computer
the writing pen the car the bicycle.
- 2 Make notes about who invented it, the first models, how it has changed over the years and what the invention is like now.
- 3 Organise your notes into sections using the headings in 2. Add other headings if you want to.
- 4 Add sequencing phrases to guide your audience through the presentation.

Today we're going to talk about ...
To sum up ...
- 5 Practise your presentation first in your group. Decide who is going to talk about each different section. Think about questions that your classmates might ask you at the end.
- 6 Draw pictures or make slides, to support your presentation.
- 7 Deliver your presentation to your class. Ask at the end if anyone has any questions.
- 8 If you are listening to a presentation, write a question to ask at the end. Your teacher might choose you to ask a question!
- 9 At the end, discuss how you think these inventions will change in the future.

In 5 years' time, I think phones will ...

2 A quiz about inventions

- 1 Use the Internet or library to research information about inventions in these categories:
Transport / communication / safety / medicine / comfort or convenience
- 2 Write two or three questions or clues for each category. Use the questions on page 66 to help you. For some of the questions you can use pictures or photos if you want to.
- 3 Write a rough draft of your quiz and check grammar, vocabulary and spelling.
- 4 When you've checked, write up your questions and clues on a large piece of paper. Decorate with photos and pictures.
- 5 Hand your quiz to another group to complete.

Reflect on your learning

How have important inventions changed our lives?

- 1 Name five gadgets or pieces of equipment from page 66. Tell your partner which ones you use and why.

I use a ... to I think it's more ... than a



- 2 What did Thomas Edison invent? What did people use to use before his invention?

- 3 Write four sentences using **used to** about life before the mobile phone.



- 4 Make four predictions about the future of your town or city using **will** / **won't**.

- 5 Write four reasons why the wheel is so important in our lives.

- 6 Think of another important invention and write four sentences about what life would be like without this invention.

Without the ... people would ...

If we didn't have the ... , we

- 7 What did Garth invent in the story on pages 74 to 76. What was the reaction of the Barker Boys? What about the lady who owned the shop?



Look what I can do!

Write or show examples in your notebook.

- 1 I can talk about and compare useful gadgets and pieces of equipment.
- 2 I can read and discuss information about a famous inventor.
- 3 I can deliver a presentation about a new idea for an invention.
- 4 I can understand and ask questions about my classmates' ideas.
- 5 I can write a short essay giving my opinion about something.
- 6 I can read and understand a story about a young inventor.

We're going to:

talk and read about famous expeditions in the past
listen to an account of a historical exploration
present and listen to plans for our own expeditions

write an explorer's diary extract
read a story about a young explorer

1 Talk about it

Which historical explorers do you know? Where did they go?

What did they discover?

2 Read

Read the texts opposite about famous expeditions and match with the headlines.

1

Risky trip to discover an important beginning

2

Cosmic travel for first lady

3

Ancient journey reveals huge land

4

An ocean route to new discoveries

3 Look at the dates in the timeline. How many years are there between the first and the last expedition?

4 Why did the explorers make their journeys? Match a reason to a text.

- 1 To discover important scientific information.
- 2 To find out about an important place.
- 3 To find land to grow things and build homes.
- 4 To find a way to transport things to sell.

5 Word study Expeditions

Match the words in **blue** in the texts to the definitions below.

- | | |
|--|--------------------------------|
| a To travel by 'driving' a boat. | d A journey by sea. |
| b To find something for the first time. | e The way to travel somewhere. |
| c An expedition with a very important purpose. | |

6 Talk

Look at the different reasons for making expeditions throughout history. What reasons do you think people will have for making expeditions in the future?

A

1001

In **1001**, **Lief Ericson**, an Icelandic explorer, became the first European to arrive in North America. Historians think that he made the **voyage** because he was looking for new land to use as farm land. He landed in the area that is now Canada and stayed for only a few months.



B

1497

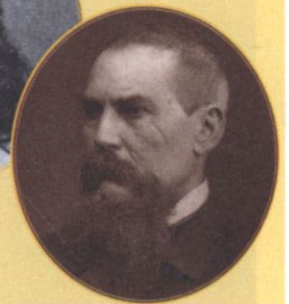
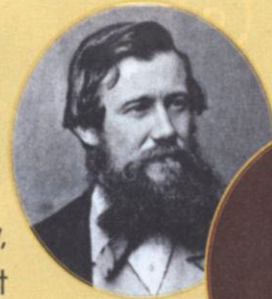
In **1497**, a Portuguese explorer, **Vasco da Gama**, was the first person to **sail** directly from Europe to India. He **discovered** a **route** by sea that was safer than other routes by land. He wanted to bring valuable things from India to sell in Europe, such as spices and cloth.



C

1857

In **1857**, two British explorers, **Richard Burton** and **John Speke**, set off on an expedition to Africa to find the source of the River Nile – the place where the river started. It was a very difficult and dangerous journey. But now, because of this expedition, people know that the River Nile starts at Lake Victoria (in Tanzania and Uganda).



D

1963

In **1963**, the Russian astronaut, **Valentina Tereshkova**, became the first woman in space. During her 3-day **mission**, she recorded information and took photographs that improved scientists' knowledge about Earth's atmosphere. She even did experiments on herself to find out the effects of space travel on the human body.



2 Exploration exploits

1 Talk about it Which historical explorers have you talked about so far?

Why did they make their journeys? Do you know any other reasons why historical explorers made expeditions?

Listening strategy: Talk about what you know

Use pictures to talk about what you already know about a topic. If you think about words you already know before you listen, it makes listening easier.

2 Talk

Look at the map below. Talk about what you can see. Write down any words you know in your notebook.

33 3 Listen

Listen to Part 1. Tick the words you hear that you wrote in Activity 2.



33 4 Listen again to Part 1 and to Part 2. Match the headings with points a-c on the map.

Aztec empire **Columbus' landing point** **Inca empire**

5 Talk

Discuss good and bad points about the exploration of the Americas.
Use the listening text and your own knowledge.

6 **Word study** Exploration of the Americas

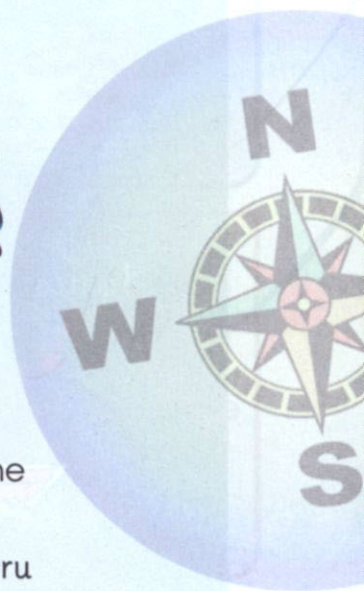
Choose the correct meaning for these words from the listening text.

- | | | |
|-------------|--|--------------------------------|
| 1 continent | a a large country | b a group of countries |
| 2 valuable | a beautiful | b worth a lot of money |
| 3 era | a a period of time | b an area of land |
| 4 increase | a to get bigger | b to get smaller |
| 5 destroy | a to end something | b to take control of something |
| 6 empire | a a large group of countries or people | b a capital city |

Use of English

Question forms **How many/What + noun**

How many ships did Columbus have? **What food** did Columbus take?



7 Use of English Quiz

What do you remember? Complete the questions and match them to the correct answers.

- | | |
|--|------------------------------|
| 1 ____ ships did Columbus have? | a Mexico and Peru |
| 2 ____ animals did he have on the ship? | b The Bahamas (San Salvador) |
| 3 ____ food did he take? | c 36 |
| 4 ____ days did Columbus' voyage take? | d three |
| 5 ____ island did Columbus find first? | e chickens |
| 6 ____ countries did the Aztecs and Incas settle in? | f cheese and water |

8 Write

Write a quiz about another historical expedition.

- Research another historical expedition. Use the Internet or library to help you.
- Write six quiz questions about your topic. Using different question types. Make sure you all know the answers to the questions!
- Give the questions to another group to answer.
- Check your classmates' answers. Which group has got the most correct answers in the class?

3 Speaking: Intrepid explorers

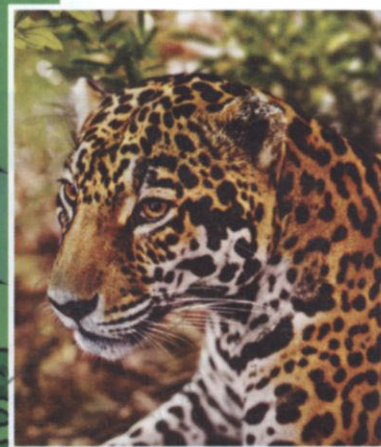
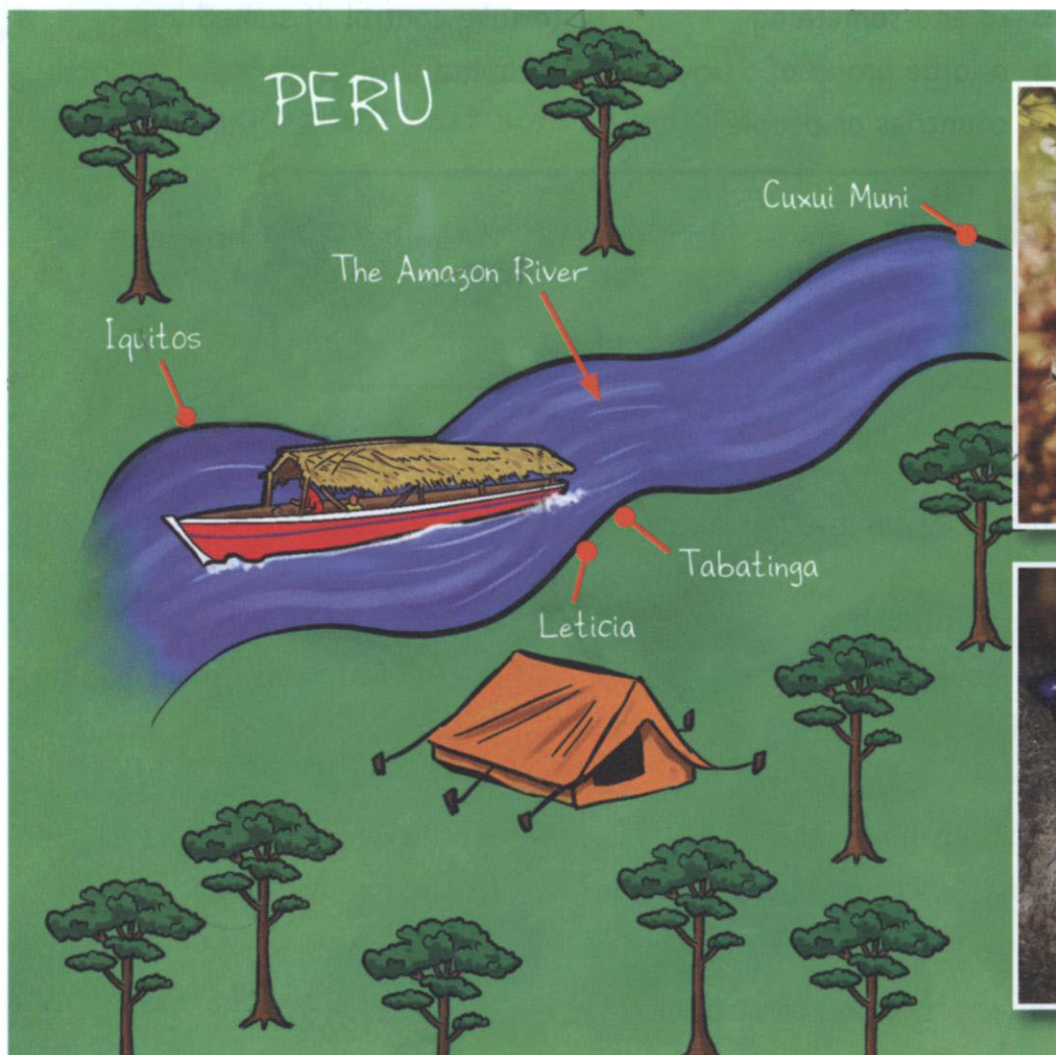
1 Talk about it Would you like to go on an expedition? Where would you like to go?

What would be your reasons for taking part?

35 2 Listen

Listen to Part 1 of Ben and his friends describing their plans for an expedition. What do they want to find out? Why?

36 3 Listen to the second part and follow their route on the map. How do they make their presentation more interesting?



37 4 Listen to the final part. What activities will the team do during the expedition? What will they do after?

5 Word study Equipment

Listen to the presentation again. Which equipment do the boys mention?
Why do they need it?

a laptop a compass maps waterproof clothing light cotton clothing
insect repellent a first aid kit tents a video camera


6 Use of English


Read the *Use of English* box and answer the questions.


- 1 Which expression tells us when one action *stops* (and another might *start*)?
- 2 Which expression tells us that two actions are happening together over a *length* of time?
- 3 Which expression tells us that two actions happen at the *same point* in time?
- 4 Does a noun or a verb follow *as soon as*?

7 Talk

In pairs, give part of the presentation. Use correct linkers, equipment and contractions.

¹ While we're walking I will wear light .

I will check the  every ten minutes ² ____ we arrive.

³ ____ I get to the jungle I will put on  and we will put up the tent.

Use of English

Linking expressions about time

The cameras will record **while** we're sleeping.
We'll trek deeper into the jungle **until** we come to the jaguars' habitat.

As soon as the jaguars appear, the video will start working.

Speaking tip

Contractions

When you are speaking, use contractions (shorter forms) to make your pronunciation sound more natural.

We're going to go on an expedition to ...

Present it!

An expedition

- Think of an expedition plan. Choose a **location** and a **reason** for going on the expedition. Plan the expedition **route**. Draw a map and find pictures.
- Make notes on expedition **activities** and **tasks**. What **equipment** will you need? Why? What will you do **after the expedition**?

- Practise your presentation in your group. Each person should take a turn to speak.

We're going to trek ...
We'll camp near to ...

- Present your plan to your class. Listen to other presentations. At the end, vote on the most unusual / the most useful / the most dangerous expeditions.

4 Keeping track

1 Talk about it Have you ever kept a diary or a blog?

What information did you write in it?

Writing tip

Use time references and dates to help you organise your diary or blog entry.

2 Read

Read Nadia's diary entry from her expedition on the Senegal River, Africa. Put the paragraphs in order. What time references and dates can you see in the diary entry?

November 11

Senegal River

- a Further up the river we found three more females with nests (and watched a second one do the same miraculous thing!). That's six nests in a 1500 metre area.
- b Up at 4.30 am to watch the Nile crocodiles. So difficult to make a start after the hot and dusty journey to the river last night and hardly any sleep - but SO worth it just to see our first female Nile croc! She was about four metres long and she was guarding her nest and carrying her young to the water. What a sight to see! She looked deadly but behaved so gently!
- c Back to camp at 6.30 pm to write up notes. We're recording the nesting areas and habits of the Nile croc so that we can reduce the number of crocodile attacks on local people in this area. These ladies protect their nests very aggressively ...
- d At about 11 am, we moved further up the river and spotted two more females. Between them, these crocs have probably laid about 100 eggs. And here we saw the most amazing thing! The first female took one of her eggs in her mouth, rolled it in her enormous jaw and then very carefully cracked the egg open with her big jagged teeth! The little baby croc emerged completely unharmed!



3 Read

Read the diary extract again and answer the questions.

- Where** is Nadia writing her diary?
- Why** is she there? What are Nadia and her team looking at?
- How do you think Nadia **feels** about what she saw today?

4 Word study Dictionary work

Check the words in **blue** in your dictionary.

Use of English

Numbers

Cardinal numbers: one, two, three, four, five

Ordinal numbers: first (1st), second (2nd), third (3rd), fourth (4th), fifth (5th)



5 Use of English

Look at the *Use of English* box and use ordinal or cardinal numbers to write questions or answers.

- How long ____? It was about 4 metres long.
- How many crocs did they find up the river?
They found ____.
- What did the ____ time? They saw another croc crack open an egg.
- How many eggs did the crocs lay between them? They laid about ____.

- 6 Look at Nadia's notes on the approximate length of the crocodiles she saw. What is the average length?

- 7 If there are six crocodile nests in a 1500 metre area, there is an average of one nest per ____ metres.

Croc 1	4m	Croc 4	4.5m
Croc 2	3m	Croc 5	3.5m
Croc 3	3.5m	Croc 6	2.5m

Write a diary entry

- Use your expedition plan from Lesson 3 and imagine a day from that expedition. Write a diary entry for that day.
- Think about where you are, why you are there and how you feel.
- Choose three times during the day to write about. Say what you were doing during those times.
- Use the past simple and past continuous to describe what was happening.

At about 10am we went to ... While we were ... we saw ...

1 Talk about it



How do you welcome visitors to your country?

Have you ever been a visitor in a place where customs were different? What happened?

39 2 Read and listen

Read and listen to the first part of the extract. What country and continent is Tom in? How did he travel there? Do you think Tom has met Abai before, or is this meeting the first time?

1 The Boy Who Biked The World

by Alastair Humphreys

"Why don't you come and meet my family?" Abai asked Tom. "You can spend the night with us. And you can try some Ethiopian food, some *injera*!"

"Thanks a lot, that would be great," said Tom. "I'm always hungry these days. And I would love to see your house."

So Tom waved goodbye to the crowd of children. They all smiled and waved back at him. Then he pushed his heavy bike, helped by Abai, across the dry and stony fields towards Abai's house. Tom was feeling much much happier. ...

Abai's parents, three brothers and two sisters all came out of the small house. They were very surprised when they saw Tom.

Abai explained that Tom came from England and was riding his bike all around the world. The family gasped in shock, then laughed, then eagerly

took Tom into the house. He was a very unusual visitor. Abai told Tom that he was very welcome in their home. And they had arrived at the perfect moment: dinner time. There was plenty of food for Tom as well as all the family.

One of the things that Tom was enjoying most about riding around the world was trying so many different kinds of food. It was not always delicious but it was always interesting. Ethiopian food was one of the most unusual he had tried so far.



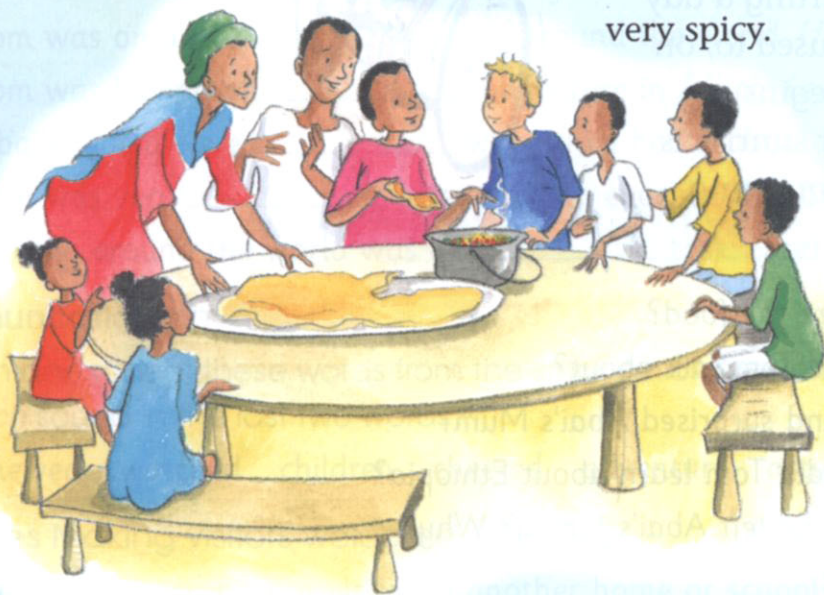
3 Now read and listen to the next parts. Answer the questions after each section.

2 They all sat on a floor around a low **circular** table. The family asked Tom lots of questions about his expedition. Abai or his Dad, the teacher, **translated** the questions. Then Abai's Mum placed a large round tray on the table. It was covered with what looked like a huge pancake.

"This bread is called *injera*," said Abai. "In Ethiopia we eat it almost every day."

On top of the *injera* were **heaps** of stews and cooked vegetables. There were no plates or knives or forks.

Abai showed Tom how to eat in the Ethiopian style. He **tore off** a piece of *injera* with his hand and used it to **scoop up** some vegetables. He **popped** it into his mouth and smiled as he **chewed**. Next it was Tom's turn. The whole family watched Tom's face to see if he liked the food. Abai's Mum, who had cooked the meal, watched the most carefully of all. Tom tore off a piece of *injera* and began to eat. After such an eventful day Tom was really hungry so the food tasted especially good. He smiled and said, "*Amesegenallo*," which means 'Thank You' in Amharic. He liked the food very much. It was very spicy.



Vocabulary

stew – a mixture of meat and vegetables in a sauce

Amharic – the national language of Ethiopia

- 1 What kind of questions did the family ask Tom?
- 2 How did Abai and his Dad help the family to communicate with Tom?
- 3 What different kinds of food did Abai's Mum put on the table?
- 4 What did Abai do to help Tom enjoy the food?
- 5 Did Tom enjoy the food? How did he describe the flavour ?

Everyone laughed. They were happy that Tom enjoyed their food. Now the whole family began to eat together. Everyone ate from the same giant piece of *injera*, sharing the food. Everyone was talking all the time as well as eating all the time. It was a very noisy meal. There were so many questions to ask and so much to learn about each other's countries. Abai's Mum was shocked to learn that people in England do not eat *injera*. And Tom learned that in Ethiopia, it was actually a different year to England! The Ethiopian calendar is seven years behind the rest of the world's calendar. Even telling the time is different in Ethiopia. Rather than starting a day at midnight as Tom was used to, on Ethiopian time the day begins at sunrise. So one hour after sunrise is called one o'clock in the morning. ...

In the morning as he packed up his sleeping bag and prepared to ride, Tom thanked his new friends for looking after him so well. The family waved right until he had ridden out of sight. ... Abai's kind family had really cheered Tom up and he was excited about his adventure once again.



- 6 How did the family share the food?
- 7 What did the family and Tom talk about?
- 8 Which fact about England surprised Abai's Mum?
- 9 Which interesting facts did Tom learn about Ethiopia?
- 10 How did Tom feel when he left Abai's family? Why?

4 Talk

Discuss the questions about the story.

- 1 What do Abai and his family do to make Tom feel welcome?
- 2 How is the family's food and eating habits similar or different to your food at home?

5 Word study Descriptive language

Look at the words in **blue** in the text. Try to guess any words you don't know by looking at the other words and sentences in the section.

- 6 Replace the underlined words in the sentences with the words from the box.

translated tore off chewed popped scoop up ~~circular~~ heaps

Abai's family and Tom sat on the floor around a low (a) ~~round~~ circular table. The family asked Tom lots of questions, which Abai or his Dad (b) changed into English. Then Abai's Mum placed the *injera* on the table, with (c) lots of stews and cooked vegetables on top. Abai showed Tom how to eat in the Ethiopian style. He (d) pulled off a piece of *injera* with his hand and used it to (e) pick up some vegetables. He (f) quickly put it into his mouth and smiled as he (g) broke the food in his mouth. Next it was Tom's turn. The whole family watched Tom's face to see if he liked the food.

7 Use of English

Make the word in brackets into a participle adjective by adding **-ing** or **-ed**. Complete the sentences with the correct form of the adjective.

- 1 Tom discovered a lot of interesting food during his travels. (*interest*)
- 2 Tom was on a _____ journey around the world. (*fascinate*)
- 3 Tom was having an _____ adventure in Africa. (*excite*)
- 4 Abai's family were _____ when they heard about Tom's adventures. (*amaze*)
- 5 Tom was very _____ after such an eventful day on the road. (*tire*)
- 6 Cycling around the world was a _____ task. (*tire*)

8 Pronunciation *ch*

Listen and repeat these words from the story. Which two letters make the **ch** sound in the last two words?

chewed watched children cheered adventure actually

9 Values Making visitors welcome

- 1 When have you been a visitor in another home or school?
What did people do to make you feel welcome?
- 2 Have you ever been a visitor in another country?
Did you feel welcome? Why? Why not?
- 3 What can you do to make visitors from another country welcome in your town or city?
How about in your home?



6 Choose a project

1 Write a blog or diary entry about a modern day expedition

- 1 Research a modern day expedition by reading newspapers and magazines or looking on the Internet.
- 2 Find out where the explorers went, how long for, the reason for the expedition and what kind of equipment they used.
- 3 Write a blog or diary entry about a typical day during the expedition.
- 4 Display your entries for your class to read. Now read other groups' entries and answer these questions:
 - a Where did the expedition go?
 - b What did the explorer do on this day? Why?
- 5 When you've read all the entries vote as a class on the most exciting day.

2 Do a presentation about a historical explorer or expedition

- 1 Research a historical explorer or expedition using the Internet or library.
- 2 Make notes on the following topics: where the expedition went, the reason why, what happened and the result or effect of the expedition afterwards.
- 3 Now organise your notes into a presentation, using the topics in 2.
- 4 Make posters or slides to go with your presentation.
- 5 Practise your presentation in your group. Each person should take a turn to speak.
- 6 Present your research to your class. Listen to other presentations. At the end, vote on which expedition you thought was the most important; the most interesting and the most dangerous.



Reflect on your learning

What have been the effects of explorations and expeditions?

- 1 Where did the explorers on page 81 go and why?
- 2 What did the first European explorers find in the Americas over 500 years ago?
- 3 Write four quiz questions about the European exploration of the Americas.
- 4 What was the reason for the expedition that Ben and his friends described on page 84? Name three pieces of equipment that they planned to take.
- 5 Which creatures was Nadia studying on her expedition down the Senegal River? What amazing thing did she describe in her diary entry?
- 6 How did Abai and his family welcome Tom in the story on pages 88 to 90?
- 7 What can you remember about the food where Tom stayed?



Look what I can do!

Write or show examples in your notebook.

- 1 I can talk and read about historical expeditions.
- 2 I can read and discuss information about explorations in the past.
- 3 I can deliver a presentation about a plan for an expedition.
- 4 I can understand and discuss my classmates' presentations.
- 5 I can write a diary or blog entry about events that happen during an expedition.
- 6 I can read and understand a story about a young explorer.

Review 3

1 Vocabulary

What are the items in the pictures? Which are gadgets and which are equipment?
Add three more words to each list.



2 Listen

Listen to Ollie talking about something he likes.
Which of the items in Activity 1 is his favourite thing?

3 Listen again and answer the questions.

- Which two items does Ollie compare?
- Why does he think bikes are better?
- Where does he ride his bike?
- Why didn't he like his rollerblades?
- What will he do when he is older?

4 Talk

Complete these sentences about yourself.
Then compare with your partner.
Which answers are similar and different?

- If I could choose just one possession, it ____.
- If I had enough pocket money, I ____.
- When I was younger, I used to ____.
- When I was younger, I didn't use to ____.
- When I grow up, I think I'll ____.
- When I leave school, I'll probably ____.

Use of English

Participle adjectives

Participles can often be used as adjectives before nouns or after **be**. Participle adjectives end in **-ing** or **-ed**, according to their meaning in the sentence.

Abai's Mum was **shocked** to learn that people in England do not eat 'injera'.

... Tom was **excited** about his adventure once again (excited = Tom's reaction to his adventure).

The food was not always delicious but it was always **interesting** (interesting = the cause of the reaction to the food).



5 Read

Read and complete the journal with words from the box.

video recorders destroying increased as soon as discover two
while valuable voyage waterproof clothing sailing second

It's 5am and we have been at sea for half an hour now. (1) ____ we started our 3-day (2) ____, it started to rain very heavily! We are (3) ____ around the coast to study the dolphins that live in this part of the ocean. Lucky that we have (4) ____ to keep us dry! This is the (5) ____ time that we have started this journey – the first time the trip was cancelled because of bad weather.

It's 8.20am and we have just seen our first pair of dolphins. The rain has

stopped and we have set up (6) ____ to film the dolphins' actions during the day. (7) ____ we record the dolphins, we will also collect samples of sea water. A lot of dolphins are dying in this area and we want to (8) ____ the reason. We think that pollution in the sea water is (9) ____ the dolphin population. The samples will give us (10) ____ information about what type of pollution. We want to discover why pollution levels here have (11) ____ by 20% in the last (12) ____ years.

6 Use of English

Write questions to match these answers. Use the words in **bold** to help you.

- 1 They are studying **dolphins**. Which **animals** are they studying?
- 2 They have **video cameras**.
- 3 They are wearing **waterproof clothing**.
- 4 They've seen **two** dolphins.
- 5 The voyage will take **three** days.

7 Punctuation

Rewrite these sentences using contractions. Tell your partner which ones are true for you. Correct any sentences that are not true.

- 1 Next weekend ~~we are~~ **we're** going to visit my grandparents.
Not true! Next weekend I'm going to watch a football match.
- 2 I have been at this school for five years.
- 3 When I am older, I will probably learn to drive.
- 4 At the moment I am studying for an exam.
- 5 Next month we are going on a school trip.

8 Talk

Compare the stories in Units 5 and 6. Which ones did you like best. Why?

7

Jobs and work

We're going to:

talk about why people do the jobs they do
read about people who love their jobs
present ideas for designing a work uniform

write a job advertisement

read and talk about a poem about jobs

1 Talk about it

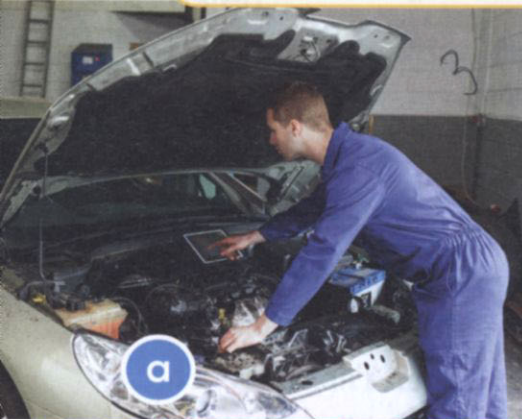


What kind of jobs do people in your family have?

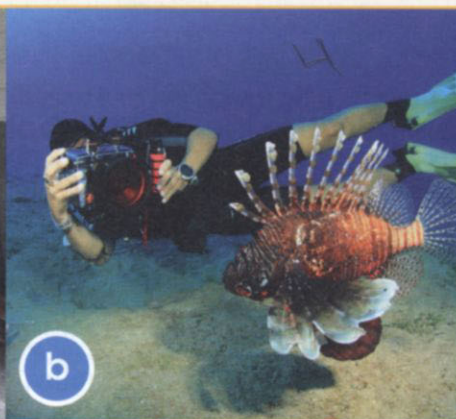
Do they like their jobs? Why? Why not? Can you think of any unusual jobs?

2 Match the pictures to the words in the box. Do you know anybody who does these jobs?

Science teacher car mechanic police officer marine biologist vet



a



b



c



d



e

3 Listen

Listen to these people describing how they got their jobs.
Which jobs are they talking about?

4 Talk

Which job do you think sounds the most interesting? Why?

5 Word study Compound nouns

Match these words from Activity 3 to make compound nouns. Look up any words you don't know in your dictionary.

- | | |
|----------------|---------------|
| 1 car | a documentary |
| 2 TV | b biologist |
| 3 Maths | c group |
| 4 marine | d mechanic |
| 5 conservation | e teacher |

6 Find out the meaning of these compound nouns from Activity 3. How do you think these things can help you get a job?

- work experience
- voluntary work
- a university degree

Word study: Compound nouns

A compound noun is made up of two words. The first word is usually a noun or adjective. It describes the second word, which is a noun.

The words can be joined together *motorbike* or separate *Science teacher, marine wildlife*.

Use of English

Adjectives + prepositions + noun

Look at these phrases from the listening text. In some phrases, the adjective and preposition always go together and are followed by a noun.

I was **good at Maths** and Science anyway.

I was always really **keen on Science**.

7 Listen again and complete these phrases with the correct adjective or preposition. Then match a phrase with a job from Activity 3.

- | | |
|---|--|
| 1 I've been ____ about animals since I was a little girl. | 3 I think I'm quite ____ with kids in general. |
| 2 I had to work really hard ____ Maths and Science | 4 I became really interested ____ engines. |
| | 5 I was always fascinated ____ the ocean. |

8 Talk

What kind of job would you like to do? What interests and talents do you have now that might lead to a job in the future? Use the phrases in Activity 7 to help you explain to your partner.

I would like to be a ... because I'm interested in ...

2 The joy is in the job

1 Talk about it What do you watch on TV?

What sort of jobs do people do to make TV programmes ?

2 Word study Media jobs

What are these jobs? Use a dictionary to check.

camera operator reporter presenter director weather forecaster

3 Read

Read the text quickly. Which job from Activity 2 does the woman do?

- 1 ... I introduce the show and then I interview special children and some famous people too – it's like a chat show for kids! I like interviewing people who are talented, fun and doing interesting things, whether they are famous or not! And that's not all I do! When we are off air, I do a lot of reading – I find out all about our guests, so that I know what I'm talking about when I interview them!
- 2 ... I love my job because I meet so many **fascinating** people, especially children. Every day is different and never boring! Also I often get to travel to different parts of the country to interview people who are doing interesting things.
- 3 ... To do my job, you need to be **enthusiastic** about people and their lives. You need to ask questions that make your guests give interesting answers. You must have lots of energy and not look like you are tired on camera! You need to be **confident** because the camera is on you all the time. And you need to be good with children especially – **friendly** and **calm**, so they feel comfortable enough to talk to you easily. And you need to be **knowledgeable** too, so that you can interview people well.



Reading strategy: Skimming

Read quickly first to get the general sense of the whole text. Then read the text more slowly to understand the main topic of each paragraph.

4 Read the text again. Match the questions to the paragraphs (1–3).

- a Why do you like your job?
- b What qualities do you need to do your job?
- c What do you do in your job?

5 **Word study** Personal qualities

Match an adjective in **blue** in the text to its opposite.

1 unfriendly 2 uninterested 3 nervous 4 shy 5 ignorant 6 boring

6 Find other words in the text to make a list of adjectives and phrases to describe personal qualities. Add other words that you know.

7  **Talk**

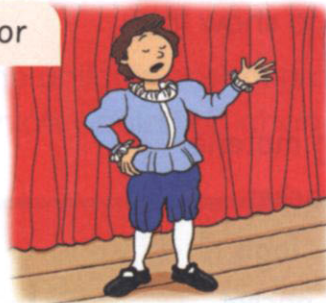
Look at the jobs a–d below and choose two that interest you. What other jobs can you think of? Tell your partner what qualities you need to do the jobs.

To be an doctor, I think you need to be good at science and knowledgeable about ...

a florist



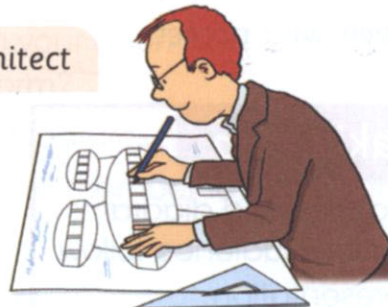
b actor



c doctor



d architect



8  **Write**

Interview someone you know about their job and write a description. Use the questions in Activity 4 and talk to someone in your family or at your school. Then write a description of what the person does, why they like their job and the qualities they need to do it.

3 Speaking: Designing a uniform

1 Talk about it



What kind of clothes do people in your family wear for work?

What do people wear for the jobs below in your country? Do they wear uniforms? What do their uniforms look like?

a fire fighter a police officer a nurse a chef a postman or woman

2 Talk

What other jobs in your country have a uniform? What things do you think designers think about when they design a work uniform?

The **climate** and **weather** in the country where they work ...

44 3 Listen

Listen to Lucia presenting her idea for a design for a work uniform. Which of the jobs in Activity 1 is she talking about? Which ideas that you talked about in Activity 2 does she mention?

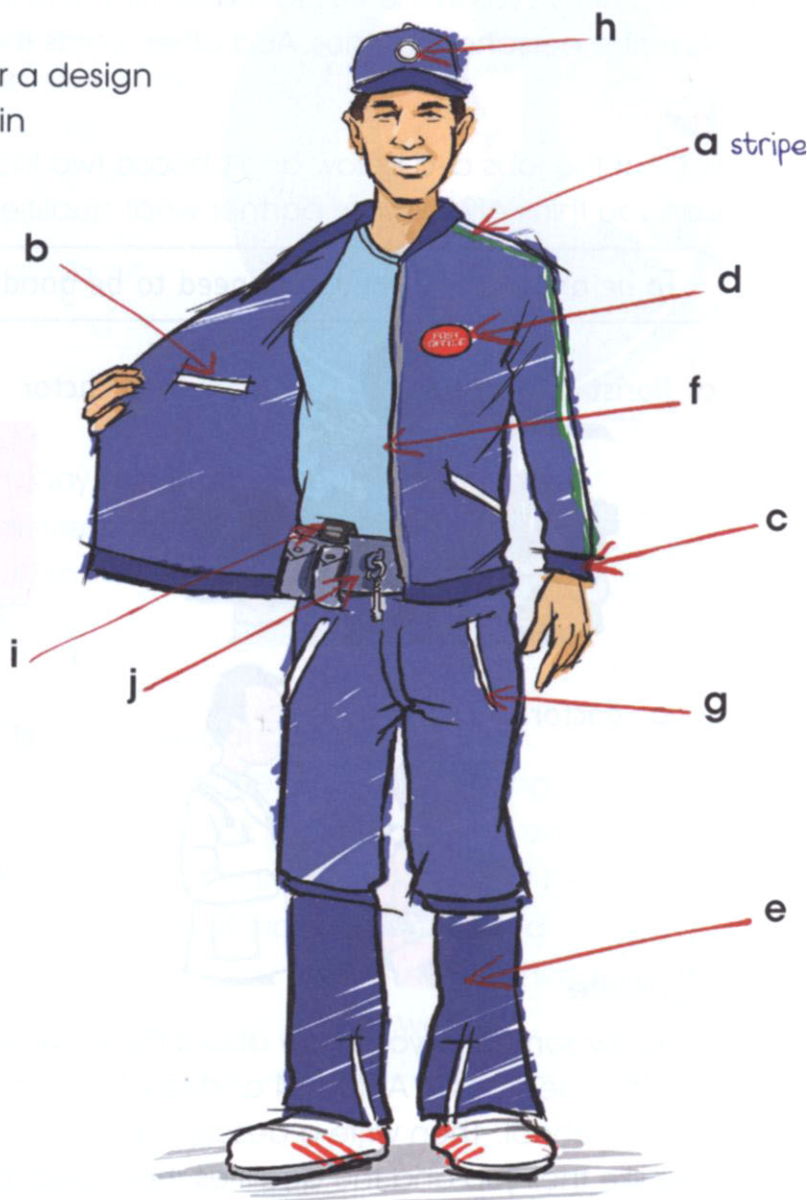
4 Word study Clothes and uniforms

Point to the picture to show the words in the box.

stripe waterproof material
zip inside pocket
light sleeve logo
alarm zipped pocket
belt with pockets

Speaking tip

Use pictures and diagrams to help the audience follow your presentation.



4 5 Listen

Listen to Part 1 again.

- 1 Why does Lucia think postmen need a new uniform?
- 2 Why did Lucia put these features in her design?

inside pockets waterproof material training shoes

4 6 Listen to Part 2.

- a Why did Lucia put these features in her design?
a cap with a light a belt with pockets an alarm
- b Why did Lucia design a tracksuit style uniform?

4 7 Which phrases did Lucia use to draw her classmates' attention to her picture? Listen again and complete her notes in your notebook.

- 1 ... the picture here, my new uniform is like a tracksuit,
- 2 ... the post office logo
- 3 ... the trousers are quite wide.
- 4 ... , you can see a light at the front.
- 5 ... a special belt, which has pockets to carry a mobile phone.

8 Talk

How similar or different are Lucia's ideas to the uniform postmen and women wear in your country? Which ideas do you like? Which would you change to better suit your country?

Present it!

Present a design

- Think of the kind of work uniforms that are worn in your country. Which ones would you like to change? What about your school uniform?
- Draw a picture of your idea and label the different features.
- Now prepare your presentation using your picture. Remember to explain the reason for the main features on your design.

As you can see, there is a ... because

- Practise your presentation in your group. Each person should take a turn to speak.
- Present your design to your class. Listen to other presentations. At the end, vote on the most interesting and the most practical design idea.

4 Looking for a job

1 Talk about it How do people find jobs?

With your partner, think of three different ways someone could find a job.

2 Read

Match the job titles in the box to the advertisements.

a zoo keeper an astronaut an inventor

We are looking for an enthusiastic ... to join our team.


- Must know a lot about planets.
- Must be able to fly a rocket (or be willing to learn).
- Must be good with heights.
- Interviews will be held in the satellite station.


Could you invent the world's next best-selling gadget?


If so, we want to hear from you. We are looking for genius-level ... to form a dynamic new team.


- Must be able to do experiments.
- Must be fascinated by science.
- For further details, please visit our website.
- Interviews will be held in the time machine.



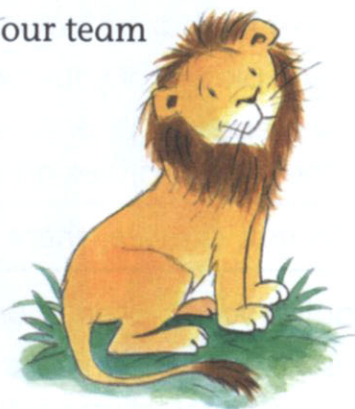
 We are looking for a friendly _____ to lead our team of animal carers.

 Experience needed – this is not an easy job!

 Must be interested in all kinds of animals (*not just the cuddly ones*).

 Must be brave and not afraid of animals with big teeth and claws.

 Interviews will be held in the lion enclosure.



3 Read the advertisements again. Which of these candidates are most suitable for the jobs in Activity 2?

- 1 Priya is really good at Design and Technology.
- 2 Finn is fascinated by Biology and Natural Science.
- 3 Zainab is keen on astronomy.
- 4 Peter is very interested in History and Maths.

Use of English

Present continuous

We use the present continuous to describe continuous actions happening now.

We **are looking** for enthusiastic and dedicated astronauts ...

We are recruiting genius-level inventors ...



4 Use of English

Look at the *Use of English* box. How would the sentences change with the pronouns, **I** and **he/she**?

Writing tip

Use shortened sentences in advertisements.

~~You~~ Must know a lot about planets. Experience ~~is~~ needed ...

5 Look at the advert. Find and correct the mistakes with the present continuous. Use shortened sentences.

Write A job advertisement

- Think of two unusual jobs. What qualities are needed for them? Write advertisements. Draw a picture.

We are looking for ...

Must be good at ...

- Put your job advertisements on the wall. Walk around and read other job advertisements. Then choose one job that you would like to do.

Gardener

Are you good with a spade? We is looking for a talented gardener.

- You must be crazy about flowers and plants.
- You must be calm and not afraid of bugs and insects.
- Experience is needed.
- We are interview now. Call us on

6978 5454



5 Literature: You can be anything

1 Talk about it



When you are older, what kind of job would you like to have?

An artistic job? Or a practical job? A job helping other people?

How many different jobs can you think of for these categories?

45 2 Read

Read and listen to the poem. Does the poem mention any jobs that you talked about in Activity 1? Match the pictures to jobs in the poem.

You can be anything

by Teri Hopkins

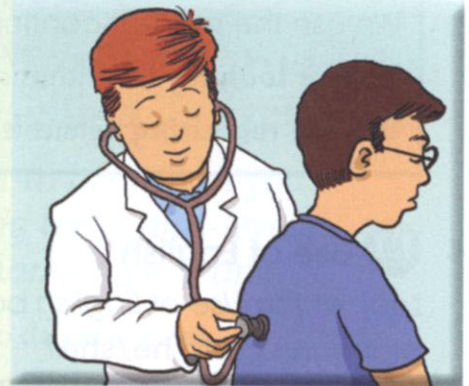
... See you can be anything, but you must try,
So never give up, REACH for the sky.
You could be a doctor and look after the sick,
Or a builder building houses, brick after brick.
You could be a dentist and fix a cracked tooth,
Or look after horses, mending sore **hooves**.
You could be a singer singing songs to a crowd,
Have everyone screaming your name out aloud.

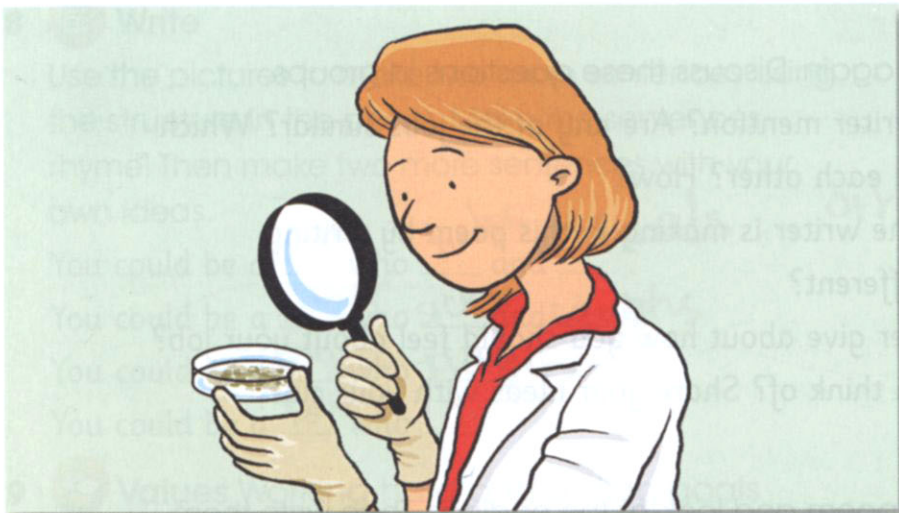
See you can be anything, but you must try,
So never give up, REACH for the sky.
You could be an actor and dress up all day,
Pretend to be different, whoever you may.
You could be a hairdresser and cut people's hair,
Cut all sorts of shapes, whatever you dare!
You could be a plasterer and smoothe **wonky** walls,
On ceilings in bedrooms in kitchens and halls.

Vocabulary

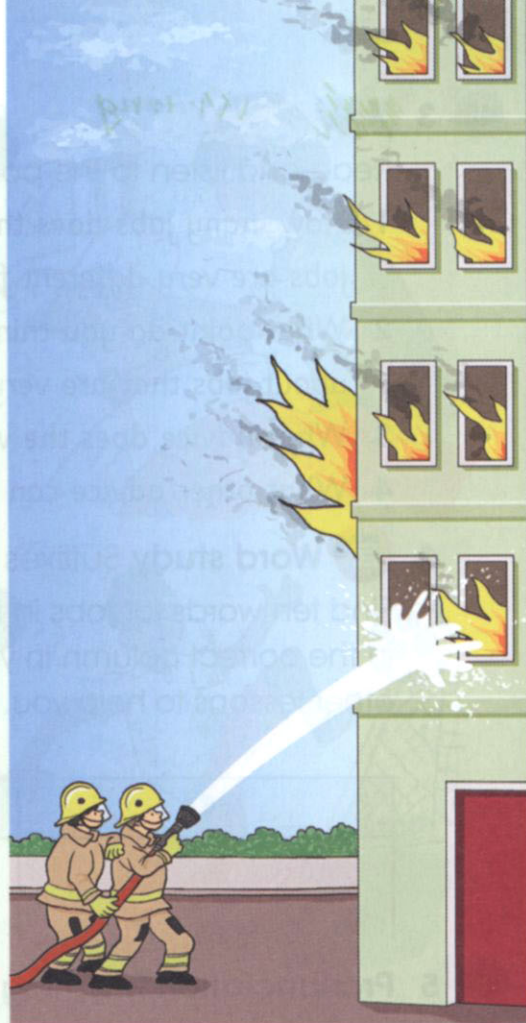
hooves: horses' 'feet'

wonky: bumpy, uneven





See you can be anything, but you must try,
 So never give up, REACH for the sky.
 You could be a fire fighter, and save someone's life,
 Putting great big fires out, morning till night.
 You could be a police officer patrolling the roads,
 Keeping the world safe from the bad boys and girls,
 You could be a scientist making potions and pills,
 Finding new medicines that help mend the ill.



See it really doesn't matter whatever you choose,
 As long as you're happy you never will lose,
 But don't look at me to decide what you do,
 The only one making that choice will be ...
 YOU!



Read and listen to the poem again. Discuss these questions in groups.

- 1 How many jobs does the writer mention? Are any of the jobs similar? Which jobs are very different from each other? How?
- 2 What point do you think the writer is making in this poem by writing about jobs that are very different?
- 3 What advice does the writer give about how you should feel about your job?
- 4 What other advice can you think of? Share your ideas with your class.

4 Word study Suffixes

Find ten words for jobs in the poem and look at the endings. Then write them in the correct column in your notebook. Can you add five more jobs? Look at other lessons to help you.

-er	-or	-ist

46 5 Pronunciation Rhyming sounds

Listen to the second verse of the poem again. What rhyming vowel sounds do you hear at the end of each line?

- 47 6 Say these words and match the sounds to the sounds in Activity 5. Listen and check.

way my falls share

Use of English

could (+ be)

You **could** be a doctor and look after the sick.

You **could** be a dentist and fix a cracked tooth.



7 Use of English

Choose the correct definition for the use of **could**.

- 1 You are *allowed* to be a doctor or a dentist.
- 2 You *will definitely* be a doctor or a dentist.
- 3 It is *possible* that you will be a doctor or a dentist.



8 Write

Use the pictures to make two more sentences using the structure in the poem. Make the sentences rhyme! Then make two more sentences with your own ideas.

You could be a ____ who ____ and ____ .

You could be a ____ who ____ and ____

You could be a ____ who ____ .

You could be a ____ who ____ .

9 Values Working hard and setting goals

- 1 Tell your partner about something you've worked hard to achieve. How did you feel? Use these topics to help you.
 - A sport or extra-curricular activity
 - A school project or exam
 - Something at home
- 2 Look at Liam's notes about something he wants to achieve. What do you think it is?



- Liam's notes:*
- Practise every day - half an hour after school + Saturday mornings
 - Tell Dad and Jake, so they can help me
 - Go to United match on 28th Aug / watch strikers
 - Put name down for trials for under-12s for new school team
- Trials: 10th and 11th Sept

- 3 What actions is Liam going to take to achieve his goal?
- 4 Tell your partner about two goals that you want to achieve.
 - Why are they important to you? What are you going to do to achieve them?
 - Make a list of actions you can take to achieve your goals and how long it will take.
 - Compare your list with your partner's. Can you add any other suggestions to each other's notes?

6 Choose a project

1 A quiz about different jobs

- 1 Brainstorm information about jobs in one or two of these categories:
in your family in your town or city in your school.
or choose from different categories of job, for example:
building medicine information technology media others.
- 2 Write ten clues (two or three clues for each category). Think about the qualities and skills needed to do the job, uniforms and equipment. Use Lessons 2 and 3 on pages 98/99 and 100/101 to help you.
- 3 Write a rough draft of your quiz and check grammar, vocabulary and spelling.
- 4 When you've checked, write up your questions and clues on a large piece of paper.
- 5 Hand your quiz to another pair or group to complete.

2 Do a presentation about a job you would like to have

- 1 Research the job; talk to someone who already does this job or use the Internet or library.
- 2 Make notes on the following topics: a description of the job; qualities and skills needed; why you'd like to do it.
- 3 Now organise your notes into a presentation, using the topics in number 2.
- 4 Find pictures or make slides to go with your presentation.
- 5 Practise your presentation in pairs or small groups.
- 6 Deliver your presentation to your class. Listen to other presentations. At the end, vote on which job you thought was the most interesting or the most unusual.

Reflect on your learning

How do people get to do the jobs they do? Why do they do them?

- 1 Which jobs did the people talk about in Lesson 1?
Which of the words for these jobs are compound nouns?
- 2 What job is described in Lesson 2? Write down five personal qualities you need to do this job.
- 3 Which job is the uniform designed for in Lesson 3?
Write down three features.
- 4 Write five sentences to describe your own clothes,
with any of these features:

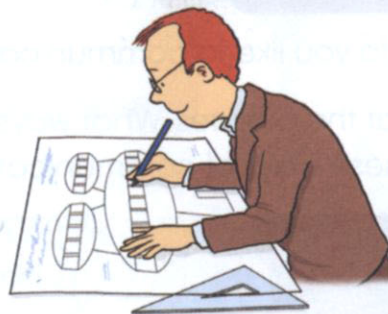
Stripes zips an inside pocket a logo a belt
waterproof material.

I've got a pair of trainers with a logo ...

- 5 Which jobs are advertised in Lesson 4? Write two sentences for each job to describe the ideal candidate.

He/she is really good at ... fascinated by ...

- 6 Which piece of advice is repeated in the poem in Lesson 5?



Look what I can do!

Write or show examples in your notebook.



- 1 I can talk about why people do the jobs they have.
- 2 I can read and discuss information about someone who loves her job.
- 3 I can present ideas for designing a work uniform.
- 4 I can understand and discuss my classmates' presentations.
- 5 I can write an advertisement for a job.
- 6 I can read and talk about a poem about jobs.

8

Communication

We're going to:

talk and read about ways of communicating in different places
listen to different types of messages

learn how to get your points across
write a post for an online forum
read a poem about a thank you letter

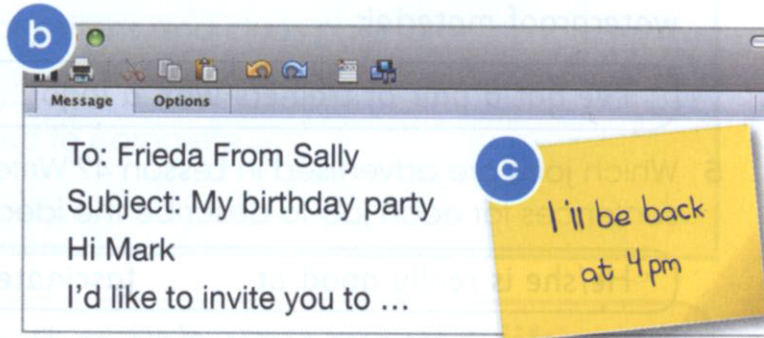
1 Talk about it



How many ways do we communicate with people?

How do you like to communicate with people? Why?

2 Look at the pictures. What ways of communicating can you see? When do people use these ways of communicating?



3 Word study Ways of communicating

Match the verbs to the nouns to describe ways of communicating. You can use the verbs more than once.

Verbs raise send write make reply to

Nouns an email a text a blog a call a note your hand

raise your hand

4 Talk

Use the verb-noun phrases in Activity 3 to talk about how you communicate in these situations.

- 1 Answer the teacher's question.
- 2 Find out if your friend is free to meet up on Saturday.
- 3 Chat to your friend who lives in the next town.
- 4 Accept your cousin's birthday party invitation.
- 5 Remind yourself to do something.

I send a text when I want to ask my mum to ...

5 Talk Gestures

Which gestures do people in your country use to communicate these messages? Act them out with your partner.

Hello Goodbye Pleased to meet you I don't understand
Don't do that! Yes, I agree I don't agree Well done!

6 Read

Read the text on the right.
Find examples of the gestures in Activity 5 in the text.

7 Word study

Read the text again.
Check the words in **blue** with a friend or in the dictionary. Act them out.

8 Talk

Which of the gestures described are true for your country too? If not, which gestures do you use to express yourself?

Did you know that ...?

- In many parts of the world, adults say hello to each other with a **handshake** and good friends greet each other with a **hug**. In many places, it is also important to **make eye contact** when you are talking to someone.
- In Saudi Arabia, **shaking the head** from side to side means 'no' and it is rude to sit in front of someone with your legs crossed.
- In Thailand, people **greet** each other by **pressing their palms** together (fingers pointing up, as if saying a prayer) and bowing their heads.
- In China, people say hello with a small **nod** and a **bow**.
- In Japan, **waving your hand** with the palm outwards means 'I don't understand'.
- In Mexico and Argentina, standing with your hands on your hips is an unfriendly gesture.



2 Getting the message

1 Talk about it

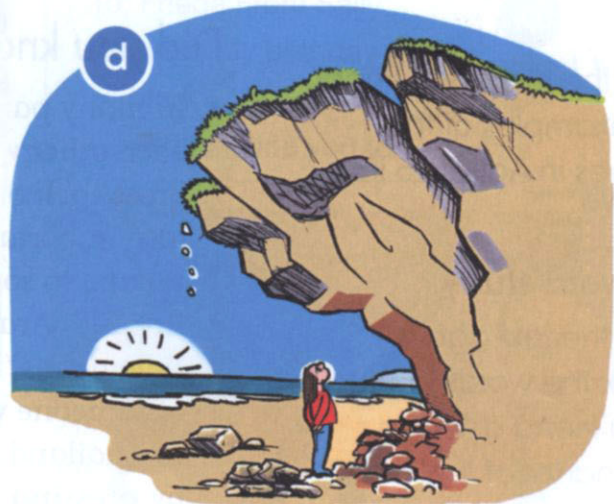


When was the last time you sent someone a message?

Why? How did you send it? What ways are there of sending messages to people?

48 2 Listen

These people have all received interesting phone messages. Are they good news or bad news? Listen and match a message to a picture.



48 3 Listen again. Complete the sentences (1-4) to get the main points of each message. Then match each sentence with a purpose (a-d).

1 Please could you ...

a A reminder

2 Just to remind you that ...

b Giving information

3 Just wanted to invite you to ... We're going ...

c Asking someone to do something

4 This is to let you know that ...

d An invitation

4 Talk



Which do you think is the worst message to receive? Why?

Listening strategy

Use key words to help you remember whole sentences.

5 Listen

Listen to the first message again. Write the key words below in the order you hear them. Then add more words from the message. Listen again to check.

backpack football house catch tarantula collect escaped

6 Talk

Report the message back to your partner using the key words you wrote in Activity 5.

7 Use of English

Look at the *Use of English* box.

Can you remember two more

arrangements from the messages?

Listen again if you need to.

8 Listen

Now listen to two replies and match them to the messages in Activity 2.

What is the main point of each reply?

Use of English

Present continuous for future arrangements

We use the present continuous to talk about fixed arrangements in the near future.

I'm playing football after school tomorrow.

Dr Singh **isn't seeing** you on Friday ...

9 Listen

Listen again to the second reply. You are going to write down the message.

- 1 Write down the main words you hear – don't try to write down the full message yet.
- 2 Compare your notes with your partner and write down any words that you missed.
- 3 Your teacher will play the message again. Listen and add more words and phrases to your notes. Compare again and add any more words that you missed.
- 4 Work with your partner and use your notes to write down as much of the message as you can. When you have finished, your teacher will play the message again for you to check.

10 Talk

Send a message to a friend in English. Your message should have a purpose (see Activity 3) and can be funny or serious. Leave your message on a phone for your friend to pick up. He/She must reply by leaving a message.

3 Speaking: Explaining something difficult

1 Talk about it



How much homework do you have each week?

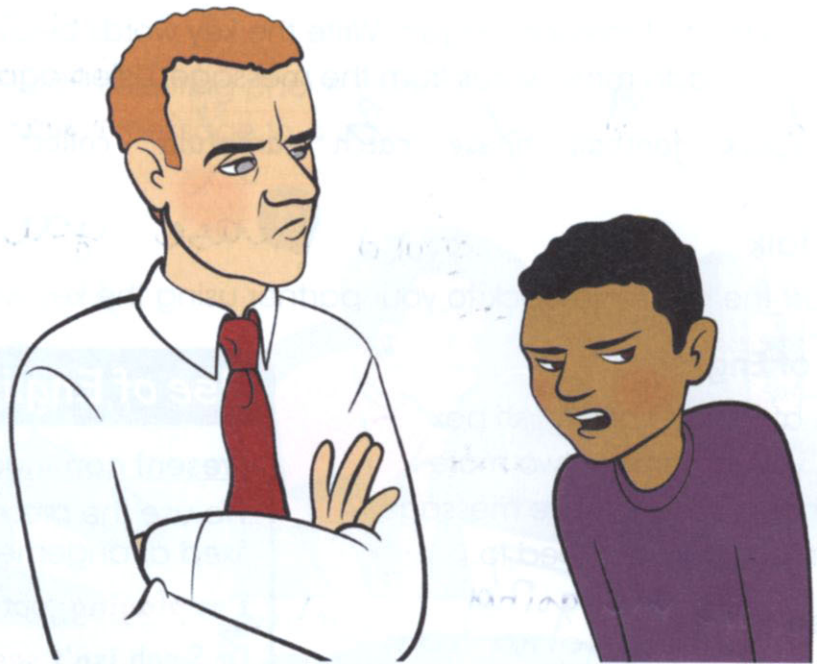
Do you have to use the Internet to do it? How much time do you spend on it?

51 2 Listen

Listen to this conversation between Carl and his teacher about his homework.

What is the problem?

What reason does Carl give?



51 3 Listen again and decide if the sentences are **true** or **false**. Correct the false sentences.

- 1 Carl hasn't handed in his homework on time.
- 2 He tells the teacher the day before the deadline that the homework will be late.
- 3 He tells the teacher he'll hand his homework in the next day.
- 4 The teacher is angry because Carl's Internet connection at home failed.
- 5 Carl says sorry for not handing in the homework on time.

4 Talk

Do you think Carl did the right thing in this situation?
What could he have done to make things better?

- 5 Look at Ben's notes below. He had the same problem as Carl. How do you think his explanation will be different?
What do you think the teacher will say?

Speaking tip

If you have something difficult to explain, write down what you want to say first, so you can explain clearly.

Internet down - Sunday

Science project not finished - late - extension? Friday?

6 Listen

Listen to Ben's conversation and check your predictions in Activity 5.
How was Ben's explanation different to Carl's?

7 Put these phrases from the conversation in order. Then listen again to check.

- | | |
|--|---------------------------|
| a The reason is because ... | d I need to ask for ... |
| b Could I talk to you about something? | e Would you mind if I ... |
| c Thanks very much | f I'm sorry but ... |

8 Talk

Is Mr Simms angry with Ben? Why/why not? Find three things that Ben did differently to Carl.

Use of English

Polite requests

Could I talk to you about something? (polite!)

Would you mind if I handed it in on Friday instead? (very polite!)



9 Use of English

Look at the *Use of English* box. What form of the verb do we use after **could**?
What form follows the phrase **Would you mind if ...?**

Present it!

Role play – Create a role play about a difficult situation

- Choose one of these situations or think of your own.

Telling your parents you've broken something expensive at home.

Telling your friend that you've lost something you borrowed.

- Learner A explains the problem to Learner B.
Use the phrases from Activity 7. Learner B listens.
Can Learner B accept Learner A's explanation?
- Practise your role play together. If both of you are confident, perform it for your class.
- When the class has watched several role plays, vote on the best explanations!



4 Getting your point across

1 Talk about it



What is a forum? Have you ever taken part in an online forum?

What was the topic?

2 Read

Read the posts on the online class forum. What topic are the class discussing? What role does the teacher play?



[Homepage](#)
[Forum](#)

Teacher: Hello everyone. Our class raised an amazing \$825 through our activities at the school fair last month. Once again, a huge thanks to all of you. Now the big question is: how do we spend the money? I want to hear your ideas and the reasons why. Over to you ... !

.....

Nacho: Hi everyone. **I think we should** spend the money on some new laptops for the computer room. At the moment sometimes we have to share the computers. **What does everyone else think?**

.....

Pablo: Hi Nacho. I can see your point but \$825 would only buy about three small laptops. I think it is better to spend the money on some new equipment for the after-school table tennis club. Last week one of the tables broke.

.....

Teacher: Good points. Thanks for your comments. What do other people think?

.....

Mari: Hi Pablo. **I think it's a good idea to** buy some sports equipment, **but not** for the table tennis club. Only five of the class are members and we should spend the money on something everyone likes doing.

.....

Daniel: **I agree.** How about our end-of-term celebration? Everyone in the class would like that!

.....

Teacher: Thanks for your idea, Daniel, but I think it's too much money to spend on our end-of-term celebration! **Maybe we could** use a small amount of the money for a celebration and for something else as well? What do you all think?

.....

Luisa: Hi everyone. Why don't we use the money for a school trip? We could go somewhere that would help us with next term's History project.

.....



3 Talk

Read the forum again. What different ideas do the classmates have for spending the money? What reasons do they give to support their ideas?

4 Word study Negotiating

Look at the phrases in **blue** in the text. Which phrases are used for ...?

- | | |
|--------------------------|---------------------------------------|
| 1 introducing your point | 4 encouraging other people to respond |
| 2 agreeing | 5 making a suggestion |
| 3 partly agreeing | |

5 Talk

Find one more phrase for each function in Activity 4. Choose adjectives from the box to describe how the teacher and students communicate. Support your choices with examples.

formal informal polite rude aggressive friendly

Writing tip

Remember, writing online is the same as other forms of writing. Be polite and remember that lots of people might read what you say.

6 Write

What are good things to do when you communicate online? What shouldn't you do? Make a short list and share your ideas with other groups.

7 How much money does the class have to spend? Write down the amount and answer the questions.

- 1 If the class could buy three small laptops, how much would each one cost?
- 2 If the class spends 75% of the money on a school trip, how much is left?
- 3 How much is \$825 in the currency of your country?

Write A post for an online forum

- Choose a question and discuss it together: Is it better to have longer school days and longer holidays? Or A good school trip.
- Your teacher will give each of you some paper. Write a comment about the question, then hand it to the person on your left. You will get a new piece of paper with a comment from the classmate on your right.
- Reply and add other comments. Use the phrases in Activities 4 and 5 to express your points. Remember to communicate appropriately.
- Stop when you receive the paper with your original comment at the top and read the responses.

5 Literature: *Thank You Letter*

1 Talk about it  Have you ever sent or received thank you letters?

Who to/from? What was the occasion?

2 You are going to read a poem about a thank you letter to the sun. Before you read, make a list or Mind Map of words and phrases about the sun. Look at your list. What things might the writer thank the sun for?

53 3 Read

Read and listen to the poem. Which of your ideas from Activity 2 are mentioned?

Thank You Letter

by Eric Finney

Dear Sun,

Just a line to say:
Thanks for this
And every day.
Your **dawns** and **sunsets**
Are just great –
Bang on time,
Never late.
On dismal days,
As grey as slate,
Behind a cloud
You calmly wait,
Till out you sail
With cheerful grace



Vocabulary

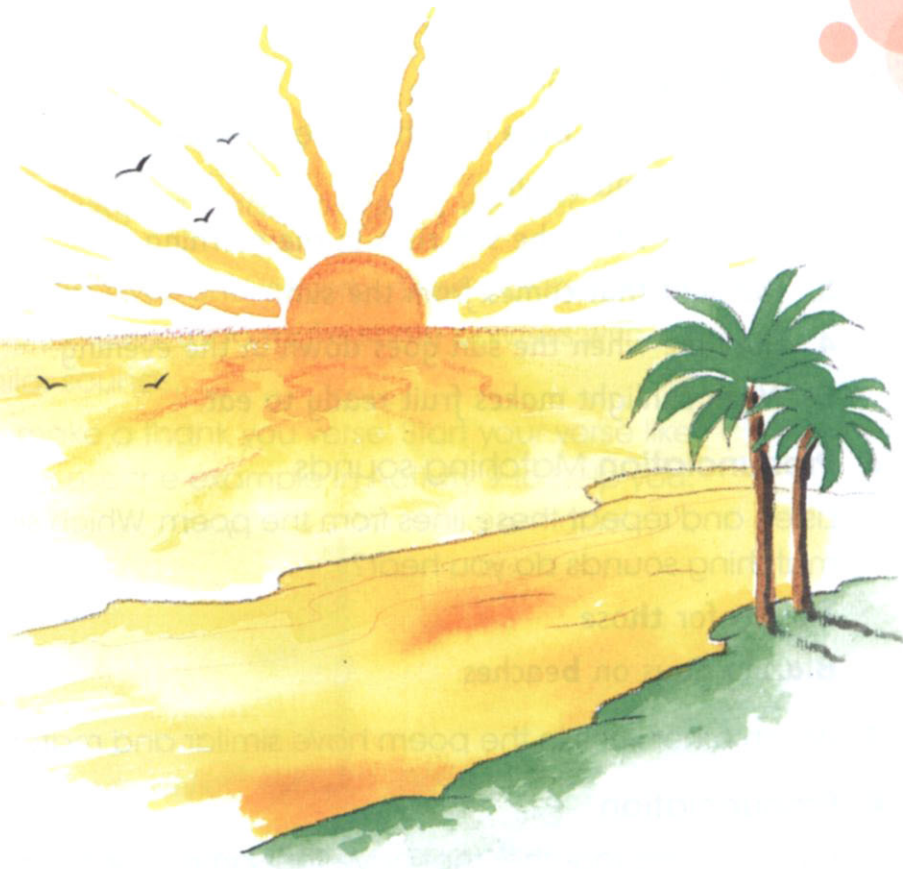
Slate: a type of grey stone

Dismal: grey, cold

To put a smile
On the whole world's face
Thanks for those
Blazing days on beaches,
For **ripening** apples,
Pears and peaches;
For sharing out
Your noble **glow**;
For sunsets – the
Loveliest things I know.
Please carry on:
We know your worth.

Love from

A Friend on Planet Earth



Vocabulary

noble: strong and brave

53 4 Talk

Listen again and discuss the questions.

- 1 What things does the writer thank the sun for? Find three examples (more if you can).
- 2 Find words and phrases to describe how the sun looks; what it does; how it moves.
- 3 What kind of country do you think the writer lives in? Why?
- 4 How do you feel about the sun? Would you 'thank' the sun for the same things?
What other thoughts about the sun would you put in this poem?

5 Word study The sun

Match a word in **blue** from the poem to a description.

- 1 Very hot and bright.
- 2 The time when the sun rises in the morning.
- 3 The light that comes from the sun.
- 4 The time when the sun goes down in the evening.
- 5 When sunlight makes fruit ready to eat.

54 6 Pronunciation Matching sounds

Listen and repeat these lines from the poem. Which similar and matching sounds do you hear?

Thanks for **those**

Blazing days on **beaches**

- 7 Which other lines in the poem have similar and matching sounds?

55 8 Pronunciation

Put the words together that have the same sound. Listen and check.

warm magical bright wonderful makes shining

9 Write

Write a short verse about the sun in your notebook.

Use the matching sounds from Activity 8.

Thanks for
Your bright ____ light,
In the morning
Your ____ glow
In the evening
That ____ colours ____



10 Write A thank you verse

- Think of something that makes you feel happy:

a person an animal an activity a place a type of weather

- Choose some nouns, verbs, adjectives and adverbs. Then put the words together to make descriptive phrases. Try to make some phrases with words with the same or similar sounds.
- Put the phrases together to make a thank you verse. Start your verse like this (it doesn't have to rhyme); use the example in Activity 9 to help you.

Dear _____

Just a line to say:

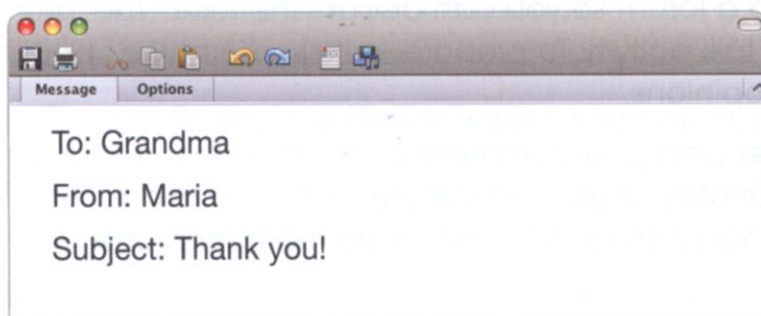
Thanks for ...

Decorate your verse with pictures and make a display. Read other verses and write down two new words or phrases from each one.

11 Values Saying thank you

What other ways can we say thank you for something? Which do you think is the best way of thanking someone who gives you something or does something special for you?

- Say thank you.
- Send them a thank you card.
- Send them an email or text to say thank you.
- Try to be kind to them or another person in the same way in the future.



6 Choose a project

1 A communication poster

- 1 Imagine that a visitor is coming to your country from another country. Brainstorm important information the visitor needs to know about communicating effectively in your country. Think about:
 - Gestures that the visitor needs to understand.
 - Gestures that mean something negative that visitors should avoid.
 - Other habits and customs that visitors should know about.
- 2 Discuss and choose the ten most important points.
- 3 Write a rough draft of your points and check grammar, vocabulary and spelling; use the article on page 111 to help you.
- 4 After checking, write your points on a large piece of paper to make a poster. Decorate with pictures and different colours if you like.
- 5 Display your poster on the wall. Read other groups' posters and make a note of any points that are different to yours.
- 6 At the end, put the different points together and decide as a class on the ten most important pieces of advice about communication in your country.

2 Create a discussion forum

- 1 As a class, decide on a topic that is interesting for everyone. Here are some ideas:
 - An issue at your school that lots of people are talking about.
 - An issue in your town or city that is affecting you.
 - A topic connected to your age group.
- 2 Your teacher is going to set up a forum so you can discuss the topic. The forum will either be online or a class talk activity. To prepare, write some notes about the topic and your thoughts and opinions.
- 3 When the forum is set up, either post your comment or join the class discussion. Remember to respond appropriately to your classmates' comments and to encourage others to respond. You can post or contribute more than one comment if you want to.

I think it's a good idea to ... I see your point, but ...

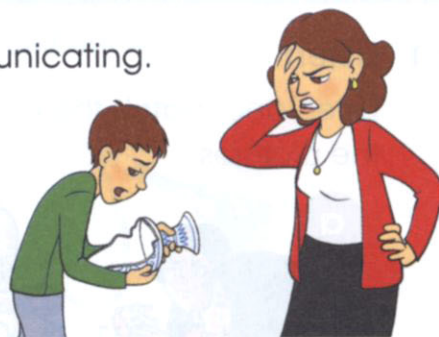
What do other people think?

- 4 At the end, discuss, as a class, which ideas you thought were the most interesting.

Reflect on your learning

How do we communicate effectively with each other?

- 1 Think of five verb-noun phrases to describe ways of communicating. Which ones have you done in the last two days?
- 2 Write down three examples of gestures from other parts of the world. Are these gestures used in your country too?
- 3 What was the main point of each message on page 112 in Lesson 2? What was the purpose of each message?
- 4 In Lesson 3, why did Ben and Carl hand their homework in late? What were the differences between their explanations to the teacher? Remember three points.
- 5 What did the classmates discuss in the forum in Lesson 4? Write down two phrases for:
introducing your point
partly agreeing
encouraging other people to respond.
- 6 What kind of letter does the writer write to the sun in Lesson 5?
- 7 Name four things that the writer liked about the sun in the poem.
- 8 Write down five words or phrases to describe the sun from Lesson 5.



Look what I can do!

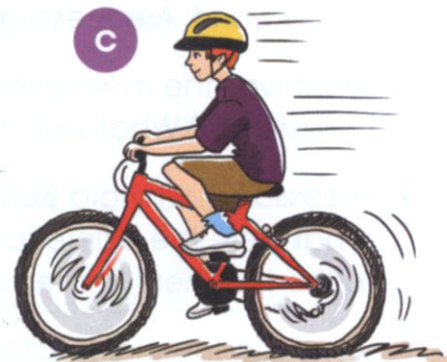
Write or show examples in your notebook.

- 1 I can talk about different ways to communicate.
- 2 I can read and understand information about what gestures mean in different countries.
- 3 I can listen to and understand different kinds of messages.
- 4 I can use different phrases to explain something that has happened.
- 5 I can write a post for an online discussion forum.
- 6 I can read and talk about a thank you letter poem.

Review 4

56 1 Listen

Listen and match the messages to the pictures.



56 2 Listen again. What arrangement does each person have? When?

- 1 Marcus is going cycling with his cousin on Saturday.
- 2 Eva and Ana ____ and they are also ____.
- 3 Yasmin ____.
- 4 Jamie ____.



3 Vocabulary

Read the clues and guess the words. Which two words are compound nouns?

- 1 This adjective means that you know a lot about something.
- 2 This person designs buildings for their job.
- 3 When you do some work for a good cause and don't get paid.
- 4 A person who repairs cars in a garage.
- 5 A person who tells us about the latest news on TV.
- 6 This adjective is the opposite of *shy*.
- 7 The part of your clothes that covers your arms.
- 8 Something that fastens your clothes at the front, back or side.

4 Talk

Tell your partner about arrangements that you have for next week.

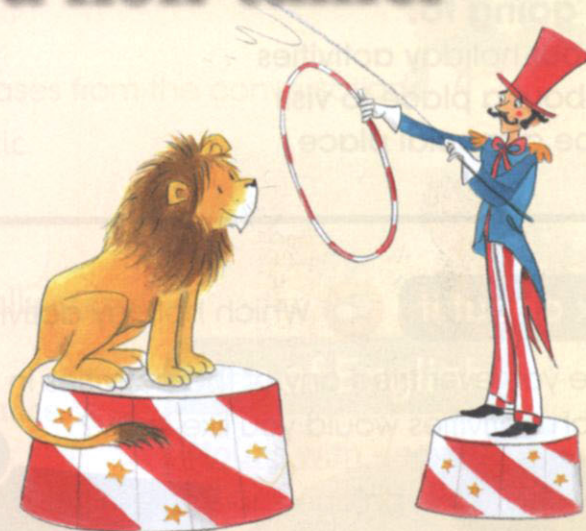
On Monday I'm playing football after school ...

5 Use of English

Choose the correct word.

Train to be a lion-tamer

- Are you (1) *looked* / *look* / *looking* for a new challenge?
- Are you crazy (2) *at* / *about* / *on* animals?
- Are you good (3) *with* / *at* / *about* big angry lions?
- Could you make them calm and sweet?
- Could you teach them tricks?



The Big Top Show (4) *are* / *is* / *am* looking for a brave lion-tamer to join our dynamic team.

- Must be very interested (5) *in* / *on* / *of* wild cats.
- Must be keen (6) *in* / *on* / *at* international travel – our show travels all over the world!
- Interviews (7) *would* / *will* / *are* be held in the lion cage.

Call us now on **0123 456895**

This (8) *could* / *can* / *couldn't* be your chance of a dream job!

6 Write

Write a short email to a friend inviting them to meet up at the weekend. Include information about:

- The place and time to meet
- What you are going to do (e.g. go to the cinema)
- Invite them to bring another friend or brother/sister.

7 Talk

Compare the poems in Units 7 and 8. Which one did you like best? Why?

We're going to:

talk about holiday activities

read about a place to visit

describe a special place

write a poem about a dream holiday

read and talk about a special journey

1 Talk about it

Which holiday activities are popular in your country?

Have you ever tried any of the activities in the pictures?

Which activities would you like to try?

a



b



c



d



e



f

**2 Word study** Holiday activities

Match the words in the box to the pictures. Which of these activities can you do in your country? Where?

surfing bungee-jumping rock-climbing snowboarding skiing snorkelling


57 3 Listen

Which activities in the pictures are the children talking about?

Have they already tried the activities?

57 4 Listen again and answer the questions.

- 1 Part 1: What does the first boy think about the activity?
How is the second boy's opinion different?
- 2 Part 2: How does the first girl feel about the activity at the start?
Does she feel the same way at the end?

57 5  Listen again and complete these phrases from the conversations.

- 1 I'd really like to try it. It ____ be fantastic.
- 2 There is no ____ I'd do it!
- 3 It's really ____ and thrilling.
- 4 I don't think I ____ try it ____ I'd ____ really scared.
- 5 I'd ____ to have a go.
- 6 Maybe I ____ have a go, if I ____ the chance.

6 Use of English 2nd conditional

What kind of sentences are the phrases in Activity 5? Do they express real or imaginary situations?

7 Talk

Look at the *Use of English* box and use the phrases in Activity 5 to talk about the activities in the pictures opposite.

I'd love to try snorkelling ... There's no way I'd do ...

8 Talk

Think of an activity, but don't tell your partner what it is. He/She will ask you questions to guess what it is. You can only answer **yes** or **no**.

Can you do the activity in this country?

No, you can't.

Do you do it in the sea?

Yes, you do.

Would you like to try it?

Yes, I would.

Is it ...?

Use of English

Nouns with **-ing**

Nouns ending in **-ing** are often words describing actions.

I really **love** swimming and cycling.

Have you ever **tried** horse-riding?



2 Where shall we go?

1 Talk about it



If you were on holiday,

which of these places would you like to visit?
Why? What is your favourite kind of day out?
How do you decide where to go?

an adventure playground a museum
a wildlife park or zoo a theme park

Reading strategy: Prediction


You can often guess the content of a reading text by looking at what type of text it is.



2 Read

Before reading, look at the text opposite. What type of text is it?
What do you think you will find out?

3 Now read and match the text to one of the places in Activity 1.

4  Draw a table in your notebook and make notes about the good and bad points mentioned in the reviews.

5 Talk

Would you like to visit the Marine Park? Why? Why not?
Look at your notes from Activity 4 to help you decide.

6 Write

What words do the writers leave out of the sentences in **blue**? Complete the shortened sentences. Remember to change the punctuation.

There wasn't ~~not~~ enough time to ...

7 Use of English

Why do you think shortened sentences are used in a forum?
What other types of texts are written in this way?

8 Write Posting comments

1 Write positive and negative comments about a place that you and your classmates have all visited.

2 Display your comments on your classroom wall. Read other comments and vote on the most attractive place.

Visit a marine park



"Expensive but interesting" ★ ★ ★ ☆ ☆ 26 July

Friends recommended Sol Marine Park, but we were disappointed by the crowds and the queues. **Not enough time to see everything in one day** and the two-day ticket was too expensive. But we loved feeding time at the fabulous dolphin arena and learned lots of fascinating facts at the marine life exhibition. Also, don't miss the interesting film about endangered marine species.

.....

"Great day out" ★ ★ ★ ★ ☆ 15 June

Great day out at Sol Marine Park! The underground aquarium is awesome. **Incredible experience** getting so close to sharks and giant turtles. Only downside was that it was crowded and we had to queue for most of the attractions.

Will definitely come again though.

.....

"Don't bother!" ★ ★ ☆ ☆ ☆ 11 August

Very expensive to get in; then we were shocked to find we had to pay extra for some of the attractions inside (e.g. the dolphin arena). **Also long tiring queues to get into most attractions** and only a small choice of expensive takeaway food. On the other hand, we enjoyed the endangered species documentary. Overall? Don't bother! We recommend the Seal Sanctuary nearby – cheaper and more relaxing.

.....

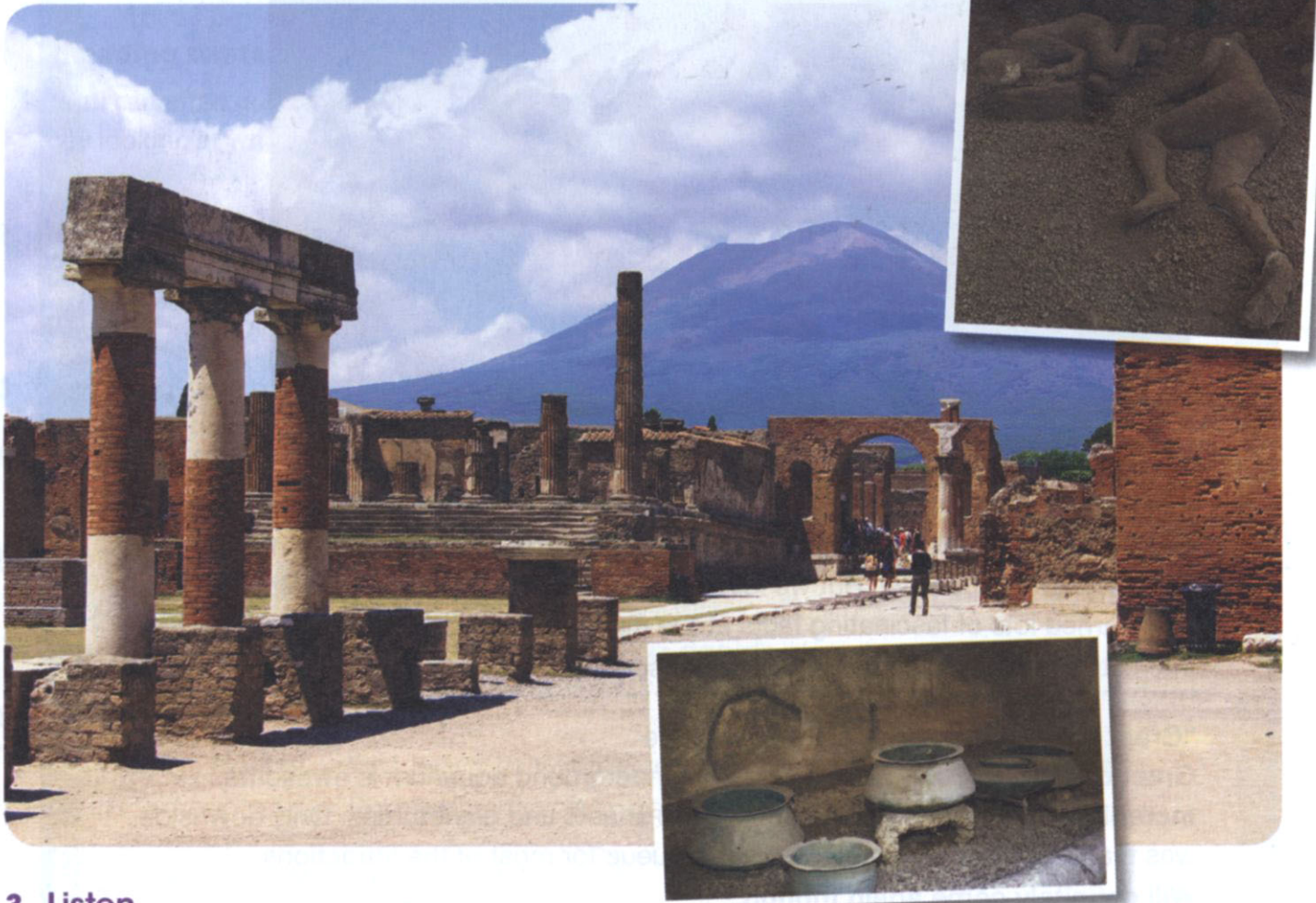
3 Describing a special place

- 1 Talk about it**  Think of a special place that you've been to.

Write as many adjectives as you can think of to describe it in one minute.

amazing, huge (the mountains were amazing because they were so huge)

- 2** Do you know anything about the city of Pompeii in Italy?
What happened there? Look at the pictures and try to guess.



58 3 Listen

Listen to Hannah's description of her visit to Pompeii. What happened there?
Were your predictions correct?

- 58 4** Listen again. Stop after each part and match with a heading.
- a** When Hannah visited Pompeii and who she was with
 - b** Her feelings about Pompeii
 - c** Interesting and surprising facts about Pompeii
 - d** What Hannah saw there

Speaking tip

When you are describing a place, start with some interesting or surprising information to get the attention of the listener.

- 58 **5**  Write down three surprising facts from the first part of Hannah's description. Listen again and check.

Use of English

Adjectives + prepositions

We often use **prepositions after adjectives** to show how people feel about things.

I was **surprised by** how fast the time went.



6 Use of English

Look at the *Use of English* box and match the verbs and adjectives to prepositions to complete the sentences 1–4.

- 1 When we got there I ____ what I saw.
- 2 I ____ the stone figures.
- 3 I ____ the history and information
- 4 I ____ what I saw at the same time.

was fascinated
was really interested
was really amazed
felt very sad

+

about by in by

Present it!

Describing a special place

- Write notes about a special place you've visited. Organise your notes using the headings in Activity 4. Find some pictures.
- Write your description in full, using the headings to help you.
- Include some sentences to talk directly to your audience. This makes your audience feel included in your presentation.

You can see ... these things give us a picture of ...

- Include some sentences like the ones in Activity 6. Use these phrases to explain your reason for visiting the place, what you've learned and why it is important to you.

I was fascinated by ... I felt happy/sad about ...

- Practise your description with your partner or a small group.
- When you are confident, describe the place to your class or group. Listen to other descriptions and write down two interesting or surprising facts about each place.

4 My dream holiday

1 **Talk about it** If you could go on holiday anywhere, where would you go? Why?

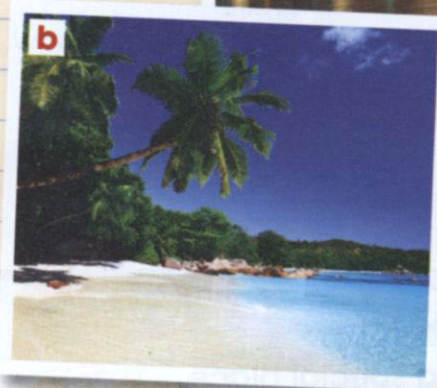
2  **Read**

Read the poems and match them to a picture.

I'd love to go to the Himalayas because I've never seen snow before ...
If I could go anywhere, I'd visit Sydney in Australia because ...

My dream holiday

If I could go anywhere in the whole wide world,
I'd travel to a tropical island by private plane ...
I'd see shimmering white sand and giant flowers,
And I'd hear toucans and humming birds.
I'd touch the sapphire blue ocean,
And I'd taste coconuts and mangoes.
I'd smell the warm salty air ...
And then I'd close my eyes and imagine all
my friends working hard at school!



My dream holiday

If I could go anywhere in the whole wide world,
I'd travel to Machu Picchu by mountain train ...
I'd see the clouds and the mountains all around,
And I'd hear the ancient Incas laughing and singing.
I'd touch the statues and the old worn stones,
And I'd taste the cool mountain air.
I'd smell the mountain forest ...
And then I'd call my best friend and send a
helicopter, so she could come too!



3 Talk

Which poem do you like best? Why? How many details can you remember from each poem?

4 **Word study** Descriptive adjectives

Match the adjectives in **red** with a description.

- | | |
|--------------------------------------|--|
| 1 very very old | 4 the blue colour of a precious stone or jewel |
| 2 the air around the sea | 5 something that reflects light in a beautiful way |
| 3 something that has been used a lot | |

- 5 Look at the verbs in **blue** and think about their meaning. What do they have in common?

6 Listen and write

Your teacher is going to ask you these questions.
Close your eyes and listen, then write down your thoughts.

- | | |
|---|---|
| 1 If you could go on holiday anywhere, where would you go? | I would go to Japan. |
| 2 How would you travel there? | |
| 3 What would you see ? | |
| 4 What would you hear ? | I would hear the busy sound of people in Tokyo. |
| 5 What would you touch ? | I would touch Mount Fuji. |
| 6 What would you taste ? | I would taste sushi. |
| 7 What would you smell ? | |

Writing tip

Take time to think about what you are going to write before you make notes or begin writing.

Write A poem – *My dream holiday*

- Use your notes from Activity 6 to write a poem about your dream holiday. Use the poems in Activity 2 to help you.
- Begin your poem like this and put your own ideas in the spaces:
If I could go anywhere in the whole wide world,
I'd travel to ... (PLACE) by ... (TRANSPORT)
- Now add more sentences using the verbs in **blue** and your own ideas.
I'd see And I'd hear
- For the last sentence, put your own idea (it can be funny or serious!).
And then I'd
- When you've finished, display your poems for other students to read.
Read each other's poems. Write down three more places that you'd like to visit after reading your classmates' poems.



5 Literature: *The Light Beam That Got Away*

1 Talk about it  When you look at the sky at night, what do you see?

How far do you think these things are from Earth?

59 2 Read

Read and listen to the extract. Why are Gedanken and Uncle Albert talking about the sky at night?

3 Read again and decide if the sentences after each section are **true** or **false**. Correct the false sentences.

1 *The Light Beam That Got Away from The Time and Space of Uncle Albert* by Russell Stannard

'Turnip wants us to do a project,' Gedanken announced.

'Turnip?' repeated Uncle Albert.

'Mr Turner – the science teacher. We have to choose a topic – a scientific one. Then,' she added with an air of importance, 'we have to research it ...'

'Research it!?' exclaimed Uncle Albert, looking as though he were going to burst out laughing.

'Yes,' said Gedanken indignantly. 'We have to research it – and write up the results in a folder.'

She was very fond of her uncle, but he could be so annoying at times. She hoped one day to be a famous scientist like him. That's why she had hoped he would have been pleased at her news. She now wished she had stayed at home and watched television.

Sensing her disappointment, Uncle Albert apologised. 'Sorry. It's just that ... well, we didn't do that sort of thing when I was at school. What's your topic?'

Gedanken shrugged. 'Haven't decided yet. Alison's doing dinosaurs. Frances Alexandra's doing something on volcanoes. Turnip says I could do "Energy in the Home" – double glazing, electric toothbrushes and that sort of thing. But I'm not sure. I'd like to do something really interesting.'



Vocabulary

indignantly: angry because something is wrong or not fair

shrug: to raise and lower your shoulders meaning 'I don't know'

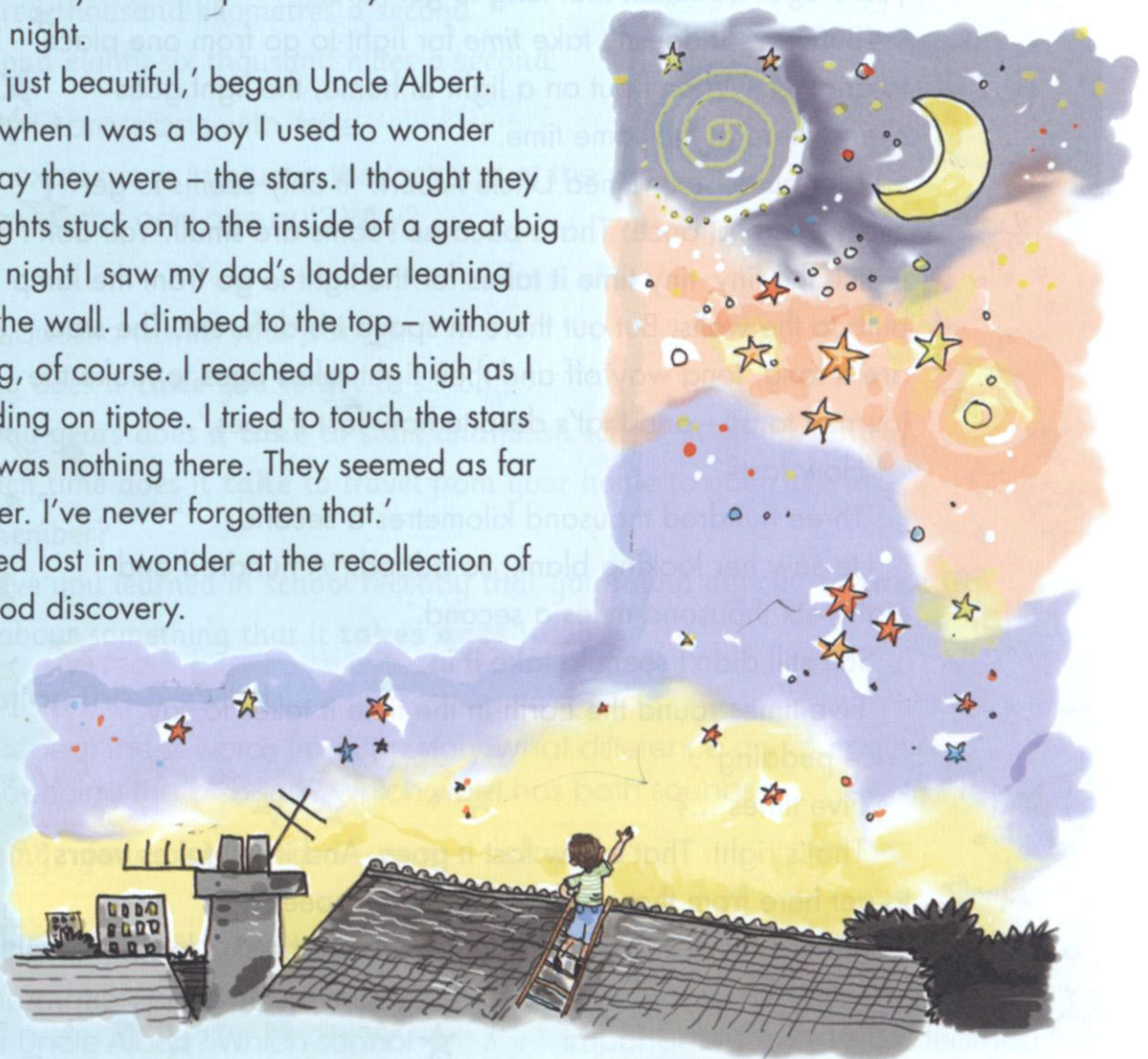
- 1 Gedanken has to do a science project for school.
- 2 Her teacher's real name is Turnip.
- 3 Uncle Albert is a science teacher.
- 4 Gedanken wants to be a famous scientist one day.
- 5 Gedanken is going to do her science project about 'Energy in the Home'.

2

They reached the park and Uncle Albert thankfully sat down on a bench. Gedanken joined him. Together they looked up at the sky. It was a lovely starlit night.

'Isn't that just beautiful,' began Uncle Albert. 'You know, when I was a boy I used to wonder how far away they were – the stars. I thought they were little lights stuck on to the inside of a great big dome. One night I saw my dad's ladder leaning up against the wall. I climbed to the top – without him knowing, of course. I reached up as high as I could, standing on tiptoe. I tried to touch the stars – but there was nothing there. They seemed as far away as ever. I've never forgotten that.'

He seemed lost in wonder at the recollection of that childhood discovery.



- 6 Gedanken and Uncle Albert are looking at the stars.
- 7 When he was a boy, Uncle Albert's father climbed a ladder and tried to touch the stars.

Vocabulary

dome: a roof that is a round shape

recollection: memory

'How far away are they, Uncle?'

'A long way.'

'But how far?'

'Ooh ...' he paused, lost for words. 'So far that it ...'

well ... it takes years for their light to get here.'

'What?' Gedanken was not sure she had heard him correctly.

'Yes. Years. That light we're now looking at was given out years ago. **It's taken that long** to get here.'

'But why? It doesn't take *time* for light to go from one place to another. When I put on a light at home, the light goes everywhere at the same time.'

'Not quite,' explained Uncle Albert. 'It only *seems* to get everywhere at once. That's because rooms are small. You don't notice the tiny, tiny **time it takes** for the light to go from the lamp bulb to the walls. But out there in space it's different. The stars are a long, long way off and their light **takes ages** to make the journey to us – and that's despite how fast it goes.'

'How fast?'

'Three hundred thousand kilometres a second.'

He saw her looking blank, so added, 'A hundred and eighty-six thousand miles a second.'

She still didn't seem **to take it in**.

'Five times round the Earth in the time it takes to say "rice pudding".'

'Five times ...?'

'That's right. That's how fast it goes. And it still **takes years** to get here from those stars even at that speed.'

They continued to sit there gazing up at the sky, lost in thought.

8 It takes a very long time for light to travel to Earth.

9 When we put a light on at home, the light goes everywhere at the same time.

10 Uncle Albert doesn't know exactly how long it takes for light to travel from space to Earth.

4 Talk

Discuss the questions with your partner.

- 1 What did Uncle Albert believe about the stars when he was a young boy?
- 2 What did you believe about the stars when you were very young?
- 3 Which topic do you think Gedanken might choose for her science project?

The stars and moon Electric toothbrushes The journey of light from space to Earth

5 Write

Why are these numbers important in the story? Write the words as numbers.

Three hundred thousand kilometres a second.

A hundred and eighty-six thousand miles a second.

6 Word study Expressions with *take*

Look at the expressions in **blue** in the last part of the story.

Which phrase is the odd one out? Why?

7 Talk

Discuss the questions with your partner.

- 1 How long does it **take** you to get to school?
- 2 How many years does it **take** to start and finish school in your country?
- 3 How much time does it **take** to travel from your home to your nearest family member?
- 4 What have you learned in school recently that you found difficult to **take in**?
- 5 Tell me about something that it **takes ages** to do.

60 8 Pronunciation The **o** sound

Listen and repeat these words from the story. What difference do you notice when pronouncing the **o** sound? Which word has both sounds?

topic going fond so hoped sorry volcanoes

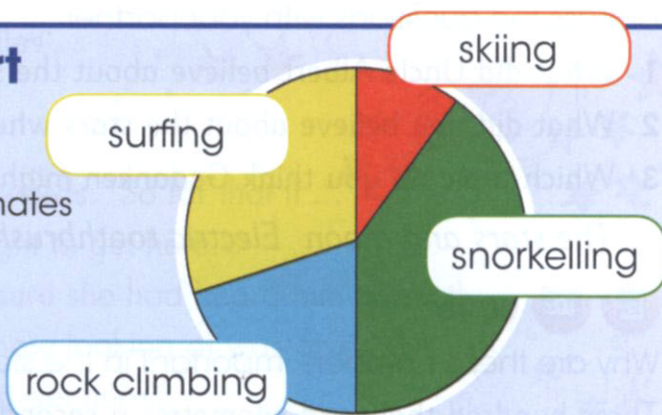
9 Values Learning from family members

- 1 What information did Gedanken learn from her Uncle Albert? Which school subject will it help her with?
- 2 How do your family members help you with your school work? Who is the most helpful? Why?
- 3 Tell your partner about something important that you have learned from one of your family. It can be connected with school work or useful advice about anything at all.

6 Choose a project

1 A survey and mini-report

- 1 Write down six holiday activities.
- 2 Make two questions to ask your classmates to find out:
 - which activity they would like to try (that they haven't tried before)
 - why they would like to try it.
- 3 Interview ten classmates: Student A asks one question and Student B makes notes; Student B asks the other question, Student A makes notes.
- 4 Look at the results and create a pie chart.
- 5 Write a short report explaining why your classmates would like to try the activities.



Two classmates would like to try rock climbing because it would be exciting and scary at the same time ...

- 6 Make a poster showing your pie chart and mini-report; present your findings to the class and compare with other groups.

2 Make a poster about a place you would like to visit

- 1 Research the place; talk to someone who has already been there, use the Internet or library.
- 2 Make notes on the following topics: a description of the place; how you would get there; where you would stay; what would you do while you were there.
- 3 Now write about each topic. Write a first draft and check grammar, vocabulary and spelling.
- 4 When you've checked, write your texts on a large piece of poster paper. Decorate with pictures.
- 5 Display your poster on the wall. Read other groups' posters and write down something interesting or surprising that you have learned from each one.

Reflect on your learning

What can we learn from travelling and holidays?

- 1 Which holiday activities are featured in Lesson 1? Which ones did the children talk about? Which ones can you do in your country?
- 2 Write your thoughts about three activities from Activity 1.

I'd love to try skiing.

I don't think I'd try rock climbing – I'd be really scared!

- 3 Finish these phrases to write three sentences about a place you've visited:

I was amazed ... I was interested ... I was fascinated ...

- 4 Which places are the poems about in Lesson 4?
- 5 Finish the sentences about a place you'd like to go to:

If I could visit anywhere, I'd I'd

I'd stay in a ... , if I If my family

- 6 What kind of project does Gedanken have to do in the story in Lesson 5?
- 7 What does she talk about with her uncle?



Look what I can do!

Write or show examples in your notebook.

- 1 I can talk about trying new holiday activities.
- 2 I can read and discuss information about a place to visit.
- 3 I can describe a place that is special to me.
- 4 I can listen and understand other descriptions.
- 5 I can write a poem about a dream holiday.
- 6 I can read and talk about a story about a special journey.

Review 5

In pairs, do the tasks in each box. How many points can you get?

1

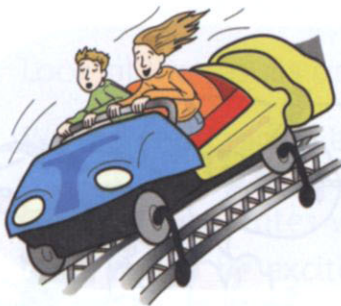


Act out four free-time activities. Can your partner guess what they are? Then tell your partner what you like / don't like doing in your free time.

I really like ____ but I can't stand ____.

Total: 8 Points

2



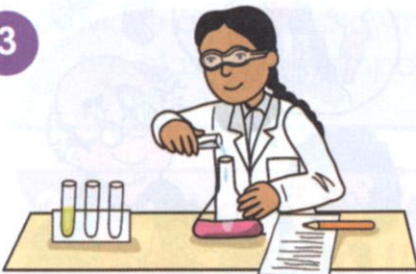
Change these adjectives into nouns.

amazing brave beautiful afraid proud excited

(1 point for each + 1 extra point for correct spelling)

Total: 12 Points

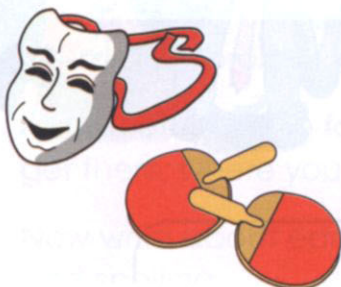
3



Name as many school subjects as you can in 1 minute (1 point for each). Tell your partner which ones you are good at / like / don't like.

Total: ? Points

4



What extra-curricular activities can you do at your school? Which ones do you do? Which would you like to do?

Total: 8 Points

5



Act out four sports that you have done or played in the last two years. Which do you like best? Why? Tell your partner what equipment you need to do these sports.

Total: 8 Points

6



Write down six types of film (1 point for each + 1 extra point for correct spelling). Then tell your partner about the last film you saw – the type of film, the plot and the setting. Would you recommend the film? Why / why not?

Total: 15 Points

7



Name four gadgets or pieces of equipment that you use a lot. Which is your favourite? Why? Tell your partner.

It's got to be my ____ because ____.

Total: 8 Points

8



If you could go on an exciting expedition, where would you go? Why? What equipment would you need (name at least four things)?

Total: 8 Points

9



Write down six verb/noun phrases to describe ways of communicating (e.g. send an email). Which have you used in the last two days? Which is your favourite way of communicating? Why?

Total: 8 Points

10



Write down as many holiday activities as you can, ending in *-ing*. You have 1 minute.

(1 point for each correct word / 1 point for each correct spelling).



Have a great holiday!

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