







# 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.	
	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: To	ıli's stone	
2	Inspiring ideas p22	Exploration Working with words: suffixes (-ous)	<b>Past perfect:</b> 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 Cambr	idge Exams practice: A2 Key for Schools: Readir	ng 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	<b>Present perfect continuous:</b> 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 Cambr	idge Exams practice: A2 Key for Schools: Listeni	ng Part 2; Reading and Writing Part 7
5	Travel adventures p60	Adventurous activities Working with words: prefixes (un- and in-)	<b>Reported requests and commands:</b> 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	<b>Reported speech:</b> They said they had developed a great product. They said I could fly over the city.	<b>Question tags:</b> The graphics looked impressive, didn't they? The reviews have been good, haven't they?
		Review 3 Cambr	idge Exams practice: A2 Key for Schools: Readin	ng and Writing Part 3 and Part 5
7	Winning ways p82	Sport Working with words: suffixes (-ness)	<b>Reported Wh- questions:</b> 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: Te	eam 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 Cambr	idge Exams practice: A2 Key for Schools: Listeni	ng Part 3; Reading and Writing Part 6
9	Fun with films p108	Films Working with words: suffix ( <i>-ation</i> )	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.
		<b>Reading time 4:</b> Lo	ost in cyberspace	
10	A brighter future p122	Improving the world Working with words: similes	<b>Second conditional:</b> 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 Cambr	idge Exams practice: A2 Key for Schools: Readin	ng 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



### **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 play a musical instrument

put up a tent write a poem go kayaking act in a play fly in a helicopter 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	Q	 
3	emergency items / events		

4 outdoor activities

**5** jobs

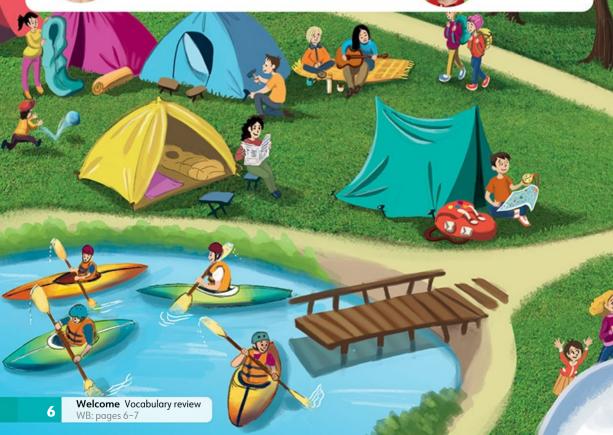
3 🕟 Look at the picture again. What's happening? Make sentences with a partner.

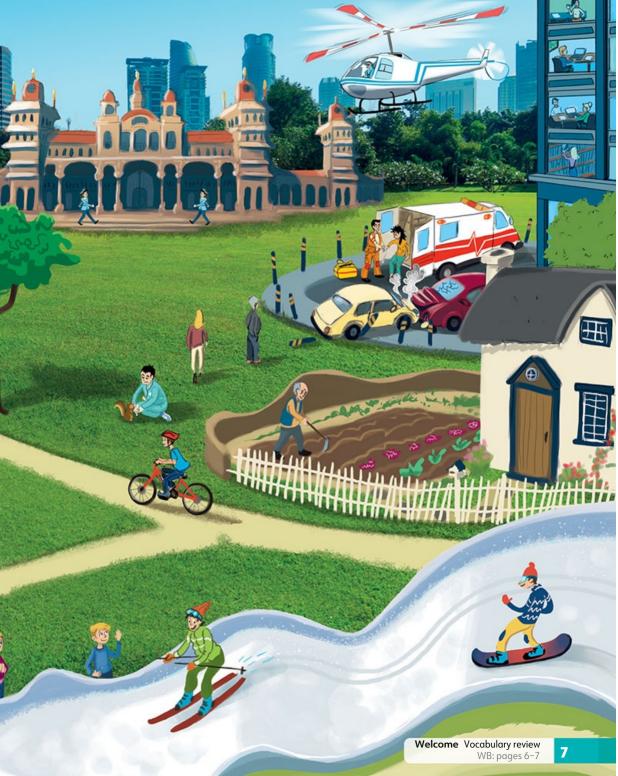


People are camping in the park.

A girl is playing the guitar.







# Life in the wild

#### **Vocabulary**

Lesson 1

Reading

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

- 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	<u>×</u>	ķ
	statements true or false? Write $T$ (True) or $F$ (False).		1

ı	Craig Foster was born in the USA.	_F
	5	

- 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?

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

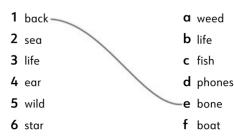
making maps	knowing different environment	ts understanding science
using a compute	r knowing about weather	knowing about clothes

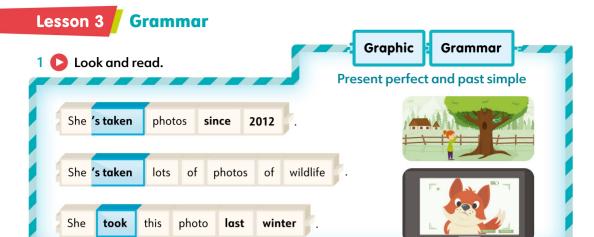
#### **Working with words**

#### **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.





- 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.



mouse lemur

#### Lesson 4 Language in use

1 (1) 1.2 (2) Listen and say.



#### **Vocabulary**

record sanctuary migrate unbelievable swift

- **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 lea 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 (3) Complete the guestions 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 start
  - Have you ever visited the wildlife park?
  - Yes, I have. I loved it.
  - When did you go?



#### Lesson 5 | Listening

#### 1 (1) Look at the photos and answer the questions.

- 1 Where are these animals?
- 2 What do the photos have in common?





Vocabulary

behaviour

aet rid of

chance

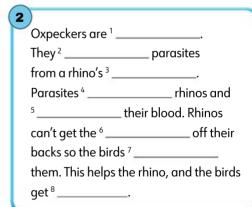
survival

prev

at risk

danger

- 1.3 Listen and check your ideas in Activity 1. Be a star
- 3 What is 'mutualism'? Tick ( $\checkmark$ ) 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) 1.3 Listen again and complete the notes.
  - Ostriches can't 1 hear or <sup>2</sup> \_\_\_\_\_ very well. Zebras can't <sup>3</sup> \_\_\_\_\_very well. Ostriches can <sup>4</sup> \_\_\_\_\_ danger from far away. Zebras can <sup>5</sup> \_\_\_\_\_ and 6\_\_\_\_\_it. So when one of them <sup>7</sup> \_\_\_\_\_, the other one \_\_\_\_\_too.



- 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 (1) Look at the biography on pages 8–9 again. Answer the guestions.
  - 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 (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
  - 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
  - **q** 1960 went to Tanzania to study chimpanzees by sitting with them
  - **h** Jane Goodall is a world-famous conservationist and writer on animal behaviour
  - 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 3 \_\_\_\_\_

 Paragraph 2 \_\_\_\_\_
 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.

#### Vocabulary

backaround foreground bottom top

- 1 (1) Look at the photo. What can you see? What do you think is happening?
- 2 (1) 1.4 Listen and complete the description. How is it similar or different to your ideas in Activity 1?

The main foc	us of the photo is a <sup>1</sup>	<u>turtle</u> and som	ne			
2	<sup>2</sup> fish. They are swimming together in the					
ocean. In the	ocean. In the background there are some black fish. At the					
3	of the photo you can see some <sup>4</sup>					
It looks like th	ne fish are on <sup>5</sup>	of the turtle. It	's			
possible that	they are <sup>6</sup>	it - perhaps they a	re			
7	the turtle. I really	like this photo because	it			
shows <sup>8</sup>	working to	gether to <sup>9</sup>	_			



- 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

- **d** give your opinion of the photo
- e describe other details in the photo

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

each other. It also has beautiful, bright <sup>10</sup> \_\_\_\_\_\_.

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 ...





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





1 Match fact files 1-4 to the photos.









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

3

General: bird, spends 75% of its time in cold water, can't fly

Food: fish, squid

Young: eggs in nest on ice

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

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









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





#### Reading time 1

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.

#### Reading time 1

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 foa 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**

#### Vocabulary

#### Lesson 1

#### Reading

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

- 1 () (c) 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 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 0100100.
'E' is 0100101.
'HELLO' is 0100100.
01001100.



#### 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 <u>100</u> 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.	3

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

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

Phones can find you almost anywhere in the world. Your SIM <sup>1</sup> card/ clock tells an antenna where you are, and the antenna sends a <sup>2</sup> signal / code to others. Smartphone technology helps satellite <sup>3</sup> navigation / camera systems in our cars see <sup>4</sup> traffic / call jams and send <sup>5</sup> codes / messages to other drivers. Some people call them <sup>6</sup> 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 <u>adver</u>	iture		: loves tra	velling and exploring
2			: scary o	
3			: funny, r	nakes you laugh
4			: known	by many people

1 D Look and read.



#### **Past perfect**

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 <u>had visited</u> (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.



#### Language in use

**Vocabulary** 

play back film

1 (1) 2.2 (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 <u>yourself</u>?
  - **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.
- 3 Think of things you can teach yourself. What could you do to help you learn?
- Make a new dialogue. Use your ideas in Activity 3. Be a star!
  - What are you doing?
  - I'm teaching myself karate.



Why is it good to

learn new things?

#### **Vocabulary**

expedition aim engine hero sledge South Pole journey race

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  $\bigcirc$  2.3 Listen again and write T (True) or F (False).

1	Robert Scott was Norwegian.	<u>F</u>
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.	

2.3 Take notes to complete the table. Then listen again and check.

Be	n st	arl.	۲
000	<del>u 3t</del>	u1.	

	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?

#### Lesson 6 Writing

1	Read the opinion essay. Match paragraphs 1–4 to the descriptions. Is the writer for or against space tourism?						
	${\boldsymbol \alpha}$ Conclusion: your opinion on the topic.						
	$oldsymbol{b}$ Advantages: the positive arguments.						
	<b>c</b> Introduction: general idea about the topic.						
	<b>d</b> Disadvantages: the negative arguments.	V					
	Is space tourism a good idea?						
	For some people, travelling to another cou						

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?



- 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.
- 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.
- 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?

1
2
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: Disadvantages: 1\_\_\_\_\_ Our opinion: Conclusion:

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.

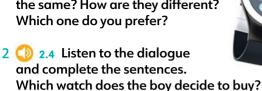
Look at part of an index from a reference book. Answer the questions.

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

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





childish sporty waterproof

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

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





	comfortable	colourful	sporty	cool	expensive
Pair A	<b>✓</b>				
Pair B	<b>√</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 ...

#### (\*) Lesson 8 Think about it!

- 1 Look at the pie chart and answer the guestions.
  - 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?

#### Screen time (number of hours per day) for 11-year-olds and 16-year-olds in the UK









- 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?
- 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

#### 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 <u>foreground</u> .
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 <sup>1</sup> has been / went on holiday to Canada. While she was there, she <sup>2</sup> has seen / saw a whale for the first time.

(1<sup>3</sup> had never seen / didn't see a whale before that. They were so beautiful. I <sup>4</sup> had fallen / fell in love with them.'

Since leaving university, Michelle <sup>5</sup> observed / has observed different species of whales in all the oceans of the world and <sup>6</sup> took / has taken many amazing photos. In 2010 she also started filming them. Last autumn, she <sup>7</sup> has travelled / travelled to the Antarctic to film migrating whales. No one <sup>8</sup> 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.

#### **Cambridge Exams practice**

#### **A2 Key for Schools**

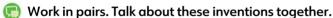


1 For each question, choose the correct answer.

Reading and Writing	
Writing	

Alexander Graham Bell was a scientist and inventor. He (0) born in							
Scc	Scotland but later lived (1) the USA. He was (2)						
inte	eres	sted in how people	com	municate and wante	ed to	find a way for	people to speak to each
oth	er v	when they were in	diffe	ent places. In 1876,	he <b>(</b> 3	3)	a machine to do
this	s. Tł	he first person he s	poke	to was <b>(4)</b>		assistan	t. He said, 'Mr Watson,
cor	ne l	here. I want to see	you.′	Bell <b>(5)</b>		the telepho	one – now he had to
wo	rk c	on his design <b>(6)</b> _		make i	t bet	ter. Within 10 y	ears, around 150,000
hor	nes	s in the USA had te	leph	ones. Bell believed tl	nat o	ne day people	speaking on the phone
(7) be able to see each other too. This prediction (8)							
tru	e. V	Ve don't know if Be	ell eve	er imagined everyon	e wo	uld have a pho	ne like a small computer.
Exc	m	ple	_				
0	Α	is	(B)	was	C	did	
1	Α	in	В	at	C	of	
2	Α	never	В	always	C	not	
3	Α	has made	В	made	C	is making	200
4	Α	our	В	her	C	his	
5	Α	had invented	В	invented	C	has invented	La Company
6	Α	for	В	will	C	to	
7	Α	could	В	would	C	will	





had come



A comes

What do you think of the laptop computer?

It's a fantastic invention!









has come









Watch the speaking exam practice video.

Speaking

# **Senses**

#### Vocabulary atmosphere blind familiar fascinatina aiant recognise (recognised) planet sight smell sound

#### Lesson 1

#### Reading

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 (1) 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





#### 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.
- Think and answer the questions. Why did ... Be a star

<b>1</b> Jo	ni not need a mask?	Because the planet had a safe atmosphere.
<b>2</b> Jo	ni's mum stay on the spaceship?	
<b>3</b> Jo	ni think there were mountains on the planet?	
<b>4</b> Jo	ni's dad walk into her?	
_		in the second se

- **5** Joni's dad laugh? 6 Joni's dad think Jax and Minnie might be
- on the planet?
- 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**

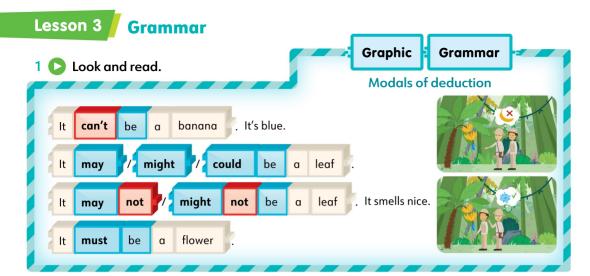
#### **Using antonyms**

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.







#### 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.



### Lesson 4

## Language in use

1 🕠 3.2 🕞 Listen and say.



#### **Vocabulary**

bitter disgusting hard soft sour

- 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.
- A 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.

Look

It smells like cheese! Very strong cheese! Ugh!

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

It smells disgusting, but it tastes delicious!
Try some!

## 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 (i) Think of adjectives and nouns to describe the taste and smell of these foods.

chicken ice cream coffe

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.

Vocabulary

cope imaginative memorise

1 ② 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?





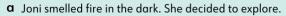
Do you know anyone who's really good at something? What can *you* do well?

- 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.
  - **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 ③ 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.



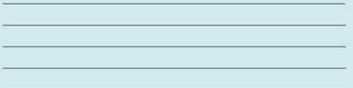
- Did the planet feel safe or frightening? Why? \_\_\_\_\_



- **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.





🚺 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 ( $\checkmark$ ) 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 (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?













- 3 Choose an object in Activity 2. Prepare a description for someone who has never seen it before. Use the phrases to help you.
- 4 🕟 Work in pairs. Take turns to describe your object for

your partner to identify. Be a star

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 quitar / a snail / a ball ...

It sounds like bells / the sea ...



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

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



## **Animal super-senses**

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



eagle

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.

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.

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.

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.

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?



## Reading time 2

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



#### Can you believe everything you see?

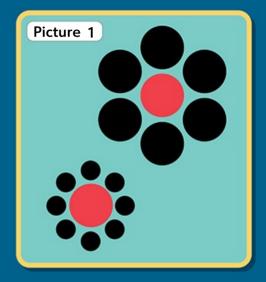
Our senses are incredibly important in helping us understand what is going on in the world. Through sight, hearing, touch, taste and smell, we recognise and trust what is familiar and safe, and predict what might be dangerous. But can we always believe what we see?

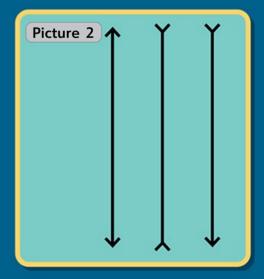
Look at these pictures and answer the questions. (Answers are upside-down at the bottom of the page.)

Picture 1 Which red circle is bigger?

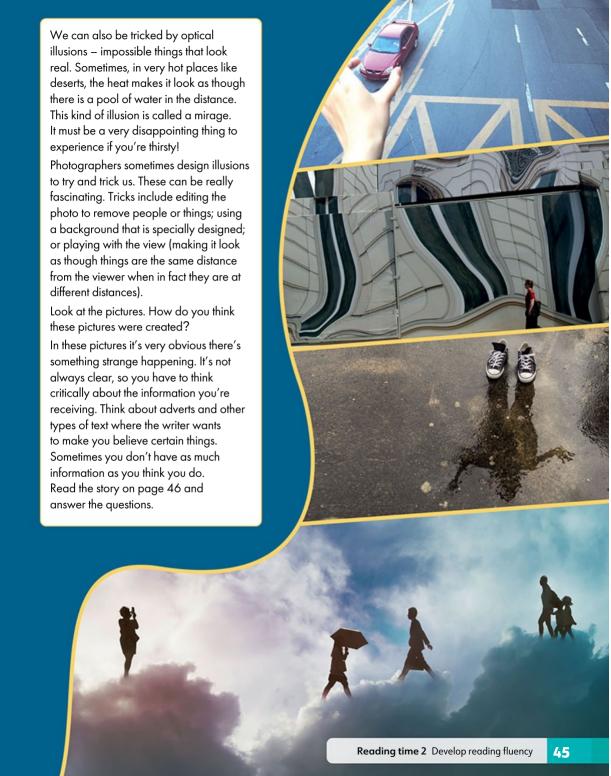
Picture 2 Which line is the longest?

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 length.



## 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.



#### 1 Read the text on pages 44-46 again. Tick ( $\checkmark$ ) 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.

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

# **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**.

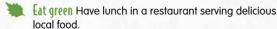
## Highlights

- 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-eve 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.

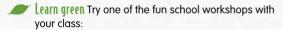


## Other things to do





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



- 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!'

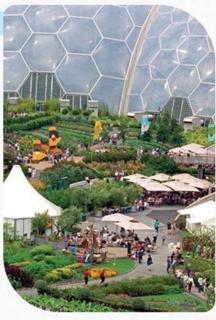
— Dan from Brighton

'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.
- 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.

## 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.

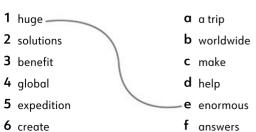
- Work in pairs. Discuss the questions.
  - 1 Why do you think the Eden Project has so many visitors?
  - 2 What is a discount? Why do think there is a discount if you arrive on foot?
  - **3** Do you think you would like the Eden Project? Why / Why not?

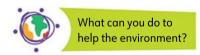
## **Working with words**

**Using synonyms** 

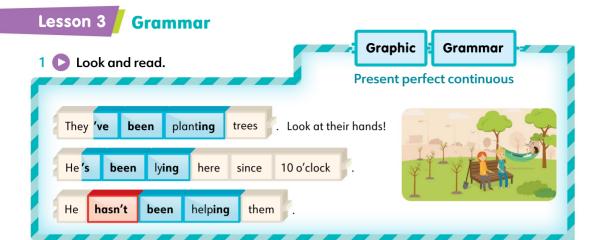
You can expand your vocabulary by using words with a similar meaning. These are called synonyms: delicious - tasty

## Match these words to their synonyms.









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

- 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.



## 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 stari)
  - How long have you been volunteering at this community project?
  - For about six months.
  - Have you been ... ?

### **Vocabulary**

form a band charity raise money reserve slogan

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



- 2 (1) 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?

	×
Be a s	tar!

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	O 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	 е	special things to see	
b	the first section heading	 f	the title and a slogan	_1
c	visitors' comments	 g	additional activities	
d	a general description	 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.

## Highlights: - creative writing classes - learn how to write a good story with interesting characters - drama classes - wear costumes and act out your favourite stories Let your imagination go crazy! Dates: aa-a8th June Prices £1,200\* \*Includes all meals Has been helping children create and tell stories for 10 years What camp quests 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 is a summer camp for children who love reading, writing and sharing stories. It has been	Storyhut Let your imagination go crazy!
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?

#### **Vocabulary**

bin bag donate

rubbish

weiah

1 ② Look at the photos. What kind of volunteer projects are they? How do you think they help the community?





- 2 (1) 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 ...
  - 2 We could ...
  - 3 Shall we ...
  - 4 We'll need to ...
  - **5** How about asking ...

- a also make posters to advertise it?
- **b** contact local schools.
- **c** everyone to weigh what they pick up?
- **d** organise a beach clean-up day?
- 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 ...



- 1 (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.

<b>α</b> Aim: Action:	
<b>b</b> Aim:	
<b>c</b> Aim:	





1 Write the correct adjective for each definit	tion
--	------

biin	aisgusting	elderly	Tamiliar	giobai	rougn	SOTT	sour
Desc	ribes						
<b>1</b> so	neone who is no	t able to se	ee				blind
<b>2</b> so	nething you kno	w well					
<b>3</b> so	neone who is old	k					
<b>4</b> so	nething that tas	tes horrible	9				
<b>5</b> so	nething that bel	ongs to the	whole wor	ld			
<b>6</b> so	nething that tas	tes like a le	mon			-	
<b>7</b> so	nething that is th	ne opposite	e of hard				
<b>8</b> so	nething that is th	ne opposite	e 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!  1We've been rehearsingfor an	hour already.
Penny:	I know! The conductor <sup>2</sup> yet. Th starts in an hour! Where is he?	e show
Alan:	I'm not sure. He <sup>3</sup> stuck in traffic.	
Penny:	Mr Campbell <sup>4</sup> but he isn't answering his phone.	him,
Alan:	I think Sue <sup>5</sup>	for him, too.
Penny:	Yes, but she 6	him yet.
Alan:	Penny Look over there! Behind the piano conductor!	o! It's the
Penny:	What? He <sup>7</sup>	there all this time!
Alan:	Yes! He <sup>8</sup>	worried about performing.



## **Cambridge Exams practice**

## **A2** Key for Schools

1 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.



The Charity Run	<b>%</b>
Day: (0) <u>Sunday</u>	
Charity name: (1)	
Amount of money they hope to raise: (2)	
Starting place: outside (3)	
Helpers must arrive by: (4) am	
Archie's phone number is: (5)	

- 2 For each question, choose the correct answer.
  - 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

Lesson 1

Reading

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

- 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!





#### 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 <b>sunrise</b> . If you're not a <b>confident</b> 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!

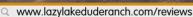
See you there!

Mr Caldwell









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.

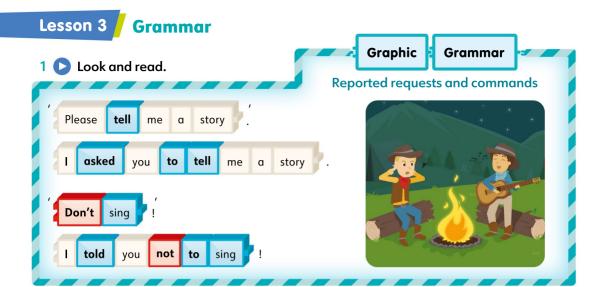
My favourite part was visiting the Native American village. Our teacher told us to bring money for **souvenirs**. They were great – Native American art is really cool. I bought a belt and a bag.

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



# Lesson 2 Reading comprehension

			(0 (4 )			
1	Read the	e texts on po	ıges 60–61 agaiı	n and answer th	e questions.	
•			e ranch advert are			
	<b>a</b> doing	g things?				
	<b>b</b> learr	ning about thir	ıgs?			<del></del>
	<b>2</b> What is	the group do	ng on			
	<b>a</b> Frido	ay morning?	<b>b</b> Saturday	afternoon?	<b>c</b> Sunday evening?	
	<b>3</b> Why wo	as James worri	ed about going to a	a dude ranch?		
	What d	id he think abo	out it at the end of t	he stay?		
1	Write $A$ (	(Advert), E (	n you find the fol Email) or <i>R</i> (Revi ver may be possil	ew). 🔪	ion?	
	<b>1</b> where y	you sleep and	what it's like		A, R	
:	<b>2</b> what ty	pe of Native A	merican culture yo	u can learn about	·	
:	<b>3</b> what to	do if you don	't have much experi	ence of horse ridin	9	
	<b>4</b> the acti	ivities you can	do around the cam	pfire	·	
:	<b>5</b> what th	nings you need	to bring for hot we	ather		
3 (	() (E) (	Nork in pair	s. Discuss the qu	estions. Give red	asons for your ansv	wers.
	<b>1</b> Did Jan	nes have a pos	sitive experience at	the ranch?		
	2 Would	you like to stay	at the ranch?			
	<b>3</b> What a	ctivities do yo	ı think you would ei	njoy most / least?		Why is it good to
			u could discover abo			try new activities?
	orking efixes	g with wo	ords			
	· · · · · ·	s un- and in- n ıs – <b>un</b> adventu	nake an adjective no irous expe	egative: rienced - <b>in</b> experie	enced	
Ad	ld <i>un</i> - or	in- to make	the opposite of	these words.		
	1 <u>in</u> corre	ect	3popular	<b>5</b> sensitiv	e	
	<b>2</b> frier	ndly	<b>4</b> usual	<b>6</b> active		



### 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.



## Lesson 4 / Language in use

**Vocabulary** 

cable car look forward to rhino

1 (1) 5.2 (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!

Look!

- Read and write P (Present activity) or F (Future arrangement).
  - 1 I'm feeling really excited!

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!

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

6 I'm packing my bag at the moment.

Where?

Who with?

How long for?

Activities on Saturday / Sunday

Activities for rest of trip

We can use the present continuous to talk about

future arrangements.

- 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.

#### **Vocabulary**

ambitious determined extreme plenty weak

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



- 5.3 Listen to the interview and check your ideas in Activity 1.
- 3 (1) 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 (1) 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 ② 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!

← → O-	www.confidencecamp.com/reveiws	0 0
	e Camp <u>helps kids to do things they don't like or aren't good at.</u> of different activities like	
	isn'tbecause	
I had tried guide was	but I However, She told me and	our
	te activity I was but	
Overall, Co	nfidence Camp There w	
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:

 ${\bf 1} \ \ {\sf Read through your text carefully. \ Label \ any \ mistakes \ in \ pencil.}$ 

 $vocabulary \rightarrow v$   $grammar \rightarrow gr$ 

spelling → sp

punctuation  $\rightarrow p$  something missing  $\rightarrow ^{\land}$ 

- 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.

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.

### **Vocabulary**

forecast gift shop

1  $\bigcirc$  5.4 Listen to a teacher giving advice about things to bring on a school trip. Tick ( $\checkmark$ ) the things he mentions.

sun cream	<b>V</b>	camera	
hat		sunglasses	
water		goggles	
shoes		mobile phones	
packed lunch		souvenirs	



2 🕥 5.4 Listen again and complete the advice.

1	You should bring <u>sun cream and a hat</u> .
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** ...



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





Wolverines! Some people believed they weren't real – but our wildlife photographers can show you where to find them! They can teach you how to take great pictures, too. Perfect for beginner and experienced photographers. Best season: late Spring.





Relax by the pool, walk on the beach, enjoy fish fresh from the sea ... Treat yourself to beautiful, unusual local art. Hire a boat for some guiet time on the water. Optional trip to the popular Royal Palace.

2	5.5 Li the best h	sten to three conversations about summer holidays. Choose noliday, a–d, for each person. Give a reason for your choice. Be a star!	
	Joel:	holiday because	<u>.</u>
	Hannah:	holiday because	
	Jamie:	holiday because	

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



# Sell, sell, sell!

## Vocabulary

Lesson 1

Reading

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

- 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







# Watch Watch

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

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!

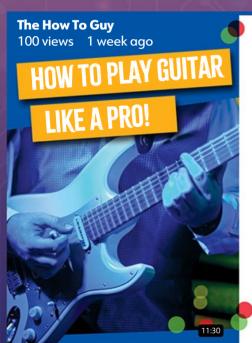
Watch Sound will give you **professional**, cinema-quality sound too. And all this for only £1,500!

The Watch Watch - makes a home into a cinema!

Reviews \*\*\*\* 72 out of 90 people would recommend this product

Follow us on **social media** 





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**

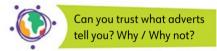
1	Adverts use special techniques to sell you things. Find an example of
	these techniques on pages 70–71.

<b>1</b> Use exclamation marks.	All this for only £1,500!
<b>2</b> Talk to the reader directly.	8
<b>3</b> Use a superlative adjective.	
4 Use positive language.	2
<b>5</b> Use a slogan that stays in your head.	
<b>6</b> Give the product a friendly name.	

2 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?



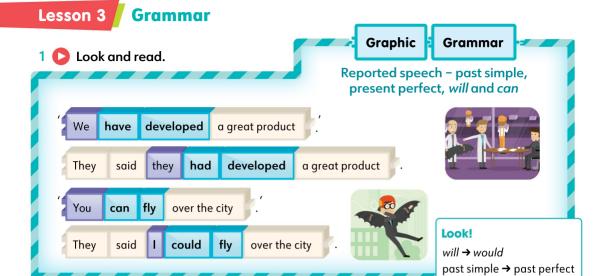
## **Working with words**

#### **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: **Perfect pictures in your pocket**.

Find	two more	evamples o	f alliteration	in the	adverts on	nage 71
riiid	two more	exumples o	i aiiiteration	iii uie d	auverts on	page / i

•		
2		



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

1 'This offer won't last long!' She said the offer <u>wouldn't last</u> 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.



# Lesson 4 Language in use

1 (1) 6.2 (2) Listen and say.



### **Vocabulary**

graphics impressive multi-player realistic

- 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 awfull
- 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.

- 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, \_\_\_\_\_?

### Look!

affirmative verb → negative question tag negative verb → affirmative question tag

- 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?

# Lesson 5 Listening

**Vocabulary** 

depend on effective highlight lavout stand out well-designed

What makes a good advert? Make a list.

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

3  $\bigcirc$  6.3 Listen again and tick ( $\checkmark$ ) 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 Look at the adverts on pages 70–71. Then read the advert below. How effective is it? Look at the checklist and tick ( $\checkmark$ ) or cross ( $\times$ ).

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 13

	<b>,</b>	
1	These headphones are good for listening to music.	S. Ken
	Want to?	
2	They're not heavy.	
	Hedfones are as light as	
3	There are three colours.	CULL COLLEGE
	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	<u>.</u>
6	All the reviews say Hedfones are well-designed. They're also eye-o	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!'
- 関 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 (1) Look at the photos. What are they advertising? Read the adverts and check.



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!

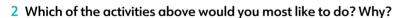
Educational and entertainina!



# Submarine dive

Enter a wonderful world under the seal

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



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.



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?



### Story bag

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



### Robo race

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



### 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.





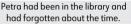
1 Write the correct word for each definition.

ambitious <del>award-winning</del> confident entertaining a forecast hire a review a submarine

- **1** A way to say something was given prizes.
- 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.







award-winning



- 1 He said <u>he would meet Petra after school</u>.
- 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.



# **Cambridge Exams practice**

# **A2 Key for Schools**



1 For each question, choose the correct answer.

# Reading and Writing

# 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 Read the email and write the correct answer. Write one word for each gap.

Hi Millie,
I'm looking forward <b>(0)</b> <u>to</u> 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 <b>(4)</b> ?
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 🔼

# Winning ways

# Vocabulary

Lesson 1

Reading

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

- 🚺 Look at the titles and photos. Answer the guestions.
  - 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 **d** you carry food for five days **b** is about singing and dancing 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!



c is about running

# 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.

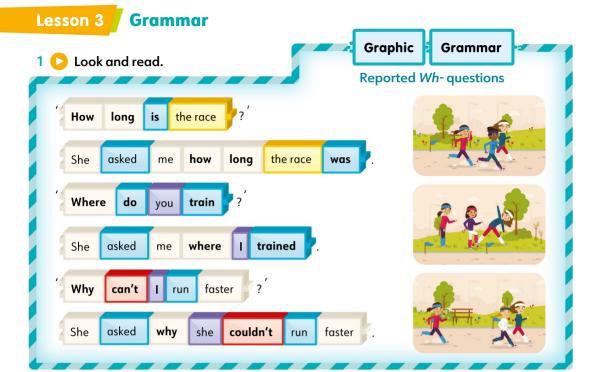
What does it take to complete the Marathon des Sables? **Fitness** is very important. You need a strong mental attitude for all **endurance** events. You also need to be able to **persevere** – keep on going however tired you are.

Diego, Mexico

# Lesson 2

# **Reading comprehension**

1		ead the magazine article on pages 82–83 c nswer the questions.	again.		
	1	How many words did Leo learn every day?	twer	nty	977
	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?			1
	5	How far do you run in the Marathon des Sables?			
	6	Why do you carry medicine in the Marathon des Sables?			
2	CC	Which competitors would say this about ompetitions? Write <i>L</i> (Leo), <i>C</i> (Chloe) <i>or D</i> (		Be a star!	
	1	'They asked me how many words I could spell.'	L		
	2	'They asked me how many songs I knew.'	_		What competitions are
	3	'They asked me how I spelled <i>croissant.</i> '	_		popular in your country?
	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.'	_		
3	(	🕽 🕝 Work in pairs. Discuss the questions.			
	1	What things are the same for all three events?	2 Whi	ch competition w	rould you enter? Why?
		orking with words  ixes: -ness			
ŀ	f tł	metimes nouns are made by adding <i>-ness</i> to an adj he adjective ends in <i>-y</i> , change the <i>-y</i> to <i>-i</i> : agh – tough <b>ness</b> happy – happ <b>iness</b>	ective.		
M	ak	ke nouns from these adjectives.			
	1	fit <u>fitness</u> <b>2</b> ill	<b>3</b> lazy		<b>4</b> dark
	5	sad <b>6</b> kind	7 read	ly	<b>8</b> good



### 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.



### Lesson 4

# Language in use

1 (1) 7.2 (2) Listen and say.



### Vocabulary

acrobatics athletic martial art mixture

- 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?'

'Is it like karate?'

'Can we try it?'

- He asked us **if we knew** about capoeira.
- He asked **if it was** like karate.
- 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?'

2 'Do people play it on ice?'

**3** 'Is it a team sport?'

4 'Do players need lots of equipment?'

She asked us if we liked ice hockey.

We asked her on ice.

We asked her \_\_\_\_\_\_ a team sport.

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.

# Lesson 5 Listening

### **Vocabulary**

iniured amateur career team spirit

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





- 🥠 7.3 Listen to the interview. Does Tony mention any of your ideas in Activity 1?
- 7.3 Listen again. Circle the six things that

Tony says he needs	Be a star!	
<b>a</b> perseverance	<b>d</b> fitness	<b>g</b> mental toughness

team spirit e hard work **h** confidence **k** endurance (b talent **c** love of the sport **f** self-control i athletic ability intelligence

- 4 🔘 7.3 Match to make sentences about the interview. Then listen again and check.
  - 1 The interviewer asked ...
  - 2 Tony said that without talent ...
  - **3** Tony said you won't make progress ...
  - 4 To cope with being injured or losing, ...
  - **5** Team spirit means working together and ...
  - 6 Other players will be better than you ...

- **a** if you don't analyse the game.
- **b** appreciating that everyone is valuable.
- c you couldn't be a successful player.
- **d** if you don't love playing football.
- **e** you need to be tough mentally.
- **f** if talent was the most important thing for a footballer.
- 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.

 $\bigcirc$  7.4 Listen to Johan. Which activity did he do yesterday? Tick ( $\checkmark$ ) 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.

as the ball.				
				5
			VIII TO	
			4	
		× 200		
			1 1 1 W	
				1

# **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
	SpinningS	<ul><li>Increases strength and endurance</li><li>Great for marathon training</li></ul>	45 min	exercise bike (provided)
<b>19</b>	Aqua aerobics ——	<ul><li>Increases flexibility and strength</li><li>Reduces stress</li></ul>	55 min	goggles (optional)
	Yoga ——	<ul><li>Relax mentally and physically</li><li>Increases balance and flexibility</li></ul>	60 min	yoga mat
B	Dancing ——	<ul><li>From gentle to acrobatic</li><li>Fun way to improve flexibility and balance</li></ul>	55 min	dance shoes (optional)
A	Judo ——	<ul><li>Competitive and fun</li><li>Improves strength, balance and flexibility</li></ul>	60 min	judo suit

- 2 ① 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?
- 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 ...

# Lesson 8 Think about it!



1 O 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	
$oldsymbol{lpha}$ everyone can do, even if they're not athletic.	
<b>b</b> doesn't need a lot of equipment.	
<b>c</b> doesn't take a long time to play.	
<b>d</b> could be coached in our school.	
<b>e</b> has simple rules.	
${f f}$ is fun to watch.	
<b>g</b> is a team sport.	
<b>h</b> increases strength and endurance.	
i	
j	

- 2 Work in pairs. Number suggestions α-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?

ii ii ii

11 W 11 W

# Team spirit

### Characters

Three friends:

Karen (girl, 12 years old)

Jack (boy, 12 years old)

Alfie (boy, 12 years old)

TO 100 100 100

### 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!



1	Read the play on pages 92–94 again. Tick ( $\checkmark$ ) the main theme in the play.
	a Team sports are more enjoyable than sports you do on your own.
	<ul> <li>b If people aren't enthusiastic, you shouldn't have them in your team.</li> <li>c It's more important to focus on your strengths than your weaknesses.</li> </ul>
	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:
	<b>6</b> 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

# Vocabulary

Lesson 1

# Reading

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 (1) 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.

# A

# **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**

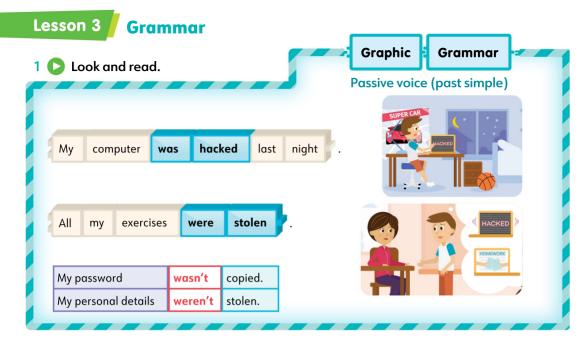
Choose a strong **password** for your email and on social media. But be careful! The most common password on the internet is 'password.' After that, it's '12345.' Millions of passwords were **hacked** last year, so make yours a strong one that no one knows.

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 ( $\checkmark$ ) the things you should do online. Write (x) for things you should not do.			
	<b>1</b> Use the internet for research.	<b>5</b> Check who sends you emails.		
	<b>2</b> Talk to strangers in chat apps.	<b>6</b> Put photos on public social media.		
	<b>3</b> Click on a link to a prize.	<b>7</b> Check your privacy settings.		
	4 Use a strong password.	8 Use 'password' as a password.		
2	Read the list in Activity 1 again. Whit What things will you do in the future?	ich things do you do already?		
3	Complete the sentences. Be a star	<b>∳</b>		
	1 Never agree to meet a stranger online becau	use they could be dangerous.		
	2 Don't open suspicious attachments from			
	<b>3</b> If you're offered a prize online, it's possible th	nat		
	4 Change your privacy settings on social media	a so that		
4	🚺 📵 Work in pairs. Discuss the quest	ions.		
	1 Do you know anyone who has been hacked?	What happened?		
	2 Why is it important to use the internet safely?			
V	Vorking with words			
Н	omonyms			
	Some words have the same spelling and pronunce. These are called homonyms. The word post has the same you read her post on the opinion forum? What time does the post arrive?	•		
	hese words have more than one meaning omputer context, and one other meaning	g. Use a dictionary to find their meaning in a g.		
	1 character <u>a letter, number or sy</u>	ymbol		
	2 tablet			
	<b>3</b> virus			
	4 mouse			



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

Yesterday I 1 <u>was se</u>	ent (send) an email, but I didn't know the senc	der. When I opened the
attachment, a virus <sup>2</sup>	(introduce) into my compute	er. My personal details
3	(steal) and all my passwords <sup>4</sup>	(copy). Luckily,
my files <sup>5</sup>	(not destroy) and the virus <sup>6</sup>	(not pass)
to my phone so it <sup>7</sup>	(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.



### Lesson 4

# Language in use

# Vocabulary

download bpolau log in username weird

1 (1) 8,2 (2) Listen and say.



- <sup>1</sup> 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 <sup>2</sup> 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 <sup>4</sup> I **could l**og in yesterday so <sup>5</sup> they **must** be correct.
- Well, <sup>6</sup> it **may** be a virus then.
- <sup>7</sup> It **can't** be a virus, I've got an anti-virus program.
- <sup>8</sup> 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. <sup>9</sup> 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	<u> </u>		

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 ...

# Lesson 5 Listening

# Vocabulary bully ignore nasty rumour victim

- 1 (1) 8.3 Look at the images. What do you think they show? Listen to an interview and check your ideas.
- and check your ideas.

  2 (1) 8.3 Listen again and complete the notes.

A bully is someone who enjoys frightening people.	
A cyberbully is someone who <sup>1</sup> <u>bullies</u> you <sup>2</sup> <u>online</u>	2
Cyberbullies might	
<ul> <li>start a rumour about you on <sup>3</sup> media.</li> <li>send you nasty <sup>4</sup></li> <li>tell everybody <sup>5</sup> about you that is <sup>6</sup></li> <li>What you can do:</li> </ul>	
<ul> <li>Care: Don't <sup>7</sup> what people say.</li> </ul>	
• Share: Get help. Tell a <sup>8</sup> or a <sup>9</sup>	
• Dare: 10 to the internet site or your 11 or contact the 12	

- 3 (i) Tick (√) the sentences that a cyberbully might say. Be a start
  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?
  - ${\bf 2} \ \ {\hbox{Do you think you could stop a cyberbully?}}$



### 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
	a subheading
	a quote
	two facts
•	two racts

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 (1) 8.4 Listen to a conversation. What has the girl forgotten? What does she ask the boy for?



2 (1) 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'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 ② 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.



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 <u>Everyone</u> 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?





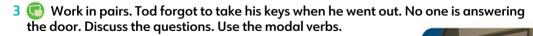
### 1 Complete the sentences with the correct words.

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.
- ${f 8}$  The police asked whether we will / would like an ice cream.



- 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.





# **Cambridge Exams practice**

# **A2 Key for Schools**



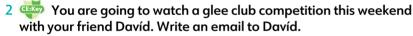
1 😳 🔘 8.6 For each question, choose the correct answer.

# Listening

### 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

### Sav:

- 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.

<b>0</b> ⊕ <b>0</b>	
Subject: glee club competition To: David From: You	
Hello David,	
<u></u>	

# Fun with films

# Vocabulary

# Lesson 1 / Reading

action cast fantasy costumes outstanding plot romance science fiction version search

- 1 (i) 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.



### REVIEWS

Fino

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 Fact / Opinion 4 It's an old story, but it's been done very well. **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). 🕒 🕒 a star

- 1 It's a story that's been told before in different ways. 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.
- Discuss in pairs. Which film would you like to see? Why?

I'd like to see..

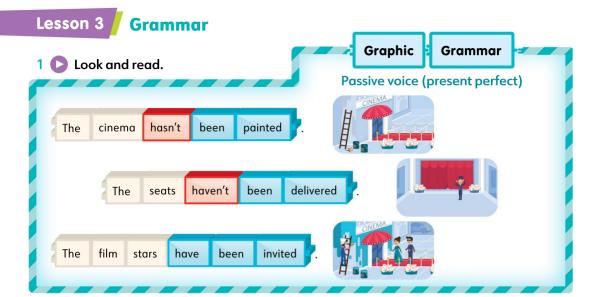
#### **Working with words**

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 b	ook. It's got	beautiful _	illust	trations
2	Did you get	the	80	to	my party?
3	You need _			_ to run a	marathon.
4	I read the n	iewspaper fo	or		



#### 2 Rewrite the sentences using the passive voice.

1	They've made the costumes.	The costumes <u>have been made</u> .
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.



#### Lesson 4

### Language in use

1 🔘 9.2 🕞 Listen and say.



#### **Vocabulary**

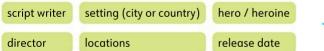
announce based on director release script

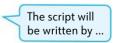
- They're going to make a film about the first trip to the moon. It will be based on a real-life story.
- That's right. It will be set in 1969.
- Who's the director?
- I think it will be directed by Mark Hale.
- Who's in the film?
- I don't know. The cast won't be announced until they start filming.
- 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!

What can films from other

cultures teach us?

- 2 Complete the sentences using the future passive.
  - 1 The new film <u>will be set</u> (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.
- 3 🕟 Work in pairs. Imagine a film you would like to be made. Talk about these features.





- 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.



### Lesson 5 Listening

1 (3) 9.3 (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.

#### Vocabulary

animation audience
CGI (computer-generated imagery)
hologram studio







2 💿 9.3 Listen again and complete the timeline with the dates. Be a star!

- The Lumière brothers showed films to a paying audience.

  Georges Méliès made his famous film A Trip to the Moon.

  The first film studio in the USA was built in Hollywood.

  The Jazz Singer was released. Before this films were silent.

  Colour films started to replace black-and-white films.

  Videos were introduced, giving people more film choice at home.

  DVDs made home-viewing of films even more popular.

  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 ② 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

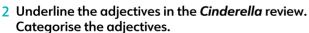
Working in groups is fun - and it produces great ideas! If you work in a group, learn to work together as a team. For the best results, follow these tips:

- 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





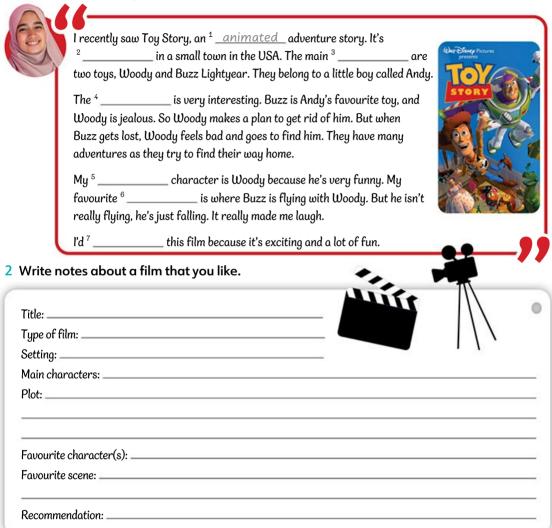


3 Read the notes for a review of *Inside Out*. Did the writer enjoy the film? How do you know?

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 / Jov, 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 \_\_\_\_\_

### 1 (1) 9.4 Listen to Hannah talking about her favourite film. Complete the information.



- 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?

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.





- 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?



9.5 Read the story on pages 118-120. What happens to Ed? Why does it happen?

'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!'

#### BUZZZZZZZ!

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.'



#### TOOOOOOT! PUUUUUURP! 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 ...

#### **BUZZZZZZZ**!

'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!'



### Reading time 4

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!'

**BUZZZZZZZ!** 

'OK - do it! QUICKLY!'

The click felt like a kick in the stomach – and then Ed was flying ...

WHEEEEE!

Then falling ...

AAAAAEEEEE! ... 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.



- 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.
  - **q** 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

Lesson 1



make a difference anxious brain breath pollution public mirror oxygen speaker resources

- 1 🚺 Look at the title of each text. Answer the guestions.
  - 1 What do you think the texts are about?
  - 2 What theme do you think the texts have in common?
- 2 (1) 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. 📙 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?

About | Tips

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### 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!

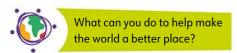
# CHANGEMAKERS Molly Wright and Param Jaggi are two young people who wanted to make a difference. They had an idea and they told people about it.

### 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."

### 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.	<u> </u>
2	play with chldren It's important for parents to <del>teach children to read</del> before the age of five.	<u>_F</u>
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.

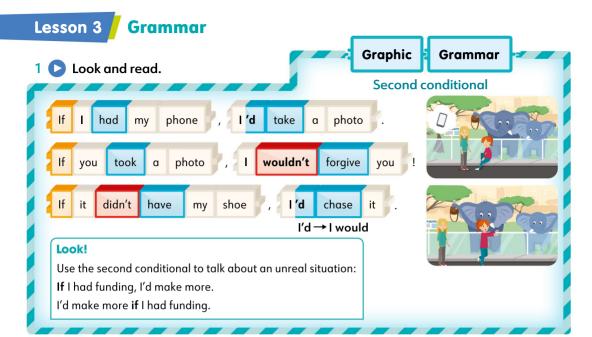
A simile compares two things using like or as ... as.

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
<b>1</b> swim	n like a .	fi	sh	
<b>2</b> as g	entle as	s a		_
<b>3</b> as b	rave as	a		_



- 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 Mork in pairs. Play a quessing 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.



### Lesson 4 Language in use

1 🚺 10.2 D Listen and say.



#### Vocabulary

concrete hoop litter messy

- 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.
- L 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. <u>I wish the food in the canteen was better.</u>
- 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 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 stari)
  - 📤 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.

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  $\bigcirc$  10.3 Listen again and tick ( $\checkmark$ ) 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.
- 🔛 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	A MA
	• Plan your talk.	
	• Write one big idea and three smaller ones.	
2	Practise	
	• Rehearse	
	• Practise	
3	Perform	
	• Sp	

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:

S	how and tell
T	nis is a
lť	s important to me because
١٥	oot it in (date)
lι	use it for
	ike it because
Н	ere's a funny story about my object –
_	



#### 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!

a G	Work in pairs. Rehearse your talk with partner before you present to the class. ive your partner feedback on their speech, nd take notes on the feedback you receive om your partner.	
	as the feedback positive and helpful? Wha lk to the class?	t can you do differently when you give your

### Lesson 7 / Speaking

# 1 (1) 10.4 (1) Listen to Shelley talking about someone she admires. Who is she talking about? Tick (√) the things she talks about.

a	relat	ions	hip	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

Vocabulary

admirable committed passionate supportive



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. 🕒 🗷 a star







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 better world

If we could change the world ...

we would give a computer to every child who can't buy one ...





1 Write the correct word for each definition.

announced	based on	committed	concrete	director
essential	outstanding	passionate	ran out	resources

1	The studio <u>announced</u> 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 veryabout music.
4	The animation <i>Pocahontas</i> 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 haveto 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.

Alread	y d	lone
--------	-----	------

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 <sup>2</sup> (display).

Plenty of water bottles <sup>3</sup> \_\_\_\_\_ (buy).

#### Still to do

The litter <sup>4</sup> \_\_\_\_\_ (not clear) from the park.

#### Notes for next year

The runners' T-shirts <sup>5</sup> \_\_\_\_\_\_ (make) again.

The money we raise <sup>6</sup> \_\_\_\_\_\_(give)

to charities.



For each question, choose the correct answer.

		Adrian	George	Miguel
1	Whose invention was his sister's idea?	Α	В	C
2	Whose invention was part of the plot of a film?	Α	В	C
3	Whose invention prepared him to take tests?	Α	В	C
4	Whose invention would make a difference to pets?	Α	В	C
5	Whose invention won the competition?	Α	В	С

### **School invention competition**



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.



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.

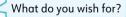


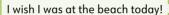
A film gave me a great idea for an invention too. The film was about how two sisters saved a turtle from a plastic bag. The sisters showed people in their village how to use bags made of grass instead of plastic, so the bags would be better for the environment. I thought about the idea for a long time! 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.





Work in pairs. Ask and answer about what you wish for.







No, but I like swimming. What about you?







1	Write the correct a	nswers to con	nplete the se	ntences.	Lesson 3, page 11
	1 I_have been	_interested in d	have been / was		
	2	_to many differ	ent countries la	have travelled / travelled	
	<b>3</b> While I was in China	a, l	hundre	ds of photos.	took / have taken
	4 The photos	me	to remember t	he animals now.	helped / have helped
	5	_ back home las	st month.		came / have come
	6 I	_drawing the a	nimals I saw in	China since then!	was / have been
2	Complete the conv the box. You can us				Lesson 4, page 12
	do watch take	e be visit	go have		
	A: <sup>1</sup> Have you	ever <sup>2</sup>	a safari p	ark?	
	<b>B:</b> Yes, I have. It was u	nbelievable!			
	<b>A:</b> When <sup>3</sup>	you <sup>4</sup>	?		
	<b>B: I</b> <sup>5</sup> wi	th my family last	t summer.		
	<b>A:</b> What <sup>6</sup>	you <sup>7</sup>	there?		
	B: I 8 the	e lions playing a	nd sleeping. Th	ney were great.	
	<b>A:</b> <sup>9</sup> you	10	_ many photos	?	
	B: Yes, I did! Look! This	s lion was eating	when I took th	e photo.	
	A: That's so cool! How	long <sup>11</sup>	you <sup>12</sup>	interested	in animals?
	<b>B:</b> Since the first time I	went to a zoo!			
3	Write sentences in	the present p	erfect or pas	st simple with the w	ords in brackets.
	1 (I / never / visit / Ind	dia ).		<u>l've never visited li</u>	ndia.
	2 (she / discover / ne	w species / last y	year).	<del>-</del>	
	<b>3</b> (you / watch / new	film / yet)?		<u> </u>	
	4 (we / take / photo o	of the octopus /	under water).		
	<b>5</b> (you / go / safari po	ark)?			
	6 (who / go / with)?				



1	Complete the sentences with the correct te past simple or past perfect.	ense:	Lesson 3, page 25		
	1 I didn't buy the book because I had lost	(lose) my mone	<u>³</u> y.		
	2 Jamie (not be) a	at home. He had gone to the po	ark.		
	<b>3</b> We invited him to the cinema, but he	(see) the	film before.		
	4 He wasn't at home because he	(go) to the airp	ort.		
	<b>5</b> We (left) our bo	ickpacks at home before we we	ent to the beach.		
	<b>6</b> She hadn't slept enough so she	(not play) well.			
	<b>7</b> They (not eat) lu	unch before they met us at the	cinema.		
	<b>8</b> Scientists (not in	nvent) a mini-computer before	last year.		
2	Complete the sentences with the past perfe	ect form of the verbs in the	e box.		
	develop do <del>find</del> invent paint start				
	1 I had found the cat in my b				
	2 It to snow an ho				
	3 They won an award because they				
	4 Harry couldn't come because he				
	5 We a wall at sch				
	6 Shea simple rob		ct.		
3	Complete the sentences with the correct re in the box.	flexive pronouns	Lesson 4, page 26		
	herself himself myself ourselves them	nselves yourself			
	<b>1</b> 1 She hurt <u>herself</u> .				
	<b>2</b> We all enjoyed	at the party.			
	<b>3</b> I have taught to	play guitar.			
	<b>4</b> Have you cut?				
	<b>5</b> He filmed with h	nis friends.			
	<b>6</b> They went by				

## Grammar booster 🔏

#### Unit 3

1 (	Circle	the co	rrect wo	ords to	compl	lete	the s	entence	es.
-----	--------	--------	----------	---------	-------	------	-------	---------	-----

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	lt's re	ctangula	r but it is	n't hard. It	can't be		a brick.
2	l It's so	ft and wh	nite. It _			bread.	
3	lt's ye	llow and	tastes so	our. It			_a lemon.
4	lt's ro	ugh, but	it feels li	ght. It			_ a stone.
5	i It's sw	eet and	sticky. It			_ a po	tato.
6	lt's go	t petals o	and it sm	ells lovely.	It		a flower.
7	lt's gr	een and t	tastes bi	tter. It			_ a green pepper
8	It's ho	ırd, but it	's smoot	h. It		(	coconut.
r	omple	ata tha i	conton	coc with y	our own	idoas	Uso looks /

3 Complete the sentences with your own ideas. Use looks / feels / tastes / smells (like).

	· • • • • • • • • • • • • • • • • • • •
1	Coffee tastes bitter
2	Cake
3	Lemons
4	Honey
5	A pineapple
6	Cheese

Lesson 4, page 38



C	omplete the conversation. Use the words in the box.	Lesson 3, page 51							
	For She's working painting What I've								
Α	:How long have you been <sup>1</sup> <u>working</u> on this project?								
В	two weeks.								
A: <sup>3</sup> have you been doing today?									
<b>B:</b> Peter and Molly have been <sup>4</sup> Jen has been busy too.									
	<b>A:</b> Yes, I can see. <sup>5</sup> been making a poster. What about you?								
В	:6 been making a list of what we still have to	o do.							
2 W	Vrite sentences using the present perfect continuous.	Lesson 4, page 52							
1	How long / you / make the film? How long have you been m	aking 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.								
	Vrite questions and answers about recent activities. Use the id	leas in the box and the							
1	What have you been doing this week?	learn / play / chess							
	<u>I've been learning to play chess.</u>	study / English / friends							
2	How long	volunteer / clean / beach							
	,	cook / breakfast / family							
3	Have you	help / brother / homework							
4	What have								
•									
5	Has anyone								



1	Write the direct or reported requests or co	ommands.	Lesson 3, page 63
	1 'Please stay silent.'	He <u>told me to stay sile</u>	
	2	She asked me to use the	other chair.
	<b>3</b> 'Don't go!'	She	
	<b>4</b> 'Please try harder.'	He	
	5	She told me not to wait fo	or her.
	<b>6</b> 'Try to be on time for the bus.'	He	
2	Rewrite the reported requests or comman	nds as direct sentences.	
	1 She told me that we would go shopping today.	We will go shoppin	ng today.
	2 The doctor said that I should rest this weekend.		
	<b>3</b> Mum asked me to do the washing up.	2	
	4 Our teacher told us to rehearse the play after s	chool.	
	5 My grandma said she needed to buy some clotl		
	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 contin		Lesson 4, page 64
	1 What are you doing after school today?		
	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?		



1	Read an	d complete the reported sentences. <i>He said</i>	Lesson 3, page 73
	<ul><li>2 'You ca</li><li>3 'I forgo</li><li>4 'They w</li><li>5 'It will b</li></ul>	bought some souvenirs.'  n spend time outdoors'  t my trainers'  ere determined to win.'  penefit the team.'  on't believe the answer.'	time outdoors. his trainers. determined to win. the team.
2	Complet	e with the correct question tags.	Lesson 4, page 74
	<b>1</b> The car	npfire was beautiful, <u>wasn't it?</u> <b>6</b> The film was brilliant	,
	2 It hasn'	t finished yet, 7 You weren't happy, _	
	<b>3</b> We did	a good job, <b>8</b> It won't rain,	
	<b>4</b> She's e	njoyed herself,9 He'll explain,	
	<b>5</b> They do	on't need it, 10 They've been to Fran	ce,
3	Complet	e the interview.	
	Winter ab	to Video Game Review! This week our host Michael Martin asked vide out her new game <i>Surfing Safari</i> . Let's listen to the interview.  So, Eliza, you went on a safari holiday in Kenya. It was brilliant, <sup>1</sup> Yes! It helped me do research for my game. You can see the animals wild, <sup>2</sup> ?	wasn't it?
	Michael:	They do! This isn't the first game you've designed, <sup>3</sup>	?
	Eliza:	No. It's very funny – my first game was a surfing adventure.	
	Michael:	And that game was quite easy, <sup>4</sup> ?	
	Eliza:	Yes, it was for small children. But on my safari holiday, I imagined the The game's graphics make a funny idea almost realistic, <sup>5</sup>	
	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	ne 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 f me a new idea for a game. They sound cool, $^8$	



#### 1 Write Ellie's questions as reported speech.

Lesson 3, page 85

1	'How hard is cycling?'	She asked me <u>now nara cycling was.</u>
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.

<b>1</b> 'Do you know about maratl	hons?' He asked <u>me I</u> knew about marathons.	me if l
<b>2</b> 'Are you a good runner?'	He asked me if I am a good runner.	
<b>3</b> 'Where do you run?'	He asked me if I ran.	
<b>4</b> 'Are they competitive?'	He asked me how they were competitive.	
<b>5</b> 'How often do you practise	?' He asked me how often we practise.	
<b>6</b> 'Do you win very often?'	He asked me why I won very often.	
<b>7</b> '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.	



1	C	omplete	the sent	ences v	vith the	past pass	sive of th	e corr	ect verb.	Le	sson 3, page 9	79
		damage	design	hack	injure	receive	review	see	steal			
	1	The com	puter proa	ram wa	s design	ed			by an ex	pert.		
		•							agazine. Th	•	itl	
						in			agaziiie. III	icy iorea		
									lay. The pol	ice found	l it todav.	
											,	
	_	•										
									ar, but she	had it fix	ed.	
								-	n at the cin			
						te the se					sson 4, page 1	00
					•	a problem v		ebsite.			, , , , , , , , , , , , , , , , , , , ,	
	2	He migh	t / couldr	<b>1't</b> do ext	ra homev	vork. It dep	ends on h	ow mu	ch time he l	has.		
	3	When sh	e was five,	Ella <b>cou</b>	ldn't / m	i <b>ght not</b> s	peak Engli	sh.				
	4	I may / a	<b>could</b> dow	nload ap	ps yester	day, but to	day I can't					
	5	lt can't /	<b>may</b> be t	he wrong	passwor	d because	l use it all	the tim	e.			
	6	He can't	log in. The	laptop n	nay / coi	<b>uldn't</b> have	e a virus.					
	7	Mum has	sn't arrivec	d at the so	chool. She	e <b>can / mi</b>	<b>ght</b> be in a	a traffic	jam.			
	8	I can't fir	nd my libra	ry books.	l may/	<b>might</b> hav	e left then	n at hor	ne.			
3	C	omplete	the sent	ences v	vith the	words in	the box.				can't	
	1	You	can't	have mis	sed your	bus again!	You'll be l	ate for	school now	•	couldn't	
	2	Those lig	hts	s	witched	off when w	e left the l	nouse.			may not	
	3	She		open the	attachm	ent to our	email. Let'	s send i	t again.		might	
	4	Mr Willia	ıms carriec	l his umb	rella into	class. It		_ be ra	iining.		must	
						last week,		now.			was	
						see	it again.				were	
			go								weren't	
	8	All of our	toys		kept in c	a cupboard	when I wo	as little.			WCICIT	



1	Rewrite the sentences in the pass	ive voice.	Lesson 3, page 111
	<ol> <li>I've made my costume for the play.</li> <li>She hasn't painted the furniture.</li> <li>They developed the special effects.</li> <li>He hasn't finished the costumes.</li> <li>They haven't made the film.</li> <li>I've invited all my friends.</li> </ol>	7	
2	Look at Neil's list. Write a summa done / will be done next week.	ıry of what has been	Lesson 4, page 112
	1 The app will be downloaded nex 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 o	r future passive.
	<ul> <li>1 The money <u>hasn't been raised</u> ( x / raise)</li> <li>2 The email addresses</li></ul>		cause they were suspicious.
	3 If they leave in autumn, the expedition ( ✓ / be / complete)	on	by January.
	4 The fish( x / feed)	, so it is very hun	ngry.
	<b>5</b> The birds( ✓ / be / observe)	until it is time t	for them to migrate.
	6 The film( ✓ / call)	the funniest film	n of the year.



1	C	Complete the sentences with your own ideo	ıs.			Lesson	n 3, page 125
	1	1 If I visited another planet, <u>I would look for wat</u>					
	2	<b>2</b> If I found a dinosaur egg,					
	3	<b>3</b> If I was a detective,					
		<b>4</b> , l'd bυ					
	5	<b>5</b> , I'd te	ll my	parents or my	teachei	·.	
	6	<b>6</b> , Ι woυ	ıldn't	be a film direc	tor.		
2	Tŀ	Think about each situation and write a wish	١.			Lesson	n 4, page 126
	1	1 I'm hungry. I wish <u>it was lunchtime</u>					
	2	2 I'm passionate about space. I wish					
	3	<b>3</b> My computer has a virus. I wish					
	4	4 It's hard to stay motivated to finish my project. I v	wish _				
	5	<b>5</b> Our electricity is out. I wish			-		
	6	<b>6</b> I feel homesick. I wish					
	7	7   I can't do it myself. I wish					
	8	<b>8</b> Snow leopards are endangered. I wish					
3	C	Complete the sentences with the words in t	he b	ox.			
		wouldn't have 'd be wouldn't have I'd kno	wn	would have	had	would like	would have
	1	<b>1</b> I <u>'d be</u> happy if my team w	von tl	ne championsh	ıip.		
	2	<b>2</b> If we a garden, we v	voulc	l plant flowers	and vec	getables.	
		<b>3</b> My sister that film if					
	4	4 If we looked at the map, we		known whe	ere to fir	nd the cinem	ıa.
		5 They any food at ho					
	6	6 I wishabout your ide	ea la:	st week! It's bri	lliant!		
		<b>7</b> Weknown about th				t told us abo	out it.
	8	<b>8</b> If we'd known we needed bread, we		go	ne to th	e bakery.	



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	The state of the s
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!	á
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

invite / my friend for dinner

eat / my chocolate

Now work with your partner to make two more sentences.



### 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.

2

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.

#### 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

( DENNI

angry excited worried

break / my laptop bake / cake tidy / my bedroom

Now work with your partner to make two more sentences.



#### 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.

Unit 5	Student A
	ota a circi

Uni	TO	Student A		
Read	d the t	eacher's instructions and rep	ort them to your partne	er. (Lesson 3, Activity 3, page 63)
1	Be on	time!		
2	Bring	your sports uniform!		
3	Please	remember to bring your lunch		
		forget to use sun cream!		
Liste	n to y	our partner's instructions. Wr	ite the exact words the	teacher said.
5			7	
6				
Uni	t 6	Student A		
Rea	d the <sub>l</sub>	product descriptions. Describ	e the products to 🖪.	Lesson 3, Activity 3, page 73
•	Torch	trainers: light up when it's dark ou	tside / make it safe to run d	at night / not expensive
•	Headp	ohone hat: hear music everywhere	/ fit comfortably on head	/ come in different colours
Νον	, lister	n to B and take notes.		
		rt B's products to D.		
	пере	re b s products to b.		
	<u> 15                                   </u>			
Uni	t 6	Student C		
Rea	d the i	oroduct descriptions. Describ	e the products to D.	Lesson 3, Activity 3, page 73
		smart shoes: cool design / link to r		
		pet: is tidy / easy to build / underst		, - a,
	-	n to $\mathbf{D}$ and take notes.		
iher	n repo	rt D's products to B.		



#### 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	
U	

*'* 

# 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.

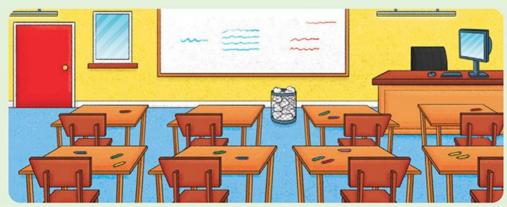
Lesson 3, Activity 3, page 99

computer / shut down

chairs / arrange

bin / empty

lights / switch off



windows / close

board / clean

pens / collect

door / lock

Unit 5	Student B
	Student b

Listen to your partner's instructions. Write the exact words the teacher said.

Lesson 3, Activity 3, page 63

- 1 \_\_\_\_\_\_
- 2 \_\_\_\_\_

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  $\triangle$  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  $\triangle$ 's products to  $\bigcirc$ .

# Unit 6 Student D

Listen to 🥑 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  $\bigcirc$ 's products to  $\triangle$ .



#### 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	<b>✓</b>
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!

#### 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

3

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

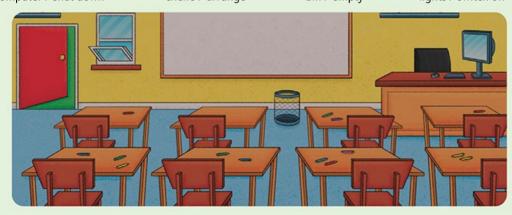
Yesterday afternoon your classroom was left in a mess. Imagine you are the teacher. Take turns to talk about the things that were or weren't done.

Lesson 3, Activity 3, page 99

computer / shut down chairs / arrange

bin / empty

lights / switch off



windows / close

board / clean

pens / collect

door / lock



#### 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	<b>✓</b>
Make the costumes	<b>✓</b>

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

at risk (adi) in a dangerous situation

Farm animals are sometimes at risk from lions.

**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.

**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?

endangered (adj) becoming very few and in danger of dying out

Tigers are endangered and may not survive.

**foreground** (n) the part of a picture at the front The people in the foreground of the painting seem larger than the trees behind.

**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.

habitat (n) where a plant or animal usually lives Forests in Asia are habitats for tigers.

migrate (v) to move from one habitat to another Some birds migrate from Europe to Africa.

**nervous** (adj) worried or scared about a situation She was nervous about acting on stage.

**observe** (v) to watch someone or something carefully She spent hours observing the birds.

**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.

**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.

**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?

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

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.

**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.

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.

**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?

•

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

**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

O

**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 h

**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.

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

 $\label{eq:memorise} \begin{tabular}{ll} \textbf{memorise} & (v) & to learn information so well that you can use it later \\ \end{tabular}$ 

We won't get lost. I've memorised the way home.

r

**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.

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.

- 5

**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.

, . . . . . . . . . . . . .

**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.

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.

asea to work as a cowboy on a ranen

**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 mv aarden.

forecast (n) a calculated opinion about the future The weather forecast for tomorrow is sunny.

**gift shop** (n) a shop selling things that you can give as presents

She looked for a present in the gift shop.

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.

look forward to (v) to think about a future event excitedly

I'm looking forward to our holiday next month.

**outdoors** (adv) outside

When the weather is good, we eat lunch outdoors.

plenty (pron) enough, or more than enough There's plenty of cake if you want some more.

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.

**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.

traditional (adi) 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!

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

award-winning (adj) having won a prize

She has written an award-winning book.

#### h

#### brand (n) the name that a company gives to a type of product that it makes

Do you have a favourite brand of chocolate?

#### 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.

#### **depend on (v)** to be uncertain because of another possibility

How many will we sell? It depends on which advert we use.

#### 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 aets your attention

Her dress was yellow and very eye-catching!

#### graphics (n) design and pictures, especially on computers

The graphics on my new game are so realistic.

#### **highlight** (v) to draw special attention to something

The teacher highlights mistakes in my homework with a red pen.

#### impressive (adj) better than expected

My brother got 98% in the class test. Wow that's impressive!

**layout** (n) the way something is arranged

In a book, good page layout makes it easier to read.

#### **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

**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.

#### 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.

#### 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.

#### 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.

#### 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

#### 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 aymnastics

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.

balance (v) to stay or move without or falling Can you balance on one leg?

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.

# **endurance** (n) the ability to do something difficult for

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.

#### 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.

**injured** (v) to have hurt or damaged part of your body Simon was injured when he fell o his bike.

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.

# **persevere** (v) to continue trying even when it is very

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.

#### **strength** (n) the quality of being strong

You need a lot of strength to lift these boxes.

#### 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

#### attachment (n) a computer file sent with an email Apply by email and send a photo of yourself as an attachment.

#### **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.

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.

**delete** (v) to remove (a computer file with words/ pictures in it)

Did vou 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.

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.

ignore (v) do/think nothing about

Don't ignore nasty emails – tell an adult about them.

**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.

nasty (adj) really unkind

Nasty comments hurt your feelings.

**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.

rumour (n) news that may not be true

The rumour about Jack's injury was false.

**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 robberv.

**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.

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.

weird (adj) very strange or unusual

The machine started making a weird noise, so I switched

#### Unit 9

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.

**based on** (v) using an existing story or information This film is based on my favourite book.

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.

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.

**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!

**quilty** (adj) feeling bad because you have done something wrong

Fran felt guilty because she hadn't tidied up.

**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.

**jealous** (adj) unhappy or angry because someone has something that you don't have

Woody was jealous of Buzz because Andy liked Buzz more.

outstanding (adj) excellent, better than others Emily is an outstanding musician.

**plot** (n) the main events in a novel, play or film The plot is so exciting. I couldn't stop reading.

release (v) to allow something to be shown in public or bought

The film will be released in April next year.

romance (adi) describes a type of film or book that uses ideas about love to tell a story

Let's watch a romance film tonight!

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.

version (n) a different form of something

Many of Shakespeare's plays were new versions of older stories.

#### Unit 10

**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!

**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.

**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.

essential (adj) completely necessary, extremely important

Wheels are an essential part of a car.

**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.

**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 around in a public place

We decided to pick up the litter in the park.

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.

**oxygen** (n) a chemical that is part of the air we breathe

Oxvgen is the most common chemical you can find on Earth - it's in the air and in water.

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.

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.

**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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