Academy Stars 6

SECOND EDITION

Pupil's Book

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macmillan education

Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	Welcome p4	Buildings, camping items, emergency items / events, outdoor activities, jobs	*I've already written a poem.* *I haven't visited Egypt yet.* *Have you ever swum in the sea? Yes, I have.*	
1	Life in the wild p8	Wildlife and conservation Working with words: compound nouns	**Present perfect and past simple:** *She's taken photos since 2012.* *She took this photo last winter.*	**Present perfect and past simple questions:** *Have you ever visited a bird sanctuary? When did you go?*
	Reading time 1: Tali's stone			
2	Inspiring ideas p22	Exploration Working with words: suffixes (*-ous*)	***Past perfect:*** *When his mum arrived, Peter had invented a new drink.*	**Reflexive pronouns:** *I'm teaching myself to play the guitar.* *This man films himself giving lessons.*
	Review 1 **Cambridge Exams practice:** A2 Key for Schools: Reading and Writing Part 4; Speaking Part 2			
3	Senses p34	Describing things Working with words: antonyms	**Modals of deduction:** *It can't be a banana. It may / might / could be a leaf. It may not / might not be a leaf. It must be a flower.*	**Sense verbs + adjective / noun:** *It looks like a pepper. It tastes familiar. It feels hard. It smells like cheese.*
	Reading time 2: It can't be true!			
4	Get involved! p48	The environment Working with words: synonyms	**Present perfect continuous:** *They've been planting trees. He's been lying here since 10 o'clock.*	**Present perfect continuous questions:** *Have you been working hard today? What have you been doing?*
	Review 2 **Cambridge Exams practice:** A2 Key for Schools: Listening Part 2; Reading and Writing Part 7			
5	Travel adventures p60	Adventurous activities Working with words: prefixes (*un-* and *in-*)	**Reported requests and commands:** *I asked you to tell me a story. I told you not to sing.*	**Present continuous for future arrangements:** *Where are you going on holiday? What are you doing at the weekend?*
6	Sell, sell, sell! p70	Advertising Working with words: alliteration	**Reported speech:** *They said they had developed a great product. They said I could fly over the city.*	**Question tags:** *The graphics looked impressive, didn't they? The reviews have been good, haven't they?*
	Review 3 **Cambridge Exams practice:** A2 Key for Schools: Reading and Writing Part 3 and Part 5			
7	Winning ways p82	Sport Working with words: suffixes (*-ness*)	**Reported *Wh-* questions:** *She asked me how long the race was. She asked me where I trained.*	**Reported yes / no questions:** *He asked us if we knew about capoeira. We asked him if it was like karate.*
	Reading time 3: Team spirit			
8	In cyberspace p96	Internet safety Working with words: homonyms	**Passive voice (past simple):** *My computer was hacked last night. All my exercises were stolen.*	**Modal verbs (review):** *You might have the wrong password. But I could log in yesterday, so it must be correct.*
	Review 4 **Cambridge Exams practice:** A2 Key for Schools: Listening Part 3; Reading and Writing Part 6			
9	Fun with films p108	Films Working with words: suffix (*-ation*)	**Passive voice (present perfect):** *The cinema hasn't been painted. The seats haven't been delivered.*	**Future passive:** *The film will be based on a real-life story. It won't be released until the end of the year.*
	Reading time 4: Lost in cyberspace			
10	A brighter future p122	Improving the world Working with words: similes	**Second conditional:** *If I had my phone, I' d take a photo. If you took a photo, I wouldn't forgive you.*	***I wish* + past simple / *could*:** *I wish our playground wasn't so messy. I wish we could play basketball outside.*
	Review 5 **Cambridge Exams practice:** A2 Key for Schools: Reading and Writing Part 2; Speaking Part 1			

Reading	Listening	Writing	Speaking	Think about it!	Learning skills
A biography Read for specific information	A talk Compare photos with audio information	A biography Use paragraphs to organise information	Describe a wildlife photo	Choose a habitat Thinking skills: analysis and decision-making	Researching information online
An information text Summarise a text	A talk Listen for similarities and differences	An opinion essay Understand the structure of a for-and-against essay	Compare and contrast two items	Screen viewing time Thinking skills: interpreting and evaluating visual information	Using an index
A science fiction story Infer information from a text	An interview Listen for the main idea and details	A story Write the next part of a story	Describe objects	Animal super-senses Thinking skills: analysis and classification	Using a dictionary
An information leaflet Infer information from a text	A conversation Listen for advice and suggestions	Write an information leaflet from notes	Make and respond to suggestions	Make a class action plan Thinking skills: conceptualisation	Improving your writing
Mixed text types Find specific information	An interview Listen for important facts and details	A review Understand the structure of a review	Give advice and recommendations	Choose the best holiday Thinking skills: analysis, evaluation and decision-making	Checking and correcting your own work
Adverts Understand techniques in persuasive texts	A talk and discussion Listen and apply information to a task	An advert Use persuasive language	Reach a decision about a class outing	Design a toy Thinking skills: planning and evaluating	Organising your study time
A magazine article Infer meaning from a text	An interview Listen for specific information	Write a personal account from notes	Ask for information about fitness classes	Choose a new sport Thinking skills: evaluating and decision-making	Taking notes on a talk
A website article Read for detailed understanding	An interview Listen and make inferences	A research report Use headings and subheadings	Express certainty and uncertainty	Do a class survey Thinking skills: evaluation of collected information	Using learning techniques
Film reviews Recognise the writer's opinion	A talk Listen for important facts and details	A film review Understand features of a film review	Give a talk about a film	Solve a visual puzzle Thinking skills: analysis and drawing conclusions	Working together effectively
Mixed text types Make inferences and draw conclusions	Monologues Identify attitudes and opinions	A talk Prepare to give a talk	Give a talk about someone you admire	A better world Thinking skills: planning and problem-solving	Giving and responding to feedback

Welcome


LEVEL 6
Hi, there! I'm Paul and I'm 12. I love science. This year I want to learn more about wildlife and how to protect the environment.
Hi, everyone! My name's Julia. I'm 11. My favourite subject is geography. This year I want to study maps and learn about the history of different cultures.
Hi! I'm Laura. I'm 11. I love English and creative writing. This year I want to learn how to write poetry and science fiction stories.
Hello! I'm Sam and I'm 12. My favourite subject is computer studies. This year I want to learn more about cybersecurity.
Come and join us! What would you like to learn about this year?

Lesson 1 Meet the Academy Stars

1 0.1 **Listen and complete the notes.**

	Where do they live?	Favourite subject(s)?	What are their hobbies?	What do they want to do in the future?
Paul	*on a farm*			*wildlife photographer*
Julia		*geography history*		
Laura			*playing tennis writing stories*	
Sam				*write computer code cybersecurity*

2 **Make a list of the things you have already done or haven't done yet. Use the suggestions below or your own ideas. Then tell a partner.**

see a leopard in the wild	put up a tent	go kayaking	fly in a helicopter
play a musical instrument	write a poem	act in a play	use a compass



I've already acted in a play, but I haven't put up a tent yet.

3 **Work in pairs. Use the prompts below and your own ideas.**

swim / in the sea



see / elephant in the zoo



sleep / in a sleeping bag



visit / the countryside



learn / first aid





Have you ever swum in the sea?

Yes, I have. I really enjoyed it!



Lesson 2 Vocabulary

1 **Look at the picture. Quickly name ten things you can see.**

2 **Look and find. Write four words for each category.**

1 buildings	*skyscraper*			
2 camping items				
3 emergency items / events				
4 outdoor activities				
5 jobs				

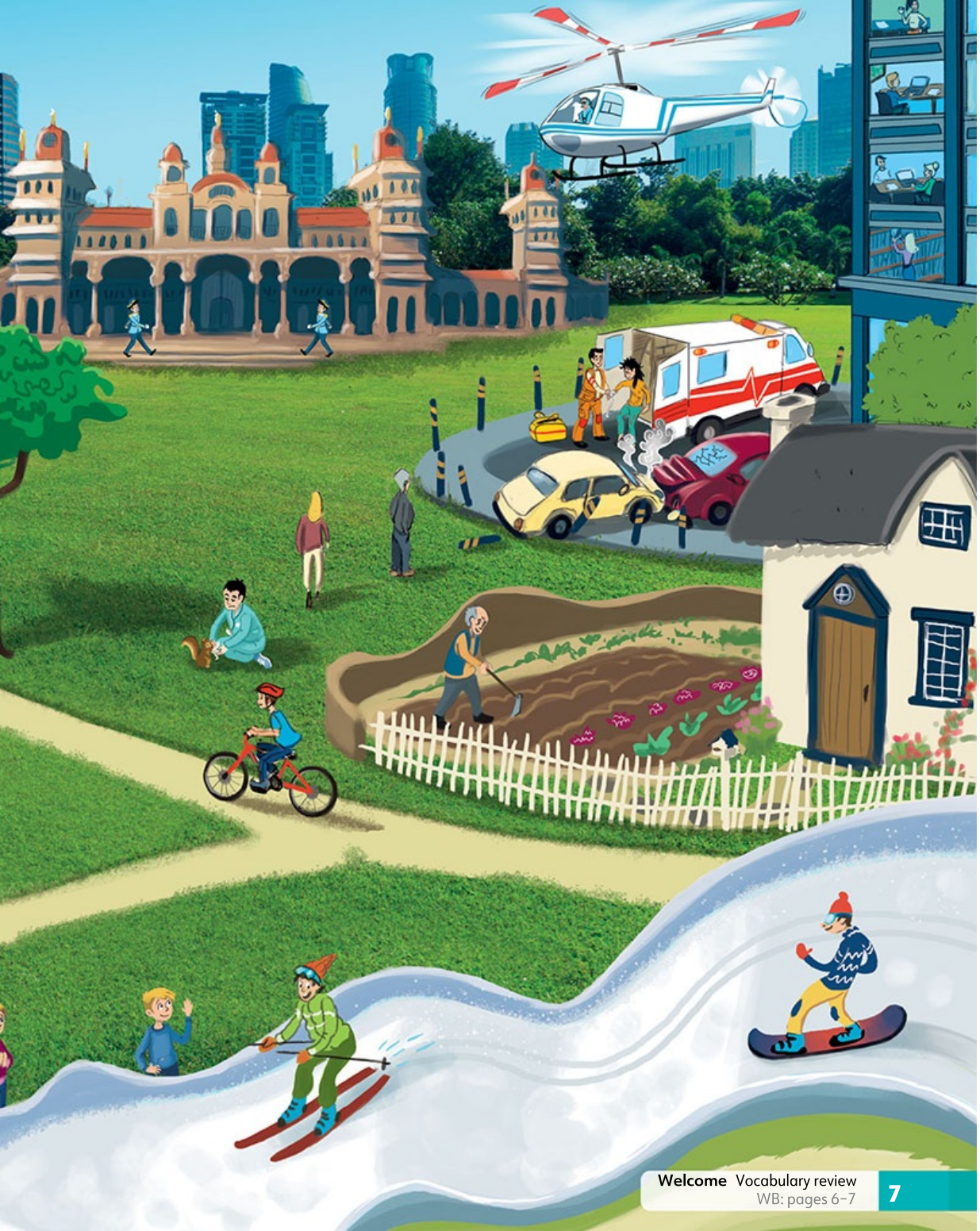
3 **Look at the picture again. What's happening? Make sentences with a partner.**



People are camping in the park.

A girl is playing the guitar.





1 Life in the wild

Vocabulary

conservation endangered habitat
nervous observe (observed) predator
protect species survive trust

Lesson 1 Reading

1 How many sea animals do you know in English? Write a list.

2 Look at the text and photos and answer the questions.

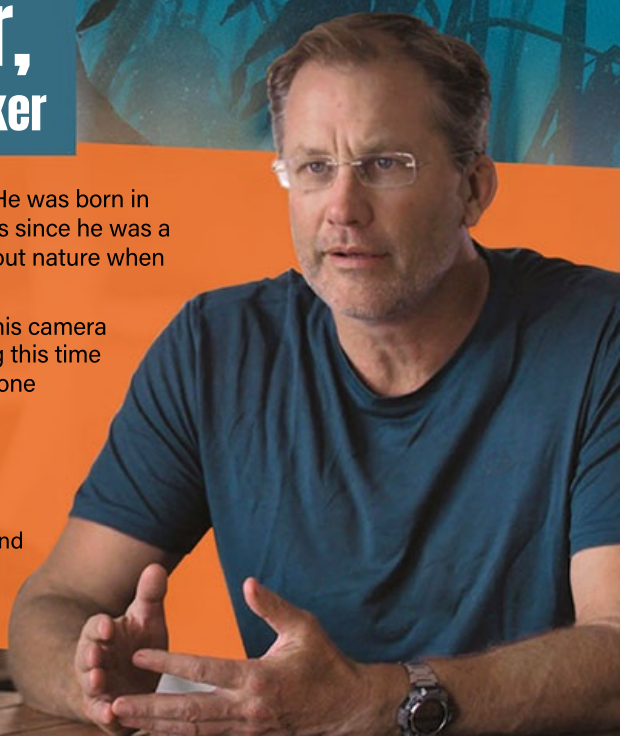
1 What type of text is it? 2 What work does Craig Foster do? 3 Where does he work?

3 1.1 Read the text quickly and check your ideas in Activity 2. Are any of the animals on your list in Activity 1? Be a star!

4 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.



Craig Foster, wildlife film-maker



Craig Foster is a wildlife documentary film-maker. He was born in South Africa in 1970. He has been interested in films since he was a child and he started making documentary films about nature when he was very young.

For many years, Craig has swum underwater with his camera and filmed sea animals and **observed** them. During this time he also discovered some new shrimp species, and one species is called after him.

In 2020, he finished a film about his friendship with an octopus, called *My Octopus Teacher*. Since the film came out, Craig has started a **conservation** organisation to **protect endangered** sea animals and their **habitats**. He has also written a book.

Making *My Octopus Teacher*

In 2010, Craig felt sad and tired and didn't know what he wanted to do with his life. So he went back to a beach that he has visited since he was a child and he started swimming in the sea.

Craig's beach is in False Bay, near Cape Town, South Africa. The weather there is very stormy, and there are big waves. But there is a seaweed habitat on the bottom of the sea and there are lots of different **species** of animals to watch.

One day, Craig observed a very strange thing – a pile of shells on the bottom of the sea. Suddenly, the pile of shells moved. There was an animal hiding in it. Craig moved closer, and saw it was an octopus.

Craig started watching the octopus, but it was **nervous** and scared of him. So Craig made a decision that would change his life. He decided to visit the octopus nearly every day for a year. After some time, Craig could touch it, pick it up and carry it around.

Craig took his cameras into the water to make a film about his new friend. He watched the octopus playing with fish, he saw an attack by a **predator** shark that bit off one of the octopus's arms and he watched the octopus sitting quietly in a safe place while the arm grew back.

Craig learnt a lot of things from his octopus teacher. He learnt that life is hard sometimes, but if you are strong you can **survive**. He learnt that there is a beautiful world under the water, which you can join if you visit it often enough.

What else did Craig learn? He also learnt that everything in nature is connected. Little fish need plants to live, bigger fish need little fish and they all need a clean, healthy habitat. He also found out that if you learn to **trust** an animal or a person, your life can be better.



Seaweed habitat in False Bay, South Africa

Lesson 2 Reading comprehension

1 **Read the biography on pages 8–9 again. Are the statements true or false? Write *T* (True) or *F* (False).** Be a star!

1 Craig Foster was born in the USA. F
2 He has been a film-maker since he was young. ____
3 In 2010, he was in a difficult time in his life. ____
4 He went back to False Bay because it had a good café. ____
5 The octopus didn't learn to trust Craig. ____
6 The octopus changed Craig's life. ____

2 **Answer the questions.**

1 What type of films did Craig Foster make? Films about nature
2 Why did he go back to False Bay? ____
3 Why does False Bay have a lot of sea animals? ____
4 Why did Craig think the octopus was interesting? ____
5 Why did he decide to visit every day? ____
6 What did Craig learn from the octopus? ____

3 **Discuss in pairs. Which skills do you think are useful for a wildlife film-maker?**

making maps knowing different environments understanding science
using a computer knowing about weather knowing about clothes

Working with words

Compound nouns

A compound noun is a noun that is made up of two or more words. This is usually a noun + a noun:
rainforest = rain + forest
paintbrush = paint + brush

Match the words to make compound nouns.

1 back	a weed
2 sea	b life
3 life	c fish
4 ear	d phones
5 wild	e bone
6 star	f boat

1 Look and read.

Graphic **Grammar**

Present perfect and past simple

She **'s taken** photos **since** **2012** .

She **'s taken** lots of photos of wildlife .

She **took** this photo **last** **winter** .





2 Circle the correct answers to complete the sentences.



1 Mireya Mayor **has been** / **was** born in the USA in 1973.

2 She **has decided** / **decided** to study endangered animals at university.

3 She **made** / **has made** television programmes to tell people about conservation since 1999.

4 Mireya **discovered** / **has discovered** a tiny species of lemur in 2000.

5 The lemurs' habitat **became** / **has become** a national park to protect the animals in Madagascar.

6 She **has travelled** / **travelled** to lots of countries to do research.

7 She **has written** / **wrote** the story of her life as a scientist.

8 Mireya **has joined** / **joined** the Amazon Conservation Team to help save the rainforest in 2017.

3 Work in pairs. Talk about people and their interests. Be a star!

- A Look at page 144. B Look at page 146.
- Take turns to read the information in the table on your page and ask and answer questions about the people and their interests. A starts.



Go to **Grammar booster**: page 134.

Lesson 4 Language in use

Vocabulary

migrate record sanctuary
swift unbelievable

1 1.2 Listen and say.



Have you ever visited the bird sanctuary?

Yes, I have. I loved it!

When did you go?

I went with my mum last year.

What did you do there?

I watched an expert put a ring on a bird's leg to record where it goes. Look, I took a photo.

What kind of bird is that?

It's a swift. They migrate from China every year. They fly over 120,000 kilometres.

That's unbelievable! **How long have** you **been** interested in birds?

For about six years.

2 Complete the questions with the correct form of the verbs.

1 *Have* you ever *visited* (visit) the wildlife park? Yes, I have.

2 When _____ you _____ (go)? Last summer.

3 What _____ you _____ (do) there? I watched the monkeys.

4 _____ you _____ (take) any photos? No, I didn't.

5 How long _____ you _____ (be) interested in animals? Since I was five.

3 Think of places you could visit to see animals and what you could do there. Use your own ideas and the ideas in Activity 2 to make a new dialogue. Be a star!

Have you ever visited the wildlife park?

Yes, I have. I loved it.

When did you go?

Why is it important to protect wildlife?

Go to **Grammar booster**: page 134.

Lesson 5 Listening

Vocabulary

at risk behaviour chance
danger get rid of prey survival

1 **Look at the photos and answer the questions.**

1 Where are these animals?

2 What do the photos have in common?





2 1.3 **Listen and check your ideas in Activity 1.** Be a star!

3 **What is 'mutualism'? Tick (✓) the correct definition.**

a When predators work together to catch prey. ☐

b When animals from different species work together to help each other. ☐

c When animals of the same species protect each other from predators. ☐

4 1.3 **Listen again and complete the notes.**

1

Ostriches can't [1] *hear* or [2] _____ very well. Zebras can't [3] _____ very well. Ostriches can [4] _____ danger from far away. Zebras can [5] _____ and [6] _____ it. So when one of them [7] _____, the other one [8] _____ too.

2

Oxpeckers are [1] _____. They [2] _____ parasites from a rhino's [3] _____. Parasites [4] _____ rhinos and [5] _____ their blood. Rhinos can't get the [6] _____ off their backs so the birds [7] _____ them. This helps the rhino, and the birds get [8] _____.

5 **Work in pairs. Discuss the questions.**

1 Which animals do you think are a danger to ostriches and zebras?

2 What's the difference between mutualism and the predator–prey relationship?

Lesson 6 Writing

1 **Look at the biography on pages 8–9 again. Answer the questions.**

a What is a biography?

b What information do you expect to find in a biography?

2 **Use the text on pages 8–9 to number the paragraphs of a biography in order (1–4).**

a early life and start in profession ____

b who the person is and date and place of birth ____

c other achievements and discoveries ____

d working life and experiences ____

3 **Read the notes from a biography of the conservationist Jane Goodall. Number them in order.**

a has also written many books ____

b born 1934, England 2

c has helped countries in Africa protect wildlife ____

d 1956 – travelled to Kenya to visit friend; met famous scientist Louis Leakey ____

e while working with Leakey discovered chimpanzees can make and use tools ____

f believes that animals are clever and we should take care of them ____

g 1960 – went to Tanzania to study chimpanzees by sitting with them ____

h Jane Goodall is a world-famous conservationist and writer on animal behaviour 1

i as a child, observed birds and animals – made notes and drawings ____

j Leakey gave her a job as researcher on chimpanzees ____



4 **Which section of the biography would each sentence in Activity 3 appear in? Match paragraphs 1–4 in Activity 2 to letters a–j.**

Paragraph 1 *h, b*

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

5 **Work in pairs to write a biography of Jane Goodall. Use the notes in Activity 3 and the text on pages 8–9 to help you.** Be a star!

Jane Goodall is a world-famous conservationist and writer on animal behaviour. She was born in England in 1934.

As a child, she observed birds and animals, and ...



Learning to learn

Finding information online

The internet is a great place to look for information – but it can be difficult to find exactly what you're looking for. Follow these tips to find the right information:

- **Use the correct keywords.** You want to research sea temperature, but typing *temperature* will give you a lot of responses that aren't useful, like *body temperature*, *weather* and *climate*. Type *sea temperature* to make your search more exact.
- **Use the correct websites.** The websites that appear first are usually the most useful – but check who wrote them and when. If the website is marked 'Ad' it's trying to sell you something. Look for websites you can trust; for example, an official site like National Geographic will give you better information than a company trying to sell you a holiday.
- **Check your information on at least two websites.** The internet is full of wrong information. If you're not sure you can trust the information on one website, check it with information on another website. If the facts are different, look for a third, official website.

Search for further information about Jane Goodall to include in your biography.



Lesson 7 Speaking

Vocabulary

background bottom foreground top

1 **Look at the photo. What can you see? What do you think is happening?**



2 1.4 **Listen and complete the description. How is it similar or different to your ideas in Activity 1?**

The main focus of the photo is a [1] *turtle* and some [2] _____ fish. They are swimming together in the ocean. In the background there are some black fish. At the [3] _____ of the photo you can see some [4] _____. It looks like the fish are on [5] _____ of the turtle. It's possible that they are [6] _____ it – perhaps they are [7] _____ the turtle. I really like this photo because it shows [8] _____ working together to [9] _____ each other. It also has beautiful, bright [10] _____.

3 **Number the stages of describing a photo in the same order as Activity 2.**

a say what you think is happening ____
b describe the general situation ____
c describe the main focus *1*
d give your opinion of the photo ____
e describe other details in the photo ____

The main focus of the photo is ...
In the background / foreground ...
At the bottom / top ...
It looks like ... / It seems as if ...
It's possible that ... / Maybe ...

4 **Choose one of the photos. Prepare a short description of it. Use the phrases and Activities 2 and 3 to help you.**





5 **Describe your photo to the class. Listen to other descriptions of the photo. Were your ideas similar or different?** Be a star!

Choose a habitat

1 Match fact files 1–4 to the photos.


golden eagle ☐


crocodile 1


penguin ☐


giraffe ☐

1
General: reptile, needs to live near water, cold-blooded so can't keep itself warm
Food: fish, birds, small mammals
Young: eggs in nest on land

2
General: mammal, needs land where it can run, doesn't need to drink often
Food: trees – usually acacia trees
Young: babies can run when an hour old

3
General: bird, spends 75% of its time in cold water, can't fly
Food: fish, squid
Young: eggs in nest on ice

4
General: bird, flies high, can see prey very far away
Food: birds, small mammals
Young: eggs in high nest

2 Think and choose the best habitat for each animal. Label the photos with the animals in Activity 1. Be a star!


1


2


3


4

3 Research another animal. Tell the class about its habitat and lifestyle.

1 1.5 Read the story on pages 18–20. What does Tali want to do? Why isn't he allowed to do it?

Tali's stone

Tali lived in a beautiful village at the foot of Green Mountain. The men in the village went fishing every day to catch fish for the people to eat. Tali's father was a great fisherman and everyone respected him.

'Why can't I go fishing?' said Tali unhappily. 'It's so unfair!'

'Your father has already told you,' said his mother. 'You're too young. Fishing is full of dangers.'

'I'm not tall,' Tali said to his friend Bala, 'and I'm not very strong yet. But I'm fit – I can run, jump and climb – and I'm clever!'

Bala agreed. Tali was very intelligent! At night, when they observed the sky, Tali remembered all the names of the stars. When they climbed to the top of the Great Pyramid, Tali knew all the hills and villages around them. And he was curious. He always wanted to find out more about the world and he loved to discover things!

Late one afternoon, as the boys were walking home from the river, there was a terrible storm. They started to run for shelter when suddenly Tali stopped.

'Look where the lightning hit the ground.' There was a red glow.

'Come on, let's look,' said Tali. It was a red hot stone.

'Don't touch it,' said Bala as he pulled his friend back.

'Let's come back for it tomorrow,' Tali said.

The next day, the boys went back to look for the stone.

'There it is! It doesn't look very special,' said Bala. It was small, grey and dull. It looked like a teardrop.

'You're right, it's boring,' said Tali. And he threw it back on the ground.

When the stone hit the ground, it started to spin quickly. Then it slowed down and suddenly stopped.

'Did you see that?' asked Bala. Tali picked up the stone.

'Let's throw it again.' Once more, the stone turned quickly on the ground and then stopped. Every time the boys threw the stone it stopped in the same place.

'Look, Bala! It always points at Green Mountain,' Tali said. 'Let's keep it. It's a really special stone.'

That evening, while they were having dinner, Tali's mother and father were talking in low voices. They seemed very worried.

'The weather is so bad. Many days have passed and we haven't caught any fish,' said Tali's father.

'But it's too dangerous to go out in the boats. The fog is too thick and you can't see how to get back to the riverbank.'

The fishermen always navigated their way back by looking at Green Mountain. That way, they didn't hit the rocks. However, these days it was too difficult to see the mountain.

'Can I go outside?' asked Tali. He wanted to play with the special stone.

'Yes, but don't go too far,' said his mother.

Tali ran outside and found his friend Bala already waiting for him.

'Did you tell your father about the stone?' Bala asked.

'I haven't told him yet. He's worried about the fog. They can't go fishing.'

Tali threw the stone on the ground and the boys watched it spin.

'What's that?' asked Tali's father, as he stood behind them in the doorway.

'It's a special stone,' Bala said. 'It spins and points to Green Mountain.'

'That's unbelievable! Do you think it could help us on the fishing boats?' Tali's father asked.

They ran down to the river and got onto one of the boats. Tali's father threw the stone down and watched it spin and stop, pointing to Green Mountain.

'Everyone in the village is hungry. We need to try to catch some fish. We'll take the stone with us tomorrow.'

The next day the fishermen went out on the boats in the fog. Tali and Bala waited and waited on the riverbank, but the boats didn't come. They were very tired and very worried. After many hours, they heard excited voices cheering through the fog.

'The special stone works! I can see the riverbank,' said one man.

Tali and Bala ran to meet them.

After that, the fishermen always took the special stone on their fishing trips. And they also took Tali and Bala!



Reading time 1 Activities



1 Read the text on pages 18–20 again. Circle the correct word(s) to complete the sentences.

1 Tali's parents thought he wasn't **clever** / **old** / **brave** enough to go fishing.
2 Bala thought Tali was **clever** / **boring** / **a great fisherman**.
3 The **rain** / **lightning** / **ground** made the stone very hot.
4 The stone started **spinning** / **jumping** / **flying**.
5 The fishermen couldn't find their way when it was **sunny** / **raining** / **foggy**.
6 At first, the boys were not sure **the sun** / **the fishermen** / **Tali's mother** would return.
7 When the boat returned the fishermen were **sad** / **excited** / **angry**.

2 Match the actions to the emotions.

How did Tali feel when ... ?

1 he couldn't go fishing	a bored
2 he saw the red glow	b worried
3 he saw the stone the next day	c unhappy
4 he saw the stone spin	d curious
5 the boats didn't return	e happy
6 he heard the voices in the fog	f surprised

3 Work in pairs. Discuss the questions. Be a star!

1 What did the lightning do to the stone?
2 Why did the stone point to Green Mountain?
3 How did Tali's discovery change things for the fishermen in his village?
4 Do you think it was fair when his father told Tali he couldn't go fishing? Why / Why not?
5 What do you think happens to Tali in the future?
6 Do you think this is a true story?

4 Watch the video version of the story and answer the questions.

1 How is the beginning different to the story in the book?
2 Do you prefer the written story or the video? Why?
3 What is good about a) written stories? b) videos and films?

2 Inspiring ideas

Lesson 1 Reading

Vocabulary

antenna connect (connected) develop (developed) phone call product receive satellite navigation send signal system

1 **How many people in your class know how to use a mobile phone? Guess. Then do a class survey.**

a everybody **b** nearly everybody **c** about half **d** nobody

2 **How do you think mobile phones work?**

a They use small computers.

b They use power lines under the ground.

c They talk to cars on the roads.

3 2.1 **Look at the photos and read the text quickly. Can you answer the question in Activity 2 now?** Be a star!

4 **Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.**



A fantastic invention

The first mobile phone?

This is Martin Cooper. He made the first mobile **phone call** in 1972.

But was he using the first mobile phone? Scientists in Norway and Germany had used some types of mobile phone before that, but most people say Martin Cooper was the person who made the first real mobile phone call – more than 50 years ago.

Phones have changed a lot since then. Now we have smartphones – phones with computers. We use them all the time to make phone calls and video calls, take photos and **send** them to friends. But how do they work?

When we speak into a phone, the computer changes our voice into a code. Computers can send pictures or words in code, too.

Computers use binary code – everything is 0 or 1. So,
'H' is 01001000.
'E' is 01000101.
'HELLO' is 01001000 01000101 01001100 01001100 01001111.



Mobile phone signals

If a person waves to you, it's a **signal**. A signal is a way of communicating between one person and another. The computers in mobile phones send signals too. There are 8 billion phones in the world. A lot of different signals go from one phone to another. So the phone companies use an **antenna** to **receive** messages from your phone.

The antenna is **connected** to millions of other antennae around the world. The correct antenna sends the signal to your mobile phone, and then you're ready to talk, text or send photos.

SIM cards: We know where you are

How does an antenna find your mobile phone? The answer is your SIM card. SIM means Subscriber Identity Module. Every phone has a different SIM. When the **system** looks for your phone, your SIM card shouts 'I'm here!' and the system sends the message to you.

Satellite navigation

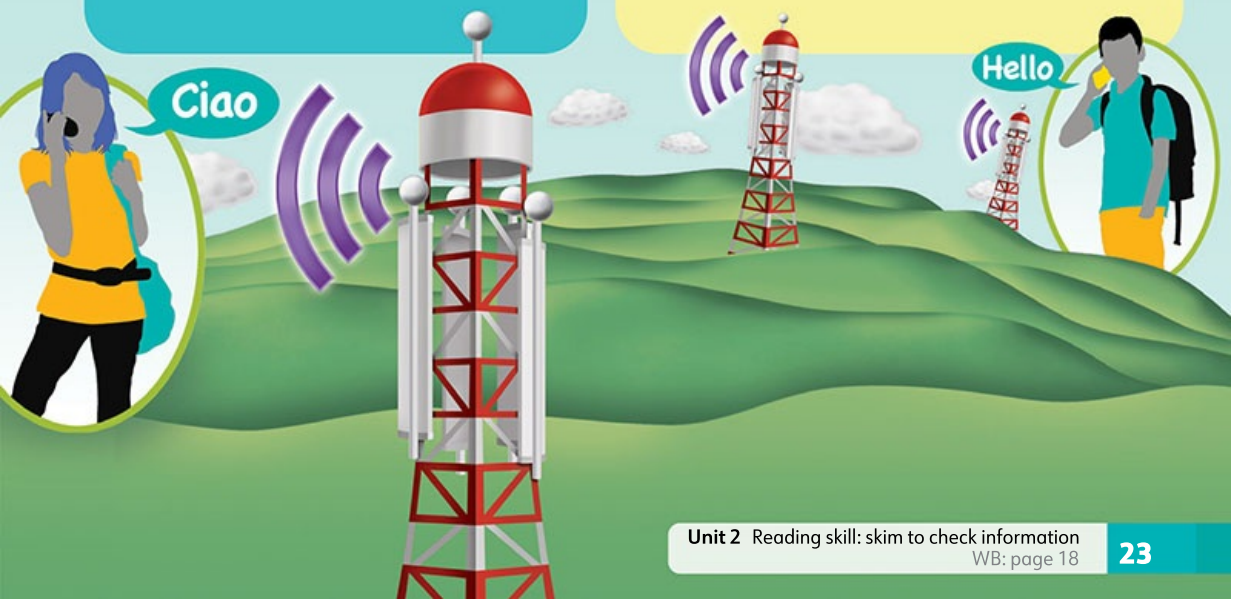
Mobile phone technology like your SIM card means that you can be almost anywhere in the world, and the system will find you. This technology also helps **satellite navigation** systems (satnavs) to see dangerous traffic jams. When a car is travelling with a mobile phone in it, the phone's signal follows your car. The system knows how many cars are usually on a road. If there are too many SIMs shouting 'I'm here!', the satnav knows there is a traffic jam. So it marks the jam on a map, or it makes a noise.

Changing technology

In the past, we used maps to move from one place to another, and we used cameras to take photos. Now we don't need them – we have mobile phones.

After the mobile phone was invented, no one had imagined it could be used to see traffic jams, take photos or show you a map. As the technology got older, scientists **developed** more ways that **products** like these could be used.

You can call them smartphones or mobile phones, but they are all the same – very small, special computers. And they are a fantastic invention. They have changed the world we live in.



Lesson 2 Reading comprehension

1 Read the information text on pages 22–23 again. Underline and correct the mistakes in the sentences.

1 Martin Cooper made the first mobile phone call more than 100 years ago. — 50

2 Smartphones change your voice into a picture. —

3 A mobile phone is a very small, special television. —

4 Satellite navigation helps you see video calls. —

5 There are 6 million phones in the world. —

6 Satnavs make a noise when they receive a text message. —

2 Choose the correct words to complete the summary. Be a star!

Phones can find you almost anywhere in the world. Your SIM [1] **card** / **clock** tells an antenna where you are, and the antenna sends a [2] **signal** / **code** to others. Smartphone technology helps satellite [3] **navigation** / **camera** systems in our cars see [4] **traffic** / **call** jams and send [5] **codes** / **messages** to other drivers. Some people call them [6] **satellite** / **mobile** phones, and some people call them smartphones, but everyone can call them a great invention.

3 Work in pairs. Discuss the questions.

1 Did any of the information in the text surprise you? Why / Why not?

2 Why does the writer think mobile phones are a fantastic invention?

Working with words

Suffixes: *-ous*

Sometimes we add the suffix *-ous* to nouns to make adjectives.
Noun: *courage*
Adjective: *courage**ous***
Some noun endings change before *-ous*.
Noun: *fur**y***
Adjective: *fur**ious***

Check in a dictionary. Which nouns in the box change before *-ous*? Write the noun and the adjective for each definition.

humour adventure fame danger

1 adventure _____: loves travelling and exploring

2 _____ _____: scary or harmful

3 _____ _____: funny, makes you laugh

4 _____ _____: known by many people

Lesson 3 Grammar

1 Look and read.

Graphic Grammar

Past perfect

When his mum arrived , Peter had invented a new drink .

He was happy because he hadn't invented anything before .





Look!
Use the **past simple** to talk about an event in the past. Use the **past perfect** to talk about an event that happened *before* this event.

2 Underline the actions or events that happened first.

1 Before I read the article, I hadn't heard of Martin Cooper.
2 I went back to the phone shop because I'd left my charger there.
3 Before I got my mobile phone, I'd always used a camera to take photos on holiday.

3 Complete the sentences with the past perfect form of the verbs in brackets.

1 We *had visited* (visit) the museum once before so we didn't go there yesterday.
2 She felt ill because she _____ (not eat) lunch.
3 Jimmy enjoyed the film even though he _____ (see) it before.
4 Before we moved to New York, we _____ (not study) English.

4 Work in pairs. Make sentences about events. Be a star!

- A Look at page 144. B Look at page 146.
- Take turns to use the ideas on your page to start sentences about how you felt and what happened.
- Your partner finishes the sentence. A starts.



Go to **Grammar booster**: page 135.

Lesson 4 Language in use

Vocabulary

film play back

1 2.2 **Listen and say.**



What are you doing?

I'm teaching **myself** to play the guitar.

How are you doing that?

I'm watching a video. Look. This man films **himself** giving lessons. People film **themselves** teaching lots of different things.

I know, it's a good way to learn something new. Is it difficult?

A bit. Why don't you teach **yourself**, too? Then we can practise together.

That's a good idea. We could record **ourselves** and play it back.

And when we're really good, we can play in the school concert!

Look!

myself, yourself, himself / herself / itself, ourselves, yourselves, themselves

2 **Complete the sentences with the correct reflexive pronouns.**

1 Why do you want to film *yourself*?
2 We're teaching _____ to play the drums.
3 Did you and your friends enjoy _____ at the theme park?
4 While she was cooking, my mum cut _____ with a knife.
5 He didn't hurt _____ when he fell over.
6 Anna and Jenny record _____ when they sing.

Why is it good to learn new things?

3 **Think of things you can teach yourself. What could you do to help you learn?**

4 **Make a new dialogue. Use your ideas in Activity 3.** **Be a star!**

What are you doing?

I'm teaching myself karate.

Go to **Grammar booster**: page 135.

Lesson 5 Listening

Vocabulary

aim engine expedition hero
journey race sledge South Pole

1 2.3 **Look at the photos. Where do you think the people are? What are they doing there? Listen and check your ideas.**





2 2.3 **Listen again and write *T* (True) or *F* (False).**

1 Robert Scott was Norwegian. F
2 The South Pole is difficult to get to because it's so cold. ____
3 Both men went on their expeditions for the same reasons. ____
4 Scott decided not to use sledges with engines on his expedition. ____
5 Scott's horses were able to pull the sledges. ____
6 Both explorers succeeded in reaching the South Pole. ____

3 2.3 **Take notes to complete the table. Then listen again and check.** Be a star!

	Robert Scott	Roald Amundsen
Aim of expedition:	*be first to reach South Pole* *do scientific research*	*be first to reach South Pole*
Had they been to Antarctica before?		
Transport:		
Start date:		
Arrival date:		
What happened on the way back?		

4 **Compare and contrast the two expeditions.**

1 Which things were the same?

2 Which things were different?

1 **Read the opinion essay. Match paragraphs 1–4 to the descriptions. Is the writer for or against space tourism?**

a Conclusion: your opinion on the topic. ____

b Advantages: the positive arguments. ____

c Introduction: general idea about the topic. ____

d Disadvantages: the negative arguments. ____

Is space tourism a good idea?



1 For some people, travelling to another country is not exciting enough. When they go on holiday, they want to travel into space! Space tourism isn't just a dream – there are companies that say they can make it happen. But is it a good idea?

2 On the one hand, there are important advantages. Firstly, imagine the amazing things you could see in space! We have always travelled to new places to learn. In addition, if we can't continue to live on Earth in the future, we will need to find new planets to live on.

3 On the other hand, the expense is a big disadvantage. It costs so much money to fly into space that only very rich people are able to do it. Secondly, is it safe? Although the spaceships are checked very carefully, something could go wrong, which would be a disaster.

4 In conclusion, space tourism is an exciting chance to find out more about other planets. However, we also need to think about the dangers. In my opinion, space tourism is a great idea, but we must make sure that we aren't in too much of a hurry to make it happen.

2 **Read the essay again. What two advantages and disadvantages of space tourism does the writer give?**

Advantages: 1 _____

2 _____

Disadvantages: 1 _____

2 _____

3 **Underline the words or expressions the writer uses to introduce an argument.**

On the one hand, there are …

4 **Prepare an opinion essay on the topic: 'Are zoos a good idea?' Work with a partner to complete the essay plan.**

Introduction: _____

Advantages: 1 _____

2 _____

Disadvantages: 1 _____

2 _____

Conclusion: *Our opinion:* _____

5 **Use your plan to write an opinion essay. Use some of the phrases below.** **Be a star!**

Look!

On the one hand / On the other hand

Firstly / Secondly / In addition /

In conclusion



Learning to learn

Using an index

An index appears at the back of a reference book. It's a list of the main information in the book, organised in alphabetical order. You use it to quickly find a piece of information you need in the book.

Look at part of an index from a reference book. Answer the questions.

electronics
in aircraft 349
in medicine 240
in music 580–1
elementary education 260–1
elements **40–3**, 177
elephant birds 138
elephants 30, 156, **171**, 173

1 On what page is information about elephant birds?

2 How many entries are there for 'electronics'?

3 What do you think the **bold** page numbers mean?

Lesson 7 Speaking



Vocabulary

childish
sporty
waterproof

1 **Look at the watches. How are they the same? How are they different? Which one do you prefer?**

2 2.4 **Listen to the dialogue and complete the sentences. Which watch does the boy decide to buy?**

1 The black one looks really *cool* whereas the other looks *childish*.
2 I don't agree. I think it looks _____ and _____.
3 The black one is more _____ though.
4 But it's much more _____.
5 The black one needs _____ and so does the other.
6 And they're both _____, which is good.

3 **Look at the trainers. What's the same and what's different? Complete the table.**

A



B



	comfortable	colourful	sporty	cool	expensive
Pair A	✓				
Pair B	✓				

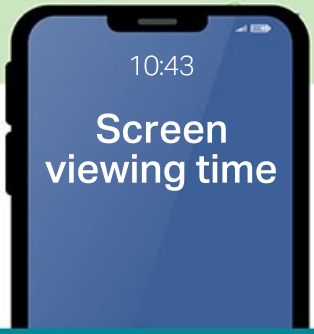
4 **Act out a dialogue in pairs. Compare the trainers and decide which ones to buy. Use the phrases to help you.** Be a star!

Which trainers should I buy? I've seen two pairs and I like them both.

Well, the blue and yellow ones look cool and sporty whereas ...

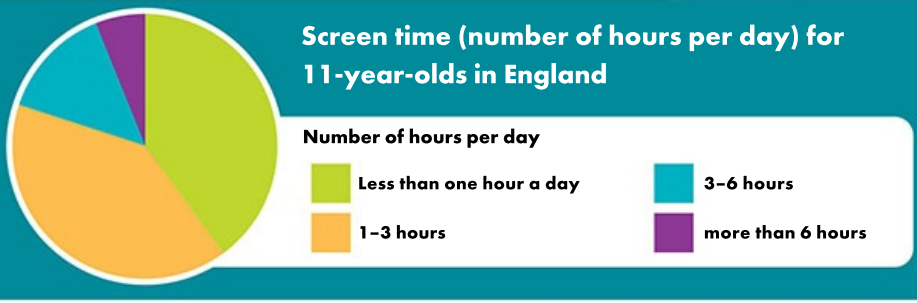
The same:
They('re) **both** ...
This one ... and **so is / does / can** the other.
Different:
This one ... **whereas** the other ...
This one is (**much**) **more** ...

Think about it!



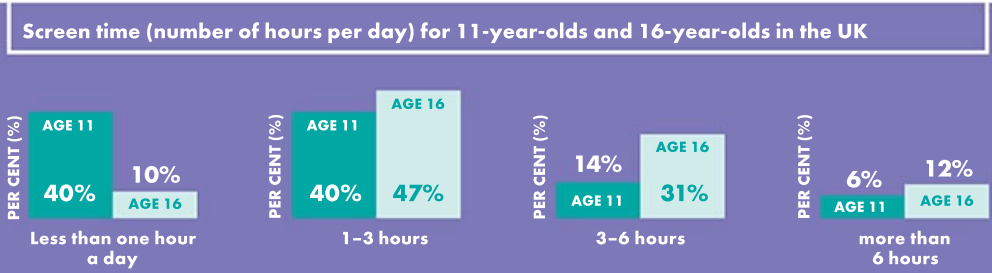
1 Look at the pie chart and answer the questions.

1 Do more children spend 1–3 hours on a screen or 3–6 hours?
2 Which is the smallest group?
3 Which group do you fit into?
4 Do the results surprise you? Why / Why not?



2 Now look at the bar graphs. Answer the questions.

1 What percentage of 16-year-olds spend less than an hour per day on screen?
2 How much time do 31 per cent of 16-year-olds spend on screen?
3 Look at each bar graph. What are the differences between 11-year-olds and 16-year-olds?
4 Why do you think there are these differences?



3 Which do you think is better for comparing information, a pie chart or a bar graph? Why? What other types of graph could you use?

4 Do a class survey on screen time (or use your own idea for a topic). Make a graph to show your results. Be a star!

Review 1



1 Complete the sentences with the correct words.

aim behaviour childish endangered engines ~~foreground~~ journey predators send species

1 This photo shows a turtle in the *foreground*.
2 _____ animals are at risk of dying out.
3 There are many different _____ of monkeys living in the Amazon.
4 Conservationists often study the _____ of animals in their habitats.
5 The _____ to the South Pole took many weeks.
6 _____ hunt other animals.
7 The _____ of the expedition was to reach the South Pole first.
8 The bright colours on the watch look _____ to me.
9 Cars are powered by _____.
10 He tried to _____ the message many times before he finally succeeded.

2 Circle the correct form of the verbs to complete the text.





Michelle Vincent is a famous wildlife photographer. When she was thirteen, she [1] **has been** / **went** on holiday to Canada. While she was there, she [2] **has seen** / **saw** a whale for the first time. 'I [3] **had never seen** / **didn't see** a whale before that. They were so beautiful. I [4] **had fallen** / **fell** in love with them.'

Since leaving university, Michelle [5] **observed** / **has observed** different species of whales in all the oceans of the world and [6] **took** / **has taken** many amazing photos. In 2010 she also started filming them. Last autumn, she [7] **has travelled** / **travelled** to the Antarctic to film migrating whales. No one [8] **filmed** / **had filmed** these whales on their journey to warmer waters before.

3 Work in pairs. Ask and answer questions about Michelle Vincent.

How old / see / whales / first time?
How long / film / whales?
Where / travel / to last year?
Why / fall / in love / them?
Where / observe / whales?
Why / her film special?

How old was Michelle when she saw whales for the first time?

She was thirteen.

Reading and Writing

1 CE:Key For each question, choose the correct answer.

Alexander Graham Bell was a scientist and inventor. He **(0)** *was* born in Scotland but later lived **(1)** _____ the USA. He was **(2)** _____ interested in how people communicate and wanted to find a way for people to speak to each other when they were in different places. In 1876, he **(3)** _____ a machine to do this. The first person he spoke to was **(4)** _____ assistant. He said, 'Mr Watson, come here. I want to see you.' Bell **(5)** _____ the telephone – now he had to work on his design **(6)** _____ make it better. Within 10 years, around 150,000 homes in the USA had telephones. Bell believed that one day people speaking on the phone **(7)** _____ be able to see each other too. This prediction **(8)** _____ true. We don't know if Bell ever imagined everyone would have a phone like a small computer.

Example

0	**A** is	**B** was	**C** did
1	**A** in	**B** at	**C** of
2	**A** never	**B** always	**C** not
3	**A** has made	**B** made	**C** is making
4	**A** our	**B** her	**C** his
5	**A** had invented	**B** invented	**C** has invented
6	**A** for	**B** will	**C** to
7	**A** could	**B** would	**C** will
8	**A** comes	**B** had come	**C** has come



Speaking

2 CE:Key Work in pairs. Talk about these inventions together.















Watch the speaking exam practice video.

3 Senses

Lesson 1 Reading

Vocabulary

atmosphere blind familiar fascinating giant
planet recognise (recognised) sight smell sound

1 **Look at the text and the pictures. What type of story do you think it is? Why?**

a a mystery **b** science fiction **c** a biography

2 3.1 **Look at the pictures. What do you think happens in the story? Read the text quickly and check your ideas.**

3 **Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.**

4 **Choose the best title for the story. Give a reason for your answer.** Be a star!

a Looking for Jax **b** Exploring the dark side **c** A strange new planet



'Are you ready, Joni?'

'Yes, Dad.'

'We land in 30 minutes.'

Joni listened to the engine. It was getting louder, like it always did before the spaceship landed. She checked her clothes and tools. The planet had a safe oxygen **atmosphere**, so she didn't need a mask. Her radio and computer were in her bag.

She felt her way to the door. Joni was **blind**, but she knew every centimetre of the spaceship that she and her parents called home. The **planet** they were landing on was totally dark, and no one could use their sense of **sight** anyway. Lights were bad for the environment. Joni's blindness would help – she was good at listening and using all of her other senses.

It was Month 6 of their trip. They were looking for Uncle Jax and Aunt Minnie, who had gone exploring eight months ago and hadn't sent a message. Joni and her family were following their route. This was the last planet. They must be here!

It was really dark, so Joni was the leader. She held her dad's hand and walked out of the spaceship. 'Can you hear me, Joni?' her mum said over the radio, from the spaceship.
'Yes, I can hear you, Mum. It's all OK here.'

'Can you **smell** anything?'

'Yes, I can smell trees and flowers. It smells lovely.'

'What can you hear?'

'I can hear birds and … water? It can't be water. It might be trees. No, it is water. I can hear it. Now I can smell it, too. It's a waterfall!'

This was **familiar**. Joni had smelled and heard a waterfall on Earth, but she had never found one in space. And here it was, sounding really loud and smelling very fresh.

'Wow,' said Dad. 'I can hear it too! It sounds huge!'

And it was – a **giant** waterfall, carrying tonnes of water from …

'Dad! If there's a waterfall, there must be mountains on this planet. And rivers and a sea!'

'That's **fascinating**,' said Dad. 'This planet hasn't been explored before.'

They walked for another half an hour. Joni's computer told her they were four kilometres from the spaceship. She **recognised** lots of smells – trees, plants, water – and she could hear small animals in the trees. And of course there were new smells and **sounds** that she couldn't recognise. It was always like this on a new planet.

Then she stopped, so quickly that her dad walked into her.

'What is it, Joni?'

'That smell – can you smell it?'

He laughed. 'Sorry, no. What is it?'

'Fire. I can smell fire.'

'Here? Do you think it's Jax and Minnie?'

'I don't know, Dad. It's coming from over there. Let's go and see …'

To be continued …

Lesson 2 Reading comprehension

1 Read the story on pages 34–35 again. Circle the correct phrases to complete the sentences.

1 Joni and her family were **having fun** / **looking for Jax and Minnie**.
2 They couldn't use lights because **there was no electricity** / **they were bad for the environment**.
3 Joni was blind **but that helped her** / **and it caused a lot of problems**.
4 Joni held her dad's hand because **he couldn't see** / **he was lonely**.
5 Joni smelled and heard **a factory** / **a waterfall**.
6 They went to see **if there was a café** / **why there was a fire**.

2 Think and answer the questions. Why did ... Be a star!

1 Joni not need a mask? *Because the planet had a safe atmosphere.*
2 Joni's mum stay on the spaceship? _____
3 Joni think there were mountains on the planet? _____
4 Joni's dad walk into her? _____
5 Joni's dad laugh? _____
6 Joni's dad think Jax and Minnie might be on the planet? _____

3 Work in pairs. Discuss the questions.

1 Why do you think there was a fire?
2 What do you think happens next?

Working with words

Using antonyms

When you're learning a new word, it can help to learn it with its antonym (a word with the opposite meaning). This can make new words easier to remember.

Match these words to their antonyms.

1 giant	a ugly
2 safe	b quiet
3 dark	c dangerous
4 noisy	d light
5 beautiful	e tiny



Lesson 3 Grammar

1 Look and read.

Graphic **Grammar**

Modals of deduction

It **can't** be a banana. It's blue.

It **may** / **might** / **could** be a leaf.

It **may not** / **might not** be a leaf. It smells nice.

It **must** be a flower.



2 Circle the best answers.

1 What's this liquid? It's clear and cool. It **could** / **can't** be water.
2 We shouldn't explore that planet. It **might not** / **can't** be safe.
3 It **may not** / **must** be a banana. It doesn't smell like one.
4 It isn't moving so it **may not** / **could** be a fish.
5 Who made the fire? It **could** / **can't** be Jax and Minnie. They're the only other people here.
6 The waterfall is huge. The water **may not** / **must** come down from a mountain.

3 Work in pairs. Make deductions. Be a star!

- A Look at page 145. B Look at page 147.
- Take turns to describe the pictures to your partner.
- Guess what is happening in the picture that your partner describes, using ***can't***, ***could***, ***may***, ***might*** or ***must***. A starts.



Go to **Grammar booster**: page 136.

Lesson 4 Language in use

Vocabulary

bitter disgusting hard soft sour

1 3.2 **Listen and say.**



- Today, we're tasting some fruit that we've never eaten before.
- What's this? It **looks like a pepper**.
- It's called a cocona.
- Oh ... it **tastes familiar**. It **tastes like tomatoes** ... and lemons. Sweet and sour!
- This one is called a breadfruit. It **feels hard** on the outside and soft inside.
- It tastes nice, but it doesn't taste like bread!
- This is called a bitter orange. It tastes sweet and bitter.
- Oh, no! What's that smell? It's disgusting!
- It is! It's called a durian.
- It **smells like cheese**! Very strong cheese! Ugh!
- It **smells disgusting**, but it tastes delicious! Try some!

Look!

look / taste / smell / feel + **adjective**
look / taste / smell / feel ***like*** + **noun**

2 Circle the correct words to complete the sentences.

1 I love chips. They taste **sweet** / **salty**.
2 What type of cake is this? It **smells** / **smells like** fruit and chocolate.
3 Coffee without sugar tastes **bitter** / **sweet**.
4 This juice **smells** / **smells like** lemons.
5 This pizza **smells** / **smells like** wonderful, but it **tastes** / **tastes like** disgusting.
6 I don't like mint-flavoured things. They **taste** / **taste like** toothpaste.

3 Think of adjectives and nouns to describe the taste and smell of these foods.

chicken ice cream | coffee and mango cake | banana soup | durian pizza | a fish burger

4 Make a new dialogue. Use your ideas in Activity 3. **Be a star!**

- What's this? It looks like ice cream.
- It's chicken ice cream. It tastes sweet and salty.
- Mmm, it tastes familiar. It tastes like a very cold sandwich.

Go to **Grammar booster**: page 136.

Lesson 5 Listening

Vocabulary

cope
imaginative
memorise

1 **Look at the photo. This woman can't see but she can send and receive emails. What do you think is special about her computer?**



Do you know anyone who's really good at something? What can *you* do well?

2 3.3 **Listen to the interview. Check your ideas in Activity 1.**

3 3.3 **Listen again. Write *T* (True) or *F* (False).**

1 Martina is completely blind. She can't see anything. T
2 She found it difficult to cope at school. _____
3 Technology helps blind people communicate with emails. _____
4 Martina uses her sense of touch, hearing and smell to make mental maps. _____
5 Blind people often develop a very good sense of smell. _____
6 Martina thinks about what colours might be like. _____

4 3.3 **Answer the questions. Then listen again and check.** Be a star!

1 How long has Martina been blind? _____
2 Why can Martina type quickly? _____
3 Why is walking in new places difficult for her? _____
4 What sense do deaf people use more than other people? _____
5 What does blue taste like to Martina? _____

5 **Work in pairs. Martina talks about what the colour blue sounds, tastes and feels like. How could you describe colours using different senses?**

Purple feels cold – it feels like January.

And I think it tastes bitter.

1 You're going to continue the story on pages 34–35. Read the outline and make notes to answer the questions. Use the pictures to help you.



a Joni smelled fire in the dark. She decided to explore.

- Did the planet feel safe or frightening? Why? _____
- What did it look, feel and sound like? _____



b Joni heard the sound of wood burning. She and Dad followed the smell and sound.

- What did she find? _____
- What had happened to it? _____
- Where did it come from? _____

c Joni heard a familiar voice.

- Whose voice was it? What did he / she say? _____
- What did Joni do? _____

d How does the story end? Make notes.



2 **Work in pairs. Use your notes and ideas to write the next part of the story.** **Be a star!**

Joni smelled fire in the dark again and decided to explore. She didn't want to go near the trees. The planet seemed safe, but …

Suddenly she heard the sound of wood burning. She and Dad decided to follow the smell and sound to see where it would lead them.

Joni heard a familiar voice shouting to her. It sounded like …



Learning to learn

Using a dictionary

When you find a word you don't know, first try to work out its meaning from the context. If you need to, use a dictionary. Some dictionaries are bilingual (they translate the word into a different language), while others are monolingual (they explain words in English, with the meaning explained in simple words). You can use dictionaries which are books, or dictionaries online. Dictionaries online sometimes let you hear the pronunciation of a word.

Tick (✓) the sentences which are true.

1 You should always use a dictionary if you don't know a new word. ☐
2 If you want to find out the English for a word in a different language, you need a bilingual dictionary. ☐
3 Working out words from context is a good idea. ☐
4 You can only find dictionaries that are books. ☐
5 Dictionaries are good places for checking spelling. ☐



Lesson 7 Speaking

Vocabulary

rectangular rough round
smooth sticky

1 3.4 Listen to someone describing soap to someone who has never seen it before. Circle the adjectives as you listen.



It's used for washing yourself. It comes in different colours and shapes, usually round or rectangular. It feels smooth and sticky. It smells delicious – some smell like flowers and others like fruit. It looks a bit like food, but you can't eat it. It tastes disgusting!

2 Work in groups. How many adjectives and nouns can you think of to describe how these things look, feel, taste, smell or sound?

a 

b 

c 

d 

e 

f 

3 Choose an object in Activity 2. Prepare a description for someone who has never seen it before. Use the phrases to help you.

It's used for ... / made of ...
It's round / rectangular ...
It feels soft / hard / rough / smooth / sticky ...
It tastes sweet / sour / bitter / salty ...
It looks like a guitar / a snail / a ball ...
It sounds like bells / the sea ...

4 Work in pairs. Take turns to describe your object for your partner to identify. **Be a star!**



It's round and it feels hard. It looks like ...

5 Think of other objects to describe. Can the rest of the class guess what they are?

Animal super-senses

1 **Read the descriptions and label them with the correct animals. What information helped you decide?**


owl


eagle


python


elephant


catfish

1 Super-sight *eagle*

This animal's eyes are on the side of its head. It can see five times further than a human. It can see straight ahead and also to the side at the same time. When flying, it can see a small animal from three kilometres away.

2 Super-smell _____

This animal has 40,000 muscles in its trunk. It can identify food and water from several kilometres away and knows if members of its herd are nearby just by smell.

3 Super-hearing _____

This animal has fantastic hearing so it can hunt in the dark. One ear is higher than the other – the left ear hears sounds from below and the right ear sounds from above. It has very soft feathers which means it can fly with no sound. Its eyes are on the front of its head.

4 Super-taste _____

Most people have around 10,000 taste buds. This animal has more than 100,000. And they're not just in its mouth – they're all over its body. It has developed these so it can find food in deep, dark water.

5 Extra sense _____

This animal has one extra sense – the ability to sense heat – so it can find other animals even if they are hiding. This makes it a brilliant predator even in the dark.

2 **Work in pairs. Discuss the questions.**

1 Which of the animals is *not* a predator?

2 What other animals do you know with a super-sense?

3 **Choose which super-sense you would like to have. Why? How would you use it in your own life?**

1 3.5 Read the text on pages 44–46. In what different situations should you not believe what you see?

It can't be true!

Can you believe everything you see?

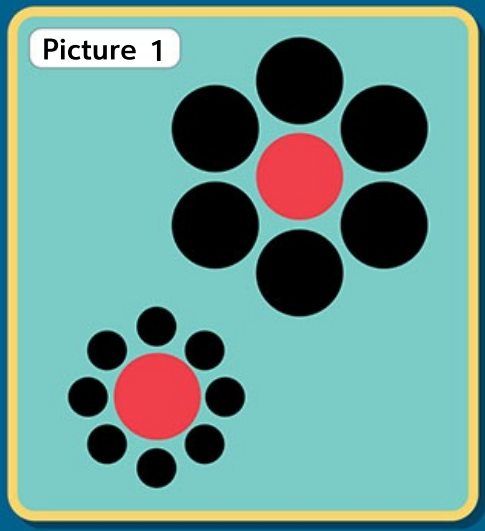
Our senses are incredibly important in helping us understand what is going on in the world. Through sight, hearing, touch, taste and smell, we recognise and trust what is familiar and safe, and predict what might be dangerous. But can we always believe what we see?

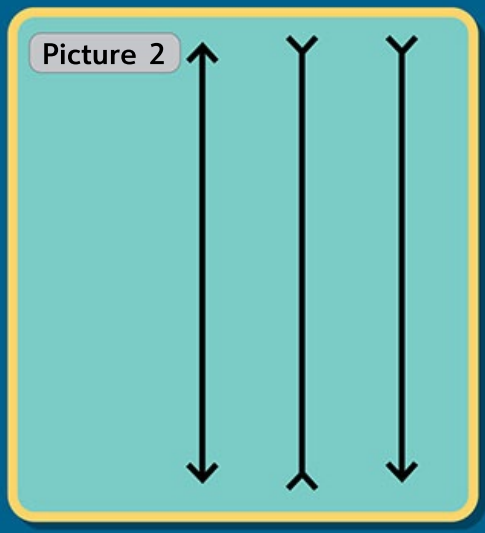
Look at these pictures and answer the questions. (Answers are upside-down at the bottom of the page.)

Picture 1 Which red circle is bigger?

Picture 2 Which line is the longest?

What we're looking at and trying to understand can be changed by other information that our brain takes in at the same time. So in picture 1, the size of the black circles can confuse us so we think the second red circle might be bigger. In picture 2, the ^ shape draws our eyes further, so we might think the middle line is longest. Although we can depend on our senses to tell us the truth most of the time, we also have to make sure that we understand the information correctly.





Answers: Both circles are the same size and all the lines are the same length.

We can also be tricked by optical illusions – impossible things that look real. Sometimes, in very hot places like deserts, the heat makes it look as though there is a pool of water in the distance. This kind of illusion is called a mirage. It must be a very disappointing thing to experience if you're thirsty!

Photographers sometimes design illusions to try and trick us. These can be really fascinating. Tricks include editing the photo to remove people or things; using a background that is specially designed; or playing with the view (making it look as though things are the same distance from the viewer when in fact they are at different distances).

Look at the pictures. How do you think these pictures were created?

In these pictures it's very obvious there's something strange happening. It's not always clear, so you have to think critically about the information you're receiving. Think about adverts and other types of text where the writer wants to make you believe certain things. Sometimes you don't have as much information as you think you do.

Read the story on page 46 and answer the questions.









Reading time 2

A smartly-dressed businessman is walking along a city street. He's speaking on his very expensive phone – he's not really paying attention to what's going on around him. Behind him, a poor young man with untidy hair and clothes suddenly starts running. He looks scary.

A What does the young man want?

_____

The businessman hears the sound of footsteps running behind him and turns to see the young man running straight at him. He holds on to his phone tightly. He looks very frightened.

B What's going to happen to the businessman?

_____

The young man grabs the businessman and pulls him to one side – just in time. The businessman was going to be hit by a cyclist coming round the corner. The young man had seen this and saved him.

C What's your opinion of the young man now?

_____



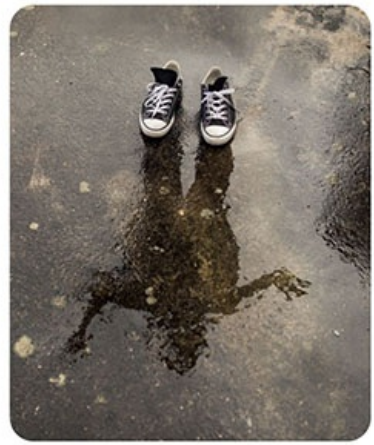
Sometimes we don't know enough about a situation to understand what's really happening and we jump to the wrong conclusions.

So how do we manage when there is so much information in the world for us to take in – and some of it isn't what it seems? The answer is that we need to develop excellent 'reading' skills, so that we can understand not only texts, but also pictures, ideas and people. It's important to ask questions about what we're seeing: Can this be true? Have I misunderstood? Do I know enough? How can I find out more? Do I need to look at this from a different point of view? The more we understand about ourselves and about the world around us, the better we can trust our senses.

Reading time 2 Activities

1 Read the text on pages 44–46 again. Tick (✓) the sentences that are correct.

1 We use our senses to protect ourselves. ☑
2 We can't believe anything we see. ☐
3 Our brains can only check one thing at a time. ☐
4 We can usually trust our senses. ☐
5 Travellers in very hot places sometimes imagine they can see water. ☐
6 You can use a camera to show things that seem impossible. ☐
7 Unlike pictures, texts always tell the truth. ☐
8 We will understand things better if we ask ourselves questions about what we see. ☐



2 Work in pairs. Discuss the questions. Give reasons for your answers. Be a star!

1 Give an example of how we use our senses to decide if something is safe or dangerous.
2 How do photographers create illusions?
3 Which of the illusions pictured on page 45 do you like best? Why?
4 Look at your answers to A, B and C in the story. Which words in the story were most important to you in deciding on your answers?
5 Was your opinion of the characters at the end of the story the same as at the beginning? Why? / Why not?

3 How good are you at reading critically? Work out these riddles.

1 Bella's father has five daughters: Sassa, Sesse, Sissi and Sosso. What is the name of his fifth daughter?

2 A man was driving his car. He hadn't put the car lights on. There was no moon. A woman crossed the road in front of him. How could he see her?

3 Two mothers and two daughters go into a sweet shop. They each buy some chocolate for 40p, but the shop assistant asks for £1.20. Why?

1 Bella 2 It was daytime. 3 There was a grandmother, mother and daughter.

4 Get involved!

Lesson 1 Reading

Vocabulary

benefit biodiversity climate change
damage (damaged) encourage environment
exhibition global inspire (inspired) support

1 **Work in pairs. Look at the photos and discuss the questions.**

1 Where do you think the strange buildings are? Which country are they in?
2 What do you think is in the buildings?
3 Why do you think this place has been created?

2 4.1 **Read the text quickly and check your ideas in Activity 1.**

3 **Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.**

4 **Read again and answer the questions.** Be a star!

1 What type of text is it? What is it trying to persuade you to do?
2 Choose three things from the text that you would like to see or do.

The Eden Project

It's your planet – get involved!



About the Eden Project

The Eden Project is a **global** visitor attraction in the British countryside. Millions of people have visited it since it opened in 2001. The aim of the Eden Project is to **encourage** us to make choices that **benefit** our planet. Sadly, for a long time people have been doing things that have **damaged** the **environment**. This has resulted in **climate change** (changes in weather patterns) and many forests have been lost. Many plants and animals are now endangered. At the Eden Project, scientists have been trying to find solutions to some of these environmental problems.

The highlights of the Eden Project include a Rainforest Biome and a Mediterranean Biome. These are like large greenhouses which have plants from rainforests and other warm areas around the world. The biomes recreate these habitats and show the importance of **biodiversity**.

Highlights



- Experience what it is like to live in the Amazon in the amazing Rainforest Biome. Follow the walkway in the treetops to enjoy a monkey's-eye view of the forest.
- Enjoy the sights and smells of the Mediterranean Biome, full of beautiful plants from warm places across the world.
- Visit the Invisible Worlds **exhibition** to learn about things that are usually too big, small, fast or slow for us to see. Understand why they are important to human, plant and animal life. This exhibition has incredible sculptures to see and touch too.

Other things to do



Play green Have fun in our Outdoor Gardens! Discover the world and develop your imagination. Explore our trails and the giant garden sculptures too!

Eat green Have lunch in a restaurant serving delicious local food.

Shop green **Support** plant conservation projects when you buy a plant created at Eden using an endangered plant species.

Learn green Try one of the fun school workshops with your class:

- Find out how chocolate is made in Chocology – you get to taste it too!
- Prepare for an expedition into the wild in Rainforest Uncovered!
- Take the Crazy Chef challenge – if you solve the clues and find all the ingredients, the Eden Chef will bake you a delicious cake!

'We haven't been looking after our planet – we need to start now. The Eden Project has really **inspired** me to get involved!' *– Dan from Brighton*

'We've been coming here for ten years. My kids love it!' *– Amy from London*

'It feels like summer looking at all the beautiful flowers in the rainforest.' *– Julia from Exeter*

Opening hours

Daily 10 am to 8 pm*
*Biomes sometimes close earlier to keep plants healthy.

Prices

Check the website for latest prices. Discount if you arrive on foot or by bike/bus/train.

Lesson 2 Reading comprehension

1 Read the information leaflet on pages 48–49 again. Write *T* (True) or *F* (False).

1 The Eden Project focuses on animal conservation. F
2 The Eden Project wants visitors think more about how they can help the environment. ____
3 The Invisible Worlds exhibition has sculptures you can touch. ____
4 You can't walk in the gardens at the Eden Project. ____
5 The Eden Project has plants from different countries. ____
6 If you buy a plant from the Eden shop, you'll help endangered animals. ____

2 Choose the best workshop for each person. Be a star!

I'm Euan, and I love puzzles. I know how to identify nuts and fruit.

I'm Bonnie. I love being outside and part of nature. I go camping a lot.

I'm Katie, and I'm interested in discovering how things are made.

3 Work in pairs. Discuss the questions.

1 Why do you think the Eden Project has so many visitors?
2 What is a discount? Why do think there is a discount if you arrive on foot?
3 Do you think you would like the Eden Project? Why / Why not?

Working with words

Using synonyms

What can you do to help the environment?

You can expand your vocabulary by using words with a similar meaning. These are called synonyms: *delicious – tasty*

Match these words to their synonyms.

1 huge	a a trip
2 solutions	b worldwide
3 benefit	c make
4 global	d help
5 expedition	e enormous
6 create	f answers



Lesson 3 Grammar

1 Look and read.

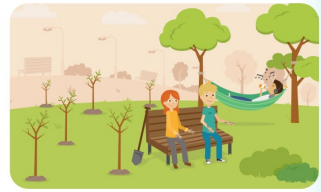
Graphic Grammar

Present perfect continuous

They **'ve** **been** planting trees . Look at their hands!

He **'s** **been** lying here since 10 o'clock .

He **hasn't** **been** helping them .



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

We're really enjoying ourselves at the Eden Project! We [1] *'ve been learning* (learn) about the rainforest. We [2] _____ (explore) the Rainforest Biome this morning. Paula [3] _____ (tell) us about all the plants. She's tired now – she [4] _____ (work) since six o'clock this morning. Sam has got mud on his hands. He [5] _____ (plant) vegetables in the Asia Zone. Shelley [6] _____ (taste) different types of nuts and spices. I [7] _____ (not plant) or tasting anything. I [8] _____ (draw) a beautiful flower.

3 Work in pairs. Talk about recent activities. Be a star!

- A Look at page 145. B Look at page 147.
- Take turns to read the activities on your page and act them out. Your partner guesses the activity. A starts.



Go to **Grammar booster**: page 137.

Lesson 4 Language in use

Vocabulary

community elderly volunteer

1 4.2 **Listen and say.**



Hello, Julia. **How long have** you **been volunteering** at this community project?

For about two years.

That's great! You look tired. **Have** you **been working hard** today?

Yes, I have. I've been working since eight o'clock this morning.

What have you **been doing**?

I've been preparing lunch for the elderly people we help.

Look! Your hand is red!

I know! I've been chopping tomatoes. I'm making vegetable pasta for lunch.

Has anyone **been helping** you in the kitchen?

Yes. Amir has been making a chocolate cake for dessert.

2 **Work in pairs. Choose a community project to volunteer at. Think of three things you might do there. Make notes.**

organise a cake sale | clean up the local park

work at an animal shelter | volunteer at a local library

3 **Write questions to ask another volunteer about the project they chose in Activity 2.**

1 How long have you *been volunteering for this project* ?

2 Have you been _____ today?

3 What have _____

4 _____

4 **Make a new dialogue. Use your ideas in Activities 2 and 3.** **Be a star!**

How long have you been volunteering at this community project?

For about six months.

Have you been ... ?

Unit 4 Use the present perfect continuous to ask about recent activities
WB: page 41

Go to **Grammar booster**: page 137.

Lesson 5 Listening

Vocabulary

charity form a band
raise money reserve slogan

1 **Look at the picture. What do you think they are planning to do?**



2 4.3 **Listen and answer the questions.**

1 What do Ellen and Will want to do?
2 What do they need to find first?
3 What idea does Mrs Sanderson give them about a club?
4 Why does she suggest using a slogan?

3 4.3 **Listen again and tick (✓) the advice and suggestions you hear.** **Be a star!**

1 Shall I help you form a band? ☐
2 Why don't you advertise in the school paper? ☑
3 You should create a music club. ☐
4 Why don't I play the drums in your band? ☐
5 Let's put on concerts. ☐
6 You could sell tickets. ☐
7 We should help the local community. ☐
8 We should give the money to a charity. ☐

4 **Work in pairs. Discuss the questions.**

1 What do you think of the idea of forming a music club?
2 How can clubs benefit pupils?
3 How can clubs help the local community?

5 **What club would you like to create at your school? What would you need to do this? How would it benefit pupils?**

1 **Look at the information leaflet on pages 48–49. Find examples of these features and number them (1–8) in the order they appear.**

a hours and prices ____
b the first section heading ____
c visitors' comments ____
d a general description ____
e special things to see ____
f the title and a slogan 1
g additional activities ____
h a special event ____

2 **Read the notes about The Storyhut. Number them in the order they should appear in a leaflet. Use Activity 1 to help you.**

THE Storyhut



____ • Highlights:
- creative writing classes – learn how to write a good story with interesting characters
- drama classes – wear costumes and act out your favourite stories

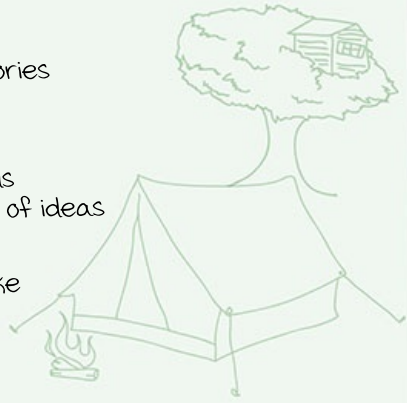
1 • Let your imagination go crazy!

____ • Dates: 22–28th June
Prices £1,200*
*Includes all meals

____ • Has been helping children create and tell stories for 10 years

____ • What camp guests think:
great experience – made lots of new friends
encourages a love of reading – inspired lots of ideas

____ • Other things to do:
- story crafts workshop – learn how to make your own book!
- 'Tell us a story' evenings – listen to a storyteller tell stories round the campfire



____ • Summer camp for children who love reading, writing and sharing stories

3 **Work in pairs. Write an information leaflet about The Storyhut. Use the plan in Activity 2. Use your own ideas to give more information.** Be a star!

About The Storyhut

THE Storyhut
Let your imagination go crazy!

The Storyhut is a summer camp for children who love reading, writing and sharing stories. It has been _____

_____

Highlights

_____

_____

Other activities

- _____

  _____

- _____

  _____

Children's comments

' _____ '

' _____ '

' _____ '

Dates and prices

_____

_____

_____

Learning to learn

Improving your writing

Most people really like what they write. But you can always make it better. If you can identify what you did well and how you can improve, it will help you work out the best ways to progress. Look at a piece of writing you have done recently and ask yourself these questions:

1 Does it begin well? How could you improve it?

2 Does it have a good ending? How could the ending be better?

3 What comments does your teacher make on your writing?

4 How can you improve

- your spelling?
- your grammar?

5 Is your writing based on a good idea? How can you think of a better idea next time?

Look at a piece of writing you did a month ago. What do you think of it now? How can it be better?



Lesson 7 Speaking

Vocabulary

bin bag donate rubbish weigh

1 Look at the photos. What kind of volunteer projects are they? How do you think they help the community?





2 4.4 Listen to a conversation and match the parts of the sentences. Which project is it about, A or B?

1 Why don't we ...	**a** also make posters to advertise it?
2 We could ...	**b** contact local schools.
3 Shall we ...	**c** everyone to weigh what they pick up?
4 We'll need to ...	**d** organise a beach clean-up day?
5 How about asking ...	**e** collect a lot of bin bags.

3 Imagine you are going to organise a cake sale to raise money for a hospital. Add two more suggestions to the list.

- ask people to donate cakes
- make labels
- collect paper plates
- make biscuits
- decide prices
- design a poster
- _____
- _____

4 Work in pairs. Act out a conversation about setting up the cake sale. Make and respond to suggestions. Use the phrases to help you. **Be a star!**

Why don't we organise a cake sale?

That's a great idea! Shall we ask people to donate cakes?

Let's ...	How about ... ?	Shall we ... ?
We could ...	Why don't we ... ?	We'll need to ...

Agree:	That's a great / fantastic idea!	That sounds great.
Disagree:	That's a good idea, but ...	I'm not sure. I think ...

Think about it!

make a class action plan

1 **In groups, discuss ideas for improving your school. Think about what you would like to make better and how to do it.**

a The student experience (agree on one topic or think of another idea)

- Sport – more or less?
- Break times – longer and finish school later? Shorter and finish school earlier?
- Special places – a quiet room for students to relax in? A room with music during breaks?
- Look of the school – more pictures / plants? Make it tidier?

b Our school in the community

- Volunteer projects – what can we do to help in the community?

c Our school in a global context

- Environmental issues – what can we do to make the school greener?



2 **Discuss each group's ideas as a class. Vote for the best idea for each category, a–c.**

3 **Make a class action plan of the best ideas. Display it on your classroom wall.**

a Aim: _____

Action: _____

b Aim: _____

Action: _____

c Aim: _____

Action: _____

Review 2

1 Write the correct adjective for each definition.

~~blind~~ disgusting elderly familiar global rough soft sour

Describes ...

1 someone who is not able to see *blind*
2 something you know well _____
3 someone who is old _____
4 something that tastes horrible _____
5 something that belongs to the whole world _____
6 something that tastes like a lemon _____
7 something that is the opposite of hard _____
8 something that is the opposite of smooth _____

2 Complete the conversation with these phrases.

must be has been hiding might be hasn't arrived has been looking ~~We've been rehearsing~~ has been calling hasn't found



Alan: Look at the time! It's late!
[1] *We've been rehearsing* for an hour already.

Penny: I know! The conductor
[2] _____ yet. The show starts in an hour! Where is he?

Alan: I'm not sure. He [3] _____ stuck in traffic.

Penny: Mr Campbell [4] _____ him, but he isn't answering his phone.

Alan: I think Sue [5] _____ for him, too.

Penny: Yes, but she [6] _____ him yet.

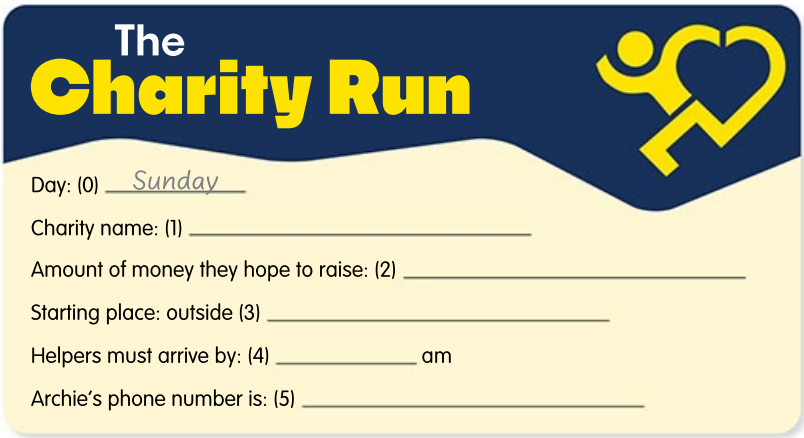
Alan: Penny ... Look over there! Behind the piano! It's the conductor!

Penny: What? He [7] _____ there all this time!

Alan: Yes! He [8] _____ worried about performing.

Listening

1 CE:Key 4.5 **For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a boy, Archie, and a girl, Anna, confirming details for a charity run.**



Reading and Writing

2 CE:Key **For each question, choose the correct answer.**

1

Hi Anna! I went to the technology museum with my class and it was so cool! We saw old models of phones and computers. You must go with me next time – how about this Saturday? Sue

What should Anna do?

A Go to the technology museum with her class.
B Ask Sue if she liked the museum.
C Tell Sue if she can go with her at the weekend.

2

New section at the aquarium:
Sea turtles from the Caribbean
Half-price tickets 10-11.30am
Open every day

A You can't see the turtles on Mondays.
B You can pay less in the mornings.
C You can see fish from the Caribbean.

3

To enter the race, you must be at least 10 years old and a student of our school.

A Children who are 9 years old can compete.
B Children who are 11 years old can compete.
C Children from any school can compete.

5 Travel adventures

Vocabulary

cattle confident cowboy / cowgirl experience homesick outdoors ranch souvenir sunrise traditional

Lesson 1 Reading

1 Look at the title and photos. What kind of holiday is it? What kind of activities do you think you might do there?

2 5.1 Read the texts quickly and check your ideas.

3 What three different text types are there? Tick (✓). What text features helped you decide? **Be a star!**

a a magazine article	☐	**b** a review	☐	**c** a diary entry	☐
d an advert	☐	**e** an email	☐	**f** an interview	☐

4 Look at the vocabulary box. Find the words in the texts. Use the context to work out what they mean.

Go wild in the Wild West!

Have you ever wondered what it's like to be a cowboy or cowgirl in the Wild West? Come to the Lazy Lake Dude Ranch and find out!

- Work as a **cowboy** or **cowgirl** and find out how to herd **cattle**.
- **Experience** the **outdoors** on a horse and go hiking, fishing and swimming.
- Learn about **traditional** Native American culture at a museum, then visit a Native American village.
- Try new activities – fly on a zip-line, try rock climbing and eat cowboy food.
- At night, sit around the fire, learn about the stars and go to sleep in a teepee.

Live the wild life – this is a holiday to remember!


teepee

School trip to the Lazy Lake Dude Ranch



Hi everyone,

Here's the programme for the Lazy Lake Dude **Ranch**. The Lazy Lake people have asked us to be ready for hot weather, so bring sun cream, sunglasses and hats, walking shoes and long-sleeved shirts. Don't forget!

Friday 6 am:	Meet at school to get the bus to the airport.
Friday 1 pm:	Arrive in Denver. The Lazy Lake guides will meet us at the airport.
Friday 4 pm:	Arrive at the Lazy Lake Dude Ranch. Explore. Eat at 7 pm.
Saturday 6 am:	Horse riding in the hills at **sunrise**. If you're not a **confident** horse rider, you can take special lessons, or explore more of the ranch.
Saturday afternoon:	Visit a Native American village, learn about Native American art.
Sunday morning:	Fly on a zip-line! The ranch has the longest zip-line you've ever seen!
Sunday afternoon:	Swimming, fishing and canoeing.
Sunday evening:	Dinner around the campfire. Traditional cowboy songs, Native American songs and short stories.
Monday 10 am:	Leave for New York.

Remember, we meet at the school at 6 am on Friday to get the bus to the airport. Don't be late!

See you there!
Mr Caldwell

www.lazylakeduderanch.com/reviews

James ★★★★★



I was nervous about going to a dude ranch – it's not really the Wild West, and history has not always been kind to Native Americans. And I'm not very sporty – I've never been horse riding before. But the ranch guide was really good. She told me to relax and just have fun. So I did - and it was fantastic!

The dude ranch experience is unusual. I don't like camping (I don't like spiders and snakes!) but the teepees were warm and comfortable, and we were really tired so we slept well. I thought I'd be **homesick** but everyone was really friendly, and there were lots of things to do, so I didn't think about it.

My favourite part was visiting the Native American village. Our teacher told us to bring money for **souvenirs**. They were great – Native American art is really cool. I bought a belt and a bag.

So, what do I think? I liked it – it was really good fun. Will I come back? Yes, I will!

Lesson 2 Reading comprehension

1 Read the texts on pages 60–61 again and answer the questions.

1 Which activities in the ranch advert are

a doing things? _____

b learning about things? _____

2 What is the group doing on ...

a Friday morning? b Saturday afternoon? c Sunday evening?

3 Why was James worried about going to a dude ranch? _____

What did he think about it at the end of the stay? _____

2 In which text can you find the following information? Write *A* (Advert), *E* (Email) or *R* (Review). More than one answer may be possible. Be a star!

1 where you sleep and what it's like A, R

2 what type of Native American culture you can learn about _____

3 what to do if you don't have much experience of horse riding _____

4 the activities you can do around the campfire _____

5 what things you need to bring for hot weather _____

3 Work in pairs. Discuss the questions. Give reasons for your answers.

1 Did James have a positive experience at the ranch?

2 Would you like to stay at the ranch?

3 What activities do you think you would enjoy most / least?

4 What do you think you could discover about yourself there?



Why is it good to try new activities?

Working with words

Prefixes

The prefixes *un-* and *in-* make an adjective negative:
adventurous – ***un****adventurous* *experienced* – ***in****experienced*

Add *un-* or *in-* to make the opposite of these words.

1 *in*correct 3 ___popular 5 ___sensitive

2 ___friendly 4 ___usual 6 ___active

1 Look and read.

Graphic **Grammar**

Reported requests and commands

‘Please **tell** me a story’.

I **asked** you **to tell** me a story.

‘**Don’t** sing’!

I **told** you **not to** sing!



2 Complete the reported requests and commands.

1 ‘Take a hat and sun cream!’ She told me *to take a hat and sun cream*.

2 ‘Don’t forget the map!’ She told me _____.

3 ‘Please buy me a souvenir.’ She asked me _____.

4 ‘Try the zip-line!’ She told _____.

5 ‘Please take care of yourself!’ She asked _____.

6 ‘Don’t feel homesick!’ She told _____.

3 Work in pairs. Play a reporting game. Be a star!

- A Look at page 148. B Look at page 150.
- Read the teacher’s instructions. Take turns to say them to your partner. Your partner writes the exact words the teacher said and reports the instructions back to you.
- Check each other’s answers when you have finished. A starts.



Go to Grammar booster: page 138.

Lesson 4 Language in use

Vocabulary

cable car hire
look forward to rhino

1 5.2 Listen and say.



Where are you **going** on holiday?

We're going to South Africa tomorrow. We're visiting Cape Town.

How exciting! **Who are** you **going** with?

I'm going with my mum and my sister.

How long are you **going** for?

We're spending a week there!

What are you **doing** at the weekend?

On Saturday **we're going up** Table Mountain in a cable car. And on Sunday **we're hiring** a boat. We're going whale-watching!

Wow! **What are** you **doing** for the rest of the trip?

We're visiting a game reserve with lions and rhinos. I'm really looking forward to it!

2 Read and write *P* (Present activity) or *F* (Future arrangement).

1 I'm feeling really excited! P
2 What are you doing tomorrow evening? ____
3 We're sleeping in a teepee on Friday night. ____
4 I'm checking information online, but it's confusing. ____
5 On Sunday, we're meeting some real cowboys! ____
6 I'm packing my bag at the moment. ____

Look!
We can use the present continuous to talk about future arrangements.

3 Work in pairs. Plan another trip. Decide ...

Where? | Who with? | How long for? | Activities on Saturday / Sunday | Activities for rest of trip

4 Make a new dialogue. Use your ideas from Activity 3. Be a star!

Where are you going on holiday?

We're going to Cairo, in Egypt.

Unit 5 Use the present continuous to talk about future arrangements
WB: page 51

Go to **Grammar booster**: page 138.

Lesson 5 Listening

Vocabulary

ambitious determined
extreme plenty weak

1 **Look at the picture. Where is the woman? What do you think she's going to do?**



2 5.3 **Listen to the interview and check your ideas in Activity 1.**

3 5.3 **Listen again and underline the correct answers.**

1 The hike takes **12 hours** / **24 hours** / **24 days**.
2 Erin's team has been training for about **four weeks** / **four months** / **four days**.
3 They're going to climb **one mountain** / **two mountains** / **three mountains** in one day.
4 They're going to begin walking at **5 am** / **5 pm** / **4 am**.
5 If they reach the finish, they'll make **£5,000** / **£500** / **£1,000**.

4 5.3 **Answer the questions. Then listen again to check.** Be a star!

1 Why did they do shorter trips first?
2 What will they do to keep warm in the cold?
3 What do they need to keep their energy up?
4 Who has to finish the hike for the team to win?
5 Why is Erin doing the trip?
6 How soon will the hike start?

5 **Imagine you are in a team taking part in the Three Peak Challenge. Make a list of things you will need. Who has the longest list?**

1 **Look at James's review on page 61. What worries did he have before the trip? What happened to help him cope with these?**

2 **Read the review again. In which paragraph (1–4) does this information appear?**

a favourite part of trip 3
b conclusion or recommendation ____
c how James has changed since the experience ____
d how the guide helped ____
e definition of a dude ranch ____
f evening activities ____
g feelings before and at start of trip ____

3 **Read Pip's notes about Confidence Camp. Was it a positive or negative experience?**

Confidence Camp – helps kids do things they don't like or aren't good at

Activities – bike riding, surfing, riding a zip-line, singing in public

Feelings before camp – not looking forward to it, not confident or adventurous

Worries about activities – surfing, tried before, couldn't do it

Guide – very encouraging, said 'be confident', gave me plenty of time to practise

Favourite activity – riding a zip-line, terrified – but did it, like flying

Overall – positive experience, so many new things to try

Future – determined to try more ambitious activities

Recommendation – everyone should try it, want to go back next year





4 **Work in pairs to write a review about Confidence Camp. Use the notes in Activity 3 to help you.** **Be a star!**

www.confidencecamp.com/reveiws

Confidence Camp *helps kids to do things they don't like or aren't good at.*
You try lots of different activities like _____
_____.

At first I wasn't _____ because _____
_____. I was worried about _____.
I had tried _____ but I _____. However, our
guide was _____. She told me _____.
_____ and _____
_____.

My favourite activity _____. I was _____ but _____
_____! It _____.

Overall, Confidence Camp _____. There were
_____. In the future
_____.
Everyone _____ Confidence Camp. I _____.
_____.

Learning to learn

Checking and correcting your own work

It's important to check and correct each piece of work you do. Follow these steps:

1 Read through your text carefully. Label any mistakes in pencil.

vocabulary → v grammar → gr spelling → sp
punctuation → p something missing → ^

2 Correct as many mistakes as you can. Ask your teacher or a partner if you need help.

3 Rewrite your text.

Write the correct symbols in the circles. Then rewrite the text correctly.

(P) ( )
The trip lasts two days. it will be tiring but intresting.
what should I dress? The sun very hot. Should I to bring a hat.
( ) ( ) ( ) ( ) ( )



Lesson 7 Speaking

Vocabulary

forecast gift shop

1 5.4 **Listen to a teacher giving advice about things to bring on a school trip. Tick (✓) the things he mentions.**

sun cream	✓	camera	
hat		sunglasses	
water		goggles	
shoes		mobile phones	
packed lunch		souvenirs	



2 5.4 **Listen again and complete the advice.**

1 You should bring *sun cream and a hat* .
2 It's a good idea to wear _____ .
3 I recommend visiting _____ .
4 I don't recommend eating _____ .
5 You shouldn't call _____ .
6 I suggest bringing _____ .

3 **Look at the trips below. What advice would you give to someone doing each trip? Make a list.**

museum
Forecast: wet
Visit / See: Asia Room, Egyptian statues
Good lunch in cafeteria
Gift shop

Wildlife park
Forecast: cold
Visit / See: dolphin show, the rhinos
Picnic lunch
Gift shop

4 **Work in pairs. Choose one of the trips in Activity 3 and give your partner advice. Use the phrases to help you.** **Be a star!**



We're going to the museum tomorrow. It's going to be cold and wet so you should wear a jacket. It's a good idea to ...

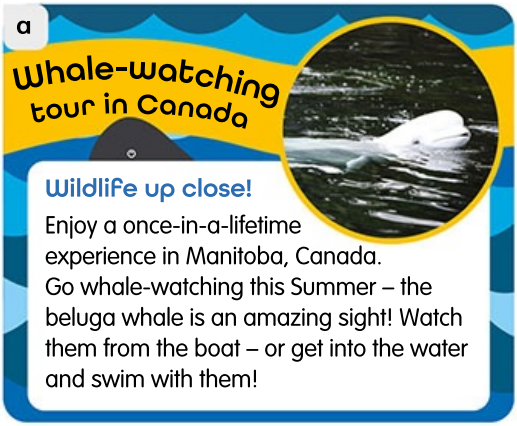
You should / shouldn't **bring** ...
It's a good idea **to bring** ...
I suggest / recommend **bringing** ...

Think about it!



1 Read the adverts. Which holiday would you most / least like to go on? Why?

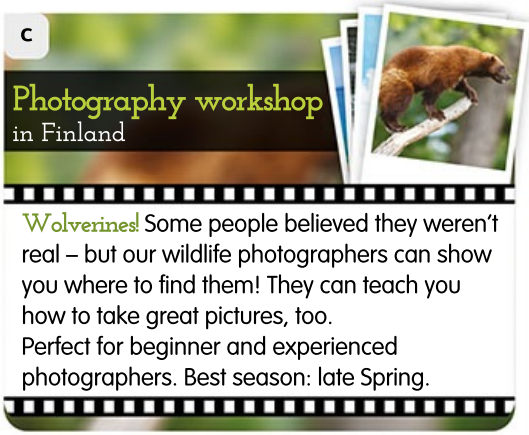
a



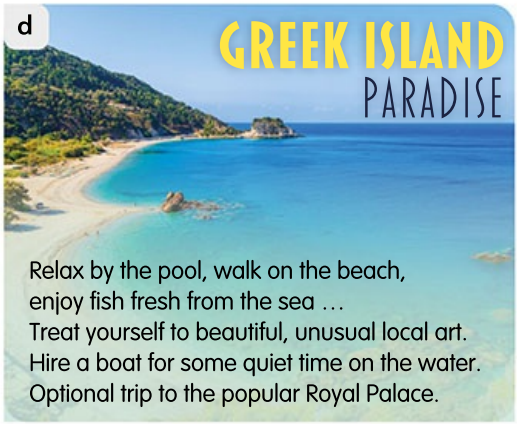
b



c



d



2 5.5 Listen to three conversations about summer holidays. Choose the best holiday, a–d, for each person. Give a reason for your choice. Be a star!

Joel: holiday _____ because _____.

Hannah: holiday _____ because _____.

Jamie: holiday _____ because _____.

3 5.6 Work in pairs. Listen to Katerina. Would any of the holidays in Activity 1 be good for her? Discuss.

6 Sell, sell, sell!

Vocabulary

appeal brand check out eye-catching memory
persuasive professional review social media talent

Lesson 1 Reading

1 **Look at the texts. What type of text are they? What do the pictures show?**

2 6.1 **Read the texts quickly and answer the questions. Give reasons for your answers.** Be a star!

1 What are they trying to sell?
2 How do they try to sell the products?
3 Which product would you most like to buy?

3 **Look at the vocabulary box. Find the words in the texts. Use the context to work out what they mean.**

Looking for a great technology gift?

Check these out – you'll find the suggestions very **persuasive**!

They said it couldn't be done, but it has! Check it out! Ladies and gentlemen, please give a big welcome to ... *THE FLYBOOT!*

Scientists told us that human flying was not possible. It can't be done, they said. Well, we have news for you: IT'S POSSIBLE, and IT'S HERE!!!

The Flyboot is ... a boot that flies! It will fly you for 20 metres at 1 metre above the ground. Put on our battery-operated boots, and you will fly like a bird!

The **eye-catching** boots are made of leather and plastic, and look really good. You can wear them in all weather, but you should be careful when it rains. They're heavy – 10 kilos – so they are not for everyday wear, but trust us – they can fly!



FLY LIKE A BIRD WITH THE FLYBOOT!

'Brilliant. The most incredible invention I have ever seen' – *World News*

The Watch Watch
Sponsored

The Watch Watch



Bored with watching films on your phone?
Want to see films on a big screen?
You need ... **The Watch Watch!**

You know the problem. You want to watch your favourite film, and you download it onto your phone. But it's REALLY SMALL! Your friends and family can't watch it. You want a film that everyone can see!

Here's the answer, and the **brand** that everyone is talking about – the Watch Watch. Download the film to your phone, connect it to the Watch Watch – and boom! You can watch the film on your living room wall. Play the sound from your phone, and EVERYONE can watch!

Watch Sound will give you **professional**, cinema-quality sound too. And all this for only £1,500!

The Watch Watch – makes a home into a cinema!

Reviews ★★★★☆ 72 out of 90 people would recommend this product

Follow us on **social media** >

The How To Guy
100 views 1 week ago



My music teachers at school said I had no musical **talent**. They said I would never play guitar. But they were wrong! Thanks to ***GO-GO Guitar***, I can now play four songs! It really works!

Here's how it works: you choose a song and download it to the guitar. The guitar lights up the chords you have to play. Put your fingers on the correct chords on the ***GO-GO Guitar***, and play the song! It's the EASIEST way to learn! After two weeks you'll play the guitar like a pro!

GO-GO Guitar plays four popular songs from the 1960s. If you can play these songs, you can play most modern music from **memory**. You learn where to put your fingers and how to read music. You could be 9 or 90 years old, and the ***GO-GO Guitar*** will **appeal** to YOU. The important thing is to practise every day!

You can buy more songs from the ***GO-GO Guitar*** shop. The guitar costs £2,000, and the songs are £100 each. It's the best guitar-learning programme you can buy!

Want to play like a PRO?
You need GO-GO-GO!

Lesson 2 Reading comprehension

1 **Adverts use special techniques to sell you things. Find an example of these techniques on pages 70–71.**

1 Use exclamation marks. *All this for only £1,500!*

2 Talk to the reader directly. _____

3 Use a superlative adjective. _____

4 Use positive language. _____

5 Use a slogan that stays in your head. _____

6 Give the product a friendly name. _____

2 **Adverts have positive and negative messages if you read them carefully. Find a positive and negative message for each advert.** Be a star!

Advert	Positive	Negative
Boots		*They're heavy.*
Watch		
Guitar	*You learn songs quickly.*	

3 **Work in pairs. Discuss the questions.**

1 Which advert on pages 70–71 do you like best? Why?

2 Look at the pictures on pages 70–71. Which is the best picture to sell a product? Why?

Can you trust what adverts tell you? Why / Why not?

Working with words

Alliteration

Alliteration is the repetition of a sound or letter at the beginning of words that are close together in a sentence. It is often used in poetry and slogans. Adverts often use alliteration because it is memorable: ***P**erfect **p**ictures in your **p**ocket.*

Find two more examples of alliteration in the adverts on page 71.

1 _____

2 _____

1 Look and read.

Graphic Grammar

Reported speech – past simple, present perfect, *will* and *can*

‘We **have developed** a great product.’

They said **they had developed** a great product.



‘You **can fly** over the city.’

They said **I could fly** over the city.



Look!
will → *would*
past simple → past perfect

2 Complete the reported sentences with the correct form of the verbs.

1 ‘This offer won’t last long!’ She said the offer *wouldn’t last* long.
2 ‘We haven’t looked at the reviews.’ They said they _____ at the reviews.
3 ‘You can’t trust this brand!’ He said we _____ this brand.
4 ‘It won’t appeal to your grandparents.’ She said it _____ to your grandparents.
5 ‘I’ve played the song five times.’ She said she _____ the song five times.
6 ‘You can watch the film from your watch.’ He said you _____ the film from your watch.

3 Work in groups of four. Talk about a product. Be a star!

- A and C Look at page 148. B and D Look at page 150. Read the product descriptions and try to sell the products to your partners.
- Swap partners. Take turns to report what your first partner said to your new partner.



Go to Grammar booster: page 139.

Lesson 4 Language in use

Vocabulary

graphics impressive multi-player realistic

1 6.2 Listen and say.



- Did you see the advert for *SeaSearch*, the new video game?
- Yes, I did. **The graphics looked** impressive, **didn't they**?
- Yes, they're very realistic. **The reviews have been** good, **haven't they**?
- Yes, most people gave it five stars. It was really exciting and challenging.
- Yes, I love games like that. Do you remember *Old Tom's Mine*? It was awful!
- I know! **It wasn't** difficult at all, **was it**?
- No! **It didn't** take us long to get to the top level, **did it**? It was a waste of money.
- On *SeaSearch*, **we won't** have to take turns, **will we**?
- No, we won't. I checked the advert – it's a multi-player game.
- Cool!

2 Complete the sentences with the correct question tags.

Look!

affirmative verb → negative question tag

negative verb → affirmative question tag

1 Most people gave it two stars, *didn't they*?
2 The graphics didn't look realistic, _____?
3 It hasn't had very good reviews, _____?
4 It was really expensive, _____?
5 We won't buy the next level, _____?
6 The action wasn't very exciting, _____?

3 Make a new dialogue about a different video game. Use the ideas in Activity 2 and your own ideas. Be a star!

- Did you see the advert for *Robopet*?
- Yes, I did. The instructions looked easy, didn't they?
- Yes. And the reviews have been good, haven't they?

Go to **Grammar booster**: page 139.

Lesson 5 Listening

Vocabulary

depend on effective highlight
layout stand out well-designed

1 **What makes a good advert? Make a list.**

2 6.3 **Listen to Michael talking about the adverts he creates. Does he mention any of your ideas in Activity 1?**

3 6.3 **Listen again and tick (✓) the true sentences. Why are the other sentences false?**

1 The main aim of adverts is to make people remember the product. ☑
2 An attractive design makes people want to read the advert. ☐
3 If you have lots of text in an advert, people will remember it. ☐
4 A slogan is a good way to help people remember your brand. ☐
5 Important points stand out clearly in good adverts. ☐
6 You should only have pictures of people in adverts. ☐
7 Good adverts are always funny. ☐
8 Sometimes people remember the advert but don't remember the product. ☐

4 **Look at the adverts Michael brought to show the class. Which do you think is the most effective? Why?** Be a star!

1

You love doing sports.
You hate being thirsty.
So what are you going to do about it? Get **REFRESH**.
REFRESH is a long, cool drink. Lots of people like it.
It will stop you feeling thirsty. Get **REFRESH** – and feel refreshed.



2

M-YOU-ZIK

Want music in your life?

Get M-YOU-ZIK, the music app for you!

* Listen in your room
* Listen on the go

£5 a month for the liveliest, catchiest music on the planet!

M-YOU-ZIK

makes you feel like dancing!

3

ZOOTER SCOOTER

In reviews, people said they had never seen such a well-designed scooter.

It gets you there QUICKLY,
it gets you there IN STYLE.

For school, for play.
Use it EVERYDAY!!

ZOOTER SCOOTER

ZOOOOOOOOOM!!!!!



1 Look at the adverts on pages 70–71. Then read the advert below. How effective is it? Look at the checklist and tick (✓) or cross (×).

1 text interesting / funny? ☒
2 use of adjectives to make the product appealing (positive / compound / superlative)? ☐
3 use of slogans / alliteration? ☐
4 use of 'you', 'we', etc. to involve the reader? ☐
5 use of punctuation for emphasis? ☐
6 use of bold / words in capital letters? ☐
7 layout effective? ☐
8 good use of pictures? ☐

Hedfones

These headphones are good for listening to music. They're **not** heavy. They seem expensive, but they are WORTH IT. There are THREE colours.

People said we couldn't make you a better dancer – but we can! **Hedfones** are WIRELESS – that means you don't need to plug them in.

All you need to do is put them on. Then you can move around. All the reviews say Hedfones are well-designed. They're also EYE-CATCHING. **Everyone** is talking about us!



2 How could you rewrite these sentences to make them more suitable for the advert in Activity 1?



1 These headphones are good for listening to music.
Want to _____?

2 They're not heavy.
Hedfones are as light as _____.

3 There are three colours.
Available _____.

4 That means you don't need to plug them in.
No need _____.

5 All you need to do is put them on. Then you can move around.
Just _____ and _____.

6 All the reviews say Hedfones are well-designed. They're also eye-catching.
Not only are they _____, they're also _____.

7 Everyone is talking about us!
Hedfones is the _____ everyone is _____.

3 Work in pairs. Rewrite the advert to make it memorable using your ideas in Activity 2. Think of a slogan and use some of the techniques in Activity 1.

Learning to learn

Organising your study time

If you want to study well, you need to be organised. Follow these tips to help you organise your study time:

- Decide when to work. Plan for the same time every day, if possible.
- Find a place to work. The best place might be a comfortable chair and a desk in a quiet room.
- Make sure you have the things you need – a pen, paper, a dictionary.
- Put away distractions. Turn off your phone – you need time and quiet to think.
- Give yourself a reward when you stay focused and finish. Listen to music or have a snack. And say 'Well done!'

Work in pairs. Discuss the ways you study.

1 When do you work best?
2 Where do you like to study?
3 How do you concentrate? What things distract you?
4 How can you make it easier for you to study?



Vocabulary

award-winning entertaining submarine

1 **Look at the photos. What are they advertising? Read the adverts and check.**



Indoor skydiving

Feel what it's like to fly!

- Float on air in a wind tunnel.
- Completely safe.
- Four flights, each lasting one minute.

Make memories you will **never forget!**

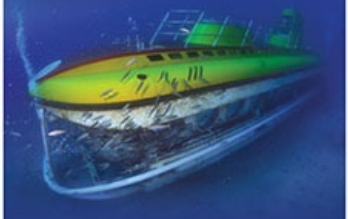
Chocolate!

- See where cocoa is grown.
- Watch as we make our award-winning chocolate.
- Make your own chocolate and take it home!

Educational and entertaining!



Submarine dive



Enter a wonderful world under the sea!

- Watch bright fish, sharks, turtles and other beautiful creatures.
- Learn about the reef as a habitat.
- Exciting – but warm and dry!

2 **Which of the activities above would you most like to do? Why?**

3 **Work in groups. Choose an activity from the adverts for a special class day out. Follow the instructions.** **Be a star!**

- Each person should try to persuade the group that their choice is the best.
- The group must agree together on one activity.
- Use the phrases to help you.
- Finally, choose one activity for the group.

(X) sounds the most interesting / exciting because ...
It will be fantastic / amazing to ...
(X) stands out because ...
If we do (X), we'll all be able to ...
I'm not sure about (X) because ...
I don't think it's the best idea because ...
I don't think so.

4 **Tell the class which activity your group chose and why. Then have a class vote on what to do for your day out.**

DESIGN A TOY

1 You're going to invent a toy or a game for a 'Design a toy' competition. Read the rules.

Rules

Your toy / game:

1. must develop creativity
2. must be easy to carry in a bag
3. mustn't require electricity or batteries
4. should be fun and entertaining

2 Read the ideas for new toys / games. Do they follow the rules in Activity 1? Why / Why not?

1



Story bag
Thirty words, small objects, pictures ... use as many as you can to tell a story.

2



Robo race
Use your smartphone to control your robot. Race against your friends.

3



Animal origami
Fold paper to make animal shapes.
Decorate your designs.

3 Work in pairs. Think of an idea for a new toy or game. Draw your toy and write a short description. Remember to follow the rules in Activity 1. Think about ...

- a name for the toy / game
- what it looks like
- how it works / how you use it
- why it's fun
- a slogan

4 Display your ideas around the classroom. Discuss all the toys. Decide which one should win the competition and why.

Review 3

1 Write the correct word for each definition.

ambitious ~~award-winning~~ confident entertaining
a forecast hire a review a submarine

1 A way to say something was given prizes. *award-winning*
2 This tells what the weather will be like. _____
3 This describes someone who knows they can do something well. _____
4 To pay to borrow something for a short time. _____
5 This describes something funny or really interesting. _____
6 Something that tells you someone's opinion about a film. _____
7 A large boat that goes under the sea. _____
8 This describes someone who is hard-working. _____

2 Rewrite the sentences as reported speech.







1 He said *he would meet Petra after school*.
2 He told her _____.
3 He said he _____ everywhere.
4 He said that he _____.
5 Petra told her dad _____.
6 She said _____ homework.

3 Work in pairs. Guess what your partner has done. Have a conversation to find out if you're right. Use the pictures for ideas.









You've visited relatives in France, haven't you?

You're right! Yes, I have.


Reading and Writing

1 CE:Key **For each question, choose the correct answer.**

Melody Collins: A tennis star



Melody Collins is a tennis player who lives in Montreal, Canada. At 17, she has already travelled around the world and won many competitions. She started playing tennis at the age of three. The family moved to the USA for six months so that Melody could train with other young players.

Melody is ambitious and she has always worked hard. Her dream is to play tennis for Canada in the Olympics. 'I can't imagine life without tennis. The important thing is that you love what you're doing. It might be tennis, it might be something else. Just find what makes you happy.'

1 When did Melody play tennis for the first time?

A when she went to the Olympics

B when she moved to the United States

C when she was three years old

2 Why did Melody move from Canada?

A to find what makes her happy

B to play tennis with other players

C to go to the Olympics

3 What is Melody's dream?

A to win many competitions

B to imagine life without tennis

C to play in the Olympics

4 How does Melody feel about life?

A You should love what you're doing.

B You should work hard.

C You should travel around the world.

2 CE:Key **Read the email and write the correct answer. Write one word for each gap.**

Hi Millie,

I'm looking forward **(0)** ___to___ trying out my new video game! I heard about this new game **(1)** _____ social media. It appeals **(2)** _____ me **(3)** _____ the graphics were so impressive. And guess what's really cool about **(4)** _____?

It's a multi-player game, so we'll be able to play at the same time. It's an adventure set **(5)** _____ a forest – the characters travel by zip-line! One person said 'Don't forget **(6)** _____ highlight where you've been on the map!' They said the graphics were very realistic.

I hope you've got lots of free **(7)** _____ this weekend.

Bonnie

SEND

7 Winning ways

Vocabulary

achieve (achieved) endurance enter fitness marathon
persevere practise prize proud tough (toughest)

Lesson 1 Reading

1 **Look at the titles and photos. Answer the questions.**

1 What kind of events are they? Do they look easy or difficult?
2 What kind of people do you think enter these competitions?
3 What training do you need for each event?

2 7.1 **Read the article quickly to check your ideas. Were you right?**

3 **Read the text again. Write *S* (Spelling), *G* (Glee club) or *M* (Marathon).** Be a star!

a is about spelling words S
b is about singing and dancing ___
c is about running ___
d you carry food for five days ___
e has a rehearsal every week ___
f 11 million Americans take part ___

4 **Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.**

Have you ever taken part in a competition? Can you imagine what it would be like to take part in a spelling or music event, or race through the Sahara Desert? Read what Leo, Chloe and Diego tell us about their experiences!



National Spelling Bee

Every year, 11 million children in the USA **enter** a competition that they really want to win – the National Spelling Bee. The national winner gets a **prize** of about $50,000!



I entered a Spelling Bee in New York last year. They asked me what it was like. It was really difficult! I thought it would be easy. But you have to **practise**! I learnt 20 new words every day for a month. English is a difficult language for spelling.

On the day of the competition I was really nervous. A lot of people were watching me and some of the words were really difficult. But my grandmother knew what to do. 'Stay calm' she said, 'and listen carefully to the words. You'll be fine!'

She was right – I won. I was **proud** of myself and of what I **achieved**.

Leo, New York

UK National Glee Club Competition



I used to wonder what it was like to be in a glee club. Now I know it's really hard work! You have to learn five songs with movement for each song.

How did I remember the songs? I sang at home for an hour every night, and I practised the steps with my friend Abi. We had a video to watch, and we copied the steps from there.

Every Saturday there was a rehearsal from 5 o'clock to 6.30, when we'd practise the songs and steps. The trainers asked us how long we practised at home: if it was less than an hour, we were in trouble!

But it was great when we went to the Final. There were fifteen teams from all over the UK. I was really nervous, but it was OK when the music started. We were second!

Chloe, London



Marathon des Sables



Marathon des Sables is a race across the Sahara Desert. You run 250 km in six days – that's six **marathons** in a row – in really hot weather. Sometimes it's 50 degrees C. Competitors have to carry backpacks with food, drink and equipment. You need a compass, a torch and special medicine (in case of snake bites). It's the **toughest** race in the world.

You have to train really seriously. I started five months before the race, carrying a backpack of 3 kg and running 50 to 70 km every week. I slowly increased the weight to 8 kg and the distance to 200 km. To get used to the temperature, I trained in Morocco for the last month.

People asked me what the highlight of the race was. Finishing it was the biggest achievement of my life, but it was also great to make so many friends from other countries.

What does it take to complete the Marathon des Sables? **Fitness** is very important. You need a strong mental attitude for all **endurance** events. You also need to be able to **persevere** – keep on going however tired you are.

Diego, Mexico

Lesson 2 Reading comprehension

1 Read the magazine article on pages 82–83 again. Answer the questions.



1 How many words did Leo learn every day? *twenty*

2 Why is English spelling difficult? _____

3 How many songs do you have to learn for the glee club? _____

4 Did Chloe win the final? _____

5 How far do you run in the Marathon des Sables? _____

6 Why do you carry medicine in the Marathon des Sables? _____

2 Which competitors would say this about their competitions? Write *L* (Leo), *C* (Chloe) *or D* (Diego). Be a star!

1 'They asked me how many words I could spell.' *L*

2 'They asked me how many songs I knew.' ___

3 'They asked me how I spelled *croissant*.' ___

4 'They asked me how often I practised the steps.' ___

5 'I asked them how much medicine I had to carry.' ___

6 'They asked me how far I could run.' ___

What competitions are popular in your country?

3 Work in pairs. Discuss the questions.

1 What things are the same for all three events?

2 Which competition would you enter? Why?

Working with words

Suffixes: *-ness*

Sometimes nouns are made by adding *-ness* to an adjective. If the adjective ends in *-y*, change the *-y* to *-i*:
*tough – tough**ness*** *happy – happ**iness***

Make nouns from these adjectives.

1 fit *fitness* 2 ill _____ 3 lazy _____ 4 dark _____

5 sad _____ 6 kind _____ 7 ready _____ 8 good _____

1 Look and read.

Graphic Grammar

Reported *Wh*- questions

‘ How long is the race ? ’

She asked me how long the race was .

‘ Where do you train ? ’

She asked me where I trained .

‘ Why can’t I run faster ? ’

She asked why she couldn’t run faster .







2 Complete the reported questions.

1 ‘Where are you from?’ She asked me where I *was from*.

2 ‘How long does it take to train?’ She asked me how long _____ to train.

3 ‘How far can you swim?’ She asked me how far _____ swim.

4 ‘How tough is the training?’ She asked me how tough _____.

5 ‘How can I get fitter?’ She asked me how _____ fitter.

3 Work in pairs. Play a game. Be a star!

- A Look at page 149. B Look at page 152. Take turns to say the reported questions to your partner. Then your partner says the exact words in the questions. A starts.



Go to Grammar booster: page 140.

Lesson 4 Language in use

Vocabulary

acrobatics athletic martial art mixture

1 7.2 **Listen and say.**



The new boy in our class is from Brazil. **He asked us if we knew about capoeira.**

Capoeira? I've never heard of it.

It's a kind of martial art. **We asked him if it was like karate.**

He said it wasn't. It's a mixture of dance, acrobatics and music.

Sounds cool!

We asked whether it was a modern sport.

But he told us it started in Brazil 500 years ago.

We asked if you played in teams. He said that players fought in pairs.

And I asked if you had to be very fit to do it!

He laughed. He said you had to be fit *and* athletic!

And then **we asked him if we could try it!**

Look!

'**Do you know** about capoeira?'	→	He asked us **if we knew** about capoeira.
'**Is it** like karate?'	→	He asked **if it was** like karate.
'**Can we try** it?'	→	We asked **if we could** try it.

2 **Work in pairs. Complete the reported questions with *if* or *whether*. Do you know the answers?**

1 'Do you like ice hockey?' She asked us *if we liked* ice hockey.

2 'Do people play it on ice?' We asked her _____ on ice.

3 'Is it a team sport?' We asked her _____ a team sport.

4 'Do players need lots of equipment?' We asked her _____ lots of equipment.

3 **Work in small groups. Make a new dialogue. Use the reported questions and your ideas in Activity 2.** **Be a star!**

The new girl in our class is from Sweden. She asked us if we liked ice hockey.

Ice hockey? I've never played it.

Go to **Grammar booster**: page 140.

Lesson 5 Listening

Vocabulary

amateur career injured
team spirit

1 **You're going to hear someone talk about coaching young footballers. What do you think young players need to be successful? Write three ideas.**





2 7.3 **Listen to the interview. Does Tony mention any of your ideas in Activity 1?**

3 7.3 **Listen again. Circle the six things that Tony says he needs from a young player.** Be a star!

a perseverance	**d** fitness	**g** mental toughness	**j** team spirit
b talent	**e** hard work	**h** confidence	**k** endurance
c love of the sport	**f** self-control	**i** athletic ability	**l** intelligence

4 7.3 **Match to make sentences about the interview. Then listen again and check.**

1 The interviewer asked ...	**a** if you don't analyse the game.
2 Tony said that without talent ...	**b** appreciating that everyone is valuable.
3 Tony said you won't make progress ...	**c** you couldn't be a successful player.
4 To cope with being injured or losing, ...	**d** if you don't love playing football.
5 Team spirit means working together and ...	**e** you need to be tough mentally.
6 Other players will be better than you ...	**f** if talent was the most important thing for a footballer.

5 **Work in pairs. Discuss the questions.**

1 If you could be good at any sport, which one would you choose? Why?
2 Would you like to be a professional sportsperson? Why / Why not?

Learning to learn

Taking notes about a talk

When listening, don't try to write down everything you hear – you can't do it. But good notes can help you remember the most important things you heard. Follow these tips to help you take better and clearer notes:

- Listen for the most important information.
- Make short notes about the most important ideas.
- Use lists with bullet points or numbers.
- Listen again if you have time. Take notes on any extra information that is interesting.
- Underline or highlight key words.
- Use arrows to connect ideas.

Try out some of these techniques in Activity 2 on page 89.



1 7.4 **Listen to Johan. Which activity did he do yesterday? Tick (✓) the correct picture.**



2 7.4 Listen again and take notes about Johan's experience.

1 Name of sport: *skittle zorbing*

2 How to play:

- Get inside _____
- Try to _____

3 Minimum age: _____

4 How to stay safe: _____

_____

5 How it feels to be in the ball: _____

_____

6 How Johan felt at the end: _____

_____

3 Work in pairs. Use your notes in Activity 2 to write Johan's story.

Yesterday I went skittle zorbing for the first time. It's like a giant game of skittles with you as the ball.



Lesson 7 Speaking

Vocabulary

balance competitive flexibility strength

1 **Read the gym fitness leaflet. Which activities increase flexibility, strength or both? Write *F*, *S* or *B*.**

		Description	Length	Equipment
	Spinning S	• Increases strength and endurance • Great for marathon training	45 min	exercise bike (provided)
	Aqua aerobics ___	• Increases flexibility and strength • Reduces stress	55 min	goggles (optional)
	Yoga ___	• Relax mentally and physically • Increases balance and flexibility	60 min	yoga mat
 B	Dancing ___	• From gentle to acrobatic • Fun way to improve flexibility and balance	55 min	dance shoes (optional)
	Judo ___	• Competitive and fun • Improves strength, balance and flexibility	60 min	judo suit

2 7.5 **Listen to a conversation at the gym. Which class does the girl decide to do? Why?**

3 **Work in pairs. Act out a similar conversation. Follow the instructions and use the phrases to help you.** **Be a star!**

A You want to join a fitness class. Decide what you like and ask for information about classes.

B You work in a gym. Give a customer information about the classes your gym offers.

A

I wanted to find out more about ...
I'd like to improve ...
I'm not sure, it sounds a bit ...
Do you have anything more / less (dangerous) ...
How long is the class?
Do you need any special equipment?

B

Good morning. How can I help you?
What sort of class are you interested in?
I'd recommend ...
It's good for / improves ...
You could try ... / What about ...?
It's great for ...

Choose a new SPORT for your school

1 **You are going to choose a new sport for your school. Read the suggestions below. Then add two more ideas that you think are important.**



It should be a sport which ...

a everyone can do, even if they're not athletic. ____

b doesn't need a lot of equipment. ____

c doesn't take a long time to play. ____

d could be coached in our school. ____

e has simple rules. ____

f is fun to watch. ____

g is a team sport. ____

h increases strength and endurance. ____

i _____ ____

j _____ ____

2 **Work in pairs. Number suggestions a–j in Activity 1 in order of importance (1 = the most important).**

3 **Work in groups. Follow the instructions.** Be a star!

- Compare your results from Activity 2.
- Decide on the four most important things about your new sport.
- Think of a sport that has these things.
- Present your new school sport to the class and give reasons why you chose it.

We think ... should be introduced because ...

4 **Have a class vote to decide on your new school sport.**

Reading time 3

1 7.6 Read the play on pages 92–94. Where are the characters? What's their problem? How do they decide to solve it?

Team spirit

Characters

Three friends:

Karen (girl, 12 years old)

Jack (boy, 12 years old)

Alfie (boy, 12 years old)

Scene 1

A school playing field where three friends are watching a hockey match and waiting to play.

Jack: Look how good they are at hockey. I want to play like them.

Alfie: Yeah, look how fast they run. They always get the ball from the other team.

Karen: Maybe hockey's not the best game for us.

Jack: You're right. I think we have to find a sport that matches our talents. I mean, we're athletic and we love sports. There must be a sport we're good at.

Karen: We've tried a lot of sports and they were fun. I just want to be good enough to get on to a team. Imagine – our team could win a medal, or maybe even a championship.

Jack: Remember we tried football first ... Then tennis ... Then table tennis.

Alfie: We tried basketball, too.

Jack: Oh, yes ... Karen dropped the ball and fell over trying to pick it up. You couldn't stop, so you ran into her. You both fell on the floor.

Karen: And you were laughing so much, you weren't allowed to play any more ...

Jack: OK, OK – so we're not good at those sports. But we're fit and talented. There must be a team sport we can win at.

Alfie: I agree. If we keep thinking, we'll find the perfect one.

Karen: I forgot to tell you! We're playing in the rounders competition next week!

Jack: Rounders? Oh, Karen – no! We're going to be awful ...

Alfie: Not *awful* ... But not *successful* ...

Karen: You're good at running, Jack, but I'm not.

Jack: I'm terrible at throwing. Alfie can catch but I think my baby sister is better than him!

Alfie: Thanks very much, Jack. But I'm better at throwing than you and I'm better at cycling.

Jack: Karen, you're a great swimmer, but we're all good at different things. We should find a sport that we can all do together.

Alfie: Jack, that's a good idea. What sport can we do? Let's think.

Karen: Yes! You're right, Jack. OK, let's think about it tonight. We can meet tomorrow to talk about our ideas.



Reading time 3

Scene 2

The friends are in a café, drinking lemonade.

Alfie: So, what are our strengths?

Jack: I'm good at watching sport on TV.

Karen: Come on, Jack. Be serious.

Alfie: Well, I ride my bike every day. I suppose I'm quite good at that?

Karen: You're brilliant at that! You have so much endurance – you can cycle for hours.

Alfie: Thanks, Karen!

Karen: Swimming for me, obviously.

Alfie: And running for you, Jack.

Jack: But those skills are so different – I don't see how we can make them into a sport that we can all do together.

Alfie: I do! I saw this advert yesterday ... Look! Why don't we enter this triathlon?

Jack: Triathlon? That's really difficult, isn't it? You have to be good at three different sports.

Alfie: But we as a team are good at three different sports - swimming, cycling and running!

Jack: So one person does each stage?

Alfie: Yes! All our times are added together at the end of the race. The team with the fastest time is the winner.

Karen: What do you think? Shall we enter?

Jack: I think I might like that ...

Alfie: I think we might be quite good ...

Karen: Yay! We're definitely going to win a medal!

Reading time 3 Activities

1 Read the play on pages 92–94 again. Tick (✓) the main theme in the play.

a Team sports are more enjoyable than sports you do on your own. ☐

b If people aren't enthusiastic, you shouldn't have them in your team. ☐

c It's more important to focus on your strengths than your weaknesses. ☐

d If you aren't good at something, the solution is to stop trying. ☐

2 Read the play again and answer the questions. Be a star!

1 How do the characters feel when they watch the hockey game?

_____

2 How many different sports did they try? What were they?

_____

3 Why did Jack have to stop playing basketball?

_____

4 What are the characters trying to find?

_____

5 What are each of their strengths and weaknesses?

	strengths:	weaknesses:
Jack:	_____	_____
Karen:	_____	_____
Alfie:	_____	_____

6 What is the perfect sport for them?

_____

7 How do the characters feel at the end of the play?

_____

3 Work in pairs. Watch the video version of the story. How is the ending different? Which version do you prefer? Why?



8 In cyberspace

Lesson 1 Reading

Vocabulary

attachment chat app cyberspace
delete hack (hacked) password
privacy settings stranger suspicious virus

1 **Work in pairs. Discuss the questions. Give two answers for each question.**

1 What do you use the internet for?
2 How can the internet be dangerous?
3 How can you use the internet safely?

2 8.1 **Read the text quickly. Which ideas from the text did you have for the answers in Activity 1?** Be a star!

3 **Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.**

BE SAFE IN CYBERSPACE!

The internet is fun. You can find information about almost everything, you can play games and you can talk to your friends. But the internet can be a dangerous place, too. Social media sites often have a minimum age of 13. There's a reason for that—some content can be inappropriate for younger people. Here's some information that will help you be safer in **cyberspace**.

Chat apps

You meet two **strangers** in the street. You say hello, tell them your name and address, and tell them everything about you. Would you do this? No! You wouldn't talk to strangers in the street, and you shouldn't talk to them in cyberspace either.

So, why would you do it in a **chat app**? The people talking to you could be anyone. If someone gives you something in a chat, don't open it! It might be a **virus**, which could break your computer, and steal or **delete** the information on it. And never agree to meet a stranger.



Emails

You get an email and it looks a bit weird. What should you do? Check the name of the person who sent it. Millions of emails were sent out last year, hoping to catch someone. The sender wants you to open the **attachment** in the email, and the attachment puts a virus in your computer. So be **suspicious** of emails from people you don't know. Always check the email address to be sure the email is from someone you can trust!

Photos

Be careful when you put your photos on public social media. That photo of you and your pet is very cool, but thieves can use it to work out where you live and what you like doing.

Look at the **privacy settings** on your social media. Only show photos to your friends and family. Don't make your photos public – they could stay on the internet for twenty or thirty years!





Prizes

Congratulations! You won a special prize! Click this button to get your prize!

Have you ever seen a prize on the internet? You probably knew it was too good to be true. The emails say you have won a holiday, or money, or a free concert ticket, but it's a trick. If you click on the button, your prize could be a virus!

Millions of people were tricked last year. Billions of euros were stolen. Don't accept a 'free' prize on the internet!

Passwords

Choose a strong **password** for your email and on social media. But be careful! The most common password on the internet is 'password.' After that, it's '12345.' Millions of passwords were **hacked** last year, so make yours a strong one that no one knows.

Think of three words that you can remember, and put them together, like *cup* + *robot* + *football*. Change one of the letters to a number: *r0bot*. Start your password with a capital letter. Here's a strong password – Cupr0botfootball.

Use this information to make sure you can enjoy your time on the internet – and stay safe while you use it.

Lesson 2 Reading comprehension

1 Read the article on pages 96–97 again. Tick (✓) the things you should do online. Write (×) for things you should not do.

1 Use the internet for research. ✓
2 Talk to strangers in chat apps. ☐
3 Click on a link to a prize. ☐
4 Use a strong password. ☐
5 Check who sends you emails. ☐
6 Put photos on public social media. ☐
7 Check your privacy settings. ☐
8 Use 'password' as a password. ☐

2 Read the list in Activity 1 again. Which things do you do already? What things will you do in the future?

3 Complete the sentences. Be a star!

1 Never agree to meet a stranger online because *they could be dangerous.*
2 Don't open suspicious attachments from _____.
3 If you're offered a prize online, it's possible that _____.
4 Change your privacy settings on social media so that _____.

4 Work in pairs. Discuss the questions.

1 Do you know anyone who has been hacked? What happened?
2 Why is it important to use the internet safely?

Working with words

Homonyms

Some words have the same spelling and pronunciation, but have different meanings. These are called homonyms. The word *post* has two different meanings, for example:
*Have you read her **post** on the opinion forum?*
*What time does the **post** arrive?*

These words have more than one meaning. Use a dictionary to find their meaning in a computer context, and one other meaning.

1 character *a letter, number or symbol* _____
2 tablet _____ _____
3 virus _____ _____
4 mouse _____ _____

Lesson 3 Grammar

1 Look and read.

Graphic **Grammar**

Passive voice (past simple)

My	computer	**was**	**hacked**	last	night	.



All	my	exercises	**were**	**stolen** .



My password	**wasn't**	copied.
My personal details	**weren't**	stolen.

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

Yesterday I [1] *was sent* (send) an email, but I didn't know the sender. When I opened the attachment, a virus [2] _____ (introduce) into my computer. My personal details [3] _____ (steal) and all my passwords [4] _____ (copy). Luckily, my files [5] _____ (not destroy) and the virus [6] _____ (not pass) to my phone so it [7] _____ (not hack).

3 Work in pairs. Find the differences. Be a star!

- A Look at page 149. B Look at page 152.
- Take turns to find the differences in the pictures of the classrooms.
- Talk about the things that were or weren't done.



Go to **Grammar booster**: page 141.

Lesson 4 Language in use

Vocabulary

download log in upload username weird

1 8.2 **Listen and say.**



[1] **I might** upload my article about the school trip.

Oh yes, you took lots of photos, didn't you?

Yes, but they're not very good so [2] **I may not** post them ... Oh no, I can't log in.

That's weird. [3] You **might** have the wrong username or password.

But [4] **I could** log in yesterday so [5] they **must** be correct.

Well, [6] it **may** be a virus then.

[7] It **can't** be a virus, I've got an anti-virus program.

[8] Sandy **couldn't** log in last week either. There may be a problem with the website.

Oh, no! I haven't downloaded my homework yet. [9] **I might** not have time to do it.

That's OK, we don't have to hand it in until Friday!

2 **Match underlined sentences 1–9 in Activity 1 to their uses.**

	Past ability	Present deduction	Future possibility
Affirmative	____	3 ____ ____	1 ____
Negative	____	____	____ ____

3 **Work in pairs. Discuss these things.** **Be a star!**

1 Something you couldn't do five years ago that you can do now.

I couldn't ...

2 Your possible plans for the weekend.

I may (not) / might (not) ...

3 A strange message has appeared on your screen. What do you think the problem is?

It must / could / may (not) / might (not) / can't be ...

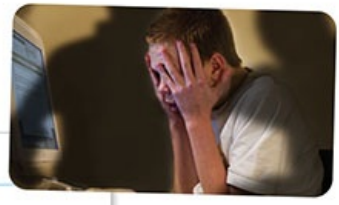
Go to **Grammar booster**: page 141.

Lesson 5 Listening

Vocabulary

bully ignore nasty rumour victim

1 8.3 **Look at the images. What do you think they show? Listen to an interview and check your ideas.**



2 8.3 **Listen again and complete the notes.**

A bully is someone who enjoys frightening people.

A cyberbully is someone who [1] *bullies* you [2] *online*.

Cyberbullies might …

- start a rumour about you on [3] _____ media.
- send you nasty [4] _____.
- tell everybody [5] _____ about you that is [6] _____.

What you can do:

- Care: Don't [7] _____ what people say.
- Share: Get help. Tell a [8] _____ or a [9] _____.
- Dare: [10] _____ to the internet site or your [11] _____, or contact the [12] _____.



3 **Tick (✓) the sentences that a cyberbully might say.** **Be a star!**

1 You're so boring. ☑
2 I've heard that Gilly tells lies about her friends. ☐
3 I'm sorry, but I don't agree. ☐
4 No one wants you here. ☐
5 I'm looking forward to seeing you. ☐
6 Have you seen this photo of Sam – he looks so stupid. ☐
7 Ben told me a secret – I'll send you his email. ☐
8 Did you hear that Lara won a medal? ☐

4 **Work in pairs. Discuss the questions.**

1 Do you think the advice in the interview is good? Why / Why not?
2 Do you think you could stop a cyberbully?

Why is it important to stop cyberbullying?

1 Read the research report and answer the questions.

1 When was the first text message sent?

2 When did texting become popular?

3 Why would be it good to have a family or friends group chat?

4 What new things can we do with chat apps?



The history of text messages and chat apps

Sending text messages is a popular form of communication. Every day billions of text messages are sent all over the world. We use chat apps now too, and we're communicating with each other more than ever! For my research report I wanted to find out more about the history of text messaging (or 'texting') and chat apps.

When did it start?

The first text message was sent in December 1992 by an engineer called Neil Papworth. In those days, mobile phones didn't have keyboards so he had to send the message from a computer.

When did it become popular?

Texts were first sent from phones in 1993 and the first phone with a keyboard was produced in 1997. This helped texting to become really popular. Matti Makkonen, who helped develop text messaging, said, 'I believe texting in some form will be around forever.'

How did we start using chat apps?

With time, texting has changed. People now use chat apps more often than texting. Text messages used to go between two people, but with chat apps, we can talk to many people at the same time. Families and groups of friends can have their own 'group chat' where they share messages, photos and videos to everyone in the group.

2 Find and write an example of these features in Activity 1.

1 the heading _____

2 a subheading _____

3 a quote _____

4 two facts _____

_____

3 **Work in pairs. Use these notes to write a report on the history of the internet. Use the text in Activity 1 as a guide. Give your report a heading and subheadings.**

Introduction: the World Wide Web is a wonderful place / connects people all over the world / wanted to find out more about its history

Paragraph 2: 1990 – World Wide Web invented by Tim Berners-Lee / started to develop idea in 1989 / no one interested / his boss encouraged him to continue

Paragraph 3: 1991 – world's first website launched / 1992 – expression 'surfing the internet' first introduced / 1995–2000 social media became very popular / according to recent report, one in four people use it to keep in touch today

Paragraph 4: World Wide Web will continue to grow / has changed the way we communicate / difficult to imagine life without it / Tim Berners-Lee said, 'The future is still so much bigger than the past.'



The World Wide Web

The World Wide Web is a wonderful place. It connects people all over the world.

For our research report, we wanted to …

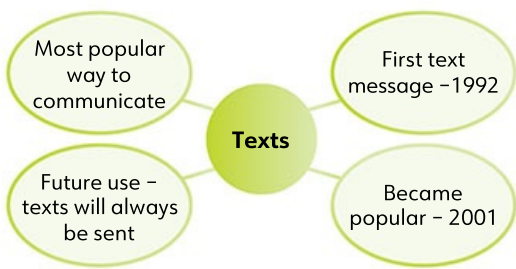
When did it start?

Learning to learn

Using learning techniques

People learn in different ways. The important thing is to find the way that's best for you.

- **Audio** – record yourself saying new words and play them back over and over again.
- **Context** – put new words in sentences about ideas you've learnt in each unit.
- **Visual** – write new words on sticky notes and put them around the house, or make a mind map like the one below about ***texts***.



Choose two sets of new words. Learn one set using a visual technique, and the other set using a different technique. Which technique worked better for you?



Lesson 7 Speaking

Vocabulary

blocked link



1 8.4 **Listen to a conversation. What has the girl forgotten? What does she ask the boy for?**

2 8.5 **Listen to two people discussing the problem in Activity 1. Who said these things? Write *P* (Pedro) or *B* (Belinda).**

1 I think it's easy to forget your passwords. B
2 I don't think you should give it to her. ____
3 She seemed friendly and honest. ____
4 She could use them again later. ____
5 I think she only wants to upload her homework. ____
6 I hope she doesn't want to steal your password. ____
7 I'm sure she doesn't want to steal them. ____

3 **Work in pairs. Read the two situations. What do you think has happened? Use the phrases below.**

The free offer: Gill received an email from her friend Helen's address. The email just says, 'Click on the link to win a free mobile phone'.

The attachment: Mike opened an attachment in an email. His computer stopped working, and now he can't open any files. He can't even use the internet.



I expect it's a trick.

I'm sure someone hacked her. They're using her email now.



I think / don't think (that) ... I expect (that) ... I'm sure (that) ... I hope (that) ...

4 **Are you confident about your online safety? Write two things you feel confident about and two that you don't. Then discuss with a partner.** Be a star!

	Confident	Not confident
1		
2		

I don't think (that) all my passwords are secure enough.

Think about it!

Do a class survey

1 Look at the class survey. What do you think it was about?

	Questions	'Yes'	My class
1	Do you have access to a computer or smartphone?	28	
2	Have you ever lost a laptop or phone?	15	
3	Have you ever forgotten a password?	26	
4	Have you ever shared your password / username?	9	
5	Have you ever received a suspicious email or attachment?	19	
6	Have you ever been cyberbullied?	2	
7			
8			

2 There are 28 people in the class. Complete the survey results with the phrases.

Only two people	About a third of the class	Nearly everyone
Just over half the class	~~Everyone~~	Almost three-quarters of the class

1 *Everyone* has access to a computer or smartphone.
2 _____ has lost a computer or phone.
3 _____ has forgotten their password.
4 _____ has shared their password or username.
5 _____ has received a suspicious email or attachment.
6 _____ have been cyberbullied.

3 What conclusions would you make from the results of the survey?

I think they should be more careful with their devices.

4 Add two more questions to the survey in Activity 1. Do the survey with your class.

5 Write your results using some of the phrases in Activity 2. What do they show about the cybersafety of your class?



Review 4

1 Complete the sentences with the correct words.

achieved competitive ~~endurance~~ fitness
hacked ignore password professional received

1 A marathon is a test of *endurance*.
2 A _____ programme helps an athlete to train effectively.
3 _____ attachments from people you don't know.
4 To log in to some websites you need a _____.
5 He's a _____ footballer, so he must be talented.
6 The company computer was _____ and the information was stolen.
7 The match was very _____ – both teams wanted to win.
8 When she finished the marathon, she was proud of what she'd _____.
9 I've just _____ a suspicious email.

2 Circle the correct form of the verbs to complete the sentences.

1 The police asked if we **have seen** / **had seen** the thieves.
2 All the keys **kept** / **were kept** in one place.
3 They asked us how long **we had been** / **we are** in the museum.
4 We **may not** / **couldn't** work out how the thieves had got in.
5 We asked where the guards **had been** / **have been**.
6 We **found** / **were found** the painting in a bin.
7 The thieves **was** / **were** never discovered.
8 The police asked whether we **will** / **would** like an ice cream.



3 Work in pairs. Tod forgot to take his keys when he went out. No one is answering the door. Discuss the questions. Use the modal verbs.

1 Where are his mum and dad? (must / may (not) / might (not) / can't)
2 What will happen next? (may (not) / might (not))





His mum and dad can't be at home.

He might call his mum and ask her to come home.



Listening

1 CE:Key 8.6 **For each question, choose the correct answer.**

Example:

0 Who is going to the match with Emma?

A Jonny
B her sister
C Katie



1 At which school is the match taking place?

A Summer Fields
B Hill View
C Emma and Theo's school

2 Where is the school?

A behind the pool
B near the park
C by the leisure centre

3 How will they get there?

A by car
B on foot
C by train

4 Theo should come to Emma's house at

A 1.15
B 1.20
C 1.45

5 The train will cost Theo

A £4.50
B £3.25
C £5.00

Reading and Writing

2 CE:Key **You are going to watch a glee club competition this weekend with your friend Davíd. Write an email to Davíd.**

Say:

- where you want to meet before the competition
- what time you want to meet
- what kind of music you think you will hear at the competition.

Write 25 words or more.

Subject: glee club competition
To: David
From: You

Hello David,

9 Fun with films

Vocabulary

action cast costumes fantasy
outstanding plot romance
science fiction search version

Lesson 1 Reading

1 **Look at the texts. What are they describing?**

a TV programmes **b** films **c** books

2 **What's your favourite film? Why do you like it?**

3 9.1 **Look and read the texts. Which film would you like to see?** Be a star!

4 **Look at the vocabulary box. Find the words in the texts. Use the context to work out what they mean.**

FILM REVIEWS

Cinderella FANTASY, ROMANCE



A lot of films about Cinderella have been made. This **version** is a little different but you'll know what's happening. The main character is a young girl called Ella, who is played by Lily James.

Ella lives with her stepmother, Lady Tremaine, and her stepsisters Drizella and Anastasia. They are all horrible to Ella. The only friend Ella has is Kit.

Ella doesn't know, but Kit is really a prince! When his father decides to have a party to find a wife for his son, Ella, her stepmother and stepsisters are all very excited – but her stepmother says Ella can't go to the party, because she hasn't been invited. Then Ella meets a kind old woman who is actually her fairy godmother. With her help, Ella goes to the party, and she and Prince Kit have a great time.

When Ella leaves the party, one of her glass shoes comes off. Prince Kit picks up the shoe, and **searches** the whole country to find the person who was wearing it. Ella's stepmother tries to stop him, but in the end, Kit finds Ella, and she becomes his princess.

The film has a brilliant **cast**, including Cate Blanchett as Cinderella's stepmother, and the **costumes** are fantastic.

Go and see this film if ... you like **fantasy** and **romance**.

Don't go and see this film if ... you want to see something new. This is an old story – but it's been done very well!

My score out of 10? – 8. It was a good film. You should see it!

REVIEWS

Find

Film | Television Shows | Streaming

Avatar: The Way of Water

Science fiction, Action

Film-maker James Cameron had the idea for the first *Avatar* film in 1994. The idea was the Na'vi lived on Pandora, a peaceful planet. Earth was dying, so the people on Earth sent a rocket to Pandora to take over the planet.

Technology has been developed by the humans to make them look like the Na'vi. They call themselves *Avatars*. One of the Avatars, Jake Sully, meets the Na'vi, and likes them. He meets a Na'vi called Neytiri. They have a family and Jake stays on Pandora.

The story

Jake lives with his family in the forest, but new Avatars have been made by the people from Earth, and those Avatars come to catch them. Jake's family moves from the forest and lives by the sea.

The leader of the new Avatars, Quaritch, continues trying to catch Jake's family. In the end, they fight in a sinking ship – but Jake wins.



I loved *Avatar: The Way of Water.* A lot of the film takes place under water, and the special effects are **outstanding**. It's exciting and very different.

Go and see this film if ... you like special effects, sea animals and a good science fiction **action** film.

Don't go and see this film if ... you like simple stories. The **plot** is complicated and a little difficult to understand.

My score out of 10? 10!

Lesson 2 Reading comprehension

1 Read the film reviews on pages 108–109 again. Then read the sentences and circle *Fact* or *Opinion*.

1 This version of *Cinderella* is different from others. **Fact / Opinion**
2 The cast of *Cinderella* is brilliant. **Fact / Opinion**
3 The plot of *Cinderella* is a fantasy story. **Fact / Opinion**
4 It's an old story, but it's been done very well. **Fact / Opinion**
5 A lot of *Avatar* takes place under water. **Fact / Opinion**
6 *Avatar's* special effects are outstanding. **Fact / Opinion**
7 James Cameron had the idea for *Avatar* in 1994. **Fact / Opinion**
8 The plot is complicated and difficult to understand. **Fact / Opinion**

2 Which films are described here? Write *C* (Cinderella) or *A* (Avatar). Be a star!

1 It's a story that's been told before in different ways. C
2 Don't see it if you like simple stories. ____
3 It has special effects that you see in science fiction stories. ____
4 It's a romantic film with fantastic costumes. ____
5 Don't see it if you want to see an exciting new story. ____
6 It's a film about people living on a different planet. ____

3 Discuss in pairs. Which film would you like to see? Why? I'd like to see...

Working with words

Suffixes: *-ation*

The suffix *-ation* is used to make nouns from verbs.
If the verb ends in *-e*, take off the *-e*:
imagine – imagination
combine – combination
If the verb ends in *-ate*, take off the *-ate*:
illustrate – illustration

Complete the sentences with the noun form of the correct verbs.

determine ~~illustrate~~ inform invite

1 I love this book. It's got beautiful *illustrations* .
2 Did you get the _____ to my party?
3 You need _____ to run a marathon.
4 I read the newspaper for _____ .

Lesson 3 Grammar

1 Look and read.

Graphic **Grammar**

Passive voice (present perfect)

The	cinema	hasn't	been	painted	.
The	seats	haven't	been	delivered	.
The	film	stars	have	been	invited	.







2 Rewrite the sentences using the passive voice.

1 They've made the costumes. The costumes *have been made* .
2 They've created a fantasy land. A fantasy land _____ .
3 They haven't developed the special effects. The special effects _____ .
4 They've written the plot. The plot _____ .
5 They haven't chosen the cast. The cast _____ .
6 They haven't advertised the film. The film _____ .

3 Work in pairs. Say what has and hasn't been done. Be a star!

- A Look at page 151. B Look at page 153.
- Take turns to use the information on your page to say what has or hasn't been done. Then add one more idea. A starts.



Go to **Grammar booster**: page 142.

Lesson 4 Language in use

Vocabulary

announce based on director
release script

1 9.2 Listen and say.



They're going to make a film about the first trip to the moon. It **will be based** on a real-life story.
That's right. It will be set in 1969.
Who's the director?
I think it will be directed by Mark Hale.
Who's in the film?
I don't know. The cast **won't be announced** until they start filming.
I read that most scenes will be filmed in the desert.
And the special effects will be created digitally by computer.
When will we be able to see it?
Let me check ... Oh – it won't be released until the end of next year!

2 Complete the sentences using the future passive.

1 The new film *will be set* (set) in Egypt.
2 But it _____ (not film) there.
3 It _____ (direct) by Steven Spielberg.
4 The hero _____ (play) by Hugh Jackman.
5 The script _____ (write) by the children's author Tricia Rayburn.
6 The plot _____ (not base) on a real-life story.

What can films from other cultures teach us?

3 Work in pairs. Imagine a film you would like to be made. Talk about these features.

script writer	setting (city or country)	hero / heroine
director	locations	release date

The script will be written by ...

4 Tell the class about your film. Use your ideas in Activity 3. Be a star!

They're going to make a film about ...
It will be set in New York.

Unit 9 Use the future passive to talk about film-making processes
WB: page 95

Go to **Grammar booster**: page 142.

Lesson 5 Listening

Vocabulary

animation audience
CGI (computer-generated imagery)
hologram studio

1 9.3 **You are going to listen to a talk. Look at the photos. What do you think the talk is about? Listen and check your ideas.**







2 9.3 **Listen again and complete the timeline with the dates.** Be a star!

- 1 1890s — The Lumière brothers showed films to a paying audience.
- 2 _____ — Georges Méliès made his famous film *A Trip to the Moon*.
- 3 _____ — The first film studio in the USA was built in Hollywood.
- 4 _____ — *The Jazz Singer* was released. Before this films were silent.
- 5 _____ — Colour films started to replace black-and-white films.
- 6 _____ — Videos were introduced, giving people more film choice at home.
- 7 _____ — DVDs made home-viewing of films even more popular.
- now — CGI makes incredible special effects and animations possible.
- the future — Films will be more like holograms.

3 9.3 **Listen again and answer the questions.**

1 How long have people been making films?
2 What was different about early films?
3 What was the first film with sound?
4 What things have made cinema less popular over the years?

4 **Do you prefer watching films at home or at the cinema? Why? Do you agree that moving holograms will be sent into your home in the future?**

Learning to learn

Working together effectively

Working in groups is fun – and it produces great ideas! If you work in a group, learn to work together as a team. For the best results, follow these tips:

- Allow everyone a turn to speak. *You go first, Amir.*
- Listen to other people and value everyone's ideas. *That's a good idea!*
- If you want to disagree, do it carefully and politely. *That's a good idea, but ...*
- Ask questions to show that you're interested. *How did you think of that solution?*
- When it's your turn, speak clearly and explain what you're thinking. An idea that seems simple to you might be difficult to another person. *In my opinion, I ... Here's what I think ...*
- As a group, make a list of all your ideas and decide which ones you prefer. *Here is everything we talked about. Which ideas do we like best?*
- Choose someone to present your group's ideas to the class.



1 **Read the review of *Cinderella* on pages 108–109. In which paragraph(s) (1–5) can you find ...**

a a detailed description of the plot? 2 3 4

b general introduction to the film ___

c what the writer liked and didn't like about the film? ___

d details of the main characters? ___ ___

e information about costumes and the cast ___



2 **Underline the adjectives in the *Cinderella* review. Categorise the adjectives.**

Positive	Negative	Neutral
brilliant	*horrible*	*different*

3 **Read the notes for a review of *Inside Out*. Did the writer enjoy the film? How do you know?**



Title: Inside Out

Type of film: 3D animation / Comedy, adventure

Director: Pete Docter

Main character: 11-year-old girl called Riley / played by Kaitlyn Dias

Setting: San Francisco and inside Riley's head

Plot: Riley's family has moved to San Francisco / sad, misses her friends / guided by her emotions (Joy, Fear, Anger, Disgust, Sadness) / they live in a control centre inside her head / give her advice to help her with her new life / Joy, the most important emotion, tries to keep things positive / the other emotions make her life more complicated

Good points: outstanding animation / the script is very funny, will make you laugh

Not so good: a little scary sometimes

Rating: ★★★★☆

4 **Work in pairs. Write a film review of *Inside Out*. Use the notes in Activity 3 and the reviews on pages 108–109 to help you. Try to use a variety of adjectives.**

Inside Out is a 3D animation. It is a combination of comedy and adventure. It is directed by Pete Docter. The main character is _____

_____

_____

Riley's family has moved _____

_____

_____

_____

_____

Go to see it for _____.

Don't see it if _____.

Lesson 7 Speaking

Vocabulary
guilty jealous

1 9.4 **Listen to Hannah talking about her favourite film. Complete the information.**



I recently saw Toy Story, an [1] *animated* adventure story. It's [2] _____ in a small town in the USA. The main [3] _____ are two toys, Woody and Buzz Lightyear. They belong to a little boy called Andy.

The [4] _____ is very interesting. Buzz is Andy's favourite toy, and Woody is jealous. So Woody makes a plan to get rid of him. But when Buzz gets lost, Woody feels bad and goes to find him. They have many adventures as they try to find their way home.

My [5] _____ character is Woody because he's very funny. My favourite [6] _____ is where Buzz is flying with Woody. But he isn't really flying, he's just falling. It really made me laugh.

I'd [7] _____ this film because it's exciting and a lot of fun.



2 **Write notes about a film that you like.**



Title: _____
Type of film: _____
Setting: _____
Main characters: _____
Plot: _____
_____
_____
Favourite character(s): _____
Favourite scene: _____
_____
Recommendation: _____

3 **Prepare your talk, then practise it with a partner. Use the text in Activity 1 to help you. Then give your talk to the class.** Be a star!

4 **Which of your classmates gave the best recommendation? Why?**

SOLVE A VISUAL PUZZLE

1 **Look at two pictures of a film set at different times during filming. Tell a partner what has changed in picture B. Can you find ten differences?**

The windows have been broken.

The actor has disappeared.

A



B



2 **Answer the questions.** Be a star!

1 Why do you think the changes to the set have been made?

2 Are they making a mystery, a comedy or a science-fiction film?

3 What do you think has just happened?

4 What do you think will happen next?

Reading time 4

1 9.5 Read the story on page 118–120. What happens to Ed? Why does it happen?

Lost in cyberspace

'Oh, no!'

Ed kept hitting the keys on the keyboard. But nothing worked. The screen on his laptop was still frozen.

What had Sophie said? 'Are you sure you want to open that attachment? You don't know who sent it.' Why didn't he listen to his sister?

Was it a virus? He tried to imagine what a virus would look like. He pressed his nose against the screen, trying to look inside. And suddenly he felt himself falling ...

AAAAARGH!

He landed upside down, somewhere soft and dark. This wasn't his bedroom. Where was he? No! It was impossible ... *He was on the other side of the screen!* Look – there was his bedroom! He was inside his computer ... Whose voice was that? Mum's!

'Ed always leaves his laptop open ...'

'Mum – don't!'

But she didn't hear him. Ed's room disappeared as the laptop was closed and Ed was shut inside.
What was he going to do now?

'Think, Ed ...'

And then they started to appear, one by one: stars in the darkness. They reminded Ed of a website about space that his teacher had recommended – he'd really enjoyed that one. *That* made him think about his favourite endangered animal website – he could picture the lions and the snakes ...

RRRROOOAAAARRRR! HISSSSSSSSS!

What was that? It wasn't dark any more – it was very bright and very hot. Ed found himself hiding behind a rock. RROOAARR! He thought he heard a lion ...

A lion, in the distance, was chasing its prey. And nearer him a giraffe was reaching up to eat leaves from a tall tree. And there, drinking from the pool, was a rhino! Ed could see two little birds on the rhino's back.

'There must be a lot of insects,' thought Ed. 'I can see them moving!'

BUZZZZZZZZ!

Suddenly, hundreds of insects flew up in a group from the rhino's back – and came directly towards Ed!

'We're Evil Weevils! The nastiest kind of computer virus in cyberspace. Run or you'll be caught!'

Ed ran. 'Think, Ed, think of another website! Think of anything except the endangered animal website.'

TOOOOOOOT! PUUUUUUURP! CRAAAAAASH!

The buzzing had stopped – but there were all kinds of other very loud noises. Ed covered his ears. Where was he now?

'Come and join us!' said a woman with a saxophone. 'Can you play the guitar? How are you on the drums?'

'I love this website!' said Ed, grabbing a guitar.

'Let's go – one, two, three ...'

Ed was on stage! He was a rock guitarist! This had always been his dream. And it felt so real – he could even see the musical notes floating up out of the saxophone ...

Oh, no! Those weren't musical notes ...

BUZZZZZZZZ!

'We're Evil Weevils! The nastiest kind of computer virus in cyberspace. Run or we'll bite you!'

Ed ran. 'Think, Ed! Think of another website!'

Suddenly he saw something that really surprised him – Sophie, peering in through the screen.

'Ed? What are you doing *inside your computer*?'

Ed was very VERY happy to see his sister.

'I fell in,' he explained. 'I'm being chased by Evil Weevils, the nastiest kind of virus in cyberspace!'

'Then get out!'

'I don't know how to. But there must be a way ...

'I could download you,' said Sophie.

'*What?*'

'I'll click on the download button.'

'Will it work?'

'I don't know!'

BUZZZZZZZZ!

'OK – do it! QUICKLY!'

The click felt like a kick in the stomach – and then Ed was flying ...

WHEEEEEE!

Then falling ...

AAAAAEEEEEE! ... THUMP!

When Ed opened his eyes, he was lying on the floor of his bedroom.

'Are you all right?' Sophie looked at him anxiously.

'Just a bit surprised. Thanks, Sophie! It's good to be home!'

Ed got his laptop fixed the next day. And he never used links or opened attachments from people he didn't know again. That was good – because deep in the dark of cyberspace, the Evil Weevils waited, ready to cause trouble again if he did.

Reading time 4 Activities

1 Read the story on pages 118–120 again. Number the events in the order they happened in the story (1–7).

a He saw wildlife in its native habitat. ☐
b His sister saved him. ☐
c He fell inside his laptop. ☐
d His laptop was fixed the next day. ☐
e He was chased by a computer virus. ☐
f Ed downloaded an attachment from a stranger. 1
g He played in a band. ☐

2 Circle the correct words to complete the sentences.

1 Ed's computer wasn't working because it had a **broken screen** / **virus**.
2 His sister had given him **good** / **bad** advice.
3 The stars reminded him of **people** / **a website**.
4 On Ed's favourite website, the computer virus pretended to be **birds** / **insects**.
5 Ed had always wanted to be a **musician** / **conservationist**.
6 Being downloaded **hurt a bit** / **didn't hurt at all**.
7 The Evil Weevils **had gone forever** / **could come back one day**.

3 What do you imagine a computer virus looks like? Draw a picture.

4 Work in pairs. Discuss the questions. Give reasons for your answers. Be a star!

1 Why do you think Ed opened the attachment from a stranger?
2 Why does the writer use spellings like BUZZZZZZZZ! and RRRROOOAAAARRRR!?
3 Imagine that Sophie was inside the computer with Ed. How do you think they could get out?
4 Would you like to have an adventure inside a computer like Ed? Why / Why not?



5 Watch the video to see a different version of the story. Which version do you prefer? Why?

10 A brighter future

Vocabulary

anxious brain breath make a difference mirror oxygen pollution public resources speaker

Lesson 1 Reading

1 **Look at the title of each text. Answer the questions.**

1 What do you think the texts are about?

2 What theme do you think the texts have in common?

2 10.1 **Read the texts quickly and check your answers in Activity 1.**

3 **Look at the vocabulary box. Find the words in the texts. Use the context to work out what they mean.**

4 **Work in pairs. Discuss the questions.** Be a star!

1 What type of text is each one?

2 Do you agree that these people are making the world a better place?

3 Are you an anxious speaker? Do you think the ideas in the text can help you? How?

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SEARCH

Do you want to make a difference? Let's talk about it!



Public speaking tips

Are you an **anxious public speaker** – do you ever feel like a fish out of water? Have you ever thought, 'I'm too anxious to speak in public'? You can stop being anxious, because I'm going to show you how to speak in public. It's easy!

Prepare

Plan your talk before you do it. What do you want to say? Write down one big idea and three smaller ones – no more!

- Write your ideas on a piece of paper.
- Think of things to help your talk – can you take an object which will help you?
- Write your talk. Keep it short and easy – no more than 10 minutes.

Practise

Rehearse your talk in front of a **mirror** or in front of a friend.

- Remember – no more than 10 minutes!
- Practise your talk two or three times if you can.

Perform

Everyone is nervous before they give a talk. You will be nervous too. Walk slowly to the front of the room, put your notes on the desk and then stand up tall.

- Take a deep **breath**. Then you can talk.
- Look at the people you are talking to. Have fun! If you can, finish with a joke or funny idea. People remember the last thing they hear!

That's it! It's easy!

Follow our Tips Blog - new topic next week!

YOUNG CHANGEMAKERS

Molly Wright and Param Jaggi are two young people who wanted to make a difference. They had an idea and they told people about it.

Seven-year-old gives TED Talk

Seven-year-old Molly Wright is the youngest person to give a TED Talk. TED Talks are short videos that talk about important things. Molly's talk has been watched more than 8 million times.

'What would you say if I told you a game with a child could change the world?' Molly asked. She then talked for eight minutes about how important it is for parents to play with children before the age of five – because that's when their **brains** are growing as fast as bean plants!

Molly's ideas to help parents connect with their little children are now part of 'Thrive by Five' programmes around the world. Molly has also given more talks about education and wildlife. She really wants to **make a difference**!





Young inventor FIGHTS POLLUTION *from cars*

Param Jaggi has always been interested in science and how it can help the environment. When he was 14, he asked a question: 'What would happen if I used plants to fight **pollution** from cars?' He invented a machine called the Algae Mobile that takes the pollution from cars and turns it into **oxygen**. He told people about his invention, and when he was 15 it was made in a factory and won a lot of prizes.

Param wants to keep making inventions that protect the planet. When he was 19, he worked on a system to use the hot air from cars to create energy.

Param loves to learn about the world and how to use its **resources**. He now has his own company and loves to share his ideas as a public speaker. He believes that anyone can make a difference: 'People will take you seriously if you have a brilliant idea.'

What can you do to help make the world a better place?

Lesson 2 Reading comprehension

1 Read the texts on pages 122–123 again. Write *T* (True) or *F* (False). Underline information in the texts to support your answers. Then correct the false sentences.

1 Molly gave a talk about children's brains. T

2 It's important for parents to ~~teach children to read~~ play with children before the age of five. F

3 Molly is interested in animals and education. ____

4 Her ideas are helping children in many countries. ____

5 Param enjoys learning about science and the environment. ____

6 The Algae Mobile was made when Param was 19. ____

7 Param is still learning about ways to change the world. ____

8 He thinks that it's hard for young people to make a difference. ____

2 Work in pairs. Read the text on public speaking on page 123 again. Can you answer each question? Be a star!

1 Why is it important to plan the talk before you give it?

2 Why are you asked to think of one big idea and three small ones?

3 Why should the talk be no more than 10 minutes?

4 Why should you use a watch when you practise your talk?

5 Why is it a good idea to practise your talk two or three times?

6 Why is it a good idea to finish with a joke?

Working with words

Similes

Similes make your writing more colourful and interesting.
A simile compares two things using *like* or *as ... as*.
*She felt **like** a fish out of water.* *They were growing **as** fast **as** bean plants.*

Choose the correct words to complete the similes.

~~fish~~ bird ice lamb lion

1 swim like a fish

2 as gentle as a _____

3 as brave as a _____

4 eat like a _____

5 as cold as _____

1 Look and read.

Graphic | Grammar

Second conditional

If	I	had	my	phone	,	I 'd	take	a	photo	.
If	you	took	a	photo	,	I	wouldn't	forgive	you	!
If	it	didn't	have	my	shoe	,	I 'd	chase	it	.

I'd → I would





Look!

Use the second conditional to talk about an unreal situation:

If I had funding, I'd make more.

I'd make more **if** I had funding.

2 Circle the correct form of the verbs.

1 If you played a game with a child, he **'d learn** / **wouldn't learn** new things.

2 They would do better at public speaking if they **were** / **are** not nervous.

3 There **will be** / **would be** less pollution if we all used the Algae Mobile.

4 If we had a great idea, we **'d tell** / **wouldn't tell** people about it.

5 If we **'d had** / **didn't have** lessons, we wouldn't study as much.

6 Lots of people **wouldn't have** / **had** jobs if there weren't so many factories here.

3 Work in pairs. Play a guessing game. Be a star!

- A Look at page 151. B Look at page 153. Complete the sentences on your page to guess information about your partner.
- Take turns to say your sentences and find out if your guesses were right or wrong.



Go to Grammar booster: page 143.

Lesson 4 Language in use

Vocabulary

concrete hoop litter messy

1 10.2 **Listen and say.**



My cousin's school has a fantastic playground.

Better than ours?

Much better! Look at all the litter in ours! **I wish our playground wasn't** so messy.

We could organise a clean up.

And **I wish we had** a bench to sit on and chat.

We could suggest it to Mrs Berg.

I wish we could play basketball outside, too.

We could get a hoop and put it over there.

And **I wish we didn't** live in the city. Look at all the concrete.

What about planting some trees or flowers?

You've so many good ideas, Laura!

Look!

The playground **is** messy.	→	**I wish** it **wasn't** so messy.
We **can't** play basketball.	→	**I wish** we **could** play basketball.
We **live** in the city.	→	**I wish** we **didn't live** in the city.

2 **Write how you would like these situations to be different.**

1 The food in the canteen isn't very good. *I wish the food in the canteen was better.*

2 We don't have a swimming pool. _____

3 Our lockers are very small. _____

4 The gym is closed. _____

5 We can't study drama. _____

3 **Work with a partner. Think of things that you would like to change at your school and how you could do it.**

4 **Make a new dialogue. Use the ideas in Activities 2 and 3.** **Be a star!**

I wish the food in the canteen was better. It isn't very healthy.

We could research healthy meals and suggest them to the teachers.

Unit 10 Use *I wish* + past tense / *could* to say how you would like a present situation to be different WB: page 105

Go to **Grammar booster**: page 143.

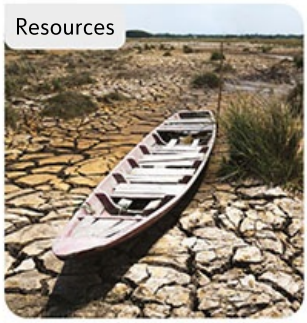
Lesson 5 Listening

Vocabulary

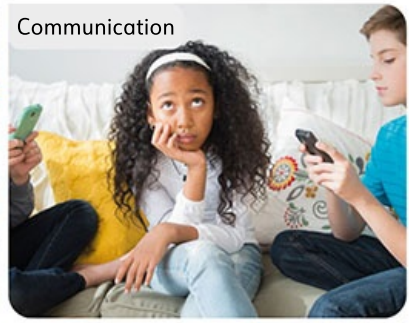
essential lack run out of

1 10.3 **You are going to listen to three people talking about their vision to make the world better. Listen and match the speakers' names to the topics.**

Harry Beth Matt







2 10.3 **Listen again and tick (✓) the best summary (1, 2 or 3) of each person's view.** Be a star!

Harry thinks ...

1 phones and computers help make the world a better place. ☐

2 it's important to accept that people believe in different things. ☐

3 we all need to agree with each other if we want to solve problems. ☐

Beth thinks ...

4 we need to take care of our planet. ☐

5 air pollution is the reason the planet is damaged. ☐

6 it's hard to find food and water when the weather is bad. ☐

Matt thinks ...

7 education can't change the world. ☐

8 it's important to find a job or you will be poor. ☐

9 if you are educated then you can understand and help other people. ☐

3 **Work in pairs. Which of the three problems is the most important to improve our world? Discuss.**

Lesson 6 Writing



1 **Remember the ideas about public speaking on page 123. Complete the advice.**

1 Prepare

- Plan *your talk.*
- Write *one big idea and three smaller ones.*

2 Practise

- Rehearse _____
- Practise _____

3 Perform

- Sp_____
- S_____

2 **Write notes for your talk.**

Bring something important from home to show to the class. Prepare your talk at home.
Write your notes here:

Show and tell

This is a _____.

It's important to me because _____.

I got it in (date) _____.

I use it for _____.

I like it because _____.

Here's a funny story about my object – _____

_____

_____

_____

_____

_____

Learning to learn

Giving and responding to feedback

Feedback is when a person – your teacher, or another student – tells you what they think about your ideas. Feedback can be very helpful.

Giving feedback

- Take notes when someone is talking.
- When you give feedback, start by saying a good thing: *I really liked …*
- If you have an idea to make a presentation better, say it positively: *Maybe you could … Here's an idea – how about … If you wanted to make it clearer, you could …*

Responding to feedback

- Listen to ideas and be prepared to make changes. Say thank you. *That's a good idea! Thanks!*
- Ask for more information if you don't understand. *Do you mean …?*
- If you disagree with the feedback, stay positive. *Thanks! I'll think about that one …*

Use feedback to help you improve. Positive comments are really helpful!



3 **Work in pairs. Rehearse your talk with a partner before you present to the class. Give your partner feedback on their speech, and take notes on the feedback you receive from your partner.**



Was the feedback positive and helpful? What can you do differently when you give your talk to the class?

Lesson 7 Speaking

Vocabulary

admirable committed
passionate supportive



1 10.4 **Listen to Shelley talking about someone she admires. Who is she talking about? Tick (✓) the things she talks about.**

a relationship to her ☐
b what she looks like ☐
c what she is like ☐
d what she believes in ☐
e why Shelley admires her ☐
f something inspiring she said ☐

2 Choose a person you admire. Write notes about him / her.

Relationship to you: _____

Four adjectives to describe him / her:

_____

Three things he / she does that you admire:

_____

_____

_____

The most inspiring thing he / she has done or said:

_____

_____

3 Work in pairs. Prepare and practise a short talk. Use your notes and the phrases to help you.

The person I admire most is ... because ...
He / She is admirable because ...
He's / She's ... encouraging / supportive / passionate / committed ...
Another reason why ... / As well as this ...
He / She inspires me because ...

4 Give your talk to the class. Answer any questions. Be a star!

Make the world a better place

1 Imagine you could change the world. Write two things you would do to help solve each problem.



poverty
1 _____
2 _____

world hunger
1 _____
2 _____

climate change
1 _____
2 _____

2 Share your ideas with the class. Make a list of ideas on the board. How many people had the same ideas?



If I could change the world, I would end poverty. Rich countries could give money to countries that don't have money to build schools and help teachers.

3 Have a class vote on the best idea for each situation. Then make a poster with the three most popular ideas. Be a star!

Three ideas for a better world

If we could change the world ...

- we would give a computer to every child who can't buy one ...

Review 5

1 Write the correct word for each definition.

~~announced~~	based on	committed	concrete	director
essential	outstanding	passionate	ran out	resources

1 The studio *announced* that the film would be released on 31st May.
2 Ask the _____ what to do – he tells us what we need to know about the film.
3 Anna's been playing the piano for 12 years. She's very _____ about music.
4 The animation *Pocahontas* is _____ a true story.
5 Wow! The special effects in this film are _____!
6 There is a lot of _____ around the park – the town should plant some trees.
7 I'm _____ to exercise every day because I'm training for a marathon.
8 The village doesn't have _____ to support everyone living there.
9 In the war against poverty, education is _____.
10 When our water _____ we were very thirsty.

2 Imagine you're helping to organise a charity run. Complete the sentences with the correct form of the verbs in brackets.

Already done

The good causes [1] *have been chosen* (choose).
We're going to do a sponsored run to raise money for medicine.
A poster advertising the run [2] _____ (display).
Plenty of water bottles [3] _____ (buy).

Still to do

The litter [4] _____ (not clear) from the park.

Notes for next year

The runners' T-shirts [5] _____ (make) again.
The money we raise [6] _____ (give) to charities.



Reading and Writing

1 CE:Key **For each question, choose the correct answer.**

		Adrian	George	Miguel
1	Whose invention was his sister's idea?	A	B	C
2	Whose invention was part of the plot of a film?	A	B	C
3	Whose invention prepared him to take tests?	A	B	C
4	Whose invention would make a difference to pets?	A	B	C
5	Whose invention won the competition?	A	B	C

School invention competition

Adrian



We had an invention competition at school last week. I was excited to show my invention to people in my class and to get their feedback. Last year, I was anxious about tests and exams. My sister had a great idea: I could write a computer program that would help me. The program adds colour to words that are used often in the notes I type in class. The different colours help me see which words are connected to important ideas. I'm really proud of my invention.

George



While I was on holiday this summer, I saw an animation film about two cats who get lost in a big city. I thought about different ways people could find their animals if they got lost, and came up with my invention: The Pawprint! You take a photo of your pet's paw, and download it to a database. I haven't thought about what to do next with my invention, but I got lots of interesting feedback from my classmates.

Miguel



A film gave me a great idea for an invention too. The film was about how two sisters saved a turtle from a plastic bag. The sisters showed people in their village how to use bags made of grass instead of plastic, so the bags would be better for the environment. I thought about the idea for a long time! Then I invented a small machine that could turn long pieces of grass into material to make the same kind of bags. Everyone at school was really interested in my work, and I got the award for best invention.

2 CE:Key **Work in pairs. Ask and answer about what you wish for.**

Speaking

What do you wish for?

I wish I was at the beach today!

Why? Do you like surfing?

No, but I like swimming. What about you?

Watch the speaking exam practice video.

Extra Stars

Unit 1

1 Write the correct answers to complete the sentences.

Lesson 3, page 11

1 I *have been* interested in drawing animals since I was a child. **have been / was**

2 I _____ to many different countries last year. **have travelled / travelled**

3 While I was in China, I _____ hundreds of photos. **took / have taken**

4 The photos _____ me to remember the animals now. **helped / have helped**

5 I _____ back home last month. **came / have come**

6 I _____ drawing the animals I saw in China since then! **was / have been**

2 Complete the conversation with the correct form of the verbs in the box. You can use some verbs more than once.

Lesson 4, page 12

do watch take be visit go have

A: [1] *Have* you ever [2] _____ a safari park?

B: Yes, I have. It was unbelievable!

A: When [3] _____ you [4] _____ ?

B: I [5] _____ with my family last summer.

A: What [6] _____ you [7] _____ there?

B: I [8] _____ the lions playing and sleeping. They were great.

A: [9] _____ you [10] _____ many photos?

B: Yes, I did! Look! This lion was eating when I took the photo.

A: That's so cool! How long [11] _____ you [12] _____ interested in animals?

B: Since the first time I went to a zoo!

3 Write sentences in the present perfect or past simple with the words in brackets.

1 (I / never / visit / India). *I've never visited India.*

2 (she / discover / new species / last year). _____

3 (you / watch / new film / yet)? _____

4 (we / take / photo of the octopus / under water). _____

5 (you / go / safari park)? _____

6 (who / go / with)? _____

Unit 2

1 Complete the sentences with the correct tense: past simple or past perfect.

Lesson 3, page 25

1 I didn't buy the book because I *had lost* (lose) my money.
2 Jamie _____ (not be) at home. He had gone to the park.
3 We invited him to the cinema, but he _____ (see) the film before.
4 He wasn't at home because he _____ (go) to the airport.
5 We _____ (left) our backpacks at home before we went to the beach.
6 She hadn't slept enough so she _____ (not play) well.
7 They _____ (not eat) lunch before they met us at the cinema.
8 Scientists _____ (not invent) a mini-computer before last year.

2 Complete the sentences with the past perfect form of the verbs in the box.

develop do ~~find~~ invent paint start

1 I *had found* the cat in my bedroom before my mum came home.
2 It _____ to snow an hour before we went to the concert.
3 They won an award because they _____ a new device to clean sea water.
4 Harry couldn't come because he _____ his homework.
5 We _____ a wall at school last year as an art project.
6 She _____ a simple robot as part of her science project.

3 Complete the sentences with the correct reflexive pronouns in the box.

Lesson 4, page 26

~~herself~~ himself myself ourselves themselves yourself

1 1 She hurt *herself*.
2 We all enjoyed _____ at the party.
3 I have taught _____ to play guitar.
4 Have you cut _____?
5 He filmed _____ with his friends.
6 They went by _____.

Grammar booster

Unit 3

1 **Circle the correct words to complete the sentences.**

Lesson 3, page 37

1 It **must** / **may** be warm outside. The children are wearing T-shirts.
2 Did you look in your bag? Your phone **might** / **must** be in there.
3 This smells horrible! It **may not** / **must** be a flower.
4 He's not at the sports centre. He **can** / **could** be at the library.
5 If Alex said that, it **might** / **must** be true. He always tells the truth.
6 That **can't** / **could** be Elisa in the car. She's in the kitchen.
7 Who's that in the water? It **could** / **can** be Misha. He loves swimming.
8 This smells like cake! It **might** / **might not** be a rubber.

2 **Complete the sentences with the correct form of the modals in the box.**

can't could may might

1 It's rectangular but it isn't hard. It *can't be* a brick.
2 It's soft and white. It _____ bread.
3 It's yellow and tastes sour. It _____ a lemon.
4 It's rough, but it feels light. It _____ a stone.
5 It's sweet and sticky. It _____ a potato.
6 It's got petals and it smells lovely. It _____ a flower.
7 It's green and tastes bitter. It _____ a green pepper.
8 It's hard, but it's smooth. It _____ coconut.

3 **Complete the sentences with your own ideas. Use *looks / feels / tastes / smells (like)*.**

Lesson 4, page 38

1 Coffee *tastes bitter* _____.
2 Cake _____.
3 Lemons _____.
4 Honey _____.
5 A pineapple _____.
6 Cheese _____.

Unit 4

1 Complete the conversation. Use the words in the box.

Lesson 3, page 51

For She's ~~working~~ painting What I've

A: How long have you been [1] *working* on this project?

B: [2] _____ two weeks.

A: [3] _____ have you been doing today?

B: Peter and Molly have been [4] _____. Jen has been busy too.

A: Yes, I can see. [5] _____ been making a poster. What about you?

B: [6] _____ been making a list of what we still have to do.

2 Write sentences using the present perfect continuous.

Lesson 4, page 52

1 How long / you / make the film? *How long have you been making the film?*

2 We / record / the animals / two years. _____

3 What / you / focus on? _____

4 I / observe / endangered / whales. _____

5 How long / you / study sea animals? _____

6 I / study / 15 years old. _____

3 Write questions and answers about recent activities. Use the ideas in the box and the present perfect continuous.

1 What have you been doing this week?
I've been learning to play chess.

2 How long _____

_____

3 Have you _____

_____

4 What have _____

_____

5 Has anyone _____

_____

learn / play / chess
study / English / friends
volunteer / clean / beach
cook / breakfast / family
help / brother / homework

Grammar booster

Unit 5

1 Write the direct or reported requests or commands.

Lesson 3, page 63

1 'Please stay silent.' — He *told me to stay silent.*

2 _____ — She asked me to use the other chair.

3 'Don't go!' — She _____

4 'Please try harder.' — He _____

5 _____ — She told me not to wait for her.

6 'Try to be on time for the bus.' — He _____

2 Rewrite the reported requests or commands as direct sentences.

1 She told me that we would go shopping today. *We will go shopping today.*

2 The doctor said that I should rest this weekend. _____

3 Mum asked me to do the washing up. _____

4 Our teacher told us to rehearse the play after school. _____

5 My grandma said she needed to buy some clothes. _____

6 Tomas asked us to go horse riding with him. _____

3 Answer the questions with your own ideas. Use the correct form of the present continuous.

Lesson 4, page 64

1 What are you doing after school today?

_____

2 Where are you going this weekend?

_____

3 Who are you going with?

_____

4 Where are you going on holiday this year?

_____

5 How long are you going for?

_____

6 What are you doing after school today?

_____

Unit 6

1 Read and complete the reported sentences. *He said ...*

Lesson 3, page 73

1 'I have bought some souvenirs.' _____ some souvenirs.
2 'You can spend time outdoors' _____ time outdoors.
3 'I forgot my trainers' _____ his trainers.
4 'They were determined to win.' _____ determined to win.
5 'It will benefit the team.' _____ the team.
6 'You won't believe the answer.' _____ the answer.

2 Complete with the correct question tags.

Lesson 4, page 74

1 The campfire was beautiful, *wasn't it?*
2 It hasn't finished yet, _____
3 We did a good job, _____
4 She's enjoyed herself, _____
5 They don't need it, _____
6 The film was brilliant, _____
7 You weren't happy, _____
8 It won't rain, _____
9 He'll explain, _____
10 They've been to France, _____

3 Complete the interview.

Welcome to Video Game Review! This week our host Michael Martin asked video game designer Eliza Winter about her new game *Surfing Safari*. Let's listen to the interview.

Michael: So, Eliza, you went on a safari holiday in Kenya. It was brilliant, [1] *wasn't it*?

Eliza: Yes! It helped me do research for my game. You can see the animals look like they do in the wild, [2] _____?

Michael: They do! This isn't the first game you've designed, [3] _____?

Eliza: No. It's very funny – my first game was a surfing adventure.

Michael: And that game was quite easy, [4] _____?

Eliza: Yes, it was for small children. But on my safari holiday, I imagined the animals on surfboards! The game's graphics make a funny idea almost realistic, [5] _____?

Michael: Almost too realistic! It was really difficult to make this game, [6] _____?

Eliza: No! The technology we have now is so good that I developed the game quickly and easily.

Michael: And this won't be your last game, [7] _____?

Eliza: No, but my next game won't have surfing or safaris! I saw an advert for flying boots that gave me a new idea for a game. They sound cool, [8] _____?

Grammar booster

Unit 7

1 Write Ellie's questions as reported speech.

Lesson 3, page 85

1 'How hard is cycling?' She asked me *how hard cycling was.*

2 'Why do you prefer it to running?' She asked me _____

3 'Where are the best places to cycle?' She asked me _____

4 'When do you go out on your bike?' She asked me _____

5 'Who do you cycle with?' She asked me _____

6 'What brand is your new bike?' She asked me _____

7 'When is your next bike race?' She asked me _____

8 'What prize will you win?' She asked me _____

2 Circle the correct words to complete the sentences.

Lesson 4, page 86

1 She asked me **whether** / **if** I wanted to watch the video game competition.

2 I asked you **if** / **whether** you knew about our homework tonight.

3 My grandpa asked me **whether** / **if** I had finished my art project.

4 Mum asked us **if** / **whether** it was snowing outside.

5 We asked the teacher **if** / **whether** we could work in small groups.

6 He asked the new boy in our class **whether** / **if** he had ever studied Mandarin.

7 Dad asked us **whether** / **if** we knew where the café was.

8 They asked us **whether** / **if** we wanted to play tennis at the weekend.

3 Underline and correct the mistakes in the reported speech.

1 'Do you know about marathons?' He asked me I knew about marathons. *me if I*

2 'Are you a good runner?' He asked me if I am a good runner. _____

3 'Where do you run?' He asked me if I ran. _____

4 'Are they competitive?' He asked me how they were competitive. _____

5 'How often do you practise?' He asked me how often we practise. _____

6 'Do you win very often?' He asked me why I won very often. _____

7 'Who do you run with?' He asked me who you ran with. _____

8 'Where is today's race?' He asked me when today's race was. _____

Unit 8

1 Complete the sentences with the past passive of the correct verb.

Lesson 3, page 99

damage ~~design~~ hack injure receive review see steal

1 The computer program *was designed* by an expert.
2 The DVDs _____ in a film magazine. They loved it!
3 I _____ in an accident.
4 My backpack _____ yesterday. The police found it today.
5 The spaceship _____ in a storm.
6 The emails _____ on Sunday.
7 Her computer _____ last year, but she had it fixed.
8 He told me he _____ the film at the cinema.

2 Circle the correct verbs to complete the sentences.

Lesson 4, page 100

1 I can't log in. There **must** / **can't be** a problem with the website.
2 He **might** / **couldn't** do extra homework. It depends on how much time he has.
3 When she was five, Ella **couldn't** / **might not** speak English.
4 **I may** / **could** download apps yesterday, but today I can't.
5 It **can't** / **may** be the wrong password because I use it all the time.
6 He can't log in. The laptop **may** / **couldn't** have a virus.
7 Mum hasn't arrived at the school. She **can** / **might** be in a traffic jam.
8 I can't find my library books. I **may** / **might** have left them at home.

3 Complete the sentences with the words in the box.

~~can't~~ couldn't may not might must was were weren't

1 You *can't* have missed your bus again! You'll be late for school now.
2 Those lights _____ switched off when we left the house.
3 She _____ open the attachment to our email. Let's send it again.
4 Mr Williams carried his umbrella into class. It _____ be raining.
5 Our computer _____ hacked last week, but it's OK now.
6 The film was very good, but I _____ see it again.
7 I _____ go surfing on holiday this year.
8 All of our toys _____ kept in a cupboard when I was little.

Grammar booster

Unit 9

1 Rewrite the sentences in the passive voice.

Lesson 3, page 111

1 I've made my costume for the play. *My costume for the play has been made.*

2 She hasn't painted the furniture. _____

3 They developed the special effects. _____

4 He hasn't finished the costumes. _____

5 They haven't made the film. _____

6 I've invited all my friends. _____

2 Look at Neil's list. Write a summary of what has been done / will be done next week.

Lesson 4, page 112

1 *The app will be downloaded next week.*

2 _____

3 _____

4 _____

5 _____

6 _____

download app
design graphics ✓
change password
send attachments ✓
upload photos ✓
research brands

3 Complete the sentences with the present perfect passive or future passive.

1 The money *hasn't been raised* _____ yet.
(✗ / raise)

2 The email addresses _____ because they were suspicious.
(✓ / block)

3 If they leave in autumn, the expedition _____ by January.
(✓ / be / complete)

4 The fish _____, so it is very hungry.
(✗ / feed)

5 The birds _____ until it is time for them to migrate.
(✓ / be / observe)

6 The film _____ the funniest film of the year.
(✓ / call)

Unit 10

1 Complete the sentences with your own ideas.

Lesson 3, page 125

1 If I visited another planet, *I would look for water* _____.
2 If I found a dinosaur egg, _____.
3 If I was a detective, _____.
4 _____, I'd buy a boat.
5 _____, I'd tell my parents or my teacher.
6 _____, I wouldn't be a film director.

2 Think about each situation and write a wish.

Lesson 4, page 126

1 I'm hungry. I wish *it was lunchtime* _____.
2 I'm passionate about space. I wish _____.
3 My computer has a virus. I wish _____.
4 It's hard to stay motivated to finish my project. I wish _____.
5 Our electricity is out. I wish _____.
6 I feel homesick. I wish _____.
7 I can't do it myself. I wish _____.
8 Snow leopards are endangered. I wish _____.

3 Complete the sentences with the words in the box.

wouldn't have ~~'d be~~ wouldn't have I'd known would have had would like would have

1 I*'d be* _____ happy if my team won the championship.
2 If we _____ a garden, we would plant flowers and vegetables.
3 My sister _____ that film if it wasn't so long.
4 If we looked at the map, we _____ known where to find the cinema.
5 They _____ any food at home if they didn't go to the supermarket.
6 I wish _____ about your idea last week! It's brilliant!
7 We _____ known about the Algae Mobile if you hadn't told us about it.
8 If we'd known we needed bread, we _____ gone to the bakery.

Extra Stars

Unit 1 Student A

Ask your partner questions about their new friend. Complete the table with their answers.

Lesson 3, Activity 3, page 11



Get to know Jo!	
Name	Jo Andrews
Interest	
Where / done this activity?	
What / done?	
When / start doing this activity?	

Now read the information about your new friend. Answer your partner's questions about your friend and their interests.



Get to know Samira!	
Name	Samira Lowe
Interest	animal conservation
Where / done this activity?	Costa Rica, Peru
What / done?	join / conservation group / protect / Amazon rainforest
When / start doing this activity?	When she was a child

Unit 2 Student A

Use the ideas to make sentences. Start your sentences with *I was ... when I arrived home because ...* and your partner finishes the sentences. Then listen to your partner and finish their sentences.

Lesson 3, Activity 4, page 25

happy sad tired

lose / my video game invite / my friend for dinner eat / my chocolate

Now work with your partner to make two more sentences.

Unit 3 Student A

Look at your pictures. Use the sentences to describe what is happening to your partner. Don't say the answers!

Lesson 3, Activity 3, page 37

Your partner uses *can't*, *could*, *may*, *might* or *must* to make deductions and guess what is happening.

- No one is talking.
- There are lots of tables and chairs.
- Everyone is writing.

Answer: The students are taking a test.



- There's a bank and a bus stop.
- There are two people running out of the bank.
- They're carrying a big bag!

Answer: Some men are robbing a bank.



- There's a woman standing in front of a board.
- She's looking at a group of children.
- The children have books and are listening to her.

Answer: A woman is teaching in her classroom.



Then it's your turn. Listen to your partner describe the pictures on their page and make deductions using *can't*, *could*, *may*, *might* or *must*.

Unit 4 Student A

Read the activities. Take turns to act them out and your partner guesses the activities.

Lesson 3, Activity 3, page 51

1 I've been helping my little brother with his homework.
2 I've been reading a book about wildlife.
3 I've been learning photography at school.
4 I've been cleaning up the city playground with friends.
5 I've been painting a picture for my dad.
6 I've been practising football.

Communicative activities

Unit 1 Student B

Read the information about your new friend. Answer your partner's questions about your friend and their interests.

Lesson 3, Activity 3, page 11



Get to know Jo!	
Name	Jo Andrews
Interest	photography
Where / done this activity?	Spain, Germany
What / done?	take / photos / plants and animals / share information / endangered species
When / start doing this activity?	When he was eight

Now ask your partner questions about their new friend. Complete the table with their answers.



Get to know Samira!	
Name	Samira Lowe
Interest	
Where / done this activity?	
What / done?	
When / start doing this activity?	

Unit 2 Student B

Use the ideas to finish your partner's sentences. Then start your own sentences with *I was ... when I arrived home because ...* and your partner finishes the sentences.

Lesson 3, Activity 4, page 25

angry excited worried

break / my laptop bake / cake tidy / my bedroom

Now work with your partner to make two more sentences.

Unit 3 Student B

Listen to your partner describe one of their pictures. Use *can't*, *could*, *may*, *might* or *must* to make deductions and guess what is happening.

Lesson 3, Activity 3, page 37

Now it's your turn. Look at your pictures and use the sentences to describe what is happening to your partner. Don't say the answers!

- There's a man speaking on a stage.
- He's not wearing a costume.
- There are other people on the stage but they're not speaking.

Answer: The people are rehearsing for a play.



- There are lots of happy people running down a street.
- A man is holding a sign that says 'Thanks for your help!'
- The people running are near the finish line.

Answer: Some people are running in a charity race.



- There's a woman in a laboratory.
- She's talking to a group of people.
- The people look surprised!

Answer: The woman is a scientist who has invented something.



Unit 4 Student B

Read the activities. Take turns to act them out and your partner guesses the activities.

Lesson 3, Activity 3, page 51

1 I've been helping in the garden.
2 I've been watching an interesting programme on TV.
3 I've been learning to play piano.
4 I've been playing a difficult video game.
5 I've been cooking lunch for my baby sister.
6 I've been playing tennis.

Communicative activities

Unit 5 Student A

Read the teacher's instructions and report them to your partner. Lesson 3, Activity 3, page 63

1 Be on time! _____

2 Bring your sports uniform! _____

3 Please remember to bring your lunch _____

4 Don't forget to use sun cream! _____

Listen to your partner's instructions. Write the exact words the teacher said.

5 _____ 7 _____

6 _____ 8 _____

Unit 6 Student A

Read the product descriptions. Describe the products to B. Lesson 3, Activity 3, page 73

- Torch trainers: light up when it's dark outside / make it safe to run at night / not expensive
- Headphone hat: hear music everywhere / fit comfortably on head / come in different colours

Now listen to B and take notes.

Then report B's products to D.

_____

_____

Unit 6 Student C

Read the product descriptions. Describe the products to D. Lesson 3, Activity 3, page 73

- Streetsmart shoes: cool design / link to map app on your phone / tell you the way
- Robopet: is tidy / easy to build / understands four languages

Now listen to D and take notes.

Then report D's products to B.

_____

_____

Unit 7 Student A

Say the reported questions to your partner. Don't say the text in brackets! Your partner says the exact words in the questions to you.

Lesson 3, Activity 3, page 85

1 She asked me where my dictionary was. (Where is your dictionary?)
2 They asked me how long my trip to France was. (How long was your trip to France?)
3 He asked me how much training I did. (How much training did you do?)
4 They asked why they couldn't swim today. (Why can't we swim today?)

Now listen to your partner's reported questions.
Then write and say the exact words in the questions to your partner.

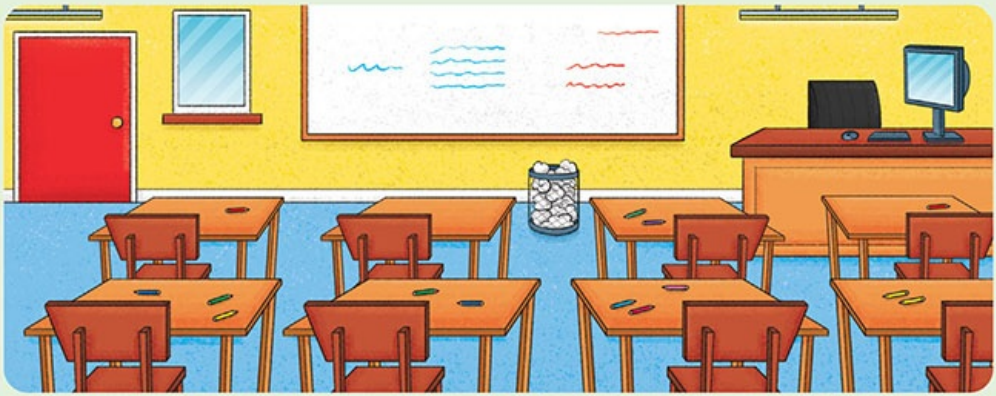
5 _____
6 _____
7 _____
8 _____

Unit 8 Student A

Yesterday afternoon your classroom was left in a mess. Imagine you are the teacher. Take turns to talk about the things that were or weren't done.

Lesson 3, Activity 3, page 99

computer / shut down chairs / arrange bin / empty lights / switch off



windows / close board / clean pens / collect door / lock

Communicative activities

Unit 5 Student B

Listen to your partner's instructions. Write the exact words the teacher said.

Lesson 3, Activity 3, page 63

1 _____ 3 _____

2 _____ 4 _____

Now read the teacher's instructions and report them to your partner.

5 Don't be late! _____

6 Be polite when you meet new people. _____

7 Don't make noise in the museum! _____

8 Meet at the bus at 1 o'clock. _____

Unit 6 Student B

Listen to A and take notes.
Now read the product descriptions. Describe the products to A.

Lesson 3, Activity 3, page 73

- Go-photo glasses: take photos quietly / don't need an extra camera / easy to use with one button
- Tech trousers: come with phone charger / different sizes and colours / versions for summer and winter

Then report A's products to C.

_____

_____

Unit 6 Student D

Listen to C and take notes.
Now read the product descriptions. Describe the products to C.

Lesson 3, Activity 3, page 73

- Carry cup: holds keys and cards / keeps drinks cold / comes in three sizes
- Insta-insta: fits anywhere / takes brilliant photos / comes in different colours

Then report C's products to A.

_____

_____

Unit 9 Student A

Imagine you're putting on a school play. Read the information in the table. Use the information to tell your partner what has or hasn't been done.

Lesson 3, Activity 3, page 111

School play: Things to do	
Choose the play	✓
Name the actors	✓
Design the costumes	×
Paint the scenery	×
Invite friends and family	×

Now complete the table with the information from your partner.

School play: Things to do	
Clean the theatre	
Build the sets	
Find music	
Design the posters	
Make the costumes	

Unit 10 Student A

Use the ideas to guess information about your partner. Complete the sentences, then say your guesses to your partner to find out if you were right or wrong.

Lesson 3, Activity 3, page 125

- If you / be / twenty, you ... _____.
- If you / can learn / a new language, you ... _____.
- You / will make / a difference to the world if you ... _____.
- If you / go / to the USA, you ... _____.
- You / will not be / happy if ... _____.

Now listen to your partner's guesses about you. If they're wrong, explain why!

Communicative activities

Unit 7 Student B

Listen to your partner's reported questions.
Write and say the exact words in the questions to your partner.

Lesson 3, Activity 3, page 85

1 _____

2 _____

3 _____

4 _____

Now say the reported questions to your partner. Don't say the text in brackets! Your partner says the exact words in the questions to you.

5 They asked me how many video games I could play. (How many video games can you play?)

6 She asked me how far I could run. (How far can you run?)

7 He asked me where my parents were. (Where are your parents?)

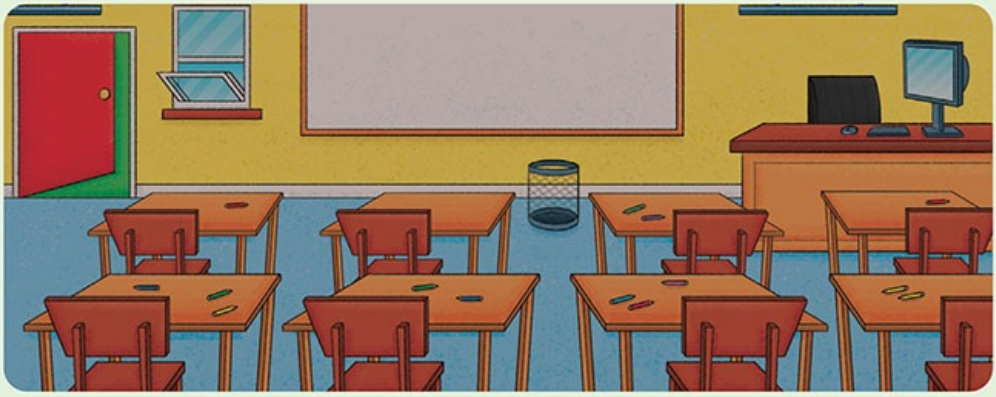
8 They asked me how long it takes to get home. (How long does it take to get home?)

Unit 8 Student B

Yesterday afternoon your classroom was left in a mess. Imagine you are the teacher. Take turns to talk about the things that were or weren't done.

Lesson 3, Activity 3, page 99

computer / shut down chairs / arrange bin / empty lights / switch off



windows / close board / clean pens / collect door / lock

Unit 9 Student B

Imagine you're putting on a school play. Read the information in the table. Use the information to tell your partner what has or hasn't been done.

Lesson 3, Activity 3, page 111

School play: Things to do	
Clean the theatre	×
Build the sets	×
Find music	×
Design the posters	✓
Make the costumes	✓

Now complete the table with the information from your partner.

School play: Things to do	
Choose the play	
Name the actors	
Design the costumes	
Paint the scenery	
Invite friends and family	

Unit 10 Student B

Use the ideas to guess information about your partner. Complete the sentences, then say your guesses to your partner to find out if you were right or wrong.

Lesson 3, Activity 3, page 125

- If you / can teach / any class, you ... _____.
- If you / can invent / something, you ... _____.
- You / will be / happy if ... _____.
- Your holiday / will be / great if you / can ... _____.
- If you / can have / any job in the world, you ... _____.

Now listen to your partner's guesses about you. If they're wrong, explain why!

Dictionary

Unit 1

a

at risk (adj) in a dangerous situation
Farm animals are sometimes at risk from lions.

b

background (n) the part of a picture behind the main thing(s)
Here's a photo of Jo with mountains in the background.

behaviour (n) the way a person or animal does things
It is bad behaviour to eat in class.

bottom (n) the lowest part of something
The ship sank to the bottom of the sea.

c

chance (n) the possibility that something will happen
There's a good chance they'll win the game.

conservation (n) looking after the world and its animals, plants etc
Conservation of forests is very important.

d

danger (n) something that could be very bad for you
Are snakes a danger in this country?

e

endangered (adj) becoming very few and in danger of dying out
Tigers are endangered and may not survive.

f

foreground (n) the part of a picture at the front
The people in the foreground of the painting seem larger than the trees behind.

g

get rid of (v) to free yourself from something you don't want
Mike got rid of his old bike when he bought a new one.

h

habitat (n) where a plant or animal usually lives
Forests in Asia are habitats for tigers.

m

migrate (v) to move from one habitat to another
Some birds migrate from Europe to Africa.

n

nervous (adj) worried or scared about a situation
She was nervous about acting on stage.

o

observe (v) to watch someone or something carefully
She spent hours observing the birds.

p

predator (n) an animal that hunts other animals
The black bear is a predator that eats fish.

prey (n) an animal that is hunted by other animals
Penguins are prey for sharks.

protect (v) to keep someone or something safe
I put on a hat to protect myself from the cold.

r

record (v) to make a note or copy of information so that you can use it later
Sam used his phone to record the talk.

s

sanctuary (n) a place where animals can live safely
Animals are safer in a wildlife sanctuary.

species (n) a group of very similar living things
There are thousands of species of insect here.

survival (n) staying alive in a dangerous or difficult situation
Survival in the jungle is difficult if you don't know what you can safely eat.

survive (v) to stay alive in a dangerous situation
I wasn't sure the octopus would survive after I saw the shark bite it.

swift (n) a small bird that migrates
Did you see the group of swifts flying over the village today?

t

top (n) the highest part of something
They climbed to the top of the mountain.

trust (v) to believe someone/something is good, honest and will do what they say
Trust us to get you there.

u

unbelievable (adj) very difficult to believe
He lifted the car off the ground! It was unbelievable!

Unit 2

a

aim (n) something that you plan to do
Her aim is to be a doctor.

antenna (n) a metal structure that receives or sends waves of sound for phone messages
The phone company built a new antenna in our village so our calls can go through better now.

c

childish (adj) for a child, not right for an older person
That watch is cool but this one looks childish.

connect (v) to put two or more things together
Our mobiles are connected over the phone system.

d

develop (v) to make something grow usefully
Email was invented and developed in the 1970s.

e

engine (n) a machine that makes things move
The engine stopped, so we had to push the car.

expedition (n) a journey made for a reason (e.g. to explore or research)
They went on an expedition to the South Pole.

f

film (v) to take moving pictures using a special camera
She filmed the children jumping into the lake.

h

hero (n) someone who does something very brave or good
Alice is a hero – she ran into the burning house and carried her brother out.

j

journey (n) a long trip from one place to another
I sometimes get bored on long car journeys.

p

phone call (n) when you speak to someone using a phone or smartphone
I'm waiting for a phone call from Mum.

play back (v) to listen to or watch something that you recorded
We recorded our song and then played it back.

product (n) something made to be sold
Next month we'll test the new product before we get ready to sell it in shops.

r

race (n) a competition to see who is the fastest
Who won the race on sports day?

receive (v) to be given something
Did you receive my text message?

s

satellite navigation (n) a way to find out where you are using electronic maps and phone systems
My dad's car has a great satellite navigation system. We always know where we're going.

send (v) to have something or someone go or be taken to a particular place
My brother and I send text messages to our phones every day.

signal (n) a way to communicate between one person or thing and another
My phone's signal is strongest when I'm in the town and not at home.

sledge (n) a thing you can sit on to travel on snow; it doesn't have wheels
Sledges are often pulled by dogs or horses.

South Pole (n) the most southern place on Earth
Roald Amundsen was the first person to travel to the South Pole.

sporty (adj) enjoying and being good at sports
Sally is very sporty – she plays tennis every week.

system (n) a group of items or actions that work together to do something
We test our system often to make sure it's working correctly to send and receive phone calls.

w

waterproof (adj) not letting water in
The watch is waterproof – you can wear it when you swim.

Unit 3

a

atmosphere (n) the air and gases around a planet
Earth's atmosphere is safe for people, plants and animals because we can breathe the air.

b

bitter (adj) not sweet, like black coffee for example
Coffee's quite bitter. I prefer it with sugar.

blind (adj) not able to see well or at all
Martin is blind, but he's got a walking stick and knows how to get around the city.

c

cope (v) to continue doing something well although it is very difficult
She has a lot of work to do, but she's coping with it.

d

disgusting (adj) really horrible
There was a disgusting smell from the kitchen.

f

familiar (adj) well known to you
This music sounds familiar, but I can't remember what it's called.

fascinating (adj) really interesting
I read a fascinating book about Egypt.

g

giant (adj) very big or tall, enormous
We saw a giant waterfall on the mountain.

h

hard (adj) not soft when you touch it
The rice is still hard, so you should cook it longer.

i

imaginative (adj) able to think up new ideas
She wrote a very imaginative story about a rabbit.

m

memorise (v) to learn information so well that you can use it later
We won't get lost. I've memorised the way home.

p

planet (n) a very large round object like Earth that goes around the Sun or another star
Mercury, Mars, Jupiter and Saturn are all planets.

r

recognise (v) to know something or someone because you've seen it or them before
I recognise her from the last football match – she made two goals.

rectangular (adj) like a square but with two long sides and two short sides
A football field is rectangular.

rough (adj) not smooth or flat to touch
It's difficult to run on rough ground.

round (adj) like a circle
Coins are round. The Moon looks round once a month.

s

sight (n) something that you can see
She loved the sight of all the bright colours.

smell (n) something that you can smell
I love the smell of a campfire.

smooth (adj) not rough; flat to touch
We ran along the smooth sand by the sea.

soft (adj) not hard when you touch it
Birds have very soft feathers.

sound (n) something that you can hear
I love to hear the sound of the sea.
sour (adj) not sweet, like lemons or old milk
You can't eat a whole lemon – they taste too sour.
sticky (adj) staying on your fingers or mouth when you touch/eat it
The honey made my fingers sticky.

Unit 4

b

benefit (v) be good for
Eating more vegetables will benefit your health.
bin bag (n) a large, strong plastic bag used for rubbish
Let's pick up the rubbish and put it in bin bags.
biodiversity (n) the many different types of human, plants and animal life in the world, or in a habitat
We can support the biodiversity on Earth by looking after the environment.

c

charity (n) a group of people who collect money to help people who need it
James gives money to a charity for homeless people.
climate change (n) changes that happen over a long time to make the temperatures in different areas go up or down or cause strong weather
There are not many trees in that forest because of climate change over the last ten years.
community (n) all the people that live in one place
The community voted to build the new school.

d

damage (v) to break something or make it worse
The storm damaged many trees in the park.
donate (v) to give (money, food, clothes, etc) to help other people
We're donating our old clothes to a charity.

e

elderly (adj) old (person/people)
The theatre gives elderly people a 10% discount.
encourage (v) to help someone to feel able to do something and to feel good about it
My dad encouraged me to do more sport.
environment (n) all the things that make up the world around us
Cars are not good for the environment.
exhibition (n) a group of interesting things in a place where people can come to see them
Have you seen the exhibition of Japanese art at the museum?

f

form a band (v) to start a small group of people playing guitars, drums etc
The four boys formed a band and practised together twice a week.

g

global (adj) for/in/about the whole world
There's always global interest in the football World Cup competition.

i

inspire (v) to make someone feel that they want to do something
The Eden Project inspired me to think more about our environment.

r

raise money (v) to get money to pay for something or for a charity
I'm raising money to start a community garden.
reserve (v) arrange to keep something to use later
We've reserved a table at the restaurant for next Saturday.
rubbish (n) things that you throw away because you don't want them
The park was dirty and full of rubbish.

s

slogan (n) a short phrase that is easy to remember, often used by advertisers
A good slogan will make people interested in our project.
support (v) to give help to someone or something
The money will support conservation work.

v

volunteer (v) to offer to do something without being paid
We volunteer at a hospital.

w

weigh (v) to measure how heavy something is
He weighed both bags – the blue one was heavier than the red one.

Unit 5

a

ambitious (adj) wanting to succeed at something difficult
Maria is a very ambitious mountain climber.

c

cable car (n) a kind of lift for going up and down mountains
David went up Table Mountain in a cable car.
cattle (n) animals that farmers keep for milk or meat
We have a lot of cattle on the farm. We get milk from the cows and meat from the others.
confident (adj) feeling or showing that you are good at something
I used to be afraid of meeting new people, but now I'm more confident.
cowboy / cowgirl (n) a man or woman (usually in the USA) who rides a horse and works with cattle
He used to work as a cowboy on a ranch in Texas.

d

determined (adj) very sure about what you want, and not letting anything stop you
The other team was very good, but we were determined to win.

e

experience (n) something interesting or exciting that happens to you
We had a great experience learning about history and art on our holiday.

extreme (adj) much more than normal
The extreme heat this summer killed many plants in my garden.

f

forecast (n) a calculated opinion about the future
The weather forecast for tomorrow is sunny.

g

gift shop (n) a shop selling things that you can give as presents
She looked for a present in the gift shop.

h

hire (v) to pay money to borrow something
Mr Smith hired a car at the airport.

homesick (adj) feeling unhappy because you are not at home with your family
I sometimes get homesick on school trips.

l

look forward to (v) to think about a future event excitedly
I'm looking forward to our holiday next month.

o

outdoors (adv) outside
When the weather is good, we eat lunch outdoors.

p

plenty (pron) enough, or more than enough
There's plenty of cake if you want some more.

r

ranch (n) a big farm in North America or Australia with cattle or other animals
I visited the ranch to see how cowboys live.

rhino (n) a big wild animal with a thick grey skin and a horn on its nose
Rhinos are endangered because people hunt them.

s

souvenir (n) a thing that reminds you of the place you got it from
This doll is a souvenir from my holiday in Japan.

sunrise (n) when the sun comes up in the morning
The birds start singing at sunrise every day.

t

traditional (adj) part of something that has been done the same way for a long time
We have a traditional dinner every summer by the sea. I can't wait to eat it every year!

w

weak (adj) not strong
She was very ill and too weak to get out of bed.

Unit 6

a

appeal (v) to make someone feel interested or pleased
I like the green jumper but the blue one doesn't appeal to me.

award-winning (adj) having won a prize
She has written an award-winning book.

b

brand (n) the name that a company gives to a type of product that it makes
Do you have a favourite brand of chocolate?

c

check out (v) to look at something new, exciting or different for the first time
I want to check out the new games console in the electronics shop at the weekend.

d

depend on (v) to be uncertain because of another possibility
How many will we sell? It depends on which advert we use.

e

effective (adj) working well
The medicine was very effective.

entertaining (adj) amusing and enjoyable, providing entertainment
The play was very entertaining!

eye-catching (adj) something unusual or beautiful that gets your attention
Her dress was yellow and very eye-catching!

g

graphics (n) design and pictures, especially on computers
The graphics on my new game are so realistic.

h

highlight (v) to draw special attention to something
The teacher highlights mistakes in my homework with a red pen.

i

impressive (adj) better than expected
My brother got 98% in the class test. Wow – that's impressive!

l

layout (n) the way something is arranged
In a book, good page layout makes it easier to read.

m

memory (n) something you remember from the past
That song brings back memories of my time in school.

multi-player (adj) for more than one player (in a computer or video game)
This is a multi-player game so we can all play at the same time.

p

persuasive (adj) able to make people do or believe something
I didn't plan to buy anything, but the man in the shop was very persuasive.

professional (n) someone who does an activity as a job, not just for fun
He's loved golf since he was little and now he's a professional.

r

realistic (adj) like the real thing
His paintings are so realistic – they're like photographs.

review (n) a writen opinion (e.g. of a book or film)
The new film has had very good reviews.

s

social media (n) websites and phone apps for sharing information
My sister spends hours on social media every evening.

stand out (v) to be very noticeable
The black writing really stands out on that yellow background.

submarine (n) a type of transport that travels under the sea
We went down in a submarine to see the sharks.

t

talent (n) an ability to do something very well without lots of help
Mark is a great artist – he's had a lot of talent since he was a child.

w

well-designed (adj) made to look attractive or be good to use
My trainers are so well-designed. They're comfortable and look great.

Unit 7

a

achieve (v) to succeed in something by trying hard
Sam had always wanted to climb the mountain, and this summer he achieved his aim.

acrobatics (n) difficult gymnastics
We saw some amazing acrobatics at the circus.

amateur (n) someone who does a sport or activity for fun, not as a job
All the players in the tennis club are amateurs.

athletic (adj) having a strong, fit body
Jenny is very athletic. She swims every day.

b

balance (v) to stay or move without or falling
Can you balance on one leg?

c

career (n) a profession or type of job that you do for a lonf time
He's a good player and wants a career in football.

competitive (adj) (a thing) encouraging competition between people; (a person) wanting to win
Judo is a competitive sport, and everyone in my club is very competitive.

e

endurance (n) the ability to do something difficult for a long time
A marathon requires endurance because you have to run so far.

enter (v) to join a competition
I can't wait to enter the dance competition.

f

fitness (n) how fit and healthy you are
Improve your fitness by walking to school instead of going by car.

flexibility (n) the ability to bend or move easily
I've been doing yoga for many years so I have good flexibility.

i

injured (v) to have hurt or damaged part of your body
Simon was injured when he fell o his bike.

m

marathon (n) a long-distance running race (42.195 kilometres)
You have to be very fit to run a marathon.

martial art (n) a type of sport based on fighting (e.g. judo, karate)
I'd really like to learn a martial art to get fitter.

mixture (n) something made by mixing different things together
The colour pink is a mixture of red and white.

p

persevere (v) to continue trying even when it is very difficult
He wanted to stop but he persevered.

practise (v) to perform or do an activity often to understand or get better at it
I like to practise speaking English with my brother – we learn more together!

prize (n) a thing you are given when you win a competition or have done very well at something
The prize for winning the competition is £1,000.

proud (adj) pleased that you or someone close to you has done well
I'm so proud of my sister – she has just become a teacher.

s

strength (n) the quality of being strong
You need a lot of strength to lift these boxes.

t

team spirit (n) the feelings in a group that make them work together to succeed
Making sure everyone is involved is good for team spirit.

tough (adj) strong, determined and not easily hurt
A marathon runner has to be tough to complete the race.

Unit 8

a

attachment (n) a computer file sent with an email
Apply by email and send a photo of yourself as an attachment.

b

blocked (v) stopped from using/entering/communicating
I can't use the website because I've been blocked.

bully (n) a person who hurts or frightens smaller, younger or weaker people
The bully told Sue that no one liked her.

c

chat app (n) a computer program that you download to a smartphone that lets you speak to other people on the internet
I've got a chat app on my phone that helps me talk online to my grandma in a different country.

cyberspace (n) the imagined environment where internet communication happens
She never got my email – it was lost in cyberspace.

d

delete (v) to remove (a computer file with words/pictures in it)
Did you delete my file? I can't find it.

download (v) copy a file or program from the internet to your computer
I like to download new music to listen to.

h

hack (v) to get into other people's private computer files or networks (to steal information or cause damage)
Criminals hacked the bank's computer network to steal usernames and passwords.

i

ignore (v) do/think nothing about
Don't ignore nasty emails – tell an adult about them.

l

link (n) a highlighted word on a web page that will take you to another page if you click it
Click on this link to visit the website.

log in (v) to enter a website by typing your username and password
I've forgotten my username so I can't log in.

n

nasty (adj) really unkind
Nasty comments hurt your feelings.

p

password (n) a secret word or numbers and letters that you use to log in to a computer or website
Enter your password to access the website.

privacy settings (n) the controls on social media sites where you choose to share your information and posts or keep them private
I've changed my privacy settings so that only friends can see my photos.

r

rumour (n) news that may not be true
The rumour about Jack's injury was false.

s

stranger (n) someone you haven't met before
Children are often taught not to talk to strangers.

suspicious (adj) a feeling that something or someone cannot be trusted
Suspicious people were seen near the bank just before the robbery.

u

upload (v) copy a file or program from your computer to the internet
I'm going to upload my holiday photos onto a website so that you can all see them.

username (n) the name you use with your password to log in to a computer network
The website says my username is wrong – I can never remember if it has capital letters or not.

v

victim (n) a person who is injured or harmed by something or someone
Victims of cyberbullying should get help from a teacher.

virus (n) a very small computer program that can damage files
A virus was introduced into my computer and I lost all my photos.

w

weird (adj) very strange or unusual
The machine started making a weird noise, so I switched it off.

Unit 9

a

action (adj) a type of film that shows many physical and sometimes dangerous events
My favourite action film is about firefighters and their work.

animation (n) moving pictures made from graphics or models, not from filming real actors
My favourite animation is Toy Story 3.

announce (v) to make a formal statement for everyone to hear or read
He announced his new CD would be released next week.

audience (n) the people watching or listening to something such as a play, film or concert
The audience clapped and cheered at the end.

b

based on (v) using an existing story or information
This film is based on my favourite book.

c

cast (n) all the people acting in a play or film
The film has an impressive cast.

CGI (computer-generated imagery) (n) pictures and/or movement produced by a computer
CGI is used brilliantly to create the dinosaurs.

costumes (n) clothes worn by actors in a play or film
The actors were dressed in historical costumes.

d

director (n) the person who tells the actors in a play or film what to do
Ask the director what to do – he's in charge of the film.

f

fantasy (adj) describes an imaginative story with events and places you can't find in real life
Pan is a fantasy adventure, with flying boats in it!

g

guilty (adj) feeling bad because you have done something wrong
Fran felt guilty because she hadn't tidied up.

h

hologram (n) a 3D picture that seems to be in front of the screen, not on it
In sci-fi films, holograms can move and speak.

j

jealous (adj) unhappy or angry because someone has something that you don't have
Woody was jealous of Buzz because Andy liked Buzz more.

o

outstanding (adj) excellent, better than others
Emily is an outstanding musician.

p

plot (n) the main events in a novel, play or film
The plot is so exciting. I couldn't stop reading.

r

release (v) to allow something to be shown in public or bought
The film will be released in April next year.

romance (adj) describes a type of film or book that uses ideas about love to tell a story
Let's watch a romance film tonight!

s

science fiction (adj) describes a type of film or book that uses ideas about science to tell a story that isn't real
Avatar is my favourite science fiction film.

script (n) the words of a play or film written down
I've written a script for the play.

search (v) to look for something or someone very carefully
I'm going to search for my Maths book all around the house – I know it's here somewhere!

studio (n) the place with special equipment where films are recorded
We filmed most of the programme in the studio.

v

version (n) a different form of something
Many of Shakespeare's plays were new versions of older stories.

Unit 10

a

admirable (adj) very good in your opinion
She helps her elderly neighbour every day – I think that's admirable.

anxious (adj) very nervous or worried about something
I'm anxious about learning to ski this winter!

b

brain (n) a part of your head that controls everything your body and mind does.
Learning new things is good for your brain!

breath (n) the air you take in and out of your nose and mouth
When I feel anxious, I take a deep breath and say that everything will be OK.

c

committed (adj) determined to support something that you believe in
She is committed to her charity work. She spends so much time on it.

concrete (n) a hard, strong building material common in cities and towns
There are concrete steps leading up to the library.

e

essential (adj) completely necessary, extremely important
Wheels are an essential part of a car.

h

hoop (n) the round metal circle that holds the basket in the game of basketball
In basketball, the ball has to go through the hoop from above.

l

lack (v) to not have something or enough of something
If you don't eat breakfast, you will lack energy.

litter (n) bits of paper and other rubbish on the ground in a public place
We decided to pick up the litter in the park.

m

make a difference (v) to change something to make it better for others
I want to be a doctor when I grow up – it's important to make a difference to children's health.

messy (adj) untidy or dirty
You have to tidy your room. It's very messy.

mirror (n) a smooth surface that use light to reflect, or show you a clear picture
You can see how you look in the bathroom mirror.

o

oxygen (n) a chemical that is part of the air we breathe
Oxygen is the most common chemical you can find on Earth – it's in the air and in water.

p

passionate (adj) having/showing very strong feelings
Lucy is passionate about sport.

pollution (n) harmful gases, smoke or other chemicals that are put into the environment by cars and other machines
Scientists are looking for ways to stop pollution by turning waste into oxygen.

public (adj) belongs to or is part of a large group of people
I like to talk to people about my ideas – I think I would be a good public speaker.

r

resources (n) useful things that people / countries have
Oil is their most important resource.

run out of (v) to use all of something and need more of it
We've run out of sugar and milk. I'll buy some more.

s

speaker (n) someone who talks to a group of people about an idea or starts a discussion
We took a group vote and Emma will be our speaker. She'll share our ideas with the class.

supportive (adj) helpful and encouraging
My English teacher is very supportive.

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