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with Kay Bentley

TEAM 6 Together



 **Pearson**

Pupil's Book
with Digital Resources



Scope and sequence

	Unit	Vocabulary	Grammar	Literacy
5	Let's get started!			
1	City life	City tourism Travel and transport	<i>used to</i> Present continuous for future plans Present simple for timetables	Literature: a picture story Reading and writing: articles
2	Our future	Jobs Life events	<i>will</i> for predictions <i>might, may</i> and <i>could</i> for predictions	Literature: a poem Reading and writing: blogs
3	Let's read!	Books Adjectives	Reported speech: statements Present simple and Past simple passive	Literature: a mystery story Reading and writing: detective stories

Mateo's Learning Club Language booster 1

4	Our planet	The environment Extreme weather	Modal verbs of obligation Reported speech: questions and commands	Literature: a diary Reading and writing: reports
5	Adventure Sports	Extreme sports Geography	Reflexive pronouns Past perfect	Literature: an adventure story Reading and writing: brochures and adverts
6	Spend or save?	Shopping Imaginary situations	Zero and first conditionals Second conditional	Literature: a poem Reading and writing: emails

Mateo's Learning Club Language booster 2

7	Let's talk!	Communication Feelings	(<i>not</i>) <i>as ... as</i> Question tags	Literature: a play Reading and writing: interviews
8	Inventions	Inventions Health and medicine	Relative pronouns Embedded questions	Literature: a biographical story Reading and writing: letters
9	It's party time!	Music Having a party	Verb patterns: <i>-ing</i> / infinitive Verb patterns: object + infinitive	Literature: a story Reading and writing: descriptions

Mateo's Learning Club Language booster 3

Culture	English in action	Pronunciation	Get ready for...
Big city, little city Project: a fact file about a city	Asking for travel information Excuse me, how much is a return ticket to Berlin?	Rising and falling intonation in questions	A2 Key and B1 Preliminary for Schools Listening Part 1 Speaking Parts 2/3
Celebrating life events Project: a poster about a traditional celebration	Making and responding to offers of help Would you like a hand? That would be great!	Sentence stress with modal verbs	A2 Key for Schools Reading and Writing Part 1 Listening Part 3 B1 Preliminary for Schools Reading Part 1 Listening Part 4
Mysteries with no answers Project: a presentation about an unsolved mystery	Agreeing and disagreeing You're absolutely right. I (totally) disagree.	Rising and falling intonation when agreeing and disagreeing	A2 Key for Schools Reading and Writing Part 3 B1 Preliminary for Schools Reading Part 3 Speaking Part 2

Think like a scientist! How can we compare and contrast things?

Climate change and animals Project: an action plan to help an endangered animal	Giving advice Perhaps you ought to ...	Silent letters	A2 Key for Schools Reading and Writing Part 4 Listening Part 1 B1 Preliminary for Schools Reading Part 5 Listening Part 1
Ready for something new? Project: a poster about a new sport for PE lessons	Asking and saying what you prefer Would you rather go jogging or play golf? I'd rather go jogging.	Sentence stress with Past perfect	A2 Key for Schools Listening Part 4 Speaking Part 2 B1 Preliminary for Schools Listening Part 2 Speaking Parts 3/4
Interesting markets Project: a tourist leaflet about an interesting market	Making a complaint I'm afraid I have a complaint about this jacket.	Strong and weak forms in the second conditional	B1 Preliminary for Schools Reading Part 4 Listening Part 2

Think like a scientist! How can we give an explanation?

Communicating without words Project: a poster about a language that doesn't have words	Giving your opinion Personally, I think ... I'm certain that ...	Rising and falling intonation in question tags	A2 Key for Schools Reading and Writing Part 1 Speaking Part 2 B1 Preliminary for Schools Reading Part 1 Speaking Part 3
Young inventors Project: a fact file about a famous inventor	Talking about how sure you are I'm quite sure. I doubt it.	Sentence stress in relative clauses	A2 Key for Schools Listening Part 1 B1 Preliminary for Schools Listening Part 1 Writing Part 2
Don't stop the music! Project: a website for your own music festival	Saying thank you and responding to thanks I'm really grateful. Don't mention it.	Sentence stress in verb patterns with infinitive	B1 Preliminary for Schools Reading Part 2 Writing Part 1

Think like a scientist! How can we talk about chronology?

Starter

Let's get started!

1  Listen and read. Who are these children?



World of Wonder! Magazine

Welcome

Book Club

Culture

Over to you!

Good morning, everyone, and welcome to Year 6! We're your new WOW! Team! We're in our last year of primary school now. It's going to be an exciting year for us all and for the magazine!

Arlo, Lara, Bobby and Ting did such a great job on the magazine last year. We hope we can make it just as good this year.

Do you remember how it works? The WOW!, or World of Wonder!, magazine is full of articles just for you. You tell us what you want in your magazine and we'll make it for you!

So, we need to hear your ideas! What do you want to read about? What do you want to talk about? Tell us and we'll get to work!



This is YOUR page! We want to hear from YOU. Send us your comments and photos like the people below!

1

Hannah, 11, England 2 minutes ago

I'm new to London and it's such a big city! It's very exciting, but it can be a bit scary sometimes. I want to read more about life in big cities.



3

Martin, 12, Australia 4 minutes ago

I can't believe this is our LAST year at primary school! It's time to start thinking about the future. I want to read about jobs that I might do or exciting things that might happen to me in the future!



f

6

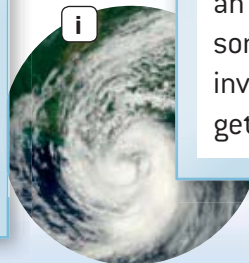
Selina, 11, Jamaica 20 minutes ago

We've had a lot of stormy weather this summer on our island. I want to read articles about why the weather is changing and what we can do to stop it.

8

Riya, 10, Brazil 1 hour ago

I've just finished reading a brilliant book about a mystery. I loved it! I want to read more about mysteries!



i

5

Jasiek, 10, Poland 10 minutes ago

My older sister loves sending texts to her friends on her phone. But I prefer talking to my friends face-to-face! Why do some people spend so long on their phones?

7

Luisa, 11, Argentina 1 hour ago

In the future, I want to be an inventor! I want to read some articles about great inventions, so that I can get some ideas of my own!

e



4

Dominic, 12, USA 10 minutes ago

I love shopping! I want to hear about different types of shopping around the world. Is it the same or is it different?

c



2



Tara, 11, South Africa 3 minutes ago

Last month, we went hiking. It was so exciting! While I was hiking, I thought about all the other adventures I could have. I want to read some stories about adventure.



h

9

Ali, 10, India 1 day ago

I enjoy playing the flute every day. I want to read articles about music! I wonder how people use music in different ways around the world.

2 Look and read. Match the pictures to the WOW! Magazine ideas.

3 Look again at Activity 2 and talk to your partner.

- 1 Which of the topics that the children talk about are you most interested in and why?
- 2 What other topics would you like to see in the WOW! Magazine? Why?



Mateo



Mei



Alex



Sophia

About Us

1



Hello. Nice to meet you! I'm ten years old. I'm going to be eleven very soon – my birthday is on 23rd September. My grandmother comes from Argentina, so I can speak English and some Spanish, too. We often go to Argentina in the summer holidays. I have two sisters and a brother. In my free time, I love reading and writing. At school, my favourite subject is English because we read a lot of interesting books. I also enjoy going ice skating and playing table tennis. I'm looking forward to writing some articles for the magazine this year!

2



Hi! I'm eleven years old and I'm English. My favourite sport is football. I love football because it's exciting and fun to be part of a team. I play football every day of the week! My dad is my hero because he was the first person to show me how to kick a ball when I was a little boy! I'm interested in other sports and I love adventure as well. I do athletics and I go cycling. In the winter, I go snowboarding and skiing. I never sit still for very long! I also love taking photographs. I promise I'll take some interesting ones for the magazine this year!

3








I'm eleven years old and I come from Spain. My family and I moved to England two weeks ago and I've just started at this school. I miss my old friends and I miss the sea, but it's great to move to a new country and I love London! All the students here are very kind and I've already made a lot of new friends. I really love science and nature and I'm very interested in learning about our planet. I ride my bike to school every day because I want to keep our planet clean. I will try to find interesting articles about science for our magazine.

4



Hello, everyone! I'm eleven and I come from China. We moved to the UK because of my mum's job. I'm excited to be part of the WOW! Team this year! It's a great way to make new friends. I really love design. In my free time, I design and make my own clothes. I made these comfortable trousers and this top! I also love watching TV. I like documentaries and drama series best. I'm going to design the WOW! Magazine this year. I hope you like it!

- 1  Listen and read. Match the photos to the WOW! Team.
- 2  Read the About Us page again. Talk to your partner.
 - 1 What are the WOW! Team going to do for the magazine this year?
 - 2 Which job would you like to do on the magazine? Why?
 - 3 Do you have a magazine at school?
- 3  Listen and circle the correct option to complete the questions. Then match to the answers.

<ol style="list-style-type: none"> 1 Where do / does you come from? 2 How many years / old are you? 3 When / Who is your birthday? 4 How many / much brothers and sisters do you have? 5 What / Why's your favourite sport? 6 What / Why do you like football so much? 	<ol style="list-style-type: none"> a My birthday is on 4th March. b I have one older brother. c I come from England. d My favourite sport is football. e I love football because it's exciting and fun to be part of a team. f I'm eleven years old.
--	---
- 4  Work in pairs. Take it in turns to ask and answer the questions in Activity 3. Can you find three things that are the same and three things that are different?
- 5  Play a guessing game about question words. Can your partner guess the answer?

who what where why how many when

time

place

things

reason


number

people

We use this question word to ask about the reason for something.

Is it 'why'?

Yes, it is.

- 6  Work in groups to find out some information about your classmates.
 - 1 Write six questions of your own using the question words from Activity 5.
 - 2 Ask questions about some of the topics in the box or use your own ideas.
 - 3 Work with another group. Ask and answer questions.

sports hobbies TV programmes school subjects clothes

1

City life

WOW!

World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

We love visiting big cities! There's so much to do and see! Look at the photos here. How many words do you know for places in cities? How many words for different ways to travel around?



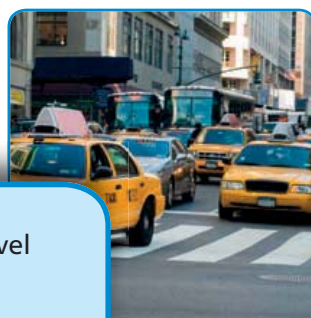
Alex has a question for you. Can you think of some answers to his question?

WOW! Question



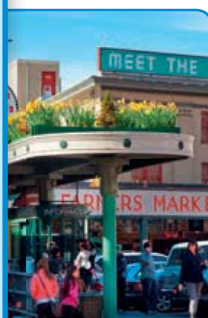
Alex 3 minutes ago

What are the advantages and disadvantages of big cities?



In this unit I will ...

- learn words for city tourism, travel and transport
- use *used to* to talk about the past
- read a picture story
- use the Present continuous and Present simple to talk about the future
- learn about big and small cities
- work in a group to write a fact file about a city
- learn how to ask for travel information
- read and write magazine articles



- 1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.
- 2 Look and match. Then listen, check and repeat.

capital city 1 backpacker tour guide tourist information centre accommodation
luggage statue monument police station fountain tourist clock tower



- 3 Listen and read. What cities are the children talking about? Who had a bad experience in a city?

WOW! Blog

- 1 **Alex** 8 minutes ago
My brother travelled around Europe this summer by train. He went with some other backpackers and they visited 13 countries in two months. His favourite city was Barcelona!
- 2 **Mateo** 10 minutes ago
My family and I have just arrived in London, so last weekend we became tourists! We went to the tourist information centre and found out about places to visit. My mother was our tour guide. We saw the famous clock tower, Big Ben, and The Monument, which was built to remember the Great Fire of London.
- 3 **Mei** 1 hour ago
When I was young, I lived in Beijing and my grandmother still lives there. Last year we went to Beijing for the summer holidays. There are lots of fountains and squares where you can play.
- 4 **Sophia** 2 hours ago
We went to Sydney last year. It was amazing to go sightseeing, but our accommodation was far away from the city centre. Then I left my bag in a taxi and we had to go to the police station. That wasn't fun.

- 4 Work in pairs. Look at the photos and words on pages 8 and 9. Find and say.
- 5 Work in pairs. Answer the questions.

- 1 Which words are buildings in a city?
- 2 Which words are things or places tourists may go to see in a city?
- 3 Which words do we use for people?
- 4 Which words are things that tourists may need?

- 1 What's the best city you've ever visited and why?
- 2 Imagine a tourist is visiting where you live. What places would you tell them to visit and why?

Buenos Aires is the best city I've visited because ...

You should visit ... because ...



Mateo: Hi, Sophia. What's up?

Sophia: Hey, Mateo. I saw in your blog that you visited The Monument in London. What did you think?

Mateo: I thought it was brilliant. Look, here's a picture I took.

Sophia: That's amazing! I know that it's a monument to remember the Great Fire of London, but I don't know much else about it.

Mateo: Well, it's a tall tower with a gold ball at the top. It's a few metres away from where the fire started in 1666.

Sophia: I didn't know that. How did the fire start?

Mateo: Well, there was a bakery on Pudding Lane and the fire started in an oven. The buildings in London used to be wooden, so the fire moved from house to house very quickly.

Sophia: Oh no! That's awful! Then what happened?

Mateo: The fire burned for four days because there was no fire brigade.

Sophia: So what did people use to do when there was a fire?

Mateo: Well, they didn't use to be able to call the fire brigade like we do now, so they just used to throw buckets of water over fires.



1 **Listen and read. What event from the past does The Monument in London remember?**

2 **Work in pairs. Read the dialogue again and answer the questions.**

1 Where is The Monument and why?

3 Why did the fire move so quickly?

2 When was the Great Fire of London?

4 How many days did the fire burn for?

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.**

That's amazing! What's up?
Oh no! That's awful!

1 I broke my leg last week.

(...)

2

(...)

Nothing much.
I'm doing my homework.

3

We won our football match 11-0!

(...)

4 **Have you ever visited an interesting old place in a city? Why did you like it? What did you find out about the past?**

1 Look back at the dialogue in Lesson 2.

- Find three things that were different about life in London at the time of the Great Fire.
- Find how the Great Fire of London started.
- Find how long the Great Fire of London burned.

2 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

used to

They	used to	throw buckets of water over fires.
We	didn't use to	call the fire brigade.
Did she	use to	live in a wooden house?
Yes, she did . / No, she didn't .		

We use **used to + verb** / the Past simple for things that happened many times in the past.

We use **used to + verb** / the Past simple for completed actions in the past.

3 Read the dialogue in Lesson 2 again. Find two examples of **used to + verb**.

4 Write three questions about life in London in 1666. Then work in pairs and ask and answer.

Did they use to have fire brigades?

No, they didn't.



5 Listen. For each question, choose the correct picture.

- Where did Tom's grandfather use to live when he was young?



- What place did Martine and Jon always use to visit when they were children?



6 Listen again and answer the questions.

- Why did Tom's grandfather live in a hotel?
 - What can he remember about living there?
- What city did Martine and Jon use to visit when they were children?
 - Why did they have to go to the police station one year?

7 In pairs, talk about things you used to do and didn't use to do when you were a baby.

play with toys go to school
ride a bike drink milk
talk to my friends play football
sing songs read books



A treasure hunt



Lucy: Mum, some of my friends are doing a treasure hunt around the city tomorrow. Can we go, too?

Mum: Yes, OK.

Lucy: It starts at 10 am in the city square. Oh, I'm seeing Sam tomorrow. We planned it last week. Can we take him, too?

Mum: Yes, of course. The train for the city leaves at 9.30 am, so tell him to meet us at the railway station just before.

Mum: Right, I have the first clue on my phone.

The first place you will need to look is at the place where you borrow books.

Lucy: The library! You borrow books at the library!

Sam: Yes! I don't know this neighbourhood.

Where's the nearest library?

Mum: It's on the other side of the roundabout, past the traffic lights. Come on! Let's go!



Mum: Oh, what a big traffic jam. The fire engine can't get through. Mind that lorry and the taxis!

Sam: I have it! The second clue is on this road sign in front of the library.

The clues just get better and better. Where do you go to send a letter?

Lucy: The post office! We go to the post office to send letters! Where's that, Mum?

Mum: It's on the other side of the crossroads, near the bus station.



Lucy: I have it! Here's the third clue on the pavement in front of the post office!

We hope you think the treasure's funny. You'll find it where you keep your money!

Sam: The bank! You keep your money in a bank! There's a bank over there, where the coach is.

Oh look! There's the treasure! It's chocolate money!

Lucy: We can get chocolate money from that bank!

1 Before you read Today's Book Club text is a picture story. Look and circle the words that describe a picture story. Then answer.


- 1 The action is shown in lots of pictures / one large picture.
- 2 The text uses names / speech bubbles.

2 ^{1.9} Listen and read. What treasure do the children find?

12 twelve

3 After you read Activity Book, page 7.

4 Work in pairs. Write three more treasure hunt clues like the ones in the story. Swap with another pair of students and try to guess what the places are.

- 1  Look and match. Then listen, check and repeat.


taxi 1 neighbourhood lorry
roundabout coach road sign
railway station traffic lights
crossroads fire engine
traffic jam pavement



- 2 Read the story in Lesson 4 again. How many things or places in a city can you find in it? How many types of transport?

- 3 Think about the story in Lesson 4. Are the sentences true or false?

- Some of Lucy's friends are doing a city treasure hunt next week. **T / F**
- Lucy is seeing Sam tomorrow. **T / F**
- The treasure hunt starts at 10 am. **T / F**
- The train leaves at 9 am. **T / F**

- 4  Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Present continuous for future



My friends **are doing** a treasure hunt tomorrow.
I'm **seeing** Sam tomorrow.

Present simple for future

The treasure hunt **starts** at 10 am in the city square.
The train for the city **leaves** at 9.30 am.

We use the **Present continuous / Present simple** tense to talk about arrangements for the future.

We use the **Present continuous / Present simple** tense to talk about timetables, for example, trains or buses.

- 5  Listen to two children and answer the questions.
- Which city are they talking about?
 - How is the boy getting to his grandmother's house?
 - What doesn't Pierre like about this city?
- 6  Work in pairs. Look at your diary and tell your friend about your plans for the weekend.

Student A

Saturday:

go → Sara's house, bus 3 pm
do → homework with Ben
at 5 pm

Sunday:

play → tennis with Hassan
match → start at 5 pm

Student B

Saturday:

go → theatre with Mum
play → begin at 7.30 pm

Sunday:

watch → football with
Santiago
match → end at 5 pm

What are you doing on Saturday?

On Saturday, I'm meeting Sara. My bus leaves at 3 pm.



There are so many interesting cities in the world. Here's an article about one of the **BIGGEST** and one of the **smallest** cities in the world. Cities come in all different shapes and sizes. Some are very big and some are very small. Some have a lot of people living in them and some have very few.

Big city, little city

TOKYO

Country	Japan
Population	37.8 million people
Size	13,572 km ²
Language(s)	Japanese
Money	Yen



The biggest city in the world is Tokyo in Japan. It's on the biggest island of Japan, Honshu.

- Tokyo is home to one of the largest fish markets in the world. More than 2,000 tonnes of fish are sold every day!
- The Tokyo Sky Tree is one of the tallest towers in the world at 634 metres tall.
- The busiest railway station in the world is Shinjuku Station in Tokyo. 1.2 billion people use the station every year! There are people who push passengers into the trains to get as many people in as possible.

NUUK

Country	Greenland
Population	17,600 people
Size	690 km ²
Language(s)	Greenlandic and Danish
Money	Danish krone



Nuuk is one of the smallest capital cities in the world.

- The city is very beautiful, with mountains on one side and the sea on the other. There are small rivers that go through the city, too.
- There's a market every day in the city where you can buy fresh fish and seal meat.
- Nuuk is one of the coldest capital cities in the world. The temperature is below zero for many months of the year. The coldest month is February with temperatures as low as -13°C.
- Visitors to Nuuk often go to see whales, which visit the waters around the city in the summer months.



Fact

There are 28 mega-cities in the world. These are cities with more than 10 million people.

- Before you read** Would you rather live in a very big city or a very small city?
- 1.13** Listen and read.
- After you read** Activity Book, page 9.
- Talk to your partner. Find things that are the same and different. Which city would you prefer to visit and why?

Both Tokyo and Nuuk are capital cities.

37.8 million people live in Tokyo and only 17,600 people live in Nuuk.

- ▶ Find out more! Watch the video.

Project

Make a fact file about a city.

- In groups, imagine you're planning a visit to a city for your next holiday.
- Choose a city in the world.
- Decide who will research to find:
 - basic information (capital city, population).
 - interesting facts.
 - photos.
- Write your notes on a piece of paper. Add photos or pictures.
- Present the information to the rest of the class.
- Take a class vote to decide which city is the most unusual.

Lesson 7

English in action

Asking for travel information

1

1 Listen and read. Answer the questions.

- 1 Where is Anna going?
- 2 How is she getting there?

2 Read the dialogue again. Find and write how Anna asks for travel information. Use the *Say it!* box to help you.

Say it!

Asking for travel information

Excuse me, how much is a single/return ticket to Berlin?

What time is the last train?

Is that a direct train or do I need to change?

Which platform does it leave from?

3 Act out dialogues with your partner. Then swap roles and repeat. Use the *Say it!* box to help you.

Student A

Dialogue 1

You want to travel to Ankara by train. You want to know:

- price of single ticket
- direct train?
- platform

Ask Student B for help.

Dialogue 2

Answer Student B's questions: A return ticket to York is £45 and it leaves at 10.15 from Bus Stop C.

Student B

Dialogue 1

Answer Student A's questions: A single ticket to Ankara is 70 lira. It's a direct train and leaves from Platform 14.

Dialogue 2

You want to travel to York by coach. You want to know: price of return ticket time bus stop



- Excuse me, how much is a return ticket to Edinburgh?
- That'll be £137.
- And what time is the next train?
- It leaves at 11.20.
- Is that a direct train?
- Yes, it is.
- OK, great. Which platform does it leave from?
- That train goes from Platform 19.
- Thank you.

Pronunciation

4 Listen and say. When does the intonation go up? When does it go down?

What time is the next train?

Is that a direct train?

Which platform do I need?

Shall we get that train?



Reading

1 Before you read Read the title and the first paragraph of the article. What do you think it will be about?

2  **1.19** Listen and read.

tip Reading

The first paragraph of an article often gives a useful summary.

Unusual gardens in New York

Green spaces are very important for people who live in cities. There isn't a lot of space in New York City, so people have put parks in new places. Some parks are up high and some are under the ground!

During the 20th century, the High Line used to be a railway line, which ran over the streets of Manhattan. (1) ____ It closed in the 1980s and the railway line wasn't used any more. Then in 1999, Joshua David and Robert Hammond had an idea to change the old railway line into gardens. The High Line Park opened in 2009. The gardens are now a beautiful space, high above the busy city streets. Many school students visit the park on school trips. (2) ____ Sam Watts, 13, told us, 'New York City can be very noisy and the park is a safe, quiet place where I can relax.'





After the success of the High Line, the people of New York are now building the Lowline. This park isn't up high above the streets. (3) ____ They are using a space that used to be an old station. There aren't many green spaces in this part of New York, so it's great for the people who live there. Designer James Ramsey wants to use new technology to get sunlight down under the ground. Young people can help, too. Kasia Miller, 14, told us, 'This is such an exciting project. (4) ____ It's also using new technology that could really change our cities in the 21st century.'

Words in context

ground railway line success
century teenager

Activity Book, page 11

3 After you read Read the text again and write the letters for the sentences to fill the gaps in the article.

- A Local teenagers help to look after the park and learn about plants.
- B Trains used to take things to and from businesses in the middle of New York City.
- C It's not only creating an amazing new park for our city.
- D It's under the ground!

4 Play the *True or False* game.

The High Line Park opened in 2006.

False! It opened in 2009.

5  Ask and answer in pairs.

- 1 Are there any parks or gardens where you live? Which is your favourite and why?
- 2 Where do you prefer to live: in a city or in the countryside? Why?

1 Read the article and circle the best title.

- a My favourite place to go on holiday
- b The place where I live
- c The place where I want to live when I grow up



I live in the beautiful city of Edinburgh, which is the capital of Scotland. Edinburgh is in the south of Scotland, near the North Sea.

The place that I like best is Edinburgh Castle. It's on a great rock in the middle of the city. Lots of important historical events happened in the castle. Many kings and queens have lived there. Now it's a famous place for tourists to visit. The best time of year in Edinburgh is either the arts festival in August or New Year. I prefer the festival in the summer because there's so much to do. People come from all over the world to see the interesting shows. I enjoy watching musicals and puppet shows! I think tourists should come to Edinburgh because there are a lot of awesome places to visit and many beautiful buildings. The people are also very friendly!

Simon, 11, Scotland



2 Read the *How to write...* box. Then read the article in Activity 1 again and match the paragraphs to the questions.

How to write... an article

- Include an introduction, clear paragraphs and a conclusion.
- Use formal language.
- Check your facts – only use websites you can trust.

- 1 Paragraph 1: introduction **b**
- 2 Paragraph 2
- 3 Paragraph 3
- 4 Paragraph 4: conclusion

- a What's your favourite place?
- b Where do you live?
- c Why should people visit?
- d What's your favourite time of year?

3 Write an article for the WOW! Magazine about the place where you live. Use the *How to write...* box to help you.

- 1 Write a plan: use the questions in Activity 2.
- 2 Write your answers.
- 3 Add more information to make an article.
- 4 Read and check your article.

tip Writing

either ... or

We use *either ... or* to talk about a choice between two things.
The best time of year in Edinburgh is either the arts festival in August or New Year.



**This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!**

1 2 comments



Sai, 10, India 34 minutes ago

I really enjoyed the story about the treasure hunt. My friends and I did a treasure hunt last summer. It took us seven hours and we still didn't find the treasure in the end!

3 3 comments



Franc, 11, Canada 47 minutes ago

I liked the article about the big and small cities in the world. I live in a small town. I think I'd like to live in Tokyo because there's so much to see and do.

5 6 comments



Ivan, 10, Croatia 1 hour ago

Franc, I really liked that article too! I'm from Croatia, where we have the smallest town in the world. It's called Hum. Only 23 people live there, but a lot of tourists visit in the summer because it's very beautiful!



2 4 comments



Lauren, 11, Switzerland 3 minutes ago

We've just learned about the Great Fire of London in History. I enjoyed reading about Mateo's trip there and all the things he found out. I'd like to go there one day because I live in a very small village!

4 3 comments



Hassan, 11, UAE 20 minutes ago

I liked reading about the parks in New York. I've never been there and it sounds really interesting. There's an unusual park near where I live. It's called Mamzar Beach Park and it's on the beach. You can sit under a tree or go swimming in the sea. It's a great place to relax.



1 Read the comments about the WOW! Magazine. Which child wants to visit London?

2 Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.

- 1 Which stories did you like best?
- 2 Did you learn anything new?
- 3 What city would you like to visit soon?

3 Think about the WOW! Question again. Discuss in groups. Are your answers different now?

WOW! Question



Alex 3 minutes ago



What are the advantages and disadvantages of big cities?

A2 Key and B1 Preliminary for Schools

Listening Part 1

tip Exam

In the exam, you will hear each recording twice. Try to understand the general idea the first time you listen and choose the best answer. Listen carefully the second time to check that your answer is correct.

- 1   **Listen.** For each question, choose the correct answer.

1 How is Panayiota getting to the city tomorrow?



A



B



C

2 What place did James visit in the city?



A



B



C

3 Where does the woman want to go?



A




B



C

Speaking Parts 2 and 3

- 2  **Work in pairs.** Some students are going on a school trip to a big city. Look at the activities that they could do and discuss which would be the most interesting and why.

Go to page 132

tip Exam

In the exam, explain your ideas and give reasons for them, using *because*:
*I think museums are interesting **because** you can learn about how people in the past used to live.*

2

Our future

WOW!

World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

Lots of you wanted to hear about different jobs and the exciting things that might happen to you in the future. Take a look at the pictures. How many words do you know?

Sophia has a question for you. Can you think of some answers?

WOW! Question



Sophia 3 minutes ago

What's more important – having a good job or having a big family and a lot of friends? Why?



...



...



...



...



...



...



...



...



...

In this unit I will ...

- learn words for jobs and important life events
- use *will*, *might*, *may* and *could* for predictions
- read a poem
- learn about how people celebrate life events in different countries
- work in a group to do a poster presentation
- learn how to make and respond to offers of help
- read and write a blog about the future



...



...



...

- 1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.
- 2 Look and match. Then listen, check and repeat.

hairdresser manager dentist computer programmer inventor architect
 novelist graphic designer politician diver professional footballer journalist 1



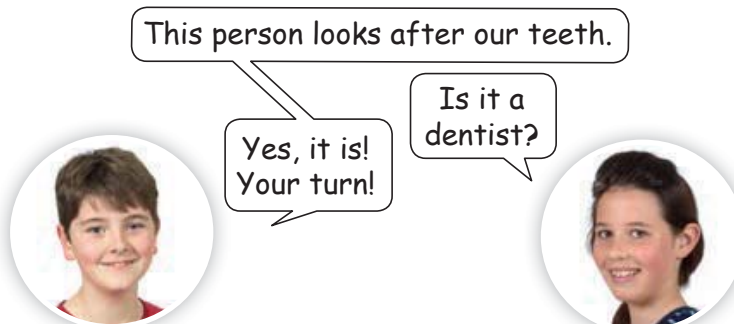
- 3 Listen and read. What jobs do the children want to do?

WOW! Blog

- 1 **Sophia** 7 minutes ago
 I love reading and writing! I want to do a job where I can read and write every day. I don't think I'll become a journalist. I want to write my own books.
- 2 **Alex** 15 minutes ago
 I always have so many ideas in my head! For example, yesterday I thought it would be nice to have a pair of football boots that get hot and cold. Then when it's really hot, they will keep you cool and when it's snowing, they will keep you warm. I won't become a professional footballer because I'm not good enough, but I want to do a job where I can use my ideas to make real things and have something to do with sports! ⚽
- 3 **Mei** 1 hour ago
 My favourite hobby is making things. In the future, I think I'll do a job where I can design and build new buildings!
- 4 **Mateo** 3 hours ago
 Every summer, I go to the beach with my family and I spend all my time under the water like a fish! 🐟 Maybe I'll be a fish when I grow up! Maybe not! But I'll do a job where I can spend a lot of time in and under the water.

- 4 Work in pairs. Look at the jobs on pages 20 and 21. Find and say.
- 5 Work in pairs. Play a guessing game about jobs.

- 1 Which of the jobs do you think is the most difficult and why?
- 2 Which of the jobs do you think is the easiest and why?
- 3 Which of the jobs do you think is the most interesting and why?





Mei: Great goal, Alex!

Alex: Thanks!

Mei: I read in the blog that you don't think you're good enough to be a professional footballer when you grow up. I disagree! I think you'll be a brilliant footballer for one of the big teams!

Alex: Ah, that's kind of you to say, but I don't think that will happen. I'm pretty sure it won't happen!

Mei: Yes, it will! A football manager will come to our school and he'll see you play and he'll ask you to join!

Alex: Ha ha! I think that will only happen in my dreams! But thank you anyway. I'll keep practising and who knows what will happen in the future? What about you? What will you do when you grow up? You do such a great job designing and building the WOW! website. Will you become a graphic designer? Or maybe a computer programmer?



Mei: No, I won't. I've always wanted to be an architect.

Alex: Oh cool! Will you design a house for me?

Mei: Of course I will! What type of house will you want to live in?

Alex: Oh, I'm not sure. I think I'll live in a big house near the sea.

Mei: You'll need a big garden so you can practise scoring goals for your professional team!

1 **Listen and read. What job does Mei think Alex will do in the future?**

2 **Work in pairs. Read the dialogue again and answer the questions.**

1 Why doesn't Alex think he can be a professional footballer?

3 What does Mei want to be when she grows up?

2 What job does Mei do on the WOW! website?

4 Where does Alex want his house to be in the future?

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.**

Oh cool! I disagree! I'm not sure.

1 What do you want to be when you grow up?

(...)

2 I've got some chocolate for us to share!

(...)

3 I think being a politician would be boring.

(...)


4 **Work in pairs and answer the questions.**

1 What jobs do people in your family do?

2 What job do you think you will do in the future and why?

- 1 Look back at the dialogue in Lesson 2. Are the sentences true or false? Say why.

- 1 Mei thinks Alex is good enough at football to become a professional footballer.
- 2 Alex thinks that Mei is good at designing.
- 3 Mei wants to be a graphic designer when she grows up.
- 4 Alex wants Mei to design a website for him in the future.

- 2  Look at the grammar table. Then read and circle the correct options to complete the rule.

Grammar

will for predictions

I think you'll **be** a brilliant footballer.


It **won't happen**.

Will you **become** a graphic designer?

What **will** you **do** when you grow up?

We use *will/won't* + verb to talk about things that we think can happen in the **present / future**.

- 3 Read the dialogue in Lesson 2 again. Find examples of *will* for predictions.


- 4  Work in pairs. Make predictions about the things below.

- 1 something that will happen at school tomorrow
- 2 a sporting event that will happen next year
- 3 what schools will be like in 2100


Tomorrow at school I'll finish my science project.

I'll have lunch with my friends.




- 5  Listen. What is Mark doing and why?



- 6  Listen again. For each question, choose the correct answer.

- 1 What job will Alice do when she grows up?
 - A She'll be a novelist.
 - B She'll be an architect.
 - C She'll be a journalist.
- 2 What job will Jan do?
 - A He'll be a politician.
 - B He'll be a footballer.
 - C He'll be a diver.
- 3 What job will Rachel do?
 - A She'll be a dentist.
 - B She'll be a manager.
 - C She doesn't know yet.

- 7  Do your own class survey. Ask and answer questions about what jobs you will do in the future. What job will most students do?

What job will you do in the future?

I'll be a graphic designer.



I might...



*Tell me, Lisa, about your life,
When were you born, on what day?*
I was born on a Tuesday, at 6.30 pm,
On 29th May.

*And what will you do when you grow up?
For example, when you leave school?*
I may go backpacking, I may travel the world,
I think that will be cool!

*What will you do when you come back?
Will you go to university?*
I might study English, I might study Maths,
I might get a good degree.

*What will you do when you finish that?
What job do you think you'll do?*
I could find a job as a teacher.
Or I could be an astronaut, too!



*Do you think that you will fall in love?
Do you think you'll get married as well?*
I may fall in love – it may happen to me.
At the moment, I just can't tell.

*Where will you live when you move house?
Please will you tell me that?*
I could move to a house in the countryside.
Or I could choose a city flat.

*Do you think that you'll have children?
One or two or three?*
I may have children, I just don't know,
I'll have to wait and see.

*When you finish work, when you retire,
What will you do for fun?*
I might sit by the sea and look back at my life
And laugh at the things that I've done!




- 1 **Before you read** Today's Book Club text is a poem. Answer the question. Then look and circle the words that describe a poem.

- 1 What poems have you read?
- 2 Poems usually have **verses** / **paragraphs**.
- 3 In this poem, there are **four** / **six** lines in each verse.

- 2  **Listen and read.** What is Lisa thinking about?

- 3 **After you read** Activity Book, page 19.

- 4 Work in pairs. Student A, read the first two lines of each verse and Student B, read the second two lines of each verse. Then swap roles and repeat.

- 5  Take it in turns to answer the questions in the poem about you. Then write the poem with your answers.

- 1 Look and match. Then listen, check and repeat.

fall in love find a job be born 1
get a degree retire get married
go to school have children
go to university grow up
move house go backpacking



- 2 Read the poem in Lesson 4 again. How many words for important life events can you find?

- 3 Read the poem again. Find the answers to these questions.

- 1 When is Lisa's birthday?
- 2 What does she want to do when she leaves school?
- 3 What does she want to study at university?
- 4 What does she want to do when she retires?

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

might, may and could for predictions

I **might** get a good degree.

I **may** fall in love.

I **could** find a job as a teacher.

When we **are / aren't** sure about our prediction, we use *will/won't* + verb.

When we **are / aren't** sure about our prediction, we use *might, may* or *could* or *might not, may not* + verb.

- 5 Listen to Ben and answer the questions.

- 1 What might Ben do in the future?
- 2 What will his sister NOT do in the future?
- 3 What could his grandfather do when he's 65?

- 6 Read and make predictions using *will/won't* or *might, may and could*. Then rewrite the sentences to make predictions about your own future.

1 **Kim** I want to go to university. Maybe.
Kim **might** go to university.

2 **Carlos and Denita** We definitely want to get married.

3 **Leo** I'm sure I don't want to retire.

4 **Jane** I'm not certain if I want to get a degree.

5 **Tara and Philip** We're not sure if we want to move house.



CELEBRATING LIFE EVENTS

As we grow up, we experience many important life events. These are celebrated in interesting and colourful ways in different parts of the world.



► Finishing school in the USA

School students in America celebrate leaving school with a school prom. It's important because it's the end of school and the start of adult life. All of the students usually wear smart clothes and there's music and dancing. Sometimes, the students may choose a prom king and queen – one boy and one girl from the year. School proms now happen in other countries as well. In the UK, for example, some children have a prom to celebrate finishing primary school at the age of 11.



► Becoming an adult in China

In China, you might have a traditional celebration when you grow up. This celebration dates back to Ancient China. People wear colourful, traditional clothes

and girls wear their hair up with special hair clips, which are made of gold or wood. It's important because after the celebration the person is an adult and not a child any more.

► Getting married in India

Traditional wedding celebrations in India usually last three days and are full of colour. The bride and her female friends and family sometimes have beautiful brown patterns drawn on their hands and feet. The bride and groom wear traditional clothes and jewellery.



When an Indian bride walks into her new home for the first time, she must push over a pot of rice with her right foot.

Project

Make a poster about a traditional celebration.

- 1 In groups, think about traditional celebrations.
- 2 Choose one and decide who will find:
 - information about what the event celebrates.
 - information about what happens during the celebration.
 - some good photos and some interesting facts about the celebration.
- 3 Put your notes and photos onto a poster.
- 4 Display your poster in the classroom.
- 5 Take a class vote to decide which celebration sounds the most interesting and why.

1 **Before you read** How do you celebrate important life events in your country?

2 Listen and read.

3 **After you read** Activity Book, page 21.

4 Work in pairs. Ask and answer.

- 1 Which of the celebrations would you most like to take part in and why?
- 2 How do you celebrate these life events in your country?

► Find out more! Watch the video.

Lesson 7

English in action

Making and responding to offers of help

2


1 ^(2.15) Listen and read. Answer the questions.

- 1 Which room is messy and why?
- 2 What does the girl do to help?
- 3 What does Mum do to help?

2 Read the dialogue again. Find and write four offers of help. Use the **Say it!** box to help you.

Say it!

Offering to help	Accepting an offer of help
I'll help you.	Yes, please!
Let me help you.	That would be great!
Can I help you?	Refusing an offer of help
Would you like a hand?	Thanks, but no need!
Do you need any help?	I'm nearly done.
	No, don't worry!

3  Act out dialogues in groups of three. Use the ideas in the box below and the **Say it!** box to help you.

You need help with:













- planning a birthday party.
- a big project.
- learning how to use a new app.

I'm having a birthday party next weekend. I've got so much to plan!

Yes, please!

Would you like a hand?

Can I help, too?

-  The room is such a mess after our party last night! We have to tidy it.
-  Would you like a hand?
-  Yes, please.
-  I'll clean the shelves.
-  That would be great.
-  Let me help you, too. I'll put the books away.
-  Thanks! I'll tidy up the mess on the floor.
-  I've finished with the books now. Do you need any help with the floor?
-  Thanks, but I'm nearly done and Dad's already helping me.
-  I'll get us all some juice and biscuits.
-  I'll help you, too!
-  No, don't worry! You've done enough! Sit down and relax and I'll bring you a snack!

Pronunciation

4 ^(2.16) Listen and repeat. Which words do we stress?

I might study Law.

I may have children.

I could become a novelist.



Literacy: blogs

Reading

tip Reading

Remember that a blog is the opinion of the writer, so it might not be true!

- Before you read** Read the first paragraph quickly. Does the blogger agree or disagree with the title of the blog?
- Listen and read.**

JUST SAYING | My blog by Samira Marsh

18 October

Robots are coming for our jobs ...

I was talking to some friends yesterday about robots. Everyone thinks that there won't be any jobs left for us in the future because robots will do all our jobs instead. 'They're coming. For our jobs,' one friend said! But I don't agree with this idea and I don't think there's any need to worry about the future.

Robots aren't coming for our jobs. They're already doing them! They do a lot of the jobs that people used to do in the past. For example, robots make cars in factories and milk cows on farms. This doesn't mean that people can't find jobs any more. It just means that people can do more interesting jobs now.

In the future, it's true that robots will do more jobs. For example, they will do housework and drive cars. But this means that we will have time to learn new things and do different jobs.

Also, robots will never have ideas or feelings, so there are some jobs that they will never do. For example, a robot will never take care of a sick person like a nurse can and a robot will never understand what a worried child needs in the way a teacher can.



LET ME KNOW WHAT YOU THINK ABOUT THIS ...


Kim • 23 minutes ago
 Completely agree! Robots can never take the place of people!


Anthony • 57 minutes ago
 I think you're wrong. By 2050, robots will do nearly half of all our jobs. What will we all do then?


Samira • 2 hours ago
 We need to change how we think about work. There may be new jobs which nobody is doing yet. We need to keep learning and keep changing!


Nina • 2 hours ago
 I'll be happy if a robot does my homework!

Words in context

blog opinion housework idea feeling

» Activity Book, page 23

- After you read** Read the blog again and answer the questions.
 - What did Samira and her friends talk about on the blog?
 - Where do robots already do jobs for us?
 - What type of jobs will robots do in the future?
 - What two jobs does Samira think robots will never do and why?
 - Who disagrees with Samira's opinion and why?
- Work in pairs.** Do you think we need to be worried about robots doing all our jobs in the future? Why?/Why not?
- Write a sentence to add to the comments on the blog to explain your opinion.**

1 Read Mariana's blog and tick the best title for it.

- a What jobs will robots do in the future? ☐
- b Will we need doctors in the future? ☐
- c What job will I do in the future? ☐

⋮ ⬅ ➡

1


I've just read a blog that says that we won't need doctors in the future. Robots will look after patients, do operations and give out medicines.

2

I completely disagree with this idea. I think that we will always need doctors because when you are sick, you want to talk to a person and not a robot. Also, every patient is different – doctors can understand this, but robots can't. In addition, sometimes doctors have to make difficult decisions about how to make a patient better. In my opinion, robots can't make decisions, so we will always need to talk to a doctor.

3

Overall, robots can help doctors to do their jobs, but I don't think they will ever do their jobs for them.



2 Read the *How to write...* box. Then read the blog in Activity 1 again and match the paragraphs to the questions.

- | | |
|---|-------------|
| A What's your final idea about the topic? | Paragraph 1 |
| B What are your opinions on this topic? | Paragraph 2 |
| C What's the topic of your blog? | Paragraph 3 |

How to write... a blog

Blogs can be formal or informal, but most are informal. To write a good blog:

- share your opinions and experiences about things you're interested in.
- use phrases to introduce your opinions, for example, *In my opinion ...*, *In my view ...*
- use linking words when you have a lot of ideas, for example, *also*, *in addition*, *what's more*.
- use short forms instead of long forms, for example, *I've just read a blog ...* instead of *I have just read a blog ...*

3 Write a blog called: Will we need teachers in the future? Use the *How to write...* box to help you.

- 1 Write a plan: use the questions in Activity 2.
- 2 Write your answers.
- 3 Add more information to your answers to make a blog.
- 4 Read and check your blog.

tip Writing

so and because

We use *so* to link two ideas when the second idea is the result of the first idea. We use a comma before *so*.

We use *because* to link two ideas when the second idea is a reason for the first idea. We don't use a comma with *because*.



This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!

1 2 comments



Antonia, 11, Sweden 3 minutes ago

I enjoyed thinking about what job I will do in the future. Last year, my friend's father came into school to talk to us about his job. He's a novelist. He explained that anyone can write books. I can do it, too! So, I'm writing my first book at the moment. I hope one day you'll see it on the shelves of bookshops!

2 4 comments



Emir, 11, Turkey 3 minutes ago

I liked Alex's comment. It made me think about what I want to do in the future. I think I'll be a professional footballer! I want to score goals for the best football clubs and play with the best football players. I might play for Manchester United or Real Madrid!



3 3 comments



Peter, 10, Argentina 10 minutes ago

I loved the poem about all the exciting things that might happen to us in the future. I wrote my own poem, too!

What will I do in the future?

I might get a job in a zoo,

I might make friends with a monkey

And maybe a zebra or two!

4 6 comments



Richard, 11, UK 1 hour ago

I enjoyed reading the article about celebrations around the world. We'll have a prom at the end of this year to celebrate leaving primary school. It'll be a lot of fun!



5 4 comments



Yan, 12, China 4 hours ago

I enjoyed reading the article about robots and jobs. I didn't know that robots were doing so many jobs for us already. I want to be a dentist when I grow up, so I did some research. Look what I found! This is a robot dentist. I might have to think of another job instead!



1 Read the comments about the WOW! Magazine. Which comments are from children who are thinking about their future jobs?

2 Work in pairs and answer the questions. Then write your own comments about the WOW! Magazine and read them to the class.

- 1 Which reading text did you like best and why?
- 2 What job in the unit do you think sounds the most interesting and why?
- 3 Has this unit made you start thinking about your future? How?

3 Think about the WOW! Question again. Discuss in groups. Are your answers different now?

WOW! Question




Sophia 3 minutes ago

What's more important – having a good job or having a big family and a lot of friends? Why?

...


A2 Key for Schools Reading and Writing Part 1 and B1 Preliminary for Schools Reading Part 1

- 1  For each question, choose the correct answer.

1

WANTED:
Part-time **hairstylist**, three mornings per week – usually Mondays, Thursdays and Fridays, but days can change. Call Max to find out more details.

2



To: Peter
Re: This week

Hi Peter,
I'm afraid that I can't work on Thursday this week. I could do Friday or Saturday, but Friday is better. Let me know what's best for you.
Best,
Janet

tip Exam

In this part of the exam, you will read short texts such as notices, information on food or medicines, or short notes and emails. Read the text carefully and think about where you would see it. There might be a clue or a picture to help you understand why it was written. Then read the three options (A, B, C) and compare each one to the text before you choose your answer. Finally, read the text again to make sure you have got the correct answer.

The advertisement says the person who gets this job:

- A will work in the afternoons.
- B will work four days a week.
- C might work on different days each week.

The email says Janet:

- A can only work on Thursday this week.
- B wants to work on Friday, but could also work on Saturday.
- C can't work at all this week.

tip Exam

In this part of the exam, you will listen to a conversation between two people and there will be a number of questions about it. Listen for gist the first time and try to work out which part of the conversation each question is about. Choose the best option for each question as you do this. Then check your answers carefully when you listen for a second time.

A2 Key for Schools Listening Part 3 / B1 Preliminary for Schools Listening Part 4

- 2   For each question, choose the correct answer. You will hear part of a job interview.

- 1 In her second year, Rachel studied
 - A dramas
 - B horror movies
 - C documentaries
- 2 The film that they are making is going to be about the town's
 - A history
 - B wildlife
 - C tourism
- 3 Rachel's favourite student event was the
 - A quiz night
 - B student swim
 - C end-of-year party

3

Let's read!

WOW!

World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

Some of you said that your favourite hobby is reading. What type of books can you see? Which do you like best?

Mei loves books and she has a question for you. Can you think of some answers to her question?

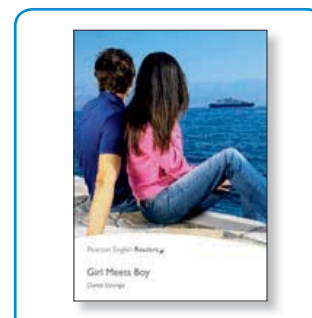
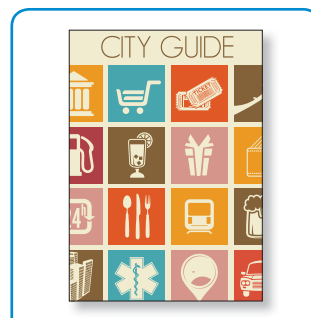
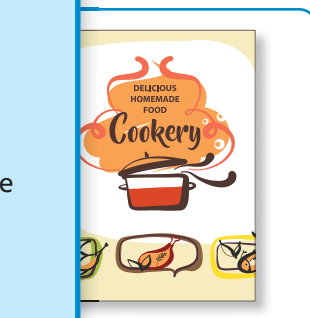
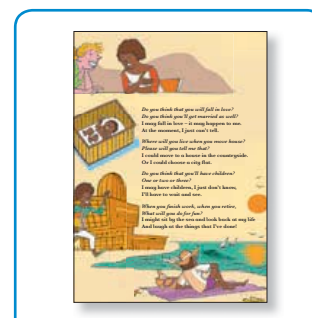
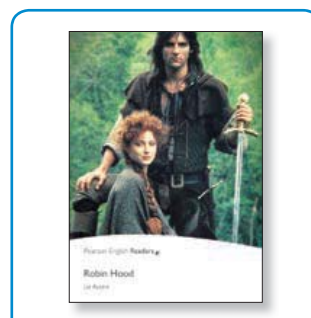
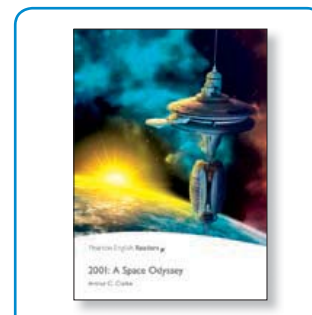
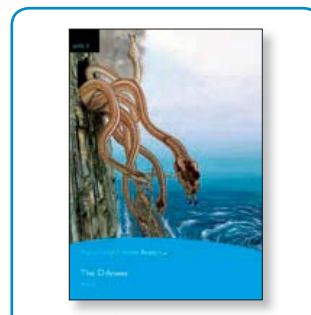
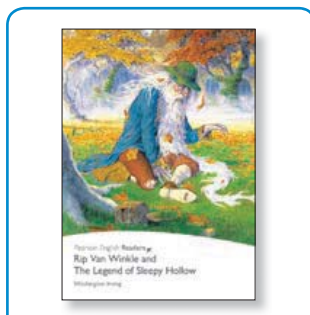
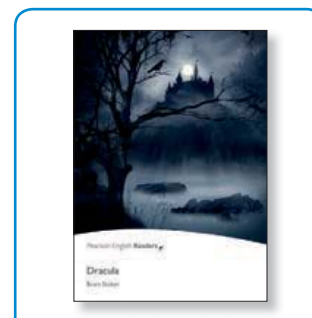
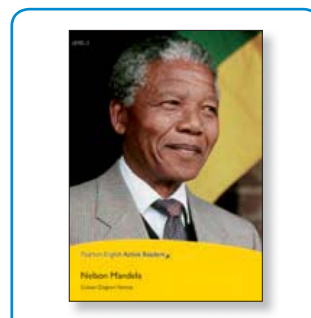
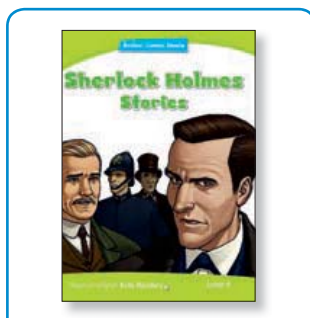
WOW! Question



Mei 3 minutes ago
Why do we enjoy reading books?

In this unit I will ...

- learn words for different types of books
- learn adjectives for describing places
- use reported speech
- read a mystery story
- use the Present simple and Past simple passive
- work in a group to find out more about a mystery
- learn how to agree or disagree
- read and write a detective story



- 1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.
- 2 3.1 Look and match. Then listen, check and repeat.

fantasy graphic novel recipe book biography science fiction drama
adventure story poetry mystery horror story 1 romance detective story



- 3 3.2 Listen and read. Do the WOW! Quiz and guess the type of book.

WOW! Quiz

- 1 **Mei** 5 minutes ago
I like a lot of different types of books, but I really enjoy reading books with pictures of the characters. I want to write my own story book with pictures one day! 😊
- 2 **Alex** 3 hours ago
I like reading true stories about people's lives. That's always much more exciting than reading a story. Last month, I read a book about my favourite footballer and I found out a lot of interesting things about his life.
- 3 **Sophia** 1 hour ago
I like stories that take place on different planets. I always enjoy meeting characters who are different to us.
- 4 **Mateo** 7 minutes ago
I enjoy being a little bit frightened when I'm reading a story. I don't want to feel very scared, just scared enough to make the story surprising.

- 4 Work in pairs and answer the questions.

- 1 What type of book do you enjoy reading and why?
- 2 What type of book do you not like reading and why?

First, cut the apple and the banana.
Then put them in the bowl.

Is it a
recipe book?

Yes, it is.

- 5 Make up a sentence from one of the types of book in Activity 2. Can your partner guess what type of book it is?



Sophia: Hey, Mei. Alex told me that you had the results of our book survey.

Mei: Yes, that's right. Over 100 students answered the survey.

Sophia: Oh, that's good. So, what were the results?

Mei: Hold on. Let me find them on my computer. Here we are. Well, everyone said that they enjoyed reading, so that's a good start!

A lot of children like reading books that are films, too. Most students said that they liked adventure stories, detective stories and mystery stories best.

Sophia: That doesn't surprise me. They're the most exciting. What do they not like?

Mei: A lot of students said that they didn't like drama.

Sophia: My older sister, Lisa, loves it. She told me that it was her favourite type of book. What about biographies?

Mei: Hmm, most students said that they didn't read biographies very often and only one person said that biographies were their favourite type of book.

Sophia: Can you tell me some of the other results?

Mei: Sure, no problem. Some students said that they used recipe books at home. Also, some students said that they enjoyed reading romance novels, but only two students said that they liked poetry.

Sophia: What a shame! Poetry is cool. Maybe we should have a poetry competition on the website to get more students interested.

Mei: That's a good idea!

1 Listen and read. What type of survey are the girls talking about?

2 Read the dialogue again and answer the questions.

- 1 Do all the students who did the survey enjoy reading?
- 2 What types of books do most students like best?
- 3 What type of book do a lot of students not like?
- 4 Who likes drama?
- 5 How many students said that they liked biographies best?
- 6 How are the girls going to get students interested in poetry?

3 Find these expressions in the dialogue and match them with the meaning. Then make your own dialogues with these expressions and act them out.


- | | |
|---------------------|---------------------------|
| 1 Hold on. | a That's fine. |
| 2 What a shame! | b Wait a moment. |
| 3 Sure, no problem. | c I'm sorry to hear that. |

4 Work in groups to do a survey about reading. Use the prompts below to ask and answer questions and take notes. Tell the rest of your class the results of your group survey.

- 1 What type of books enjoy
- 2 What favourite type book
- 3 What type of book not enjoy
- 4 How many books read a month

- 1 Look back at the dialogue in Lesson 2. Are the sentences true or false? Say why.

- 1 Mei has the results of the reading survey.
- 2 Sophia's brother loves reading drama.
- 3 Three students like biographies best.
- 4 Only two students like poetry.

- 2  Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Reported speech: statements

'We **enjoy** reading.'

They said that **they enjoyed** reading.

'We **don't like** biographies.'

They said that **they didn't like** biographies.

'Mei **has** the results of the book survey.'

Alex told me that Mei **had** the results of the book survey.

'It's **my** favourite type of book.'


She told me that it **was her** favourite type of book.

When we report speech, we say *said that* or *told me that* + the words.



We change the **present / past** tense to the **present / past** tense, for example, *enjoy* changes to *enjoyed*.

We **change / don't change** pronouns and possessive adjectives. For example, *we* changes to *they* and *my* changes to *her*.


- 3 Read the dialogue in Lesson 2 again. Underline examples of reported speech.

- 4  Work in pairs. Tell your partner about what books you like and don't like to read. Then change pairs. Report to your new partner what your old partner said.

Cristina said that she liked reading adventure stories and mystery stories. She said that she didn't like reading biographies. She told me that her favourite book was *The Railway Children*.

- 5   Listen. For each question, choose the correct answer.

- 1 Asha and Martine are talking about Martine's birthday. What type of book did she get?
 - A a biography
 - B a recipe book
 - C a science fiction book
- 2 Simon is telling Sue about a detective book. He said that:
 - A he liked it because it was old-fashioned.
 - B he liked the characters.
 - C he liked the ending.

- 6  Listen again. Are these sentences true or false? Say why.

- 1
 - a Sarah Pierce is a chef.
 - b She has written one recipe book.
 - c Asha's dad told her that the biography was interesting.
- 2
 - a Simon is talking about a mystery book.
 - b His favourite character was the detective.
 - c Sue doesn't like detective stories.

- 7 Work in pairs. Say the sentences below in reported speech.



My name is Sarah Pierce. I'm a chef. This is my new recipe book, full of delicious meals. My favourite recipe is my chocolate cake!

She said that her name was Sarah Pierce.



We like reading books, but we prefer going to the cinema! We watch detective films and adventure films. We don't go to see romantic films or science fiction.

What's in the tower?

Once, there was a charming, old tower on a steep hill near a village. It was built a long time ago and it used to be very popular. Many tourists used to come to look at the gorgeous paintings on the walls.

But one day, people heard strange noises from inside the tower. Everyone was scared and ran away.

Two brave children from the village heard about the mystery and decided to explore. 'We're detectives,' said Nina to her brother, Ben. 'We'll solve this mystery!' They walked to the tower and they listened carefully, but they couldn't hear anything. 'Look!' said Nina. 'The walls are painted on the outside with bright pictures.' 'Oh yes,' replied Ben. 'They're beautiful. Look at those tiny animals. I can see pictures of horses and cows. Let's have a look inside.'

Inside, the tower was dark, empty and quiet. They turned on their torches. 'Ben, look!' said Nina. 'The tower isn't empty. What's that thing in the corner?'

1 Before you read Today's Book Club text is a mystery story. Look and circle the options that describe a mystery story.

- 1 A good mystery story has a lot of *suspense*, which means you want to **read to the end** / **put the book down**.
- 2 A question is usually answered at the **start** / **end** of the story.
- 3 The writer uses adjectives to describe the *setting*, which is **the place the story happens** / **the people in the story**.

2 **3.9** Listen and read. What is the mystery?

3 Work in groups. What do you think is making the strange noises? Tell the class your ideas and then have a class vote.

4 **3.10** Now listen to the rest of the story. Were you right?

5 **After you read** Activity Book, page 31.

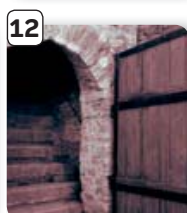
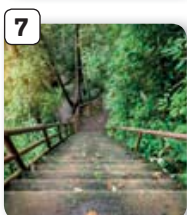
6 Discuss in a group.

- 1 Why do you think the people were scared of the noise?
- 2 Do you think Nina and Ben were brave? Why?/Why not?
- 3 Would you go and explore like Nina and Ben did? Why?/Why not?

7 What happened next? Write and act out the conversation that the children had when they got back to the village and explained what happened.

- 1  Look and match. Then listen, check and repeat.


tiny dark empty steep strange
gorgeous terrible secret huge 1
bright popular charming



- 2 Read the story in Lesson 4 again. How many of the adjectives from Activity 1 can you find?

- 3 Think about the story in Lesson 4. Are the sentences true or false? Say why.

- 1 Some people built the tower last year.
- 2 A cow made the strange noises.
- 3 Many tourists now visit the tower every year.
- 4 Nobody enjoys the paintings on the tower now.

- 4  Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Present simple passive

Many tourists **visit the tower** every year.

The tower is visited by many tourists every year.

Everyone **enjoys the paintings**.

The paintings are enjoyed by everyone.

Past simple passive

Some people **built the tower** a long time ago.

The tower was built a long time ago.

A cow **made the noises**.

The noises were made by a cow.

We use the passive when the action is **more / less** important than the person who does the action. We make the **Present / Past** simple passive by using **am/is/are + the past participle of the verb**. We make the **Present / Past** simple passive by using **was/were + the past participle of the verb**. To say who did the action, we use **by / to**.

- 5  Listen to the tour guide. What events happened to the tower in these years?



The tower was built in 1856.

- 6  Read the texts. Then take it in turns to change them into the passive.

- A thousand tourists visit the gorgeous tower every year. People take a lot of photos of the tiny paintings. They often put the photos online.
- Some people built the Tower of London in 1078. For 600 years, they kept huge animals there. In 1835, they moved the animals to a zoo.

The gorgeous tower is visited by a thousand tourists every year.



MYSTERIES

with no answers

? VOYNICH MANUSCRIPT

There are some mysteries in the world that we have never been able to understand. The Voynich Manuscript is one of these mysteries. This book was written before 1639, but nobody can understand the language. The book has gorgeous pictures of flowers and leaves, so some people think it might be a medical book. But no one knows for sure!



Mike
20 minutes ago

? HESSDALEN LIGHTS

Another mystery that we can't explain is the Hessdalen Lights. These bright lights are sometimes seen in the sky above a valley in Norway. They go on and off and they move around the sky or down the valley. They can be as large as cars. Scientists can't agree on what makes these lights, so they are still a mystery!



Loren
15 days ago

? LOST CITY OF ATLANTIS

One of the oldest mysteries in the world is the Lost City of Atlantis. People have been trying to find this city, which was lost underwater in around 9,600 BCE. The Greek writer, Plato, was the first to write about the city and he thought it was a huge island near Spain. Since then, people have had many ideas about where Atlantis might be, for example, Africa, Greece and Antarctica.



Ben
1 week ago



Fact

Some people think that Atlantis must be in the Atlantic Ocean because the names are similar. Both names may come from Atlas, a character from Greek mythology.

Project

Make a presentation about one of the mysteries in the text.

- 1 In groups, choose one of the mysteries from the article.
- 2 Decide who will find out more about:
 - the mystery.
 - the place it happened.
 - possible answers to explain it.
- 3 Discuss and decide which answer you think is the best.
- 4 Present your ideas to the rest of the class. Say why you chose your answer.

1 **Before you read** Do you know any famous mysteries? Why do you think that people like mysteries?

2 Listen and read.

3 **After you read** Activity Book, page 33.

4 Work in pairs. Which of the mysteries from the text do you think is the most difficult to solve and why?

Find out more! Watch the video.



Do you prefer reading a book or watching a film? I prefer reading books. The pictures we see in our heads when we read are much better than films!



I totally disagree. I'd much rather watch a film than read a book. It's more relaxing.



I don't think so. I prefer reading.



I quite like reading, too, and if there's a film made of a book, then I like to read the book before I watch the film.



Absolutely! I totally agree. Otherwise, you always see the actors in your head when you're reading about the characters.



That's so true!

1



Listen and read. Answer the questions.

1 Who prefers reading?

2 Who prefers watching films?



Saying you agree

I (totally) agree.

Absolutely!

You're right.

That's so true.

Saying you disagree

I (totally) disagree.

I don't think so.

I'm not so sure about that.

I don't agree.

2

Read the dialogue again. Find and write something Mary and Phillippe agree about and something they disagree about. Use the *Say it!* box to help you.

3



Choose a situation and act out dialogues with your partner. Then swap roles. Use the *Say it!* box to help you.

Student A

You think

- detective stories are better than biographies.
- reading is better than going to the cinema.
- writing stories is fun.

Student B

- You think biographies are better than detective stories.
- going to the cinema is better than reading.
- writing stories is boring.

Pronunciation

4



Listen and say. When does the intonation go up? When does it go down?

I totally agree.

Absolutely!

You're right.

I totally disagree.

I don't think so.

No, I'm not so sure about that.

Literacy: detective stories

Reading

1 Before you read Look at the title of the story and the pictures. What do you think it's going to be about?

2  **Listen and read.**

tip Reading

When you're reading a story with dialogue, remember that each new speaker starts on a new line. This will help you to understand who is talking.

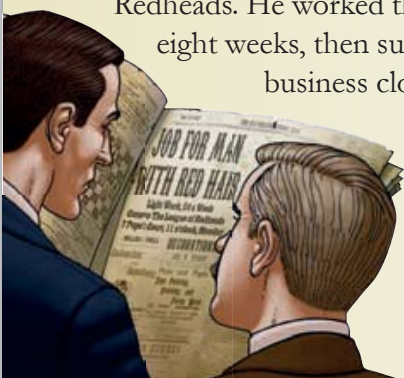
The Red-headed League

One day, I found my friend Sherlock Holmes with a large man with red hair.

'Come in, Watson!' Holmes cried. 'Mr Wilson is telling me a strange story.' He turned to the large man. 'Dr Watson helps me with my detective work.'

Wilson showed us an old advertisement. 'It began with this,' he said. 'I have a shop which isn't doing well,' Wilson said. 'My assistant, Vincent Spaulding, works hard for little money. He showed me this advertisement eight weeks ago. Yes, it was strange, but the money was good!'

Spaulding helped Wilson to get the job at the League of Redheads. He worked there for eight weeks, then suddenly the business closed. [...]



Sherlock Holmes asked Wilson's assistant, Spaulding, some questions, then told Watson his plan.

'We have to stop a thief - tonight!' Holmes said suddenly. 'Meet me at home later.'

That night, I found two men with Holmes in his flat. We went back to the fine street near Wilson's shop, into a dark building and down into an underground room.

'Watson,' Holmes said quietly, 'Officer Jones hopes to catch John Clay, a thief. Mr Merryweather works for this bank. There's £30,000 here and he doesn't want to lose it.'

We waited. Suddenly, two men climbed up through the floor into the room. Holmes quickly caught the first man. The second man ran outside into the arms of a policeman.

'Jones,' Holmes said, 'this is Spaulding or John Clay. You can take him away.'

'Thank you, Holmes,' said Merryweather. 'You saved the bank tonight. You really are a great detective.'

'Clay worked for Wilson,' Holmes told me later, 'because the shop is behind the bank. Because he wanted Wilson away from the shop, he and his friends gave Wilson that strange job. Then he made an underground tunnel, from a room below the shop to the bank. Did you see his dirty trousers?'

'And you caught him, Holmes!' I smiled.




Words in context

league advertisement assistant business plan tunnel

» Activity Book, page 35

3 After you read Read the story again and answer the questions.

- | | |
|--|---------------------------------|
| 1 What does Dr Watson help Sherlock Holmes with? | 4 How long did he work there? |
| 2 What does the job advertisement ask for? | 5 What's the name of the thief? |
| 3 Who helped Wilson to get the job? | 6 How did he want to escape? |

4  **Work in pairs. What did you like about this story? Was there anything you didn't like?**

1 Read Sam's detective story. Who do you think is the thief and why?

The missing jewellery

Max and Leo Smith had a jewellery shop called Smith Brothers' Jewellery. Max was very hard-working, but Leo was a bit lazy. One day, Max arrived at the shop and one of the windows was broken. He and his brother called the police.

'Detective Peters,' Max said, 'there's a broken window at our shop and we think some jewellery was stolen.'

'I'm on my way,' said Detective Peters. 'Don't go inside and don't touch anything.'

Detective Peters was very clever and very good at catching thieves. He went inside the dark shop and found three empty jewellery boxes. Then he saw some broken glass outside the shop.

'Max and Leo,' he said to the brothers, 'where were you last night?'

'Do you think we are the thieves?' asked Leo. 'I didn't do it!'

'The broken glass was outside the shop,' said Detective Peters. 'So, the thief was inside when the window was broken. The thief had a key to get in.'

'It wasn't me,' said Leo. 'I didn't take the jewellery out of those three boxes.'

'Leo,' said the detective. 'How do you know that there were three empty boxes when you haven't been inside? I think you should come with me to the police station.'

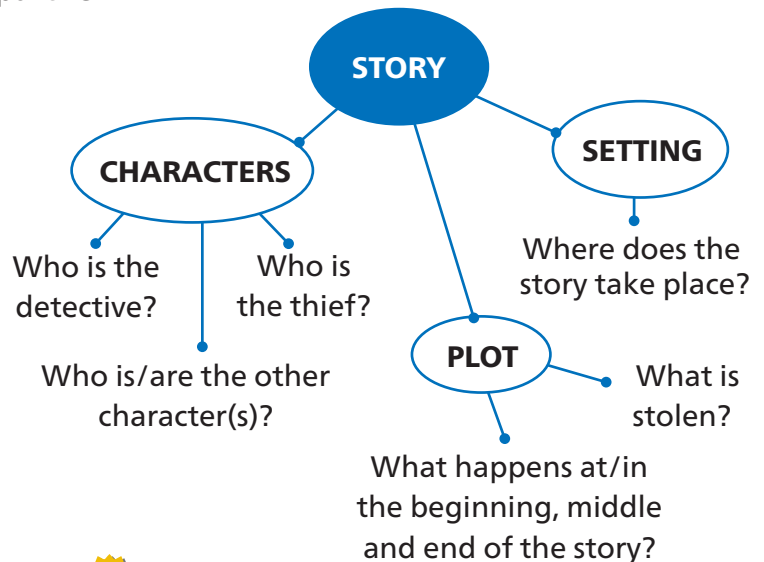


2 Read the *How to write...* box. Then answer the questions in the story planner about Sam's story. Compare with your partner.

How to write... a good story

Include:

- a beginning that explains the mystery and makes us want to read it.
- a middle that is exciting.
- an end that solves the mystery and doesn't leave us with lots of questions.
- interesting characters and setting.
- suspense through the story to keep us interested.



3 Write your own detective story. Use the *How to write...* box to help you.

- 1 Write a plan: use the questions in Activity 2.
- 2 Write your answers.
- 3 Add more information to your answers to make your story more interesting.
- 4 Read and check your story.

tip Writing

Punctuation for speech

Make sure you use the correct punctuation for speech.

'Max and Leo,' he said to the brothers, 'where were you last night?'

Remember to start a new line for each speaker.

**This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!**

1 3 comments



Martin, 11, New Zealand 2 minutes ago

I enjoyed finding out the results of the WOW! team's reading survey. We've decided to do a reading survey at our school, too. I'll let you know our results!



2 3 comments



Dominic, 10, United Kingdom 15 minutes ago

I liked the mystery story about the tower. I didn't guess the ending! It made me think of an article that I read last week. It was about a cow that put its head in a tree and couldn't get it out again. The poor cow! Firefighters helped to get her out and she was fine. Cows get into some very strange places! I really like cows! Look at this funny photo!



3 5 comments



Sudarat, 12, Thailand 2 hours ago

I really enjoyed reading about the mysteries that we can't solve! There's one in my town, too. It's a sculpture called Kryptos, which was made in 1989. There are four puzzles in it, but we only know the answers to three. There's still one that nobody can solve!

4 4 comments



Ada, 11, South Africa 1 day ago

My friends and I really enjoyed reading the Sherlock Holmes story. We made it into a little play and acted it out. It was really fun! I played the part of the thief, so I had dirty trousers!

1 Read the comments about the WOW! Magazine. Which child acted out one of the stories from this unit?

2 Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.

- 1 Which text did you enjoy reading the most?
- 2 Are there any different types of books that you want to read now?
- 3 Recommend a good book to your partner.

3 Think about the WOW! Question again. Discuss in groups. Are your answers different now?

WOW! Question



Mei 3 minutes ago
Why do we enjoy reading books?
...

A2 Key for Schools Reading and Writing Part 3 and B1 Preliminary for Schools Reading Part 3

- 1**  Read the text. Choose the correct option.

Writer Roberto Alonzo-Ortez talks about his mystery books

I wrote my first mystery story when I was eight years old. It was all about a missing goat! I got the idea after I visited a farm with my family. I can't remember how it finished, but I remember how much I enjoyed writing it. I still love writing mystery books today and I'm lucky because now I get to do it as a job!

The thing I enjoy most is creating interesting characters. I think that's the most important thing, creating people that readers care about. You also have to think of a good puzzle and give your readers a few clues along the way. It mustn't be too easy or too difficult. I think that's why people like reading mystery books. It's the challenge of seeing if you can work out the puzzle before the end!

tip Exam

To answer these questions, you must understand the author's opinions. Read the text through quickly, then read it through again more carefully. Go through each option (A–D), checking each against the text before you choose your answer.

- 1 Roberto's first book
 - A was written when he was seven.
 - B was about a trip to the zoo.
 - C had a very exciting ending.
 - D made him realise how much he liked writing.
- 2 The thing he likes most about writing is creating
 - A good characters.
 - B good puzzles.
 - C good clues.
 - D difficult stories.
- 3 He thinks that people like mystery books because
 - A there are interesting characters in them.
 - B they care about the people in the books.
 - C there are clues along the way.
 - D they want to see if they can solve the puzzle before the end.

B1 Preliminary for Schools Speaking Part 2

- 2**  Work in pairs. Take it in turns to talk about your photos.



In this picture, there is ...




I can see ...

tip Exam

When you're talking about a photo in the exam, imagine that you're describing it to someone who can't see it. Give details of what you can see and what the people are doing. For example, talk about what the people look like, what they're wearing, what time of day it is and or what the weather is like.

Language booster 1

1  How many places in a city can you name? Think of adjectives to describe the places.

2 Read and match the tips to the photos.

TOURIST TIPS



A



B



C



D

Are you planning a city holiday? Then read our city travel tips which are written by local people. You won't need a tour guide to find these special places! Why not send us a postcard of a secret place in your city?

1 **Shuo, 12, Xian, China**

If you visit my city, you must see the statues of the Terracotta Army. These statues of horses and men were made more than 2,000 years ago, but they were hidden until 1974. I love them because they look like real people.

2 **Matias, 11, Buenos Aires, Argentina**

One of my favourite places in my city is the Obelisco de Buenos Aires, which is a huge stone monument. It's important because our country's flag was flown here for the first time. People meet here to celebrate happy events like winning a football match!

3 **Lucy, 11, London, United Kingdom**

My favourite place in my city is our clock tower, Big Ben. The tower was finished in 1859 and the clock started working on 31st May of that year. Big Ben is over 96 metres tall, so you feel tiny when you're standing at the bottom! You can climb the steep steps inside to get a gorgeous view of the city, but soon you'll be able to get a lift to the top!

4 **Ji-a, 12, Seoul, South Korea**

My favourite place in Seoul is the popular Banpo Bridge. It's a bridge and a fountain, too! It was finished in 1982 and it's 570 metres long. During the day, the fountains of water make shapes like trees and leaves. At night when it's dark, the bridge is lit up in different colours and the water fountains dance to music!

3 Look at the text in Activity 2 again. Find and write the words.



1

statue



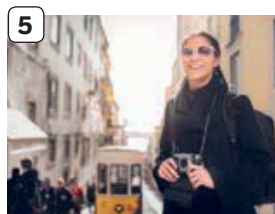
2



3



4



5



6

4 Find and write the adjectives from the text in Activity 2.

1 going up at a sharp angle 2 steep

very big _____

3 very small _____

4 with no light _____


5 a lot of people like it _____

6 very pleasant _____

5  Talk to your classmates.

1 What's your favourite place near where you live?

2 Describe it using some of the adjectives from Activity 4.

- 6**  Listen and read. What are the children going to be this weekend? Match.

- | | |
|--------|----------------|
| 1 Sara | a tourist |
| 2 Mark | b photographer |
| 3 Li | c tour guide |



Sara: Hey, Mark, can you help me with something?

Mark: OK. Let me stop my TV programme ... What is it?

Sara: My exchange friend, Li, is visiting this weekend and she wants to go on a tour of the city.

Mark: I'm free this weekend. Shall I come with you?

Sara: That would be great!

Mark: No problem! Let's think of some places we can take Li.

Sara: OK! So, there's the market under the clock tower on Saturday morning from 10 am. Shall we go there?

Mark: Yes, great idea! Li might want to do some shopping. What else?

Sara: Well, maybe we could climb the steep hill next to the river. You get gorgeous views from there.

Mark: Yes, I remember when we camped there last year. What next?

Sara: Well, on Sunday morning, you could come and watch my basketball match.

Mark: Yes, OK. What about Sunday afternoon? Shall we take her to the Science Museum?

Sara: Yes, good idea! I think it'll be fun! You can be the tour guide because you love talking!

Mark: Ha! And you can be the photographer because you're always on your phone!

Sara: Yes, OK! So, have you finished watching TV?

Mark: No! Don't change the channel! I was watching that!

- 7** Find three suggestions that Mark and Sara make. Use the *Say it* box to help you.

Say it!

Making suggestions:

Shall we have lunch in this café?

Shall I open the window?

Responding to suggestions:

✓ Yes, good / great idea!

✗ No, I don't think so.

- 8**  Make suggestions to your partner.

Student A


1 we / go to cinema / tonight?

2 we / play basketball / after school?

3 I / help you / with your homework?

Student B

1 I / make us / some coffee?
2 we / walk / to the station?
3 we / eat / outside?

- 9**  An exchange student is visiting you this weekend and wants to do a tour of your favourite places. Make suggestions to your partner and plan a schedule.

Sat am	_____	Sat pm	_____
Sun am	_____	Sun pm	_____

Show what you know

Can you use nouns and adjectives to describe places in cities?

Can you use *shall* to make suggestions?

Can you plan a tour of your town/city?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>




Think like a scientist!

How can we compare and contrast things?


Think

- 1 Think of two cities in your country that you know or that you have heard about. In what ways can you compare them?

Learn

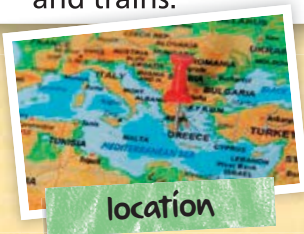
- 2  Listen and read. How can we compare with a T-chart? Why do we call it a T-chart?

We read and write different types of texts (fiction and non-fiction) and we plan them in different ways. For example, when we plan a fiction story, we think about the characters, the beginning, the middle and the ending. When we write a non-fiction text such as a report, we plan the information that we want to include.

You already know different ways of organising information. For example, a **Venn diagram**  which shows how **two** things are the **same** (in the middle) and in what ways they are **different** (at the sides). A **T-chart** compares and contrasts **two** things using information about the same topics. For example, in Social Science, we can compare two places. To do this, we write the names of the places that we want to compare at the top, on the left and the right. We draw a line under the two names and a line down the middle. Then we think about each topic in turn and complete each side of the chart with information.

Can you see why we call it a T-chart?

Place 1	Place 2
A. It's near the coast and beside a river.	A. It's in a valley in the mountains.
B. In winter it's usually quite wet and windy.	B. It can get very cold and snowy in the winter.
C. More than ninety thousand people live here.	C. About five hundred people live here.
D. Most of them are aged between 18 and 50.	D. There are not many under 20. Most are over 40.
E. There is an airport and there are buses and trains.	E. Only buses and cars can drive in the valley.



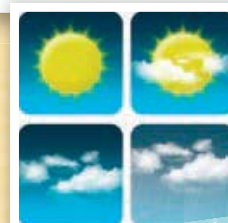
location



population




transport



climate

Check

- 3 Look at the T-chart and the information in it. Which information matches these four topics?
- 4  What other topics could you compare about two places? Think about your ideas in Activity 1.

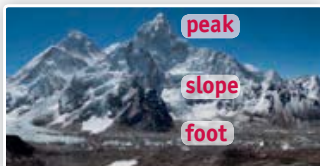


Lesson 2

Let's practise!

1 Read Sonia's report about two different mountain cities in South America.

Many people live in mountains with steep **slopes** and snow on their **peaks**. The Andes Mountains in South America have two of the highest cities in the world.



The highest city is in Peru. It's 5,100 metres above the sea and it's called La Rinconada. La Rinconada is also at the **foot** of a glacier called 'The sleeping beauty'. La Rinconada has rainy summers and dry winters as well as lots of snow. The roads near La Rinconada can be dangerous because of rocks and ice. About 50,000 people live there.

The second highest city is El Alto in Bolivia. It's 4,150 metres above the sea. El Alto means 'The high one' in Spanish because it's high up in the Andes. Like Rinconada, El Alto is cold even in warm months and it has some very rainy seasons. It's near the border with Peru and it has a railway and lots of traffic. Nearly one million people live in El Alto.



2 Look at paragraph 2 in Sonia's report. In which order does she write about these topics?

A. location, population, climate, transport B. location, climate, transport, population **B, A**

Does she write about the topics in the same order in paragraph 3? **yes**

Show what you know

Write a compare and contrast report about two places in your country.

- 1 In groups, brainstorm places you want to compare. Then choose four topics that you can compare for the places you have chosen.
- 2 Write some notes about the places in a T-chart. Look at this example and the one on page 46 to help you.
- 3 Decide the order of the information which you'll present.
- 4 Think of something special about your two places to write a short introduction.
- 5 Then write your report and draw or find pictures of each of the places.
- 6 Present your report to the class. What were the most interesting things you learned from your classmates' reports?

Climate: The climate of ... is ... and ... in summer.
In winter it's ... and ...

Location: ... is in / near / beside a ... It's also in / near / beside ...

Population: The population is about ...

Transport: There are ... types of transport. Examples are ... and ...

Bangkok

B. very hot and dry in winter, wet in summer

C. subway, buses, the BTS Skytrain and two airports

D. more than 8 million people

Chiang Mai

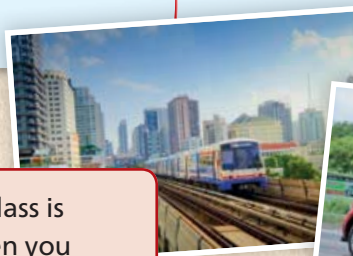
warm in winter, very wet in summer and autumn

shuttle buses, taxis and an airport

about 130,000 people

tip Speaking

Stand still and wait until the class is quiet. Keep your head up when you speak, and speak slowly and clearly. Wait for 2-3 seconds before you say each bit of information. Smile at the end.



4

Our planet

WOW!

World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

You told us that you're worried about our planet's future. Why is the weather changing? What are we doing to our world? Look at the pictures. How many words do you know for things on our planet?

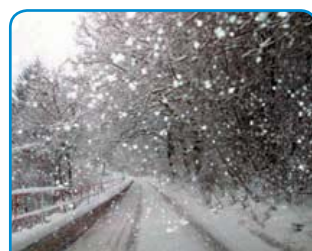
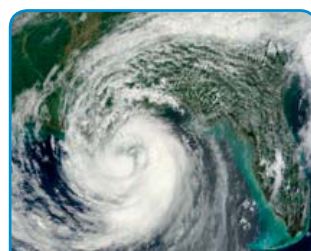
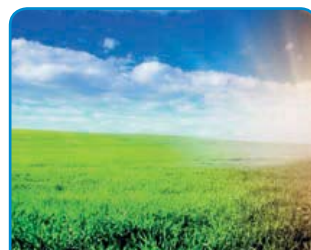
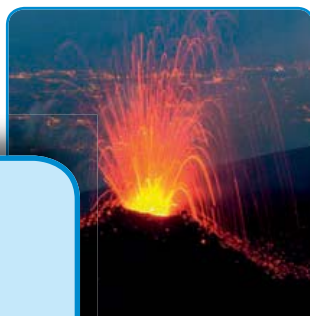
Mateo has a question for you. Can you think of any answers to his question?

WOW! Question



Mateo 3 minutes ago

What can we do to protect our planet?



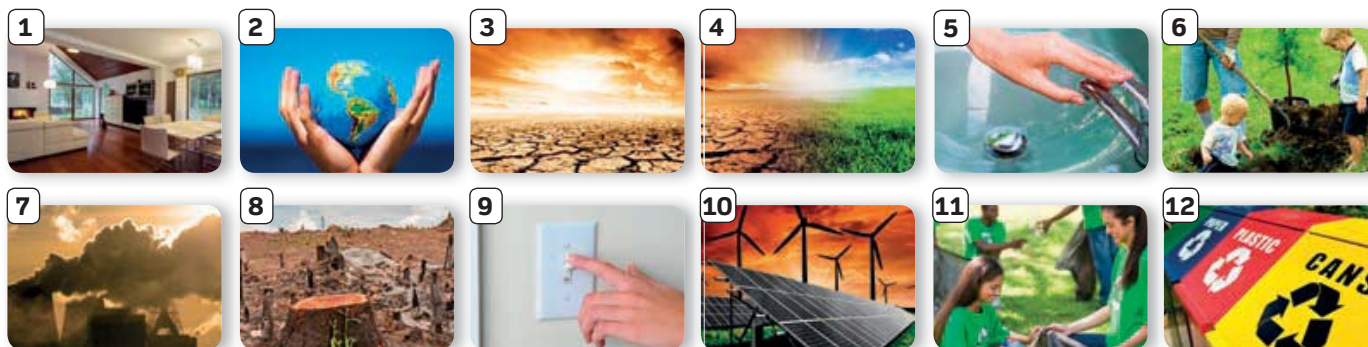
In this unit I will ...

- learn words for the environment and natural disasters
- use modal verbs and reported questions and commands
- read a diary about a frightening experience
- learn about how climate change can cause problems for animals
- work in a group to write an action plan to help an endangered animal
- learn how to give advice
- read and write reports

1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 Look and match. Then listen, check and repeat.

protect the environment climate change save water plant trees switch offlights
waste energy 1 recycle pollution destroy the rainforests pick up rubbish
use renewable energy global warming



3 Listen and read. Which children helped the environment and how?

WOW! Blog

1 **Mateo** 5 minutes ago
I love nature and my favourite place is the sea! But I'm worried about global warming. We have to do everything we can now to stop climate change.

2 **Mei** 15 minutes ago
During the summer, we took part in the Great British Beach Clean. I picked up more than 30 pieces of rubbish from the beach. I couldn't believe how much there was. We should always put our litter in a bin.

3 **Sophia** 20 minutes ago
We did a project on renewable energy last term. I made an oven out of an old pizza box and sunlight. It was so cool!

4 **Alex** 3 hours ago
Last year, my aunt gave me a tree for my birthday. She said that people shouldn't destroy the rainforests and we should plant trees instead. So I planted the tree in my garden and I can watch it grow every year.

4 Look at the words in Activity 2 and put them into two groups.

Our planet's problems

Things we can do to help our planet

5 Work in pairs. Answer the questions.

1 What things do you recycle? Can you think of any other things you could recycle?

2 How do you save water?

3 How do you save energy?

4 What can we do to stop pollution?

5 Do you use renewable energy? What type?



Mateo: Hey, look at this website. There's a competition to see which school can save the most energy. We should take part in it!

Mei: I think that's a great idea.

Alex: Me too! What can we do to save energy then?

Mei: I know! We need to switch off lights and turn off computers when we leave a room.

Mateo: And we must close doors, too. That will keep the classrooms warm. What else should we do?

Mei: How about recycling more things?

Alex: Yes, good idea. At the moment, there are recycling boxes for paper, but what about plastic? We use a lot of plastic bottles and we shouldn't just throw them away.

Mateo: I agree. What about water? Can we do anything to save water? Yesterday, I found the hot water running in the sink in the school bathroom.

Alex: We mustn't do that because it wastes energy and water.

Mei: OK. So we need to let everyone know about the competition. Shall I put it in the newsletter?

Alex: No, we needn't do that. Let's put our ideas up on the WOW! website and ask people for other suggestions, too.

Mateo: Brilliant! Come on, we must go or we'll be late for our next lesson.

Mei: Mateo, I hope you aren't going to forget to turn off the computer and switch off the lights!

Mateo: No! I was just about to do that! Alex, close the door behind you ...!

1 **4.3** Listen and read. What competition are the children going to take part in?

2 Read the dialogue again and answer the questions. Talk to your partner.

- What are the WOW! Team going to do when they leave a classroom?
- Why are they going to close doors?
- What recycling boxes do they already have?
- What recycling boxes do they need? **plastic**
- How are they going to tell the other students about the competition.
- What should Mateo do when he leaves the classroom?

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.

Brilliant! I know! Me too!

1 I watched a programme on TV last night about the future of our planet.

(...)


2 How can we save energy?

(...) Let's switch off some of the lights.

3 We won the competition!

(...)

4 Imagine that your school is taking part in the same competition. What would you do to save energy at school?

- 1 Look back at the dialogue in Lesson 2. How are the children going to save energy? List all their ideas.
- 2  Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Modal verbs

We should take part in the competition.
We shouldn't throw away plastic bottles.
We must close doors.
We mustn't waste water.
We need to switch off the lights when we leave a room.
We needn't put our ideas in the newsletter.

We use **should** when you think something **is / isn't** the right thing to do.
 We use **need to** and **must** when it is **isn't** necessary to do something.
 We use **needn't / mustn't** when it is not necessary to do something.
 We use **needn't / mustn't** when it is necessary not to do something.



- 3 Read the dialogue in Lesson 2 again. Underline examples of the modal verbs.
- 4 Talk about the rules at your school. Use the modal verbs from the grammar box.



We must wear school uniform. We should work hard. We need to be polite.



We mustn't use mobile phones. We shouldn't forget our homework. We needn't bring any money to school.

- 5   Listen. For each question, choose the correct picture.

- 1 Mark is talking to his mother. What must he recycle?

A



B



C



- 2 Sara is talking to her father. What should she do to save energy?

A




B




C



- 6  Listen again. Are these sentences true or false? Say why.

- 1 a Mark's mum is going to use the plastic water bottle again.
 b She has finished reading the newspaper.
 c Mark should leave the glass bottle by the sink.
- 2 a Sara's family should have showers instead of baths.
 b When they brush their teeth, they always turn off the water.
 c Sara usually goes to school by car.

- 7  Write a list of things you use water for every day. Swap with your partner. Suggest ways he or she can save water.



You needn't have a bath every day. You should have quick showers.

A frightening experience

12th June, Thursday

Dear Diary,
Yesterday I had one of the most frightening experiences of my life! I was woken up early by a large storm. I got up and looked out of the window of our hotel. I listened to the loud thunder and watched the amazing lightning. It wasn't scary at that time – it was exciting!

But then I looked at my phone and saw on the news that a hurricane was coming. I asked my dad what a hurricane was and I asked him if he knew what to do. He told me not to worry because a hurricane was just a big storm. We stayed in our hotel room and by the afternoon, there was even more rain. There was a flood in the harbour and a gale was blowing the trees!

The winds got stronger and stronger. In the evening, the hotel manager told us to get out of our hotel room quickly, but he told us not to panic. He told us to go to the dining room. I asked him why he was sending us there and he said that it was the safest place in the hotel.

The dining room was already full of other tourists. When we were all inside, we put the furniture in front of the doors and then we got down on the floor together in the corner. We waited and waited. The winds got louder, the rain was falling on the roof and then it suddenly went dark. My dad told me to hold his hand. I asked him if he was scared and he told me not to be scared. We stayed there for a long time, listening to the wild weather. Finally, morning arrived and the rain stopped. I couldn't believe that the storm was finally over and I felt so happy that we were safe. I hope I never have a night like that again...

Jake



1 Before you read Today's Book Club text is a diary. Look and circle the options that describe a diary.

- 1 A diary entry is written in the **first person (I) / third person (he/she)**.
- 2 Diaries are usually **formal / informal**.
- 3 A diary usually describes what happens in the **writer's life / a newspaper article**.
- 4 A diary often describes the writer's **feelings / clothes**.

2 **Listen and read.** What was Jake's frightening experience?

52 fifty-two

3 After you read Activity Book, page 45.

4 **Discuss in a group.** Imagine there is a hurricane where you live.

- 1 Where do you go?
- 2 What do you do?
- 3 How do you feel?

5 **Work in pairs.** Write a paragraph from a diary to describe a natural disaster. Read it to another pair, but don't say what it is. Can they guess?

- 1 ^{4.10} Look and match. Then listen, check and repeat.

hurricane tornado
thunder and lightning gale
heatwave drought forest fire
volcano tsunami flood
avalanche 1 snowstorm



- 2 Read the diary in Lesson 4 again. How many weather words can you find?
- 3 Match the people in the story to the words they said.

Jake Jake's dad the hotel manager

- 1 'What's a hurricane?'
- 2 'Don't worry! A hurricane is just a big storm.'
- 3 'Do you know what to do?'
- 4 'Go to the dining room, please.'
- 5 'Don't panic.'
- 6 'Hold my hand.'

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Reported speech: *Wh-* questions

'What **is** a hurricane?'

I asked my dad **what** a hurricane **was**.

Reported speech: *yes/no* questions

'Do you **know** what to do?'

I asked him **if** he **knew** what to do.

Reported speech: commands

'**Get out!**' → The hotel manager **told** us **to get out**.

'**Don't panic!**' → He **told** me **not to panic**.

When we report questions, we change present tenses to **past** / **future** tenses and we sometimes **change** / **don't change** pronouns, for example *you* becomes *he*.

When we report *Wh-* questions, we use **say** / **ask** + question word.

When we report *yes/no* questions, we use **ask** / **tell** + *if*.

When we report commands, we use **ask** / **tell** + pronoun + *to* + verb.

- 5 ^{4.11} Zara is telling Mario about a radio interview. Listen and answer the questions.

- 1 What four questions did the presenter ask?
- 2 What four commands did the scientist give?

- 6 Work in pairs.

- 1 Ask and answer two questions about natural disasters.
- 2 Give two commands about what to do.
- 3 While you talk, note down your partner's questions and commands.
- 4 Report the questions and commands back to your partner. Are you correct?



Climate change and animals

We often hear about how global warming might change our lives, but what about the lives of animals? Scientists have found that some animals might become extinct because of climate change.

→ Sea ice and polar bears

The sea ice in the Arctic is getting smaller each year. It is 30% smaller now than it was in 1979. In some areas, it melts completely in the summer. This is causing problems for polar bears. These beautiful white bears go onto the sea ice to find their food. This means that they are in danger because they can't find enough food to eat.



→ Bamboo and giant pandas

Giant pandas live in the mountains in south and central China. They eat bamboo, which is 90% of their diet. But bamboo grows very slowly, so climate change could cause problems. If there isn't enough bamboo, then pandas won't survive. A recent survey only found 1,864 pandas, so we must protect these amazing animals.



→ Global warming and diseases

Scientists are worried because as the Earth gets hotter, there will be more diseases. These can be passed from humans to gorillas, so they might be in danger in the future. Mountain gorillas live in central Africa. In some ways, they can adapt well to climate change. They can live in high temperatures and they eat a lot of different foods. But there are very few mountain gorillas left in the wild. We think there are only about 880, so we must protect them from diseases.



So what can we do to help these animals? We must do everything we can to slow down climate change, so that we do not put them in danger. Also, we must protect their homes and make sure they have enough food.



Fact

Polar bears have a very good sense of smell. For example, they can smell seals that are 16 km away!

- 1 **Before you read** What's your favourite animal and why? Will it be in danger because of climate change? Why?/Why not?
- 2 **Listen and read.**
- 3 **After you read** Activity Book, page 47.
- 4 **Work in pairs. Which of these animals would you most like to adopt and why?**
- Find out more! Watch the video.**







Project


Write an action plan for how you can help an endangered animal.

- 1 In groups, choose an animal that is in danger because of climate change. Use one from the box or find your own.

snow leopard African/Asian elephant
 green sea turtle cheetah tiger
- 2 Decide who will research to find out more about the following ideas:
 - adopting an animal
 - protecting natural habitats
 - organising a sponsored event
 - visiting wildlife centres
- 3 Discuss and choose the three best ideas.
- 4 Present your action plan to the rest of the class.



-  My friends and I want to do something to help animals that are in danger. Do you have any ideas?
-  Yes, of course. First of all, I think you should find out what animals you can help in our area. Why don't you look online to find out more? You could always help to pick up rubbish from the beach, too.
-  Oh yes. That's a good idea.
-  Perhaps you ought to put a notice in the school newsletter as well.
-  OK. Yes, I can do that.
-  Also, if I were you, I would have a look at your garden and make sure that it's safe for animals and birds.

1  Listen and read. Answer the questions.

- 1 What does Paulo want to do?
- 2 How is Mrs Taylor helping him?

2 Read the dialogue again. Find five pieces of advice that Mrs Taylor gives Paulo. Use the *Say it!* box to help you.

Say it!

Giving advice

I think you should ...
Perhaps you ought to ...
You could always ...
If I were you, I would ...
Why don't you ...?

3  Take it in turns to give each other advice. Use the *Say it!* box to help you.

- revise for an English test – how?
- buy a birthday present – where?
- go out for lunch – which café?
- play a new computer game – which game?
- go to the cinema – which film?
- download a new song – which song?

Perhaps you ought to learn some vocabulary.

Pronunciation

4  Listen and read. Which letters don't we pronounce? Then listen again and repeat.

We **mustn't** waste water during a **drought**.



They **shouldn't** pollute the environment.



You needn't worry about thunder and **lightning**.



Literacy: reports

Reading

tip Reading

To understand the main idea of a report, read the title and the first paragraph. Also, look at the diagrams because they can help you to understand the information in the text quickly.

- Before you read** Look at the title and the diagrams.
What do you think this report is about?
- Listen and read.**

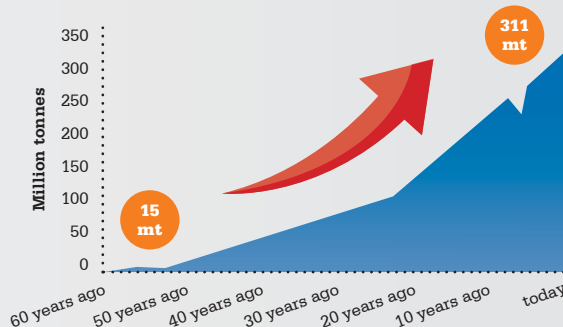
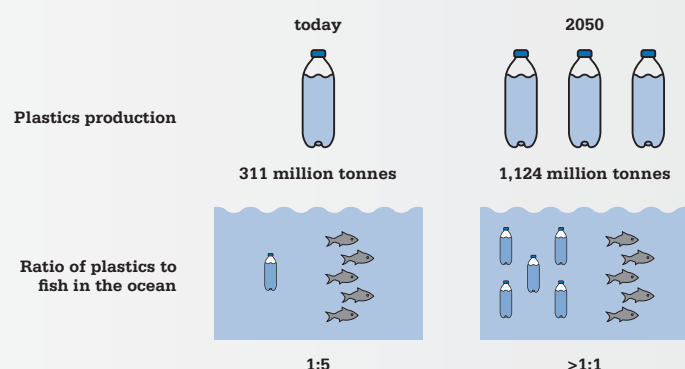
Plastic pollution in the sea

A report by the Ellen MacArthur Foundation has shown that by 2050, there will be more plastic in the sea than fish! This will cause a lot of problems for the whole planet.

Firstly, the report showed that we are making twenty times more plastic than we were making 50 years ago. However, only 5% of these plastics are recycled, so this means that a lot is thrown away. Secondly, the report said that every year 8 million tonnes of plastic pollution goes into the ocean. This is the same as putting one rubbish lorry of plastic into the ocean every minute. Small pieces of plastic can kill fish and larger pieces of plastic are dangerous for turtles and seals.

This report is important because it shows how serious the plastic problem is. It told businesses and governments to work together to protect the oceans. It said that in the future they should only use plastics that can be recycled and it said that plastic should never end up in the sea as rubbish.

Graph to show how much plastic we make



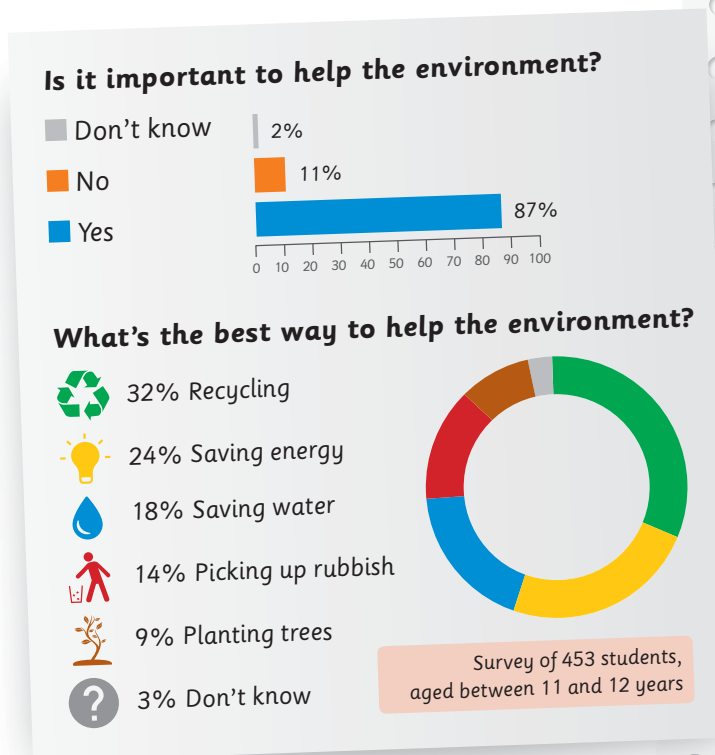
Words in context

foundation tonne piece
business government end up

Activity Book, page 49

- After you read** Read again. Are these sentences true or false? Say why.
 - This report is about how much plastic we will need to make in the future.
 - There is more plastic in the sea than fish at the moment.
 - We made twenty times less plastic 50 years ago than we do today.
 - Only 5% of plastics are thrown away.
 - Every year, 8 million tonnes of plastic pollution ends up in the sea.
 - The report says that businesses and governments must both help with this problem.
- How do the diagrams help us to understand the text?**
- Work in pairs. How serious do you think the plastic pollution problem is? What could you do to help?**

- 1 Look at the diagrams. Do you think they are a helpful way to present information? Why?/Why not?



Young people and the environment

These diagrams show how students answered a survey about the environment. 453 students, between the ages of 11 and 12, were asked two questions.

Firstly, the survey asked students if it was important to help the environment. Most students (87%) said yes. Secondly, the survey asked what the best way to help the environment was. 32% of students said recycling while 24% said saving energy. 18% said saving water and 14% said picking up rubbish. However, only 9% of students said that planting trees was the best thing to do.

In conclusion, this survey shows that most young people are interested in helping the environment. Also, they think that recycling and saving energy are the best ways to help.

- 2 Read the *How to write...* box. Then read the report in Activity 1 again and match the paragraphs with the descriptions.

How to write... a report

- Use a clear title which explains what the report is about.
- Use expressions such as *this survey shows ...* to explain the results.
- Use phrases such as *firstly*, *secondly* and *in conclusion*.
- Don't include your own opinion – just present the facts.

- | | |
|-------------------|---|
| 1 Paragraph one | a Describes the survey results in detail. |
| 2 Paragraph two | b Explains what the survey results show. |
| 3 Paragraph three | c Says what the survey was about. |

- 3 Write a report on a survey about endangered animals. Use the *How to write...* box to help you.

- Look at the diagrams and write a plan, using the information in Activity 2.
- Write your report.
- Read and check your report.

tip Writing

while and however

To compare two different things, use *while* or *however*.

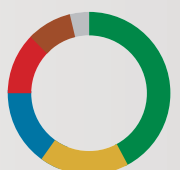
Is it important to help endangered animals?

- Don't know: 4%
- No: 4%
- Yes: 92%



What's the best way to help endangered animals?

- Protecting their homes: 42%
- Supporting wildlife charities: 18%
- Making our gardens safe: 15%
- Picking up rubbish: 12%
- Not using plastic: 9%
- Don't know: 4%



Survey of 342 students, aged between 11 and 12 years



**This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!**

1 2 comments



Marta, 12, Argentina 20 minutes ago

I like all your ideas for how to save energy at school. Our school is very green! We use renewable energy from the sun for all our lights and computers.

3 4 comments



Leo, 11, United Kingdom 1 hour ago

I thought the story about the hurricane was really exciting. I hope I never have an experience like that. There were some floods in our town last year and that was quite scary. It rained so much that the water came over the top of the river and destroyed a lot of homes.



2 5 comments



Phil, 11, Oregon, USA 5 minutes ago

I helped to clear rubbish off the beach last month just like Mei did. A local artist was there as well and he made an amazing statue out of some of the things we found. I think that's a good way of showing people how much rubbish we throw away and how dangerous it is for sea animals.



4 3 comments



Agnes, 11, Denmark 1 hour ago

I liked the article about the endangered animals. Pandas are so cute! I got some money for my birthday last year and I used it to adopt a penguin! My money helps to protect penguins in the Antarctic. Maybe I'll adopt a panda next year!



1 Read the comments on the WOW! Magazine. Who has helped an endangered animal and how?

2 Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.

- 1 Which reading text did you like best and why?
- 2 Did you learn anything new about the environment?
- 3 What are you going to do in the future to save energy and water?

3 Think about the WOW! Question again. Discuss in groups. Are your answers different now?

WOW! Question



Mateo 3 minutes ago

What can we do to protect our planet?

...

A2 Key Reading and Writing Part 4 and B1 Preliminary for Schools Reading Part 5

- 1  For each gap, choose the correct answer.

Green turtles



Green turtles live on the Great Barrier Reef (1) ... Australia and lay their eggs in the sand on the beaches nearby. A (2) ... has found that the rising temperatures mean that 99 percent of all turtles are born female. The temperature around the turtle eggs decides whether the turtle is born male or female. This won't be a problem immediately (3) ... turtles don't start to lay eggs until they are 25 to 35 years old. But it will be a serious problem in the future. Scientists say that we (4) ... do something now to stop global (5) ... or green turtles may become (6) ...

tip Exam

Read the whole text first to find out what it's about. Then look at each question and try to choose the correct word to fit the space. Make sure you read the whole sentence before you choose your answer. Then make sure the other three words don't fit. When you've answered all the questions, read through the whole text again to check that it makes sense.

- | | |
|----------------|---------------|
| 1 A on | C in |
| B about | D for |
| 2 A experiment | C description |
| B report | D story |
| 3 A because | C also |
| B although | D but |
| 4 A might | C must |
| B shouldn't | D mustn't |
| 5 A climate | C heating |
| B change | D warming |
| 6 A excited | C excellent |
| B extinct | D example |

A2 Key and B1 Preliminary for Schools Listening Part 1

- 2   Listen. For each question, choose the correct picture.

- 1 What's the weather like at the moment?



- 2 What new thing are Sue and Tom going to do to help the environment?



- 3 What did Rita do this afternoon?



tip Exam

Don't choose the first picture that you hear. You may hear all of them during the recording – you must listen carefully to understand which is the correct answer to the question.

5

Adventure sports

WOW!

World of Wonder! Magazine

[Welcome](#)
[Book Club](#)
[Culture](#)
[Over to you!](#)

Some of you have told us that you love the feeling that you get when you do an exciting sport. How many words do you know for the extreme sports on this page? What places can you see?

Alex has a question for you. Can you think of some answers to his question?

WOW! Question



Alex 3 minutes ago

What are the advantages and disadvantages of extreme sports?



In this unit I will ...

- learn words for extreme sports and places
- use pronouns and the Past perfect tense
- read an adventure story
- learn about unusual sports around the world
- work in a group to make a poster about an unusual sport
- learn how to ask and talk about things I prefer
- read and write brochures

1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 Look and match. Then listen, check and repeat.

rock climbing horse-riding ice hockey motor-racing go-karting surfboarding
water skiing kite surfing diving squash 1 jogging golf



3 Listen and read. What sports are the WOW! Team talking about? Who doesn't usually like extreme sports?

WOW! Blog

1 **Alex** 2 minutes ago
I love extreme sports! Last weekend, I went go-karting with my friends. I went really fast and had a brilliant time!

3 **Sophia** 30 minute ago
I don't really like extreme sports. They're too dangerous. The extreme sport that I've tried is horse-riding. At first, I was scared because the horse looked so big. But when I got on, I wasn't scared at all! I was proud of myself for being brave.

2 **Mateo** 15 minutes ago
Last summer, we had the best holiday of our lives. My brother tried water skiing, surfboarding and kite surfing! I also had my first diving lesson. It was a bit difficult, but I loved the feeling of being underwater. I can't wait to go again.

4 **Mei** 2 hours ago
I often go rock climbing at my local sports centre. I love the feeling of going higher and higher and higher! It's so exciting and I know the ropes will keep me safe if I fall.

4 Work in pairs. Look at the sports on pages 60 and 61 and answer the questions.

1 Which sports do you do in water?

2 Which sports use a ball?

3 Which sports are usually team sports?

4 Which sports need something with wheels?

5 Work in pairs. Answer the questions.

- 1 Which of the sports on pages 60 and 61 have you done and did you enjoy them?
- 2 Which of these sports would you like to try and why?

I played ice hockey last year on holiday. I loved it because it was really exciting!





Sophia: Oh no, Mei! What happened to you?

Mei: I fell when I was rock climbing and I hurt myself.

Sophia: Poor you! But you know, I've always said that children shouldn't do extreme sports because they often hurt themselves. I told you so!

Mei: It's nothing serious. I'll be climbing again by next week. All sports can be dangerous, anyway. My sister cut herself when she was playing squash last week! That's not an extreme sport!

Sophia: I suppose so. I don't want to stop you from enjoying yourself, but I just think that some sports are too dangerous for kids.

Mei: Not really. I have a cousin who started playing ice hockey when he was four years old.

Sophia: That's too young. What if he hurts himself?

Mei: He's never hurt himself! He always uses a helmet and wears special clothes. Anyway, it's just part of being a kid, isn't it? How can we learn about danger if we're always protected from everything?

Sophia: Maybe you're right. Come on, let's go or we'll be late for PE.

Mei: I can't do PE at the moment. It's so annoying. I'll just sit here and dream about rock climbing.

Sophia: That sounds like a good way to do an extreme sport without hurting yourself!

1 5.3 Listen and read. What do the girls disagree about?

2 Work in pairs. Read the dialogue again and answer the questions.

- 1 Why does Sophia think children shouldn't do extreme sports?
- 2 How does Mei explain that all sports can be dangerous?
- 3 How does Mei's cousin stay safe when he's playing ice hockey?
- 4 Where is Sophia going now?

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.

I suppose so. I told you so! Not really.

1 I tried playing squash, but I hated it. Just like you said I would!
(...)


2 You don't like diving very much, do you?
(...)

3 You can hurt yourself playing any sport.
(...)

4 Do you think that children should do extreme sports?

1 Look back at the dialogue in Lesson 2. Are the sentences true or false? Say why.

- 1 Mei hurt her arm because she fell when she was playing squash.
- 2 Mei's arm will be better by next week.
- 3 Mei's sister was hurt when she was jogging.
- 4 Mei's cousin plays ice hockey.

2  Look at the grammar table. Then read and circle the correct options to complete the rule.

Grammar

Reflexive pronouns

I fell when I was rock climbing and hurt **myself**.

Children shouldn't do extreme sports because they always hurt **themselves**.

My sister cut **herself** when she was playing squash.

Did you do it **yourself**?

We use reflexive pronouns when the subject and object of the verb is **the same** / **different**.



3 Read the dialogue in Lesson 2 again. Underline the examples of reflexive pronouns.

4 Say the sentences using reflexive pronouns.

- 1 I hurt my leg when I fell off my bike yesterday.
- 2 They cut their arms at the go-karting party.
- 3 We hurt our heads when we were rock climbing.
- 4 She hurt her hand in the swimming pool.
- 5 Did you cut your finger with the knife?
- 6 The cat didn't hurt its leg when it fell out of the tree.



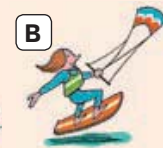
I hurt myself when I fell off my bike yesterday.

5   Listen. For each question, choose the correct picture.

1 John is talking to his mother. Where are his trainers?




2 Lucy and Andy are talking about a sport they would like to try. What sport does Lucy choose?




3 Marta and Jo are talking about a party. What type of party has Marta been to today?



6  Listen again and answer the questions.

- 1 a Why is John looking for his trainers?
b Who is going to get the trainers?
- 2 a When did Lucy go water skiing?
b Why doesn't she want to go diving?
- 3 a Why does Marta feel proud?
b When is the girl's birthday?

7  Talk to your partner about the topics in the box.

- the last time you hurt yourself
- how you and your friends enjoy yourselves at weekends
- a time you taught yourself to do something



I hurt myself when I was diving last weekend.

Old-fashioned explorers



Mark was on a camping trip with his older sisters, Yasmin and Fiona. They put up their tent in a campsite near a small wood. The next morning, they woke up early to watch the sunrise. After they had eaten their breakfast, they looked in their guidebook.

'I think there's a bay on the other side of that valley. Shall we walk there and go for a swim?'

'Yes! Let's be old-fashioned explorers on an adventure!' said Yasmin.

'Good idea! We'll turn off our phones and use the map in the guidebook,' said Mark.

'I brought Grandad's old compass with me!' said Fiona. 'We can use it so that we don't get lost.'



After they had packed some food and ice-cold water, they started walking.

'We need to go north and then east, so it's this way,' said Fiona, looking at the compass.

After they had crossed the valley, they climbed up the hill on the other side. The scenery all around was beautiful. They started to walk down to the beach, but they hadn't got very far before Mark stopped. He'd heard a man who was shouting for help.

The man had fallen down the cliff!

'Help me!' the man cried. 'I've hurt my foot and I can't climb back up.'

'Don't worry,' shouted Yasmin, turning on her phone.

'We'll call for help.'

After a four-hour wait, the children started to feel cold and were getting worried. It was nearly sunset. 'What are we going to do if no one comes?' said Yasmin to Fiona.

But just then, they heard the sound of a helicopter. The children jumped and waved at the helicopter until the people saw them. After they had pulled the man to safety on a rope, they took him to a nearby hospital.



The children went to see the man in hospital and he thanked them for helping him. 'Next time, I won't go hiking by myself and I'll make sure I have my mobile phone with me.'

'It's good that we aren't really old-fashioned explorers,' said Mark to his sisters later. 'They didn't have mobile phones or helicopters to help people.'

1 Before you read Today's Book Club text is an adventure story. Look and circle the options that describe an adventure story.

- 1 An adventure story is usually exciting / boring.
- 2 A setting / A character is a person in a story.
- 3 There will usually be one character / a few characters in the story.
- 4 A place in a story is called a setting / a character.

2 ^{5.9} Listen and read. Why are the children happy that they aren't really old-fashioned explorers?

3 After you read Activity Book, page 57.

4 Act out a role play in groups of four.

Student A: pretend to be a journalist and ask the children about their experience.

Students B, C and D: pretend to be Mark, Yasmin and Fiona and tell the journalist about your experiences.

- 1 ^{5.10} Look and match. Then listen, check and repeat.

north south east west sunrise
sunset 1 wood field valley
scenery tide bay



- 2 Read the story in Lesson 4 again. How many words can you find from Activity 1?
- 3 Think about the story in Lesson 4. Are the sentences true or false? Why?

- The children had breakfast and then they looked in their guidebook.
- They packed food and water and then they started walking.
- They climbed the hill and then they crossed the valley.
- They pulled Mark up on a rope and then they took him to hospital.

- 4 ^{5.11} Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Past perfect

After they **had eaten** their breakfast, they looked in their guidebook.

They **hadn't got** very far **before** Mark stopped.

He'd **heard** a man who was shouting for help.

The man **had fallen** down the cliff!

We use the Past perfect to talk about something that happened **before** / **after** another event in the past.

We form the Past perfect with **have / had** + past participle.

- 5 ^{5.11} Listen to Harrison. Where did he and his dad put their tent?
- 6 ^{5.12} Listen again and number the events in the correct order.

They watched the sunset.

They went to sleep, but were woken up suddenly.

They went fishing and then cooked their dinner.

They put up their tent and went for a walk. 1

They told adventure stories and sang some songs.

They took down the tent quickly and went home.

- 7 ^{5.12} Look at what Pedro did yesterday. Take it in turns to say sentences using the Past perfect.

9 am - eat / breakfast
10 am - go / hiking in the wood
11.30 am - walk / home with Jon
12.30 pm - eat / lunch in the bay
2 pm - take / photos in the valley
5 pm - watch / sunset
5.30 pm - visit / grandma
8 pm -
9 pm -

After Pedro had eaten breakfast, he went hiking in the wood.



Ready for something new?

Underwater hockey



This sport was first played in the UK in the 1950s and is now popular in Australia, America and lots of other countries, too. It's a game of hockey which is played at the bottom of a swimming pool! There are two teams of six players who play two 15-minute halves with a 3-minute break. Players try to score by hitting the puck (the flat 'ball') into the goal.

Tuna throwing

This is a sport that started in 1979 in Australia. You have to turn around very quickly in a small circle and then throw a fish as far as you can. People got the idea from watching fishermen who used to throw fish off their boats when they had caught too many. In the past, they used to use real fish, but today they use rubber ones.



Cycleball



This sport was started in America in 1893 by Nicholas Kaufman, who had learned to do tricks on his bike. Cycleball is football played on bikes! It is usually played with two players on each team, but you can also have five or six people on each team. You can only move the ball using your bike. You mustn't use your feet or hands. The cycleball World Cup is played every year and many countries now take part.

WOW! Fact

Skateboarding started from surfing. People who needed to practise surfing created surfboards with wheels!

- 1 Before you read** Look at the photos. Which sport would you most like to try and why?
- 2** **Listen and read.**
- 3 After you read** Activity Book, page 59.
- 4** **Work in pairs. Find things that are the same and different.**

Underwater hockey and cycleball are both team sports.

In tuna throwing, you have to throw a fish and in the other sports, you have to score goals.

Find out more! Watch the video.

Project

Make a poster about a new sport for PE lessons.

- 1 Your school plans to start teaching a new sport next year and has asked students for ideas.
- 2 In groups, choose a sport that you would like to try. Decide who will research to find out more about:
 - the history of the sport.
 - the rules.
 - some interesting information.
- 3 Make a poster about this sport. Include photos and interesting facts which will make people want to do it.
- 4 Present your poster to the rest of the class.
- 5 Take a class vote to decide which sport is the most interesting and fun.

Lesson 7

English in action

5

Asking and saying what you prefer



- 1** I'm really looking forward to our adventure holiday. There are so many different activities to choose from. So, on day one, would you prefer to go rock climbing or horse-riding?
- 2** Oh, that's difficult! I think we should go horse-riding. What do you think?
- 3** Yes, I agree. I've always wanted to try that. Let's have a look at day two. Would you rather go hiking or diving?
- 4** I'd rather go hiking. I'm a bit scared of going underwater.
- 5** Oh, I think I'd rather go diving on day two. That's OK. We can choose different things if we want to!
- 6** What about day three?
- 7** Let's have a look. Should we go water skiing or kite surfing?
- 8** Well, I've been water skiing before, so I think we should try kite surfing.
- 9** Yes, I think that sounds very exciting! I can't wait!

- 1** **5.16** Listen and read. Answer the questions.
- What are Marcel and Tina talking about?
 - Do they choose to do the same things every day?
- 2** Read the dialogue again. What three choices does Marcel give Tina? What does she prefer? Use the *Say it!* box to help you.

Say it!

Asking what someone prefers

Would you rather go jogging or play golf?
Would you prefer to go skateboarding or surfing?
Should we play squash or tennis?

Saying what you prefer

I'd rather go jogging.
I'd prefer to go surfing.
I think we should play squash.

- 3** **5.17** Act out dialogues with your partner. Then swap roles and repeat. Use the *Say it!* box to help you.

Student A

Ask Student B three questions about what they would prefer to do.

- stay in a field at a campsite or stay in a hotel in a bay?
- go hiking in a wood or in a valley?
- watch the sunrise or the sunset?

Tell Student B what you would prefer to do.

Student B

Tell Student A what you would prefer to do. Now ask Student A three questions about what they would prefer to do.

- kite surf or skateboard?
- go horse-riding or diving?
- walk in a wood or up a mountain?

Pronunciation

- 4** **5.17** Listen and say. Which words are stressed? Which part of the Past perfect tense is stressed?
- After he'd finished his game, he went home.
- After they'd played squash, they ate lunch.
- After we'd watched the sunset, we went to bed.
- After I'd walked up the hill, I saw the bay.

Literacy: brochures and adverts

Reading

tip Reading

Brochures and adverts are written to sell things. You'll probably read lots of positive and persuasive words, for example *brilliant* or *great*. But remember that they might not be true!

1 Before you read Read the text quickly in just one minute.

What is this text and why was it written?

- a It's a brochure which is trying to get you to go on an adventure holiday.
- b It's a story which is describing someone's adventure holiday.
- c It's a text book which is teaching you about different parts of the world.

2 Listen and read.

MAKE YOUR NEXT HOLIDAY AN ADAMS' ADVENTURE!

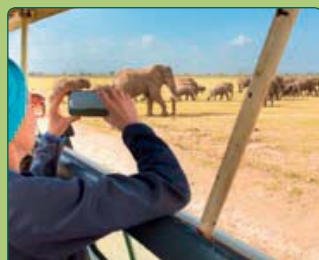


EXTREME SPORT ADVENTURES

You can't describe the feeling of excitement when you do an extreme sport for the first time. Once you try it for yourself, you'll keep coming back for more! You can go diving in Australia, kite surfing in Mexico or play ice hockey in Canada. We have the **perfect** extreme sports holiday for you! Choose from many **terrific** activities in all parts of the world.

SAFARI ADVENTURES

Have you ever dreamed of seeing a lion or tiger where it lives, in its natural habitat? Then come and enjoy yourself on one of our **stunning** safari adventures. Go and see lions, elephants and rhinos in Africa or tigers in India or bears and wolves in the USA. All our tour groups are small, which means you can get close to the animals and have an experience you'll never forget.



CLIMBING ADVENTURES

Do you want to climb to the top of the world? Then choose one of our climbing adventures. We have trips for everyone, from **gentle** hill climbing in the UK to rock climbing in Spain or mountain climbing in the Himalayas in Nepal. All our climbing adventures are run by **expert** climbers, so you're always safe.

Words in context

perfect terrific stunning gentle expert

'After we'd tried these adventure holidays, we didn't want to go anywhere else!' Amy, Chester.

POLAR ADVENTURES

Imagine watching a polar bear walking across the sea ice in the Arctic or a huge group of penguins keeping themselves warm in the Antarctic. These amazing, icy worlds are not very far away. You can see them on our polar adventures.



» Activity Book, page 61

3 After you read Read and choose the best adventure holiday for each person.

1 'My name is Tessa. I love watching extreme sports, but I'm not very sporty. I would really like to go on a holiday where I can go hiking, maybe in a valley or across some green hills.'

2 'I'm Berat. I love animals! I went to Africa last year and I saw lions and gorillas. It was amazing! Next time I go on holiday, I'd really like to see polar bears or penguins.'

3 'My name's Louis. I like holidays where I can try lots of different activities, things like water skiing or surfboarding. I'm scared of high places though, so I won't go climbing.'

4 'I'm Jon. I enjoy going on holiday to places I've never been before. Last year, I went to the Antarctic. Next year, I'd like to go somewhere warm where I can see interesting new animals.'

4 Ask and answer in pairs. Which of the adventure holidays would you most like to go on and why?

1 Look at the text and tick the correct answer.

This brochure is trying to get people:

- a to buy equipment for kite surfing at Long Beach.
- b to come kite surfing at Long Beach.
- c to learn how to stay safe when you're kite surfing.

☐
☐
☐


KITE SURFING AT LONG BEACH

Do you get really bored of doing the same sport all the time?
Would you prefer to try something more exciting? Then how about trying kite surfing at Long Beach!

Kite surfing is one of the most brilliant extreme sports in the world.

- Fly like a bird above the waves.
- Enjoy yourself in the gorgeous bay at Long Beach.
- Our expert teachers will help you to do your best.
- We provide all the equipment.
- You can do day or week courses.

Book today for the adventure of your life!



2 Read the *How to write...* box. Then circle the correct options about the brochure in Activity 1.

- 1 It starts with **sentences** / **questions** to make readers interested.
- 2 It uses **exciting** / **boring** adjectives to make readers want to buy the thing you are writing about.
- 3 It uses **long** / **short** paragraphs that are easy to read.
- 4 It finishes with a **boring** / **an interesting** sentence that readers will remember.

How to write... a brochure

- Use a title to say what the brochure is about.
- Ask the reader questions.
- Use pronouns like *you* and *we* to talk to the reader.
- Remember that a brochure is written to sell something, so make it sound as good as possible.

3 Write a brochure about a different extreme sport. Use the *How to write...* box to help you.

- 1 Write a plan.
- 2 Write your text.
- 3 Add more information.
- 4 Read and check your brochure.

tip Writing

Strong adjectives

Use strong adjectives in your writing. For example, don't use *nice* – use *excellent* or *brilliant*. Don't use *bad* – use *awful* or *terrible*. Use the word *really* before an adjective to make the adjective stronger.



This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!

1 5 comments

Laura, 11, Belgium 3 minutes ago

I agree with Mei. I think extreme sports teach children about danger. We've got a new adventure playground at our school. It helps us to get better at climbing, jumping and swinging. We always look after each other, too, so that nobody gets hurt.

2 6 comments

Lin, 12, China 10 minutes ago

I enjoyed reading about all the different extreme sports. There are so many that I want to try now! The one I really want to do is diving. It must be so amazing to be underwater with all the fish!

3 4 comments

Patrick, 12, Mexico 30 minutes ago

I liked the story about the helicopter rescue. Some tourists had an adventure in my town last year when they were trapped in a tower. They had gone up to look at the view, but then they couldn't get down. It was very scary for them. In the end, a helicopter pulled them up on a rope.

**4 3 comments**

Chris, 11, Canada 20 minutes ago

My favourite extreme sport is skateboarding. I got my first skateboard when I was six and now I can jump really high. When I get older, I want to take part in skateboarding competitions!

**5 4 comments**

Poppy, 12, UK 1 hour ago

I enjoyed reading the brochure about the adventure holidays. It made me think of the safari that I went on last year in Africa with my family. After we'd seen zebras, we saw lions, rhinos and elephants, too. It was so exciting!



1 Read the comments on the WOW! Magazine. Who does an extreme sport at the moment?

2 Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.

- Which stories did you like best?
- What's the most interesting sport you've learned about?
- What place would you most like to go hiking in and why?

3 Think about the WOW! Question again. Discuss in groups. Are your answers different now?

WOW! Question



Alex 3 minutes ago



What are the advantages and disadvantages of extreme sports?

...

A2 Key for Schools Listening Part 4 and B1 Preliminary for Schools Listening Part 2

tip Exam

To prepare for this part of the exam, listen to interviews on the radio or podcasts. Try to understand and think about the opinions of speakers that you hear.


- 1**   For each question, choose the correct answer. You will hear an interview with an explorer called Oliver Barry.

- | | |
|---|---|
| <p>1 Oliver is most worried about how</p> <p>A he's going to collect scientific information on his next trip.</p> <p>B cold it is in the Arctic.</p> <p>C much the Arctic has changed in the last five years.</p> <p>2 He became an explorer because</p> <p>A he loves science.</p> <p>B he wanted to do something about climate change.</p> <p>C he loves adventure.</p> | <p>3 He loves visiting the Arctic because</p> <p>A he likes cold weather.</p> <p>B it's beautiful.</p> <p>C it's exciting.</p> <p>4 One night he was woken up by the sound of</p> <p>A a polar bear.</p> <p>B another explorer.</p> <p>C his own heart.</p> |
|---|---|

A2 Key for Schools Speaking Part 2 B1 Preliminary for Schools Speaking Parts 3 and 4

tip Exam

In the exam, remember to compare the things in the pictures. Don't just say, 'I think kite surfing is the most exciting.' Explain your answer, for example, 'I think that kite surfing is more exciting than playing golf because you get to fly in the air and jump over waves.'

- 2**  Work in pairs. Some students are going on a camping trip. Look at the activities that they could do and discuss which would be the most exciting and why.

 Go to page 132

- 3**  Work in pairs. Write answers to the questions.

- 1** Have you ever been camping? _____
- 2** (Yes) Did you enjoy it? Why?/Why not? _____
- 3** What do you need to take when you go camping?

- 4** What are the advantages and disadvantages of camping compared to staying in a hotel?



Spend or save?



World of Wonder! Magazine

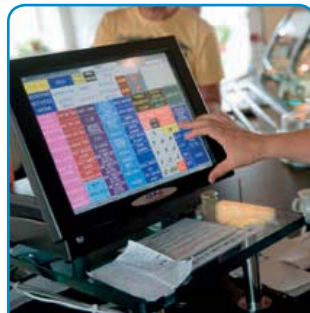
[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

Some of you have told us that you love shopping and you enjoy spending money! Others have told us that they prefer to save money. How many words do you know for the things on this page?



Mei has a question for you. Can you think of some answers to her question?

WOW! Question



Mei 3 minutes ago
Why is money important?



In this unit I will ...

- learn words for shopping and for imaginary situations
- use the zero, first and second conditionals
- read a poem about imaginary situations
- learn about interesting markets around the world
- work in a group to make a tourist leaflet about an interesting market
- learn how to make a complaint in a shop
- read and write emails



1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**

2 **Look and match. Then listen, check and repeat.**

on sale queue till designer labels get a refund exchange (v) shop assistant 1
credit card customer second-hand receipt online shopping



3 **Listen and read. Who doesn't like going shopping and why?**

WOW! Blog

- 1** **Mei** 8 minutes ago
I like shopping in second-hand shops. If you look carefully, you can find really brilliant things for just a few coins. So, I'm helping my wallet and the environment!

3 **Sophia** 1 hour ago
Some things are made in poor countries by people who don't get much money. That's not fair. We must go to shops that sell things that are made fairly. If we only buy from these shops, we'll help the people who make the things we buy.

2 **Mateo** 10 minutes ago
I don't really like shopping. Why would I stand in a queue of customers at a till when my parents can buy everything we need online? I prefer to be outside enjoying myself!

4 **Alex** 2 hours ago
I love shopping! My favourite shop is Sports Superstar. There are lots of designer labels, which are very expensive. I'm not very good at saving money ... I'm much better at spending it!

4 **Work in pairs. Look at the words in Activity 2 and answer the questions.**

- 1 Which words are things you might see in a shop?
- 2 Which words are people you might see in a shop?

I never buy designer labels. I think they're too expensive!

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

- 1 Do you like shopping in second-hand shops? Why?/Why not?
- 2 Do you ever buy designer labels? Why?/Why not?
- 3 Are you better at saving or spending money?
- 4 Have you or someone in your family ever had to ask for a refund or exchange something? What was it?





Mei: Hey, Mateo! Do you want to come shopping with me at the weekend?

Mateo: No chance! I don't like shopping.

Mei: I know! I'm only kidding! I read your blog. But why don't you like shopping?

Mateo: It's just such a waste of time. If I need something, I ask my parents to buy it online.

Mei: But what about clothes and shoes? Buying trainers online, for example, what do you do if they aren't big enough?

Mateo: You can still try things on when you do online shopping. If something isn't big enough, you can send it back.

Mei: Hmm, I suppose so. But I still prefer shops. I really love walking around bookshops and music stores. You don't get that online.

Mateo: You also don't get long queues for the tills and lots of rude customers!

Mei: Ha ha! But if we all buy everything online, shops will close.

Mateo: That's true. Maybe we won't need shops at all in the future.

Mei: If that happens, I won't be happy. Also, what will the shop assistants do if there aren't any shops?

Mateo: Yes, I hadn't thought of that. Maybe we

should keep some shops then. As long as I don't have to go to them!



1 Listen and read. Do Mei and Mateo both like online shopping?

2 Work in pairs. Read the dialogue again and answer the questions.

- 1 What does Mei invite Mateo to do at the weekend?
- 2 Why doesn't Mateo like shopping?
- 3 What does Mateo do if something he buys online doesn't fit him?

- 4 What shops does Mei really like?
- 5 What does Mateo not like about shops?
- 6 What does Mateo think will happen to shops in the future?

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.

No chance! I'm only kidding! That's true.

1

It's usually cheaper to buy things online.

(...)

2

Are you going to get some new trainers?

(...) I've spent all my pocket money!

3

I'm going to buy this designer T-shirt.

Really?


No. (...) I never spend lots of money on designer labels.

4 Work in pairs. Say your answers to the questions.

- 1 Do you prefer online shopping or going to the shops? Why?
- 2 Are there any shops that you really like or don't like? Why?
- 3 Do you think we'll need shops in the future? Why?/Why not?

1 Look back at the dialogue in Lesson 2. Who might say these sentences: Mei or Mateo?

- 1 I always buy my trainers online.
- 2 I love walking around bookshops.
- 3 I think some customers are really rude!
- 4 I'm going shopping at the weekend.

2  Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Zero conditional

If I **need** something, I **ask** my parents to buy it online.

If something **isn't** big enough, you **can** send it back.

What **do** you **do** if the trainers **aren't** big enough?

First conditional

If we all **buy** everything online, shops **will close**.

If that **happens**, I **won't be** happy.

What **will** the shop assistants **do** if there **aren't** any shops?

We use the **zero / first** conditional to talk about real situations.

We use the **zero / first** conditional to talk about things that might happen in the future.


We form the zero conditional with **if + Present simple, ... Present simple / will + verb**.

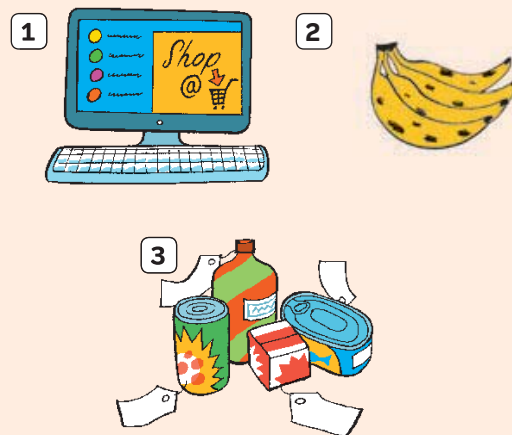
We form the first conditional with **if + Present simple, ... Present simple / will + verb**.


3 Read the blog on page 73 again. Underline an example of each conditional.

4 Work in pairs. Complete the sentences and swap with your partner. In what ways are your ideas about shopping the same?

- 1 If I need to buy something, I usually ...
- 2 If I go to a shopping centre, I always ...
- 3 If I have time for shopping this Saturday, I ...
- 4 If I go to my favourite shop today, I ...

5  Kerry is talking to her mum. What are they talking about?



6  Listen again. Are these sentences true or false? Say why.

- 1 Kerry's banana was grown fairly. **true**
- 2 The supermarket where Kerry's mum buys her food only sells things that are made fairly. **true**
- 3 If Kerry wants to find out more about this topic, she will ask her teacher. **false (They will look online.)**
- 4 If Kerry does her project about this topic, she will teach other people about it. **true**

7  Work in pairs. What will you do if these things happen?

- go shopping / on Saturday
- rain / tomorrow
- lose / wallet
- save / a lot of money
- there is / long queue at the till



If I go shopping on Saturday, I'll buy a new game.

If you could...

If you could travel back in time, what would you choose to do?

I'd go to Ancient Egypt to see the pyramids when they were new. We learned about this in History last year and we wore costumes to school. I dressed as an old Egyptian pharaoh. I looked really cool!



If you could become a character, what film or book would you choose?

I'd like to become Sherlock Holmes, then I'd catch a thief or two! I'd live in London, years ago, and I would be the best. Sherlock always finds the thief! He's cleverer than the rest.



If you could go into space, what would you do and why?

I'd walk on the Moon, I'd look down at Earth and see how it looks from the sky. First Neil Armstrong, then Buzz Aldrin, stepped down to have a look. They walked around, left a flag and walked into history books!



If you could travel the world one day, where would you choose to go?

I'd go to the Arctic, I'd play in the ice and I'd build a house in the snow. The sea ice is melting quickly, so I want to go while I can. I want to look after some polar bears and make a huge snowman!



1 Before you read Today's Book Club text is a poem. Look and circle the answers that describe the poem. Then discuss.

- 1 This poem has **three** / **four** verses.
- 2 Each verse has **four** / **six** lines.
- 3 The first and second lines and the third and fourth lines of each verse **rhyme** / **rhythm**.
- 4 Do you prefer reading poems that rhyme or don't rhyme? Why?

2 **6.9** Listen and read. What four places would the speaker in the poem like to visit?

3 After you read Activity Book, page 69.

4 Work in pairs. Look at the answers in the poem. Would you like to do the things in the poem? Ask and answer.

Would you like to go into space?

Yes, I would. I'd like to see Earth from space. Would you?

No, I wouldn't. I prefer to keep my feet on the ground.

- 1 6.10 Look and match. Then listen, check and repeat.

go into space meet a famous person
travel the world donate to a charity
have a lot of money have three wishes
travel back in time pass exams
become the leader of your country 1
become a book or film character
be invisible win a cup



- 2 Read the poem in Lesson 4 again. How many of these words and phrases can you find?
- 3 Think about the poem in Lesson 4. Are the questions asking about real or imaginary situations?

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Second conditional

If I **could** travel back in time, I'd **go** to Ancient Egypt.

If I **went** into space, I'd **walk** on the moon.

If you **could** become a film character, what character **would** you **choose**?

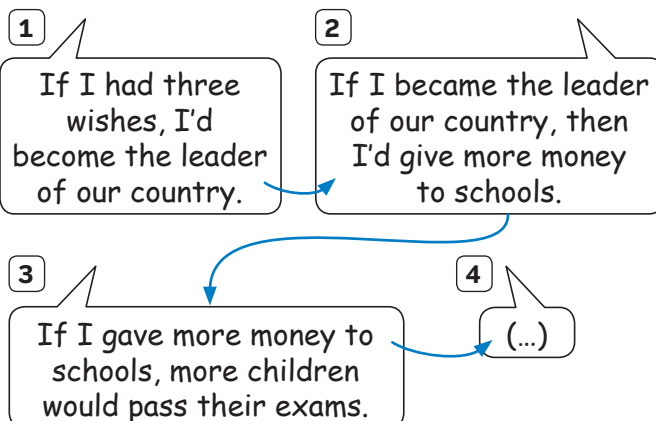
If you **were** rich, **would** you **donate** to a charity?

We use the second conditional to talk about **real** / **imaginary** situations.

We form the second conditional with **if + Present simple** / **Past simple ...**, **would** + verb.

- 5 6.11 Listen to Hassan and Tina. What three things do they wish for?

- 6 Work in pairs. Play a sentence chain game using sentences in the second conditional. Then tell your sentences to another pair.





INTERESTING MARKETS

We all love shopping, but have you ever wanted to go somewhere new and buy something different? What about visiting these interesting markets?

MUARA KUIN FLOATING MARKET, INDONESIA

There aren't any shops in this market, but there are a lot of shop-boats! There's been a market on this river for hundreds of years. You can buy fruit, vegetables, flowers and fish. But you have to get there before sunrise because it's usually finished by 7am.



DJEMAA EL FNA, MARRAKECH, MOROCCO

One of the most interesting markets in the world, Djemaa el Fna, is in the central square in Marrakech every day. This market is famous for selling leather bags and shoes and bright bowls and cups. After sunset, the market becomes even more charming. You can eat delicious food, listen to stories and watch snakes and monkeys doing tricks.



CHIANG MAI NIGHT BAZAAR, THAILAND

As the sun sets every night, the shops close and the market stalls arrive. This market started with just a few stalls, but it now fills many streets and squares in the area. You can buy lots of cheap souvenirs, pictures, clothes and jewellery.



FLOWER MARKET, HONG KONG

This beautiful flower market is popular with tourists and local people, too. It's open from 7am to 7pm every day and you can choose from all types of different flowers as well as plants and trees. You can smell this market from streets away!



WOW! Fact

One of the oldest food markets in the world is Borough Market in London, which started more than 1,000 years ago.

Project

Make a tourist leaflet about an interesting market.

- 1 In groups, find out about interesting markets in the world.
- 2 Choose the market that you would most like to visit.
- 3 Decide who will research to find out more about:
 - where the market is.
 - when the market is.
 - what you can buy at the market.
- 4 Make your leaflet. Include photos and interesting facts which will make people want to visit.
- 5 Present your leaflet to the rest of the class.
- 6 Take a class vote to decide which market you would most like to visit.

1 Before you read What are markets like where you live? What type of things do you buy at a market?

2 **6.13** Listen and read.

3 After you read Activity Book, page 71.

4 Work in pairs. Which market would you most like to visit and why?

Find out more! Watch the video.



- Customer:** Good morning. I'm afraid I have a complaint about some things I bought last week.
- Shop assistant:** OK, what's the problem?
- Customer:** When I got home, I found that there is a button missing on these trousers. I need to exchange them.
- Shop assistant:** I'm very sorry about that. Of course you can exchange them.
- Customer:** I'm afraid there's also a problem with this scarf. It's damaged here.
- Shop assistant:** Oh yes. I'm sorry about that. Would you like to exchange it, too?
- Customer:** No. Please could I have a refund for the scarf?
- Shop assistant:** No problem. I'll just need to see your receipt.
- Customer:** Here you go.
- Shop assistant:** That's great. Thanks.

1 Listen and read. Answer the questions.

- Where is this conversation taking place?
- Do these people know each other?

Say it!

Making a complaint

I'm afraid I have a complaint about this jacket.
I'd like to complain about this phone.
I'm afraid there is a problem with these shoes.
Please could I have a refund?
I need to exchange them.

2 Read the dialogue again. What two complaints does Vera make and what does she ask the shop assistant to do about them? Use the *Say it!* box to help you.

3 Act out dialogues with your partner. Take it in turns to make complaints about these problems. Find an answer to each problem. Use the *Say it!* box to help you.

- broken phone
- shirt missing button
- damaged trainers
- damaged T-shirt
- tablet doesn't work

Pronunciation

4 Listen and say. Is *would* in the second conditional stressed or unstressed?

If I had a lot of money, I **would** donate some to charity.



If I could travel the world, I **would** go to Africa.



If he was leader of the country, he **would** make a lot of changes.



If they could travel back in time, they **would** go back to Ancient China.



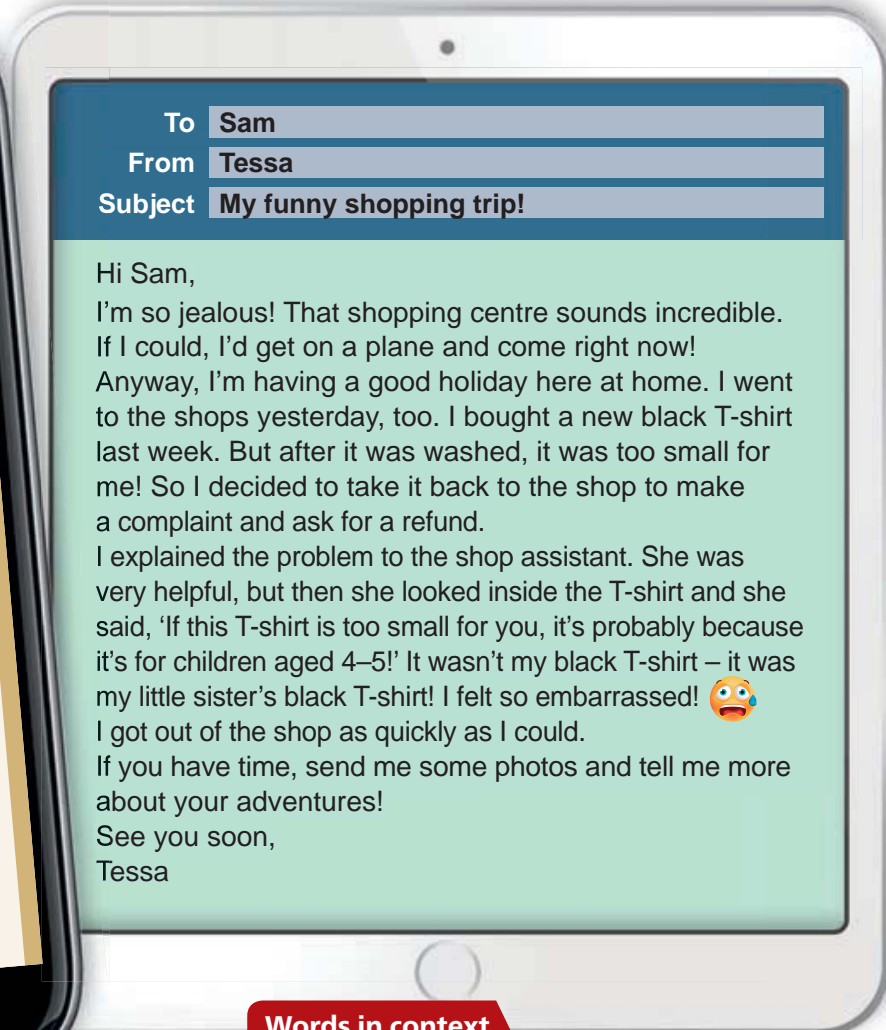
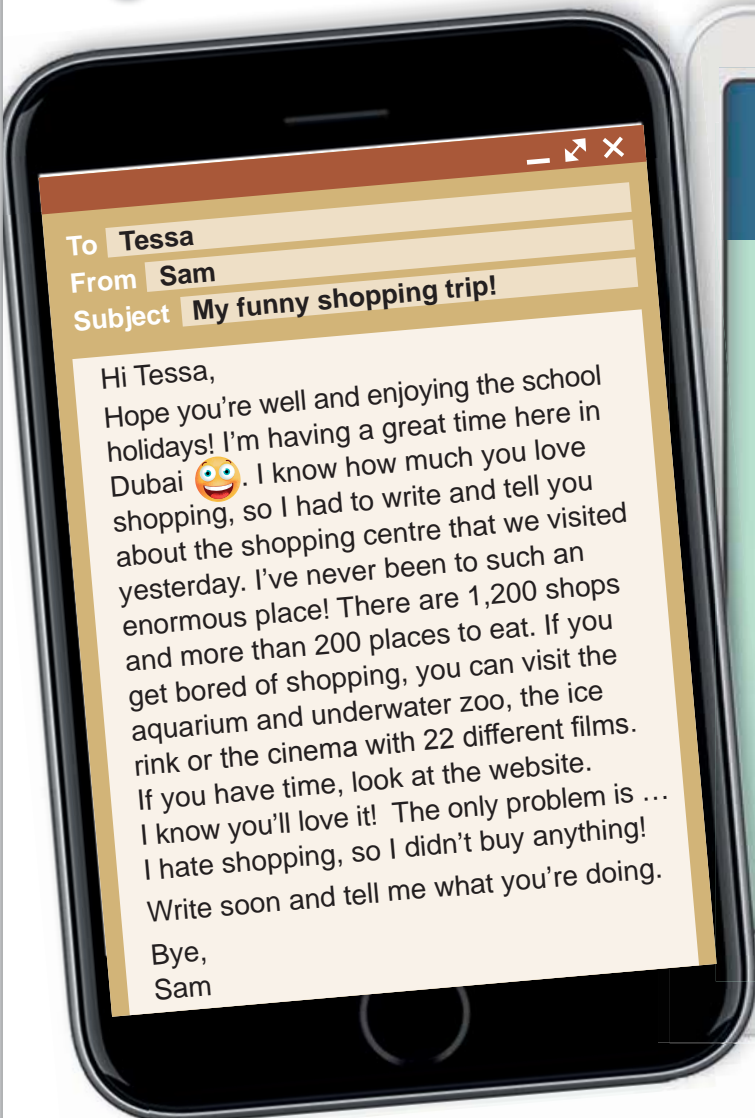
Reading

- Before you read** Read just the subject of the emails. Are these emails formal or informal? What do you think they will be about?
- Listen and read.**



tip Reading

We sometimes have more than one email in our inbox. You can scan your eyes down your inbox to see who the emails are from and read the subject box to find out what they are about. Then you can read the ones that you think are the most important first.



Words in context

enormous underwater jealous
 incredible embarrassed

Activity Book, page 73

- After you read** Answer the questions.

- How many shops are there in the shopping centre that Sam visited?
- How many places are there to eat?
- What else can you do in the shopping centre if you don't want to go shopping?
- Who likes shopping?
- Why did Tessa go to the shops yesterday?
- Why did she feel embarrassed?

- Ask and answer in pairs.**

- Would you like to go to the shopping centre that Sam describes? Why?/Why not?
- What's the most interesting shop or shopping centre that you have ever been to and why?
- Have you ever felt embarrassed in a shop? Why?

1 Read the email and choose the best subject line.

- a My new computer game
- b Next weekend!
- c My favourite shop

To: Zeynep

From: Camila

Subject: ...

Hi Zeynep,

I'm so excited about coming to visit you next weekend! I'd really like to go shopping while I'm there. I need to buy a birthday present for my mother and I won't have time to get it unless I go next weekend. What are the shops like where you live?

I love shopping! If I had a lot of money, I'd go shopping every day! What's your favourite shop and why?

If we have time after shopping, let's do something fun in town. What else is there to do there?

I can't wait to see you!

Bye,
Camila

Describe the shops where you live.

Describe your favourite shop.

Say what else there is to do where you live.

2 Read the *How to write...* box. Then answer the questions about the email in Activity 1.

How to write... an informal email

- Use the subject box to explain why you're sending the email.
- Start your email with *Dear* or *Hi* + the name of the person.
- Use clear and simple language.
- Use paragraphs to make your email easy to understand.
- Finish your email with *Bye* or *See you soon* + your name.

- 1 What do we put in the subject box?
- 2 How do we start an informal email?
- 3 How do we finish an informal email?

3 Write Zeynep's email to Camila. Use the *How to write...* box to help you.

- 1 Write a plan. Make sure you answer all of the questions that Camila asked.
- 2 Write your email. Make sure you start and finish your email correctly.
- 3 Read and check your email.

tip Writing

unless

We use the word *unless* for *if ... not*.
I won't have time to get it unless I go this weekend. = *if I don't go this weekend, I won't have time to get it.*



This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!

1

4 comments



Eva, 12, Argentina 3 minutes ago

I enjoyed reading the discussion about online shopping. I hope that we still have shops in the future because I really enjoy shopping! My favourite shops are clothes shops and gift shops.

3

6 comments



Cristina, 11, Spain 15 minutes ago

I liked the 'What would you do?' poem. If I had three wishes, I would wish for good health for all my family. I would like to be able to speak all the languages in the world. I would also like to be leader of Spain for one day! That would be fun!

5

4 comments



Jonas, 11, Germany 3 hours ago

I enjoyed reading about the enormous shopping centre. I don't really like shopping, but that place sounds so amazing! If I was there on holiday, I would visit it!

2

5 comments



Jane, 11, Canada 7 minutes ago

I enjoyed listening to the conversation about things that are made fairly. I had never thought about this before. I talked to the manager of my local supermarket about it. He said that all of the things in their shop are grown and made fairly. Like the apple I'm eating in this photograph! If you know food is made fairly, it tastes better!



4

2 comments



Haru, 11, Japan 12 hours ago

I liked the article about the interesting markets. I enjoyed doing the project, too. My group made a leaflet about the Tsukiji Fish Market in Tokyo. My cousin has a restaurant and he goes every



morning to buy his fish. He says that it's the best place in the world to buy fish!

1 Read the comments on the WOW! Magazine. Who doesn't like shopping?
 Jonas

2 **Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.**

- 1 Which reading text did you enjoy most?
- 2 Did you find out about any interesting new places to go shopping? Which would you most like to visit and why?
- 3 If you could have one wish, what would it be and why?

3 **Think about the WOW! Question again. Discuss in groups. Are your answers different now?**


WOW! Question



Mei 3 minutes ago
 Why is money important?

...

B1 Preliminary for Schools Reading Part 4

- 1**  Five sentences have been removed from the article. Choose which sentence A–H fills each gap (1–5). There are three extra sentences which you do not need to use.

The future of shopping

Do you ever dream about buying things from a supermarket with no queues? **(1)** ... There's a supermarket in America without any tills. Customers scan their phones when they first go into the shop. Then they do their shopping, choose what they want to buy and put it in their shopping bags.

(2) ... It really is as simple as that.

(3) ... There are hundreds of cameras and electronic machines around the store which can tell what things customers have picked up and taken with them. They get an electronic receipt when they leave and the money is taken from their credit cards.

At the moment, the shop isn't open to everyone because they are still testing that it works. There have been some problems. **(4)** ... Also, children sometimes move things to different places in the shop, which means the machines don't work. However, many people think that this is what all shops will look like in the future. **(5)** ^E. 'It's a great idea. If all shops were like this, there wouldn't be any more queues!' said Sally Thomas, 23, a customer at the new shop.

tip Exam



Remember that the sentences must fit with the sentences that come before them and after them. Read the text through again at the end with all the missing sentences in place to make sure it makes sense.

- A** After that, they just leave the shop.
- B** Some people don't think it's going to work.
- C** Well, you don't have to dream about it any more!
- D** Sometimes the cameras can't tell the difference between people who look the same.
- E** The shoppers we spoke to were happy.
- F** This means that shops can lower their prices.
- G** But how does it work?
- H** The customers haven't decided yet.

B1 Preliminary for Schools

tip Exam


Listening Part 2

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

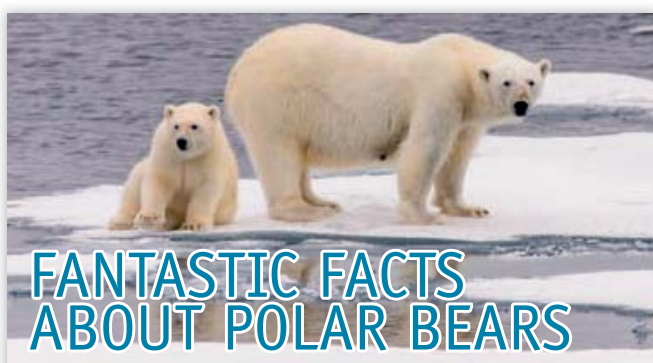
In this part of the exam, you will hear short conversations between different people in different situations. Read the questions and the options before you listen so that you have an idea of who you will hear and what they will be talking about.

- 1** You will hear a customer making a complaint in a shop. What does the shop assistant do about the problem?
 - A** He gives the customer a refund.
 - B** He finds the customer's receipt.
 - C** He exchanges the watch for another one.
- 2** You will hear two friends talking about shopping. The girl thinks that second-hand shops are ...
 - A** brilliant. **B** exciting. **C** cheap.
- 3** You will hear a girl and a boy talking about travel. Where would they both like to go?
 - A** To see the polar bears in the Arctic.
 - B** To see the pyramids in Egypt.
 - C** To walk on the Great Wall of China.

Language booster 2

- 1  How many words can you say about climate change?
- 2 Read and complete the article with the missing headings.

Three sad facts Three fun facts



(1) _____

- You might think that polar bears are white, but they actually have black skin! The light on the fur makes them look white!
- Male polar bears can be up to three metres long and weigh up to 800 kilograms. That's as much as about ten men!
- Polar bears can swim for days at a time. A female polar bear once swam for nine days, travelling over 687 kilometres!

(2) _____

- There are only about 30,000 polar bears left in the Arctic. If we don't do something to help, scientists think that this number will go down by 30% by 2050.
- The sea ice in the Arctic is disappearing because of global warming. It's 30% smaller now than it was in 1979, so some polar bears can't find enough food.
- Pollution from ships is put into the sea. Polar bears get sick when they swim in polluted sea or eat fish that are full of pollution.

- 3 Read the article in Activity 2 again. Answer the questions.

1 How long are some male polar bears?

3 metres

2 How much do some male polar bears weigh?

3 How far did a female polar bear once swim in nine days?

4 How many polar bears are there in the Arctic?

5 How much smaller is the Arctic sea ice now than in 1979?

- 4 How do we say numbers over 100? Find and say three big numbers in the article. Use the Say it box to help you.



Saying big numbers

101	one/a hundred and one
200	two hundred
450	four hundred and fifty
770	seven hundred and seventy
835	eight hundred and thirty-five
1,000	one thousand
10,000	ten thousand

- 5  Talk to your classmates.

- 1 What do you think is the most interesting fact about polar bears? Why?
- 2 Can you think of any ways to help polar bears?

6  **Read and circle. Then listen and check.**

Nadia: Hey, I'm just reading an article in this geography magazine about how the Arctic sea ice is **(1) appearing / disappearing**. That means that polar bears are in danger. We must do something to help them.



John: But what can we do to **(2) improve / save** things for polar bears? I can't **(3) improve / save** them all by myself!

Nadia: No, of course you can't do it by yourself. But, if we all helped, then we would really make a difference.

John: How do you mean?

Nadia: Well, global warming is destroying the sea ice. So we should do everything we can to stop global warming.

John: Oh, yes, I see. There are lots of things we can do to help with that. For example, we shouldn't **(4) waste / disappear** energy and we should **(5) destroy / recycle** plastic, paper and glass.

Nadia: Yes, and I should repair my bike so I can cycle to school. We also need to find a way to tell other people how they can help.

John: I know! Let's **(6) invent / improve** a new game about protecting the environment! We can call it the 'Go Green Game'!

Nadia: Great idea!

7  **Look at the grammar table. Then read and circle the correct answer to complete the rules.**

Grammar

Reflexive pronouns after *by*

I can't save them **by myself**.

Of course you can't do it **by yourself**.

We use ***myself / yourself*** with 'I'.

We use ***myself / yourself*** with 'you'.

8 **Say the sentences using *by myself* or *by yourself*.**

- 1 I can do my homework on my own.
- 2 Are you going to walk to the shop alone?
- 3 I want to watch this film alone.
- 4 Can I cook dinner on my own today?
- 5 If you go out alone, you must take your phone.

I can do my homework by myself.

9  **Play the 'Go Green Game'.**

Take it in turns to choose a square.

Say a sentence with we should / shouldn't.

Score one point for each correct answer.

1 save water	2 plant trees	3 switch off lights
4 waste energy	5 recycle plastic	6 destroy the rainforests
7 pick up rubbish	8 use renewable energy	9 cause pollution
10 protect endangered animals	11 recycle paper	12 cut down trees

Show what you know

Can you say big numbers?

Can you use *by myself / by yourself*?

Can you play a game about climate change?

☐
☐
☐




Think like a scientist!

How can we give an explanation?

Think

- 1** What do you know about changes in the environment?

Learn

- 2**  Listen and read. How can we plan an explanation of how or why something happens?

When we give an explanation, we say how or why something happens or why something happened in the past. An explanation often needs to show cause and effect. When we plan to write about cause and effect, we can use **arrows** (→) between our notes. For example, look at these notes about how our climate is changing.

gases from cars, buses and aeroplanes → pollution → global warming
coal from fires → pollution → global warming
cutting down trees in forests → global warming
global warming → planet gets hotter → climate change

With this plan we can write a short explanation.

Why is our climate changing?

Our climate is changing because of many things we do.

Gases made by cars, buses and aeroplanes cause pollution and pollution causes global warming. Using coal for fires and cutting down trees in forests also cause global warming. Due to global warming our planet gets hotter, so the climate changes.



gases



using coal



cutting down forests

check

- 3** Are the sentences true or false? Correct any false sentences.

- 1 Explanations tell us when and where something happens.
- 2 Explanations can tell us about something that's happening now or something that happened in the past.
- 3 Arrows link ideas in our notes.
- 4 Pollution from transport causes global warming.
- 5 Global warming causes the cutting down of forests.

- 4** Write three things that are caused by climate change. Use an arrow between the cause and effect. Then make sentences to explain them. Use the language below to help you.

This is causing / has caused ...
 This happens because / because of ...
 Because of this, ...
 ... is happening / has happened, so ...

climate change → melting ice in the Arctic

Climate change is causing the melting of ice in the Arctic.

Let's practise!

- 1 Why is it a problem to cut down the rainforest?
Read the two texts and check your ideas.



Why are rainforests in danger?

Rainforests are forests that grow where there is lots of rain. They are very important because they have more plants and animals than any other habitat.

However, workers in the rainforests are cutting down many trees. This is because trees are used to make fuel and oil. They are also used to make paper, furniture and wooden homes. Forest workers sometimes burn the trees so that farmers can have new land for their crops and farm animals. All this is causing the rainforests to be in danger.

Why is cutting down and burning rainforest trees a problem?

Cutting down many rainforest trees causes problems for plants, animals and people. Plants and trees are important because they help to keep the soil good for other plants. Without good soil, plants start dying. Then without plants, animals lose food and habitat, so they move away.

Another problem is for people. When rainforest trees are burned, they make gases. These gases go into the air and cause pollution, so people can get ill. The pollution also causes global warming.

- 2 Write a plan for each text. Use the ideas below and join them with arrows.

plants die

animals move away

rainforest trees are cut down

burning rainforest trees

global warming

makes gases

air pollution

Show what you know

Make a cause and effect presentation about pollution caused by plastic rubbish.

- 1 In groups, think about the problems caused by plastic rubbish. Use these notes to help you.

Lots of ... on beach → ... in wind → ... into sea → fish ...

- 2 Use these words in your explanation: *cause/causes, because, then.*
- 3 Draw or find pictures to show when you present your explanation.
- 4 Present your information to the class.
- 5 Think about other groups' presentations. What elements helped you understand them? Was it the use of clear pictures, clear cause and effect diagrams, correct facts?

What happens when we drop plastic on the beach?

When people drop plastic bottles and plastic from food on the beach, the wind causes it to blow...



tip Speaking

Make a short introduction: *Today / Now / Next we'll explain ... / It's our turn to explain what happens when / if ...*
Say the key words in your explanation more loudly than the other words.

7

Let's talk!

WOW!

World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

We can communicate with our friends in so many different ways. Some of you told us about your favourite ways to chat to friends. How many different types of communication do you know?

Sophia has a question for you. Can you think of some answers to her question?

WOW! Question

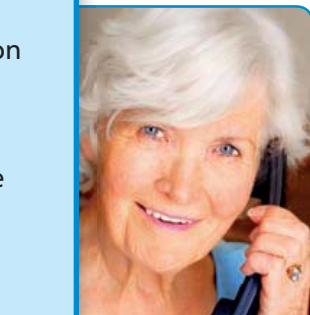
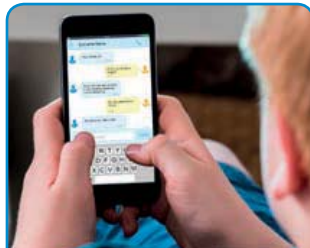
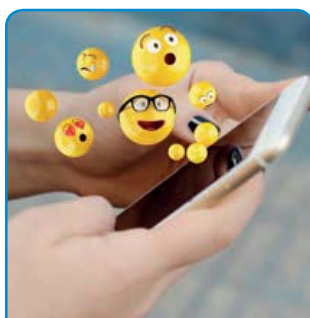


Sophia 3 minutes ago

What's the best way to communicate with friends and why?

In this unit I will ...

- learn words for communication, friendship and feelings
- compare things with *as ... as* and *not as ... as*
- use question tags
- read a play about communication
- learn about languages without words
- work in a group to find out more about sign language
- learn how to give your opinion
- read and write interviews




1  **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**


2  **Look and match. Then listen, check and repeat.**


receive a text message chat to friends use social media insert an emoji 1
listen to a podcast watch a vlog tell the truth tell a lie keep a secret
keep a promise get on well have an argument





3  **Listen and read. Which children are talking about communication and which children are talking about friendship?**

WOW! Blog

1  **Sophia** 8 minutes ago
My favourite way of communicating with my friends is chatting to them! Talking to someone online isn't as nice as talking face to face. But if that isn't possible, then I like sending and receiving text messages from my friends. Sometimes we send hundreds of messages to each other every week!

3  **Mateo** 1 hour ago
My friends and I get on well most of the time, but sometimes we have arguments. It doesn't matter because the arguments never last for long and we soon forget about them!

2  **Alex** 10 minutes ago
I love inserting emojis into my messages. It's an easy way to show how I'm feeling without using words! Can you guess how I'm feeling today? 😊 I think that emojis are as good as words! There are so many different, funny emojis and there are always lots of new ones, too!

4  **Mei** 2 hours ago
I think friends should always tell you the truth, even if you don't always want to hear it. Also, a friend should always keep your secrets.

4  **Work in pairs.**

- 1** Look at the ways of communicating on pages 88 and 89. Are they a good way of keeping in touch with friends or not?
- 2** Look at the ideas and phrases about friendship on pages 88 and 89. Which of these things should good friends do? Which shouldn't they do?

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

- 1** How do you communicate with friends?
- 2** Do you always keep your promises to your friends? Why?
- 3** Do you always keep your friends' secrets? Why?
- 4** Do you ever have arguments with your friends? Why?



Mateo: Hey, Sophia. I'm doing an experiment. I'm trying to get on well with everyone for a month.

Sophia: How's it going?

Mateo: Well, it's been easy with my friends. I haven't had any arguments with them. But I've realised that getting on well with your little sister isn't as easy as getting on well with your friends.

Sophia: Oh dear! What happened?

Mateo: Well, yesterday my sister decided to borrow my favourite T-shirt without asking me.

Sophia: Hmm, that's not on.

Mateo: That isn't even the worst of it! She got tomato sauce all over it and now it's completely ruined. I was so angry and we had a huge argument!

Sophia: Never mind! If that's the only argument you have all month, then I think you've done well. It's a great experiment. Maybe you should record your experiences in some way. Perhaps you could make a vlog or a podcast about it?

Mateo: Oh, that's a good idea. I think I'll make a vlog! Podcasts aren't as interesting as vlogs.

Sophia: Oh no! Podcasts can be as good as vlogs! I listen to them all the time. I think that podcasts will be as popular as blogs one day.

Mei: Hey guys. What are you up to? Do you like my new T-shirt?

Sophia: Hi, Mei. Maybe you shouldn't talk to Mateo about T-shirts ...

Mateo: Don't worry, Mei. She's just joking. I think it's a cool T-shirt! Just don't let my sister borrow it!

1 **7.3 Listen and read. What is Mateo trying to do this month?**

2 **Read the dialogue again and answer the questions. Talk to your partner.**

- | | |
|--|---|
| 1 Who has Mateo found it easy to get on well with? | 4 How did Mateo feel after this? |
| 2 What did his sister borrow? | 5 How is Mateo going to record his experiences? |
| 3 What happened to the T-shirt? | 6 What does Sophia listen to a lot? |

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.**


What are you up to? That's not on!
Never mind!

<p>1</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">My brother ate all the sandwiches and didn't leave any for us.</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 10px;">(...) He shouldn't have done that.</div>	<p>2</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">I didn't receive your text message.</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 10px;">(...) It wasn't important!</div>	<p>3</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">(...)</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 10px;">We're just watching a vlog.</div>
---	--	---

4 **Work in pairs. Do you always get on well with your friends? Do you always get on well with the people in your family?**

- 1 Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.

- Mateo thinks it's easy to get on with everyone.
- His sister asked to borrow his T-shirt.
- Mateo and his sister had an argument.
- Sophia suggests making a vlog or a podcast.

- 2  Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Comparing things

as ... as

Podcasts can be **as** good **as** vlogs.

Podcasts will be **as** popular **as** blogs one day.

not as ... as

Getting on well with your little sister **isn't as** easy **as** getting on well with your friends.

Podcasts **aren't as** interesting **as** vlogs.

We use *as + adjective + as* to compare two things that **are / aren't** the same.

We use *not as + adjective + as* to compare two things that **are / aren't** the same.

- 3 Read the dialogue in Lesson 2 again. Underline examples of *as ... as* and *not as ... as*.

- 4 Look at the pictures and compare Susie and Rita using *as ... as* or *not as ... as* and the adjectives in the box.




Susie, 11


short long curly
straight happy
tall old young

Susie's hair isn't as short as Rita's hair.



Rita, 12

- 5  Tara is talking to her dad. What is she telling him about?

- 6  Listen again. For each question, choose the correct answer.

- Tara says that sending someone an unkind text message
 - isn't as bad as saying something unkind.
 - is as bad as saying something unkind.
 - is worse than saying something unkind.
- We should only chat to people online who
 - are kind.
 - we know in real life.
 - are who they say they are.
- We should only write things online that we would be happy to
 - wear on a T-shirt.
 - put in a photo.
 - say to our friends.
- A photo that is funny today might
 - be funnier in the future.
 - be as funny in the future.
 - not be as funny in the future.
- If we see something worrying, we should
 - talk to someone online about it.
 - not worry.
 - turn off the computer and talk to an adult.

- 7  Work in pairs. Compare the two things using (*not*) *as ... as* and the adjectives.

- vlogs / blogs / interesting
- podcasts / books / exciting
- sending text messages / sending emails / easy
- getting on well with friends / getting on well with family / difficult
- emojis / words / good
- chatting face to face / chatting online / fun

Vlogs aren't as interesting as blogs.

Let's talk!

Scene 1

Paula, Simon and Joe are in the living room on their tablets.

Paula: *(Looking up from her tablet)* Hang on a minute, guys. I've just realised something. We're all chatting with each other online, aren't we? But we're all in the same room! Why don't we just talk to each other instead?

Simon: *(laughing)* That really IS a crazy idea, Paula!

Joe: *(delighted, putting his tablet down)* Let's try it, OK? Somebody say something then ...

Paula: Errrrrrrrrr.

Simon: Hmmmmmm.

Scene 2

The children are sitting in silence on the sofa, looking at each other.

Joe: Maybe we've forgotten how to speak to each other!

Paula: Of course we haven't! *(She jumps up, smiling.)* I know! Let's play the Yes/No game. That'll get us talking.

Joe: *(curious)* What's that?

Paula: One person sits in the middle and the other two ask them questions. We have to try to get them to say 'yes' or 'no'.

Simon: *(nervous)* I'll go first ...

Paula and Joe sit on the floor in front of Simon.

Paula: OK, Simon. Remember, you can't say 'yes' or 'no'! Your name is Simon, isn't it?

Simon: That's right.

Joe: You're 12 years old, aren't you?

Simon: Absolutely.

Paula: You don't like blogging, do you?

Simon: Yes, I do!

Paula: You said 'yes'!

Simon: *(disappointed)* Oh no! I did!

Joe: This game isn't very hard, is it? I want to have a go!

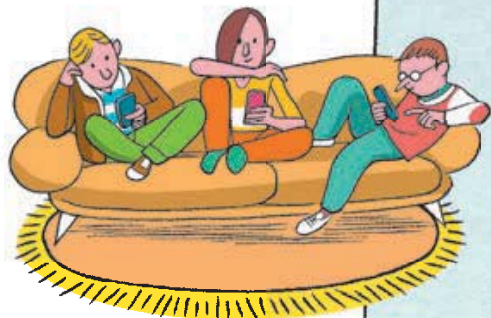
Joe sits on the sofa and Simon sits on the floor with Paula.

Simon: You're quite confident about this game, aren't you?

Joe: Yes, I am! *(embarrassed)* I mean ... Oh no!

Paula: *(laughing)* You said 'yes' and 'no'! Never mind! We might not be very good at this game, but at least we've had fun for five minutes without our tablets! Let's play another game ...

They all run out of the room.



- Before you read** Today's Book Club text is a playscript. Look and circle the options that describe a play. Then answer.

- A playscript usually has a number of different **characters** / **titles**.
- There's usually an **introduction** / a **conclusion** to tell you about the characters and the setting.
- Information about what the characters are doing or feeling is sometimes given in **brackets** / **capital letters**.


- 7.9 Listen and read.** What game do the children play and what are the rules?

- After you read** Activity Book, page 83.

- Discuss in a group.**

Do you and your friends ever find it difficult to think of things to say to each other? Why?/Why not?

- Play the Yes/No game in groups of three.**

- 1  Look and match. Then listen, check and repeat.


embarrassed disappointed
jealous upset 1 confused curious
delighted nervous calm serious
proud miserable



- 2 Read the play in Lesson 4 again. How many words can you find for the way that people feel?

- 3 Answer the questions about the play.

- 1 What are the children doing at the start of the play?
- 2 How do they start talking?
- 3 What are they going to do at the end of the play?

- 4  Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Question tags

Your name **is** Simon, **isn't** it?

You **'re** 12 years old, **aren't** you?


You **don't** like blogging, **do** you?

This game **isn't** very hard, **is** it?

When we speak, we sometimes add question tags at the **start** / **end** of a sentence.

When the sentence is positive, the question tag is **positive** / **negative**.

When the sentence is negative, the question tag is **positive** / **negative**.

- 5  Listen to three conversations and answer the questions.

- 1 How does Lucy feel and why?
- 2 How does Jake feel and why?
- 3 How does Adam feel and why?

- 6  Work in pairs.

- 1 Guess how your partner might feel in different situations. Write five sentences using the words from Activity 1.
- 2 Say the sentences to your partner and use question tags to check if you are correct.

You feel nervous before a test, don't you?

You don't feel embarrassed when you sing, do you?





Communicating without words

Some languages don't use words. In fact, it is possible for people to communicate with each other without saying a single word.

The language of **Emojis** uses pictures instead of words. From social media to text messages, from blogs to T-shirts, these little pictures are everywhere! Young people use them a lot. In fact a survey showed that 72% of 18- to 25-year-olds think it's easier to talk about their feelings with emojis than words. Emojis have made it easier to communicate with people in different countries because we don't have to speak the same language. A report found that the emoji that is used most often around the world is the happy face. 😊 It said that 70% of emojis were positive and 15% were negative. So most people use happy emojis rather than miserable emojis.

But emojis aren't the first time we've used pictures to communicate. The Ancient Egyptians used **hieroglyphics** in 3300–3200 BCE. This is one of the oldest written languages, but the meaning of the pictures wasn't understood for many years. Archaeologists found the *Rosetta Stone* in 1799 and this helped us to understand what they mean.



Sign language is another way of communicating without saying a word. You use your hands and other parts of the body to make the language. It's useful for deaf people; that is, people who can't hear. More than 70 million people around the world use sign language and 23rd September is the International Day of Sign Languages. Each culture has made its own form of sign language that works with the language that is spoken in that country.



WOW! Fact

The word **emoji** comes from the Japanese for picture 'e' and character 'moji'.

Project

Make a poster about a language that doesn't have words.

- Before you read** Do you ever communicate with your friends without using words? How do you do this? Try to say something to your partner now without using any words.
 - 7.13** Listen and read.
 - After you read** Activity Book, page 85.
 - Work in pairs.** Which of the languages in the article do you think would be the easiest to learn and why?
 - Find out more! Watch the video.
- In groups, choose one of the languages from the article or research to find another one.
 - Decide who will research to find out more about:
 - where this language started.
 - how this language is different in various parts of the world.
 - how you can learn this language.
 - Present the information in a poster and share it with the rest of the class. Try to communicate a simple idea in the language you have chosen.
 - What was the most interesting thing you found out about other languages today?



- Are you OK, Cara?**
- Yes, I am. I'm just upset because I had an argument with Molly. She promised that she would keep a secret that I told her. But then she went and told everyone.**
- That's not on.**
- She said sorry, but I don't know if I can forgive her. Personally, I think that friends should always keep secrets.**
- I'm sorry that you're upset, Cara. I bet that Molly didn't mean it. I guess that she just made a mistake.**
- Yes, you're right. We all make mistakes. I'm sure that I'll be able to forgive her in a day or two.**

1 Listen and read. Answer the questions.

- 1 Why is Cara upset with Molly?
- 2 Does Cara think she'll be able to forgive Molly?

2 Read the dialogue again. Find and write Cara and Laura's opinions. Use the *Say it!* box to help you.



Giving your opinion

Personally, I think ... I'm sure that ...
I bet that ... I guess that ...
I'm certain that ...

3 Take it in turns to give your opinions on these subjects. Use the *Say it!* box to help you.

- You should never say mean things to your friends.
- If your friend is upset, you should find out why.
- You should talk to your friends every day.
- You should never be jealous of your friends.
- It's better to have lots of friends than just one best friend.
- It isn't always easy to make new friends.

Pronunciation

4 Listen and read. Does our voice go up or down with tag questions:

- a when we think we're right and we're just checking?
- b when it's a real question and we want to know the answer?

CHECKING THAT WE'RE CORRECT

Sam listens to podcasts, doesn't he?

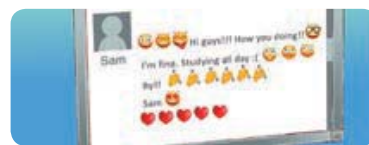


Sam doesn't have a phone, does he?



ASKING REAL QUESTIONS

Sam uses a lot of emojis, doesn't he?



Sam doesn't have a lot of arguments, does he?



Literacy: Interviews

Reading



Reading

A written interview will often use informal language and may be set out as a dialogue so you can see who is asking and who is answering the questions.

- 1** Before you read Look at the text. How can you tell that this is an interview?

Interview with Louise Peterson

by Oliver Marsh

This week I interviewed Louise Peterson, who has written a book called *Friends for Life*.



Oliver: *What about online friendships? You talk about those too, don't you?*

Louise: Yes, I do. In the book, I show how online friendships can be difficult. People don't always tell the truth on social media, blogs or vlogs. They can make themselves look better and happier than they are in real life. So when you or I look at the photographs, we might think that we aren't as happy as they are and that our lives are not as interesting as their lives. But we mustn't feel jealous because these people are only showing us a small part of their lives.

Oliver: *Thank you very much for answering my questions, Louise. You've given us a lot to think about and I can't wait to read your book!* ■

Oliver: *Thanks for doing this interview, Louise. So, your new book will be in the shops next Monday, won't it? Tell us a bit about it.*

Louise: Well, it's about young people and their friendships. Having good friends is important all through our lives, but it's really important when we're at school.

Oliver: *Yes, you're right. So, what type of things do you talk about in the book?*

Louise: I've written about different types of relationships, for example, friends at school, friends

out of school, friendships between girls and boys or friendships between people of different ages.

Oliver: *That's cool! I have a friend who is two years older than me. My friendship with him is as important as my friendships with people who are my own age. He helps me a lot and is proud of me when I do well.*

Louise: Exactly! Friendship comes in all different shapes and sizes.

Oliver: *In the book, you also talk about making and keeping friends, don't you?*

Louise: Yes, that's right. I look at things you can do to help you to make friends. For example, be friendly, smile, be positive and ask lots of questions! But keeping friends isn't as easy as making friends. You might not get on well all the time and when you have an argument, you may feel upset and miserable. So I look at things you can do when friendships go through difficult times. For example, talk about problems, say sorry, forgive and forget, don't be jealous and keep promises and secrets.

Words in context

interview relationship
age shape part

Activity Book, page 87

- 2** Listen and read.

- 3** Read again. Are these sentences true or false? Say why.

- Louise Peterson is the author of a book called *Friends for Life*.
- You can buy this book now.
- The book is about how to stay safe on social media.
- Oliver is friends with someone who isn't as old as he is.
- Louise gives advice on how to make and keep friends.
- Sometimes people tell lies on social media.

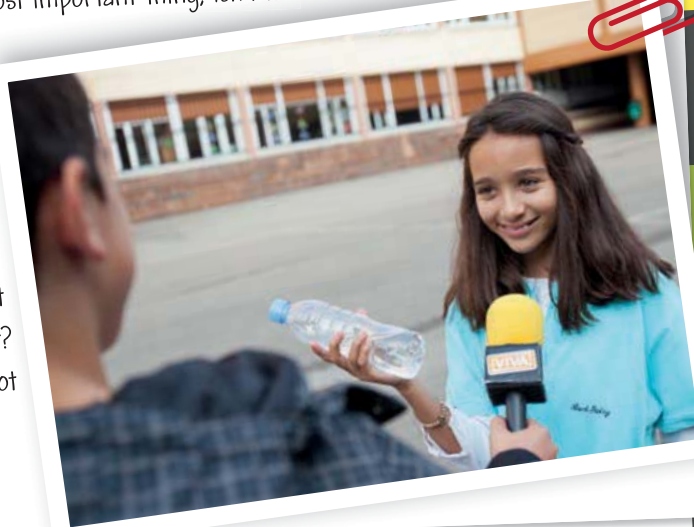
- 4** Work in pairs.

- Do you think it's good to have friends in school and friends out of school? Why?/Why not?
- What do you think of Louise's advice about making and keeping friends?
- Do you agree or disagree with what she says about online friendships? Why?

1 Look at the interview. Who was interviewed and what about?

An interview with Laura

- Gabriel:** Hi, Laura. Thanks for agreeing to be interviewed today. I want to find out what things are important in a good friendship. So, what do you think is the most important thing?
- Laura:** I think you have to get on well with your friends. That doesn't mean you have to be exactly the same as your friends. My friend Emma and I are completely different! I'm chatty, energetic and bossy whereas she's quiet, calm and kind. But we always have fun together! That's the most important thing, isn't it?
- Gabriel:** Yes, I agree. What else do you think is important?
- Laura:** I think you have to keep promises and secrets for your friends.
- Gabriel:** Yes, OK. So, is there anything you think that good friends shouldn't do?
- Laura:** Well, good friends don't tell lies to each other, do they?
- Gabriel:** Well, no, but what about when you tell a little lie, so that you don't make your friend feel upset. That's OK, isn't it?
- Laura:** No, I disagree. In my opinion, telling lies is as bad as not keeping promises.
- Gabriel:** That's interesting. Thank you very much for answering my questions.



2 Read the *How to write...* box. Then circle the correct options about the interview in Activity 1.

How to write... an interview

- Use clear questions or sentences with question tags.
- Set the interview out as a dialogue so it's easy to read.
- Use polite language, but it can be informal because it's spoken.
- Start and finish the interview by thanking the person.

- 1 The interview is written as an essay / a dialogue.
- 2 It's written in formal / informal spoken language and the tone is polite / rude.
- 3 The questions are about one topic / a lot of topics.

tip Writing

whereas

*I'm chatty, energetic and bossy **whereas** she's quiet, calm and kind.*

We use *whereas* to link two different things or ideas.

3 Write an interview about the things that are important in a good friendship. Use the *How to write...* box to help you.

- 1 Think about what questions you want to ask. Take notes.
- 2 Interview your partner. Take notes of his/her answers. Answer his/her questions, too.
- 3 Write your interview.
- 4 Read and check your interview.



**This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!**

1 4 comments**Valérie, 12, Belgium** 3 minutes ago

I enjoyed reading the play where the children play the Yes/No game. I tried to play it with my friends and it's really hard! Another game we like to play is 20 questions, which is just as fun as the Yes/No game. Someone thinks of a famous person, place or thing and the other people ask them questions and try to guess who or what it is in fewer than 20 questions. In this game, you can ONLY answer with 'yes' and 'no'!

2 3 comments**Nero, 11, Brazil** 5 minutes ago

I enjoyed finding out about vlogs and podcasts. I had never tried either of these things before, but now I've found that there are lots of different vlogs and podcasts out there just for kids! I like vlogs best and I'm going to make my own with my friends.

3 4 comments**Richard, 11, Zimbabwe** 10 minutes ago

I enjoyed the article about languages without words. My friends and I use a lot of emojis in our messages and it was interesting to find out more about them. I'm posting some emoji language. Can you understand what it means?

**4 5 comments****Oliver, 11, USA** 20 minutes ago

I enjoyed reading and writing interviews. I decided to interview my grandfather about what communication used to be like when he was a boy. He used to write letters to his friends and he still has their replies. They were really interesting to read.

**5 3 comments****Julie, 12, UK** 30 minutes ago

I enjoyed hearing about the internet safety talk at Tara's school. We had a talk like that at my school, too. My teacher posted a photo of herself online to show us how quickly it can be seen by lots of people all over the world. After two days, more than 20,000 people had seen it!



1 Read the comments about the WOW! Magazine. Who says that they know another language and what is it?

2 **Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.**

- Which reading text did you like the best and why?
- What was the most important thing you learned about friendship and why?

3 **Think about the WOW! Question again. Discuss in groups. Are your answers different now?**

WOW! Question**Sophia** 3 minutes ago

What's the best way to communicate with friends and why?

...

A2 Key for Schools Reading and Writing Part 1 and B1 Preliminary for Schools Reading Part 1

tip Exam

To help you to get ready for this part of the exam, look out for short texts that you might see in English, for example, signs, food labels or notices. Read and check that you understand all the information in these texts.

- 1  For each question, choose the correct answer.

1

COMPETITION: BEST VLOG


Send us your vlogs and you could win a new computer!

You must be at least 12 years old to enter this competition.

The competition is for people who

- A are 12 years old.
- B are younger than 12.
- C are 12 years old or older.

2


- □ ×

To: Emma

Re: Getting in touch

Hi Emma,
I'm emailing you because I lost my phone! It's so annoying because I can't send or receive text messages. So, if you want to contact me, send me an email. I'm getting a new phone next week for my birthday.

Best,
Sue


Sue has written the email to

- A tell Emma to email to get in touch.
- B tell Emma about her new phone.
- C wish Emma a happy birthday.

A2 Key for Schools Speaking Part 2 and B1 Preliminary for Schools Speaking Part 3

tip Exam

In the exam, compare the things in the different pictures and say which you think is the best. Always give reasons for your answers.

- 2  Work in pairs. Sally is going away on holiday. Talk together about the different ways she could communicate with her friends while she is away and say which would be best.

» Go to page 133

8

Inventions

WOW!

World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

Some of you told us you were interested in finding out more about inventions that have changed our lives. How many inventions do you know?

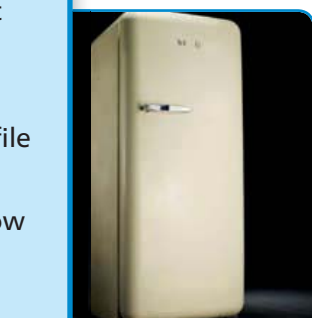
Mateo has a question for you. Can you think of any answers to his question?

WOW! Question



Mateo 3 minutes ago

What's the greatest invention of all time and why?



In this unit I will ...

- learn words for inventions and medicine
- use relative pronouns and embedded questions
- read a story about an important discovery
- learn about young inventors
- work in a group to make a fact file about a famous inventor
- use expressions to talk about how sure I am
- read and write letters

1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 Look and match. Then listen, check and repeat.

electricity light bulb spacecraft battery photography radio
wheel steam engine aeroplane X-ray 1 vaccination antibiotics



3 Listen and read. Can you guess which invention from Activity 2 each person is describing?

WOW! Quiz

1 **Mateo** 7 minutes ago
I think that the most important invention was made in the twentieth century. It completely changed our lives because it meant we could travel by air. We can now get to different countries very quickly.

3 **Alex** 3 hours ago
I think the most important invention is a simple thing that stops babies and children from getting sick. This has saved a lot of lives.

2 **Mei** 5 minutes ago
The most important invention of all time is a way of recording something with a picture. Everyone has a camera phone now and we take pictures of people, places and lots more.

4 **Sophia** 1 hour ago
I think that this is the most important thing we have ever invented because it completely changed the way we live. Can you imagine a world without light or heat?

4 Work in pairs. Look at the words on pages 100 and 101 and answer the questions.

Which inventions have helped people:

- 1 to travel? _____
- 2 to get better when they are sick? _____
- 3 to share ideas? _____
- 4 around the home? _____

5 Work in pairs. Imagine that you're moving to a desert island and you can only take three inventions with you. What would you take and why?

I would take a battery because ...



Sophia: I love this museum. This is the room where you can see lots of old inventions. Look! That's the radio which my great-grandmother told me about. It was made in the 1930s. She remembers the time when everyone used radios like this.

Alex: Does it still work?

Sophia: Yes, that's the button that turns it on. Did you know that the first radio was called a Marconi radio? It was named after the person who invented it in 1904. It says here that Marconi won the Nobel Prize for his invention in 1909.

That was the year when he won it instead of the Wright Brothers.

Alex: Who are they?

Sophia: They were the people who invented the aeroplane, of course!

Alex: Oh yes! Silly me!

Mateo: Hey, guys, look at this. It's an old light bulb. I've never seen one like this before.

Alex: Nor have I.

Sophia: It says here that the light bulb was invented in 1879 by Thomas Edison in America. That was where he was born. I think that he's the person whose invention has changed our lives the

Mei: I've heard of him. Wasn't he the inventor whose experiment started a fire on a train?

Mateo: You're right! It says here that happened when he was only 15 years old! They made him get off the train after that!

Alex: I'm not surprised!

1 **8.3** Listen and read. What two inventions do the children look at?

2 Work in pairs. Read the dialogue again and answer the questions.

1 Who told Sophia about the early radio?

2 Who invented the radio?

3 When did he win the Nobel Prize?

4 What did the Wright Brothers invent?

5 What did Thomas Edison invent?

6 How old was he when he started a fire on a train?

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.

I'm not surprised. You're right.
Nor have I.

1 I think that Thomas Edison invented the light bulb.

2 I've never been to this science museum before.

3 This cool museum has made me want to think of an invention of my own!

4 Work in pairs.


1 Would you like to be an inventor? Why?/Why not?

2 If you were an inventor, what would you invent and why?

I'd love to be an inventor because it would be exciting to think of new ideas. I'd invent a time machine so that I could travel into the future and see what life will be like.

1 Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.

- 1 The radio in the museum was made in 1907.
- 2 The Wright Brothers won the Nobel Prize in 1909.
- 3 Thomas Edison invented the light bulb in 1879.
- 4 Thomas Edison was asked to get off a train when he was 15.

2  Look at the grammar table. Then read and circle the correct options to complete the rule.

Grammar

Relative pronouns

Guglielmo Marconi is the person **who** invented it.

That's the radio **that** / **which** my great-grandmother told me about.

This is the room **where** you can see lots of old inventions.

She remembers the time **when** everyone used radios like this.

I think that he's the person **whose** invention has changed our lives the most.

We use **that** / **who** or **which** for things, **where** / **whose** for places, **when** / **who** for people, **where** / **when** for time and **who** / **whose** to talk about possessions.

3 Read the dialogue in Lesson 2 again. Find examples of relative pronouns.



4 Work in pairs. Use the information in the dialogue in Lesson 2 to write descriptions of the words in your box. Can your partner guess what your words are?

Student A


- Thomas Edison
- the radio
- America
- 1904
- the Wright Brothers
- a train

Student B


- an experiment
- the science museum
- the aeroplane
- 1879
- Italy
- Guglielmo Marconi

5   For each question, choose the correct answer. You will hear Jason and Susie talking about a podcast.

- 1 The podcast was by a doctor who
 - A does a lot of podcasts.
 - B has been on TV.
 - C doesn't watch TV.
- 2 In the last 100 years, Dr Marie thinks that vaccination is the thing that
 - A has helped a lot of people.
 - B has helped doctors.
 - C has changed medicine the most.
- 3 Susie has an aunt who
 - A needed antibiotics last year.
 - B needed a vaccination last year.
 - C worked in a hospital last year.
- 4 The hospital was where Susie's aunt
 - A had a baby.
 - B met her husband.
 - C worked.

6  Listen again and answer the questions.

- 1 Where did Dr Marie work for a while?
- 2 Why does the doctor think that vaccination is important?
- 3 How long was Susie's aunt in hospital for?
- 4 How was there a happy ending to Susie's aunt's illness?

7  Play a guessing game. Describe a thing, a place, a time or a person. Can your partner guess who/what you are describing?



This is a person who teaches us History.



Is it Mrs Harrison?

An important discovery




Marina was sitting on her bed. She didn't feel very well, so her mum took her to see the doctor. 'Please can you tell us what we should do?' they asked. The doctor looked at Marina and took her temperature. Marina got a prescription for some medicine, which was called Penicillin. She started taking the pills and soon she was feeling better. She was curious about the medicine that she had taken, so when she went back to school she asked her science teacher about it. 'Excuse me, Miss Hay,' she said. 'Could you tell me who discovered Penicillin? Do you know if it's a new medicine?' Miss Hay replied, 'Penicillin is a type of antibiotic and it was first discovered by Alexander Fleming in 1929. But it was Dorothy Hodgkin who found out more about it in 1945. Why don't you do some research about her and you can do a short presentation in next week's lesson?' 'I'd love to!' said Marina, delighted.


The day of the presentation arrived and Marina felt a bit nervous. She took her time as she stood up. She relaxed and began her talk. 'Today, I'd like to talk to you about an important English scientist, Dorothy Hodgkin. She was born in 1910 and she always loved science. She studied Chemistry at Oxford University and then later worked there. She did a lot of research and carried out experiments in an X-ray laboratory in Oxford. She made many important discoveries and found out a lot about Penicillin and Vitamin B12. She won the Nobel Prize in 1964. Do you know why I wanted to do my presentation? Two weeks ago I felt really ill and now I feel better! And that's because of Dorothy Hodgkin and other important scientists. I wonder if in the future one of us will discover or invent something that will help people, too. I hope so!' Everyone clapped and Marina sat down, smiling. Miss Hay said, 'Thank you, Marina, for that brilliant presentation and good luck to all of you with your future inventions and discoveries!'

1 Before you read Today's Book Club text is a story about an invention. Look and circle the correct options.

- 1 The **character** / **plot** is what the story is about.
- 2 The **characters** / **setting** are the people in the story.
- 3 The **characters** / **setting** is the time and the places in the story.
- 4 Stories use **speech marks** [' ']/ **speech bubbles** to show what the characters say.

2  **Listen and read.** What is the plot of this story? Who are the characters? What is the setting?

3 After you read Activity Book, page 95.

4  **Discuss in a group.** Why is the work of these people important?

inventors scientists doctors

I think doctors are important because they make people better when they are sick.

- 1 ^{8.10} Look and match. Then listen, check and repeat.

feel ill 7 feel better 8 get a prescription 10
take some pills 12 have an injection 11
have a fever 1 have an X-ray 9
have an operation 3 do some research 6
carry out an experiment 2 make a discovery 5
win a prize 4



- 2 Read the story in Lesson 4 again. How many of the phrases from Activity 1 can you find?

- 3 Answer the questions about the story.

- Who felt ill?
- What medicine did she take that made her feel better?
- Who first discovered this?
- What happened to Dorothy Hodgkin in 1964?

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Embedded questions

What **should** we do?

Can you tell us what we **should** do?

Is **it** a new medicine?

Do you know if / **whether** **it's** a new medicine?

Who **invented** Penicillin?

Could you tell me **who** **invented** Penicillin?

Do you like Science?

I wonder if / **whether** you like Science.

When we ask a question politely, we can use phrases such as *Can you tell me ... / I wonder ... / Do you know ...* at the **start** / **end** of the question.

For questions starting with question words (*what, where, when, how*), we use **the same question word / if or whether**.

For yes / no questions, we use **the same question word / if or whether**.

- 5 ^{8.11} Listen. In your notebook write the polite questions each person asks.

- Lisa
- John
- Sara

- 6 Work in pairs. Imagine you're at the doctor's or at the pharmacy and ask polite questions. Use the ideas below or your own.

get a prescription take some pills
have an X-ray have an injection
go to the doctor

I wonder whether I can get a prescription.



YOUNG INVENTORS

Young people always have a lot of new and exciting ideas. These are three young people who have already made a big difference to the world with their brilliant inventions.



David Cohen

from the USA was only 13 years old when he invented a robot that can save lives. He felt upset when he read about people who were trapped under the ground after tornadoes. At this time, he was learning about worms at school and this is where he got his idea. He designed a robot that can move like a worm. The worm robot can go underground where it can find and help people.



Anurudh Ganesan

from India was 15 years old when he had a brilliant idea about how to get vaccinations to more babies. Some people live in places that are far away from doctors and you need to keep vaccinations in a fridge. So Ganesan invented a special bicycle with a fridge that didn't need electricity or ice. It's the wheels on the bike that keep the vaccinations cool!



Thato Kgatlhanye

from South Africa had an idea to help children who don't have electricity at home. She was 18 years old when she made a school bag using recycled plastic shopping bags. This bag stores solar energy for up to 12 hours, which means that children can study when they get home. The bag is also bright. This is important because it means that children are safer when they walk home from school after dark.



WOW! Fact

Louis Braille was only 12 when he started making his Braille alphabet, which helps people who cannot see to read books with their fingers.

Project

Make a fact file about a famous inventor.

- 1 In groups, choose an inventor to write about.
- 2 Decide who will research to find out about:
 - key dates in the inventor's life.
 - the inventor as a child and his/her education.
 - important people in the inventor's life.
 - the inventor's most important invention.
- 3 Put the information together into a fact file.
- 4 Present your fact file to the rest of the class.
- 5 What was the most important invention you heard about today? Take a class vote.

1 **Before you read** Are you good at thinking of new ideas and inventions? Why?/Why not?

2 Listen and read.

3 **After you read** Activity Book, page 97.

4 Work in pairs. Which of the inventions in the article do you think is the most important and why?

Find out more! Watch the video.

Lesson 7

English in action

Talking about how sure you are

8



- 1** I really liked today's History lesson. I think that Leonardo da Vinci was the greatest inventor of all time.
- 2** Really? Are you sure about that? I thought he was an artist.
- 3** Yes, I'm absolutely sure. He drew the first pictures of a flying machine. This was hundreds of years before the Wright Brothers made the first aeroplane!
- 4** Hmm, maybe. But anyone can draw a picture! I think Tim Berners Lee is the most important inventor.
- 5** Oh, come on! Do you really think that?
- 6** Yes! I'm quite sure! He invented the internet. I watched a TV programme about him last week. He created the first website on 6th August 1991. Can you imagine our world without the internet? He's much more important than Leonardo da Vinci.
- 7** I doubt it. Let's see if people are still talking about the internet in 500 years!

1 Listen and read. Answer the questions.

- Who does Jack think is the most important inventor and why?
- Who does Tina think is the most important inventor and why?

2 Read the dialogue again. What things are the children sure about? What are they not sure about?

Say it!

Asking if someone is sure

Are you sure about that? Do you really think that?

Saying that you're sure

I'm absolutely sure.
I'm quite sure.

Saying that you aren't sure

Maybe.
I doubt it.

3 Work in pairs. Do you agree or disagree with these sentences? How sure are you about your answers? Use the **Say it!** box to help you.

- Leonardo da Vinci was more important than Tim Berners Lee.
- Dorothy Hodgkin was an important scientist.
- Young people are good at inventing things.
- Vaccinations are more important than antibiotics.

I think that Leonardo da Vinci was more important than Tim Berners Lee.

I'm quite sure.

Are you sure about that?

Pronunciation

4 Listen and read. Do we stress relative pronouns?

This is the place **where** I was born.



This is the runner **who** came first.



That was the time **when** I lived in Paris.



This is the girl **whose** coat I borrowed.



Reading

tip Reading

Headlines often use the present tense (even when the text is about the past) and they usually miss out articles (a/an, the).

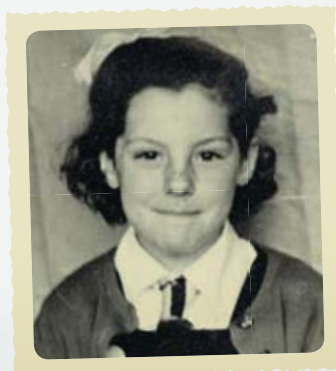
1 Before you read Read the article quickly and choose the best headline.

a Builder travels to Australia to deliver letter

b Builder finds hidden treasure in school walls

c Builder writes letter for time capsule

Builder Tom Harris was working at Northgate School in the United Kingdom when he found an old time capsule from 1953. 'This is where I found it,' said Tom, pointing at the old walls of a classroom. 'They had buried some really interesting items for future generations to find. There were some old school books, some pencils and a list of teachers and students. There were also some old photographs. But the most interesting thing was this old letter that I found.'



Marion Waleen in 1953

Dear future student,

Hello! My name is Marion. If you are reading this, then you have found our time capsule!

I'm a student at Northgate School. It's nearly the end of 1953 and I'm 11 years old. My teacher is called Mrs Parks. She's the teacher whose lessons we all love! My favourite subjects are English and History.

In the classroom, we sit in rows in front of Mrs Parks, who writes on the blackboard. We use pens, pencils and paper to write our lessons. Sometimes we sing songs, too. When Mrs Parks comes into class, we stand up and say 'Good morning, Mrs Parks.' After she says 'Good morning, girls and boys,' we can sit down. We wear white shirts and black ties. The boys wear grey trousers and the girls wear black dresses. We have milk at play time.

In our town, there are some modern cars and sometimes we go to London on a steam train. In our home, we have an electric fridge. I've heard that some people have black and white televisions, but we're very happy with our radio! My friend has a telephone at home, but we don't have one. We write letters to our friends. We're lucky because there are a lot more medicines now than there used to be. We have vaccinations when we're babies, so we don't get ill as often as our grandparents did.

I wonder if you go to my school, too?

Best wishes,
Marion

44 Sea Road
Northtown
RJ3 JK6
6 December 1953

Tom searched for Marion on the internet and found her in Australia. She was very happy to see her letter again and to talk to Tom.

Words in context

time capsule item generation
list row blackboard

Activity Book, page 99

2 Listen and read.

3 Read again. Are these sentences true or false? Say why.

- 1 Tom Harris is a teacher at Northgate School.
- 2 The time capsule was full of things from 1953.
- 3 Marion's teacher was called Mrs Parks. **true**

- 4 The subjects Marion liked best were singing and writing.
- 5 Marion didn't have a fridge at home.
- 6 Tom Harris showed the letter to Marion.

4 Work in pairs. How was Marion's life similar and different to your life?

- 1 Look at the letter. Who wrote the letter? Who was it written to? Why was it written?

14 High Street, Summeton, JR1 2FK

Dear student from the future,

Hello! My name is Simon and welcome to our time capsule!

I'm 11 years old and I'm a student at Thomas High School. I'm in class 6J. The subject that I like best is Maths.

My teacher is called Mr David. He's the man who made me love Maths!

I live in a busy city with a lot of cars. We travel on very fast aeroplanes and trains, too. At home, we have a television, a tablet, a computer and a laptop. Everyone has a mobile phone. When we feel ill, there are a lot of medicines we can take. Last year, I had to have an operation in hospital. I came home the same day and I got better very quickly.

We have put some interesting things in our time capsule. You will find a school uniform, some sports equipment, some books and a newspaper. We've also put in a few photographs. There are pictures of a new smartphone and laptop, the world's fastest train in China and Mr David's X-ray from when he broke his leg last year.

There's also a photo of my friends in 6J!

We hope you enjoy opening our time capsule as much as we enjoyed filling it!

Best wishes,

Simon



- 2 Read the *How to write...* box. Then look at the letter in Activity 1 again and match the paragraphs with the descriptions.

How to write... an informal letter

- Put your address at the top right.
- Put the date below your address.
- Start the letter with *Dear* + (the name of the person you're writing to).
- Finish the letter with *Best wishes*, + your name.

- Paragraph one
- Paragraph two
- Paragraph three
- Paragraph four

- information about what's in the time capsule
- an introduction to the letter
- information about the letter writer and school
- information about today's travel, technology and medicine

- 3 Write a letter to a future student for a time capsule. Use the *How to write...* box to help you.

- Think about what you want to include in your time capsule and why.
- Write a paragraph plan, using the tips in Activity 2.
- Write your letter, remembering to start and finish it in the correct way.
- Read and check your letter.

tip Writing

as much as

We use *as much as* to compare two things when they are the same.



**This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!**

1 4 comments**Susi, 11, France** 3 minutes ago

I enjoyed finding out about famous inventors, like the people who invented the radio and electricity. I think that the most important inventor of all time was Grace Hopper. She was the woman who helped create the first computer language.

**2 4 comments****James, 12, USA** 6 minutes ago

I didn't know who invented vaccination, so I did some research. It was Edward Jenner who invented it in 1797. He gave an injection to a boy who was eight years old. The poor boy was probably scared! But he was fine and it was a very important invention for medicine.

4 4 comments**Catalina, 11, Argentina** 15 minutes ago

I liked reading the article about the old time capsule! It's interesting to learn about people's lives in the past. History is the subject that I love best at school and I want to be a history teacher when I grow up. I wonder if you could tell us more about History in a future WOW! Magazine?

3 4 comments**Richard, 11, Zimbabwe** 15 minutes ago

I enjoyed finding out about Dorothy Hodgkin. Her work was so important. I think I would like to be a scientist when I grow up so I can discover something important, too.

5 4 comments**Lisa, 11, Sweden** 40 minutes ago

I enjoyed writing the letter for my time capsule. I'd put some computer games and some books in a time capsule. Do you know what you would put in your time capsule, WOW! kids?



1 Read the comments about the WOW! Magazine. Which two children are thinking about their future?

2 **Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.**

- 1** Which reading text did you like best and why?
- 2** Which inventor did you enjoy learning about most and why?
- 3** If you could find a time capsule from any time in history, what would you choose and why?



3 **Think about the WOW! Question again. Discuss in groups. Are your answers different now?**

WOW! Question**Mateo** 3 minutes ago

What's the greatest invention of all time and why?

...

A2 Key and B1 Preliminary for Schools Listening Part 1

- 1**   **Listen.** For each question, choose the correct picture.

1 What does Maria think is the most important invention of all time?

A



B



C



2 What's wrong with Peter?

A



B



C



3 What does Chris need today?

A




B



C



B1 Preliminary for Schools Writing Part 2

- 2**  You see a notice in an international English-language magazine. Write your article in about 100 words.

Go to page 133

tip Exam

In this part of the exam, you will hear short recordings in English, for example, conversations at home or between friends, radio announcements, parts of talks or conversations in shops. To prepare, listen carefully to any English you hear around you. Try to understand the main point of what is said.

tip Exam

Make sure you write approximately 100 words. If you write fewer than 80 words, then you won't be able to get the top marks for this part of the test. If you write a lot more than 100 words, you might include information that you don't need.



It's party time!



World of Wonder! Magazine

Welcome

Book Club

Culture

Over to you!

We love music! We enjoy playing different instruments, singing and dancing! We like a lot of different types of music and we think that music is important when we celebrate, too.



Mei has a question for you. Can you think of any answers?

WOW! Question



Mei 3 minutes ago
How and why do we make music?



In this unit I will ...

- learn words for music and parties
- use verbs + *to* / *-ing*
- read a story about a party
- learn about unusual musical events
- work in a group to plan our own music festival
- use expressions to say thank you and respond to thanks
- read and write descriptions



- 1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.
- 2 Look and match. Then listen, check and repeat.

violin keyboard drums flute trumpet folk music jazz music
rock music opera orchestra soundtrack performance 1



- 3 Listen and read. Which two children play an instrument and what do they play?

WOW! Blog

- 1 **Mei** 5 minutes ago
I'm learning to play the flute.
I have a lesson once a week and I have to practise playing every day. I'm going to be in a performance with the school orchestra at the summer concert. I can't wait!
- 2 **Sophia** 1 hour ago
I used to play the drums, but I stopped because I didn't practise enough. I might start learning again because I'd like to join a band.
- 3 **Mateo** 7 minutes ago
I play the keyboard in a school band and we're going to be in the concert as well. I feel a bit nervous, but I'm excited, too! We usually play pop music or soundtracks from films that students love.
- 4 **Alex** 3 hours ago
I've never learned to play any musical instruments, but I enjoy listening to music. My favourite type of music is pop music. My mum and dad sometimes play me their old music. I like some of their rock music, but I don't like folk music or opera!

- 4 Listen and answer the questions.
 - 1 You're going to hear five instruments. How many can you guess?
 - 2 You're going to hear four different types of music. How many can you guess?
- 5 Work in pairs. Answer the questions.
 - 1 Do you play any musical instruments now?
 - 2 Have you ever had lessons on a musical instrument?
 - 3 What type of music do you enjoy listening to and why?
 - 4 What type of music do you not like listening to and why?



Sophia: I always enjoy watching the school concert. Music makes me feel happy!

Alex: I know what you mean. I can't wait for the performance. I think Mei and Mateo are going to be brilliant.

Sophia: So do I! They were nervous this morning, but excited, too! So, Mei's on first, she's playing the flute with the orchestra. Then when they finish playing, Mateo will go on with his band.

Alex: He plays the keyboard, doesn't he? Who else is in his band?

Sophia: David's on the drums, Sarah's on the guitar and Kim's on the trumpet. I heard them last week. They're really good. They practise every day after school. They hope to record some music together over the summer.

Alex: Oh, that reminds me! I learned to use this camera yesterday because I promised to film the orchestra for Mei. She wants to put it on her vlog.

Sophia: I like watching her vlog. Oh, this is exciting! It makes me want to learn an instrument.

Alex: Me too! I really want to learn the drums, but my mum keeps saying that it isn't a good idea ...

Sophia: Ha ha! I think I can guess why! You're loud enough without drums!

1 **9.4 Listen and read. What event are Alex and Sophia talking about?**

2 **Read the dialogue again and answer the questions. Talk to your partner.**

- 1 Who is performing first?
- 2 Who plays the drums in Mateo's band?
- 3 Who plays the trumpet in the band?
- 4 How often do they practise?
- 5 What is Mei going to do with the recording of the orchestra?
- 6 What instrument does Alex want to learn?

3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.**

So do I! Oh, that reminds me!
I know what you mean.

1 I don't really like the violin.
 (...)

2 I think that jazz music is brilliant!
 (...)

3 I'm looking forward to the pop concert next week.
 (...) I must buy my tickets today.


4 **Work in groups. Ask and answer questions and make notes.**

Find someone who:

- has been in a school concert.
- plays one musical instrument.
- plays more than one musical instrument.
- thinks that music makes them happy.
- wants to learn a new instrument.
- likes the same music as you.

Have you ever been in a school concert?

Yes, I played in the orchestra last year.

- 1 Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.
 - 1 Mateo is going to be in a performance with the orchestra.
 - 2 There are drums, keyboard, guitar and a trumpet in Mateo's band.
 - 3 Mateo's band might record some music in the summer.
 - 4 Alex's mum really wanted him to learn the drums.
- 2  Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar



Verbs + -ing form

- I always **enjoy watching** the school concert.
 When they **finish playing**, Mateo will go on.
 Alex's mum **keeps saying** that it isn't a good idea.

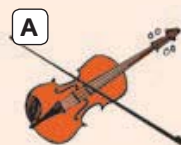
Verbs + infinitive

- They **hope to record** some music together.
 I **learned to use** this camera yesterday.
 I **promised to film** the orchestra.

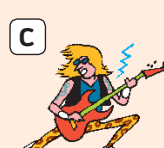
- 1 Some verbs, for example, *enjoy*, *finish* and *keep*, are followed by the **-ing form / infinitive**.
- 2 Some verbs, for example, *hope*, *learn* and *promise*, are followed by the **-ing form / infinitive**.
- 3 Read the dialogue in Lesson 2 again. Find an example of another verb that takes the **-ing form** and another verb that takes the infinitive.
- 4 Work in pairs. Tell each other three things you enjoy doing in your free time and three things you hope to do over the summer. Did you and your partner say any of the same things?

- 5   Listen. For each question, choose the correct picture.

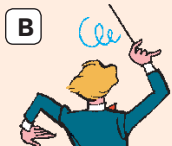
- 1 Katie is talking to Tom. What instrument is she learning to play?




- 2 Laura is at the theatre. What performance does she want to watch?




- 3 Mike and Alice are talking about music. What music does Alice enjoy listening to?



- 6  Listen again and answer the questions.

- 1 a Why didn't Katie learn the keyboard?
b What does her music teacher always tell her?
- 2 a Why doesn't Laura go to the opera?
b Who likes rock music?
- 3 a Who plays for their school orchestra?
b Who went to see a pop band play last year?

- 7  Choose three verbs and write three sentences about music: two true and one false. Swap with your partner. Can they guess which sentence is false?

enjoy finish keep like hope
learn promise want

I enjoy listening to classical music.
 I want to learn to play the violin.
 I hope to join the school orchestra next year.

I think sentence two is false.

An unforgettable party

It was nearly the end of the school year and the students of Year Six were looking forward to their end-of-year party. A team of students were making plans for the party.

'There's a lot to do,' said Marie. 'First of all, we have to give out the invitations.'

'I've designed a cool email invitation,' said James. 'Do you want me to send it to everyone?'

'That would be great,' said Marie. 'It's a fancy dress party, isn't it? So don't forget to put that on the invitation.'

'No problem,' replied James. 'I've already decided on my costume. Now, who wants to make a playlist?'

'I'll do that,' said Tom. 'I love pop music.'

'Great, I think that's all for now,' said Marie. 'We must remember to get to the hall early on the day of the party so that we can put up the decorations and welcome everyone as they come in. Will you remind me to bring the cakes, too?'



The day of the party finally arrived. The party was great and all the children were having a brilliant time.

'Where's Tom?' asked James. 'It's strange that he isn't here yet.'

'He'll be here soon,' said Marie. 'I asked him to pick up the cakes. I told him not to be late.'

Suddenly, the door of the hall opened.

'I'm here!' shouted Tom. 'I have cakes! Lots of cakes!'

He was holding a very, very large plate of cakes.

'I love cakes and I love dancing!' he said as he started to dance to the music.

'My sister taught me to do a cool new dance. Watch!'

'Be careful, Tom!' said James. 'Put the cakes down first.'

But Tom didn't hear him. As he was dancing, he fell over and the cakes went flying up into the air. Then all the cakes landed on top of him.

'Tom!' Marie shouted. 'You're meant to wear a fancy dress costume, not a plate of cakes!'



1 Before you read Today's Book Club text is a story. Look and circle the options that describe it.

- 1 This is a **comedy** / a science fiction story.
- 2 A comedy is **funny** / sad.
- 3 Something funny usually happens at the **beginning** / end of a comedy.

2 **Listen and read.** Why is Tom late to the party?

3 After you read Activity Book, page 107.

4 **Discuss in a group.**


- 1 What was the last party you went to? What did it celebrate and what did you do?
- 2 How do you celebrate the end of the school year?

5 **Work in groups.** Tell your own story about something funny that happened at a party. Say one sentence each.

Some children were at a party.

They were dancing to music and they were having a great time.

But then suddenly, ...

- 1  Look and match. Then listen, check and repeat.


give out invitations 1 make a playlist
put up decorations prepare a special meal
put on fancy dress costumes
welcome your guests serve drinks
open your gifts dance to the music
watch a firework display clear up the mess
write thank-you messages



- 2 Read the story in Lesson 4 again. How many of the phrases from Activity 1 can you find?

- 3 Answer the questions about the story.

- 1 Who makes the invitations?
- 2 Who makes the playlist?
- 3 Who picks up the cakes?

- 4  Look at the grammar table. Then answer the question.

Grammar

Verb + object + infinitive

Do you **want me to send** it to everyone?

Will you **remind me to order** the cakes, too?

My sister **taught me to do** a cool new dance.

I **asked him to pick up** the cakes.

I **told him not to be** late.

Which verbs are followed by an object (*me, you, him, her, us, them*) + *to* + verb?

- 5  Listen and answer the questions.

- 1 Jen and Lucy are talking on the phone. What does Grandma want them to do?
- 2 Mum and Mark are talking. What does she remind him to do?
- 3 Ed and Sam are talking. What does Ed ask Sam to do this evening?

- 6  Work in groups.

- 1 Plan your own party. Use the phrases from Activity 1 and decide what job each person is going to do.
- 2 Take it in turns to tell the rest of the class about your party plans. Say one sentence each using the verbs in the box.

want remind ask decide tell

- 3 Take a class vote: which party sounds the most fun and why?

We decided to serve lemonade and orange juice at our party. We told Ben to serve the drinks.

We wanted to have pop music on our playlist. We asked Sarah to make the playlist.



DON'T STOP THE MUSIC!

Every year, there's a very unusual guitar competition in Finland. It's unusual because the musicians don't play real guitars. They play air guitars! The Air Guitar World Championships have been part of the Oulu Music Video Festival since 1996. Last year, an audience of more than 10,000 people helped the air guitarists to make this one of the most exciting musical events in the world. Each guitarist plays two songs – they choose and learn to play along to one song, but they don't know what the other song is going to be until the day of the competition. The winner is the person who looks most like they are really playing the guitar and the prize is a real guitar!



Another unusual musical event is the Underwater Music Festival, which takes place in Florida, USA, every year. Divers get together and music is played through underwater speakers. Musician-divers play instruments (which aren't real) and the songs are often about the ocean, for example, *Yellow Submarine* by The Beatles. The people who organise the festival want to remind us of how we should protect animals and plants in the oceans.



Music is a wonderful way to celebrate! Read on to find out about some of the world's most unusual musical celebrations.

Musical flash mobs are popular around the world. A flash mob is a group of people who come together in a place, do something unusual and then leave. People enjoy filming and sharing these types of events on social media. One of the most famous musical flash mobs was an orchestra of 1,000 people who suddenly started playing a concert in a shopping centre in Berlin, Germany. Another famous flash mob took place in Mexico City when 13,597 people danced to Michael Jackson's *Thriller*.



WOW! Fact

There are now lots of apps you can use to practise playing air guitar! Hand movements are connected to software to make real music.

1 Before you read Do you think that playing and listening to music is a good way to celebrate an event? Why?/Why not?

2 **9.15** Listen and read.

3 After you read Activity Book, page 109.

4 Work in pairs. Which of these events would you most like to go to and why?

Find out more! Watch the video.

Project

Design a website for your own music festival.

- In groups, decide what type of music festival you are going to organise. Try to think of something unusual or fun!
- Decide who is going to plan:
 - the type of music for the festival.
 - the musicians and the instruments.
 - where it will happen.
 - how to tell people about it.
- Choose the important information and design and write the home page of your new website.
- Present your website to the rest of the class.
- Which of the music festivals that you heard about would you most like to go to and why? Take a class vote.

Saying thank you and responding to thanks



- It looks brilliant! The room is completely ready for my birthday party!
- You just need some guests now, Anna!
- Good point! I'm really grateful for all your help with putting up the decorations, Kate.
- No problem! It was fun. Many thanks for inviting me to your party!
- You're welcome! Actually, your work isn't finished yet. Could you help me to put on my fancy dress costume?
- Of course I can!
- Thanks a lot!
- No worries. You look great!
- You've done such a lot to help me with this party. Would you like to welcome the guests as they arrive?
- Oh, I'd love to. Thanks so much!
- Don't mention it!

1 **9.17** Listen and read. Answer the questions.

- 1 Whose birthday is it today?
- 2 Who helped to get everything ready for the party?

2 Read the dialogue again. What do the girls say thank you for?

Say it!

Saying thank you

Thanks a lot.
Thanks so much.
Thanks a million.
Many thanks.
I'm really grateful.

Responding to thanks

It's a pleasure.
Don't mention it.
You're welcome.
No problem.
No worries.

3 Work in pairs. Say thank you and respond to thanks. Use the **Say it!** box to help you.

Student A

Say thank you to Student B for helping you to:

- prepare a special meal.
- make a playlist for your holiday.
- clear up the mess in your bedroom.

Student B

Say thank you to Student A for helping you to:

- give out invitations to your birthday party.
- serve drinks at the party.
- write thank-you messages.

Thanks so much for helping me to prepare a special meal.

No worries.

Pronunciation

4 **9.18** Listen and read. Do we stress the word **to** in these sentences?

I hope **to** start flute lessons next week.

Sam wants **to** learn the violin.

Frank is learning **to** play the trumpet.

I promise **to** practise the drums every day.



Literacy: descriptions

Reading

- 1** **Before you read** Read the first sentence of each paragraph. What do you think this text is about?

tip Reading

It doesn't matter if you don't understand every word of a description as long as you get the main idea. Read as many different types of books as possible to help you to understand descriptions.

MY TRAVEL BLOG

Last year I went backpacking with my friends in India. The event that I remember best of all was the Holi Festival. This takes place every February or March during the full moon to celebrate the start of spring.

When we were there, the celebrations started on the night before the festival. My friends and I were invited to join people around a huge bonfire. We ate delicious snacks, told stories and listened to music.

On the day of the festival, we went to the main city square. Our taxi driver helped us to understand what happens on this special day. He told us that this was the best time of the year in India and that we were welcome to join in all their celebrations. He gave us some coloured powder that he had for his children. We thanked him and as we got out of the taxi, we could feel the excitement in the air.

There were a lot of people in the square and they were all throwing coloured powder paints over each other. It looked like a mist of different colours. Soon, we were covered from head to foot in paint! I could see gorgeous colours in the air, I could hear children laughing and I could feel the paint powder on my skin. I could smell and taste the powder as it went up my nose and in my mouth! I threw my powder into the air, too, and it fell like a rainbow around me!

Then some children ran up to us and shouted, 'Happy Holi!' Some had water balloons and some had buckets of water, which they threw all over us. It was brilliant! A band started to play folk music and we all danced to the music. The dogs, cows and monkeys that live on the streets watched us as we danced in the colourful rain! When we got hot, we ran into the Ganges River, which was nice and cool!

At the end of the day, we were tired but very happy. Going to the Holi Festival was one of the most interesting experiences of my life and I hope to go again another year!

Words in context

full moon excitement mist
powder rainbow experience

Activity Book, page 111

- 2** **9.21** Listen and read.

- 3** Read again. Are these sentences true or false? Say why.

- 1 The Holi Festival celebrates the beginning of summer.
- 2 There's a bonfire on the night of the festival.
- 3 People throw paint and water over each other during the festival.
- 4 The writer didn't have any paint to throw.
- 5 The writer went into a river when he got hot.
- 6 The writer doesn't want to go to the Holi Festival again.

- 4** **Work in pairs.** How is this festival similar to celebrations in your country? How is it different? Would you like to go to the Holi Festival? Why?/Why not?

1 Read Chao's description. What is his favourite celebration?

My favourite celebration

I really like celebrating Chinese New Year! It's celebrated every year, in January or February. Each year is named after an animal, for example, the rabbit, snake, horse or monkey. There are 12 animals in total.

We do a lot of brilliant things at New Year. We wear new clothes, which feel soft on our skin. We get red envelopes with money in them as gifts. We enjoy preparing and eating special food. My favourite New Year food is Chinese dumplings because they taste like delicious clouds! My sister's favourite food is fish and my parents' favourite food is noodles. All the food smells amazing! There are also a lot of exciting performances. We watch lion and dragon dances and firework displays and we listen to musicians playing traditional music.

I love this time of year because all my family is together. My grandparents and my uncles, aunts and cousins come to visit, my parents don't go to work and I don't go to school. I always want my cousins to stay with us because we have such a fantastic time celebrating New Year together!



2 Read the *How to write...* box. Then look at the description in Activity 1 again and match the paragraphs with Chao's writing plan.

How to write... a description

- Use interesting adjectives, for example, *exciting, amazing, brilliant, fantastic*.
- Use your senses to make descriptions interesting:
 - We see / watch ... - We smell ...
 - We hear / listen to ... - We feel ...
 - We taste ...
- Use comparisons with *like* to make descriptions interesting:
It looks / sounds / smells / feels / tastes like ...

1 Paragraph one

2 Paragraph two

3 Paragraph three

- Describe what happens during the celebration.
- What and when is the celebration?
- Why do you like it?

tip Writing

Apostrophes

We use an apostrophe (') to show that something belongs to someone. When something belongs to only one person, we add an apostrophe and s ('s). When something belongs to more than one person, we add an apostrophe after the s (s').

My sister's favourite food is fish and my parents' favourite food is noodles.

3 Write a description of your favourite celebration. Use the *How to write...* box to help you.

- Write a plan. What is your favourite celebration? What happens? Why do you like it?
- Write your description. Remember to use all your senses in your description.
- Read and check your description.



**This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!**

1 4 comments



Tom, 11, UK 2 minutes ago

I enjoyed finding out about what instruments you WOW! kids play! I love music. I'm learning to play the trumpet and I'm in a band at school.



2 3 comments



Tara, 12, Holland 10 minutes ago

I liked reading about the school concert that Mei and Mateo were in. It reminded me to practise for my concert! 😬 I play the violin in the school orchestra and I have three pieces of music to learn!

3 6 comments



Marco, 12, Italy 20 minutes ago

I enjoyed reading the story about the party. Poor Tom! We had a party last year at my school and I dropped some crisps all over the floor. But that isn't as bad as dropping all the cakes! I asked my friends to help me clear up the mess and it didn't take us long.

4 2 comments



Asako, 12, Japan 30 minutes ago

I liked reading about the unusual musical events. My friends and I took part in a flash mob at a railway station last year. We sang and we danced to the music. It was such good fun. Everyone in the station started singing along with us!

5 4 comments



Keira, 12, Ireland 1 hour ago

I enjoyed learning about the Holi Festival. It sounds brilliant and I really want to go to India one day. Last year, my friends and I did a special run for charity. We ran 5km and people threw paint all over us while we were running. I looked like a rainbow at the end!



1 Read the comments about the WOW! Magazine. Which child has a performance soon?

2 **Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.**

- 1 Which text did you enjoy reading the most and why?
- 2 What special festivals or musical events did you find out about in this unit?
- 3 How would you like to celebrate your next birthday? Why?

3 **Think about the WOW! Question again. Discuss in groups. Are your answers different now?**

WOW! Question



Mei 3 minutes ago

How and why do we make music?

...



B1 Preliminary for Schools Reading Part 2

- 1 The people below all want to go to a performance in London. There are eight performances below, too. Decide which performance would be the most suitable for the following people. Write the correct letter (A–H).

In this part of the exam, you will match descriptions of people to descriptions of things, for example, books, holidays, museums, hotels. When you first read, underline any matches that you find. Read again to make sure that ALL the parts of the description fit together, not just SOME words.



1 **Sven** ☐

Sven loves folk music. He enjoys going to concerts in big theatres, but only has time to go at the weekend.



2 **Paul** ☐

Paul enjoys listening to rock music, but he doesn't like going to big concerts. He prefers to go to small places where he can get close to the band.



3 **Sandy** ☐

Sandy plays the violin and loves going to classical concerts. She works at the weekend, so can only go during the week.



4 **Sofia** ☐

Sofia loves going to big pop concerts. She is happy to go on any night of the week as long as the music is loud!



5 **Sue** ☐

Sue likes going to jazz concerts. She doesn't like big theatres and prefers to listen to music in restaurants or cafés.

A **Morris Beat**

Lively and loud, this rock band from Canada are performing for one night only in London. Buy tickets early because this concert is taking place in a cosy theatre with only 60 seats.

B **The Orchestra**

More than 50 musicians are performing the music of Beethoven at the Royal Theatre this Saturday. Perfect for classical music lovers, the show is 90 minutes long.

C **Lorro**

After winning the biggest TV pop competition, pop superstar Lorro will be on stage in London this weekend. You can see him at the large London theatre, The House.

D **Frank Vitty**

Popular rock musician comes to London! He will play at the huge Theatre Central this weekend. This will be a brilliant night out for rock fans!

E **Kenny Peters**

Jazz star Kenny Peters will play the piano with his band this Tuesday in China Gardens, London. Listen to music while you enjoy your Chinese meal!

F **Country Man**

Famous folk band, Country Man, return to London to play their new music to large audiences. See them perform this Saturday and Sunday at London Theatre.

G **Fantastic Flute**

Classical musician, Lisa Dupont, will perform famous pieces of flute music this Thursday at the James Theatre in London. Special price tickets available.

H **Rachel Rogers**

Folk musician Rachel Rogers and her band will perform their new show this Wednesday at the large central London theatre, The North Side. Get your tickets online.



B1 Preliminary for Schools Writing Part 1

- 2 Read the email from your English-speaking friend Joe, and the notes you have made. Write your email in about 100 words.

In this part of the exam, the email will have notes on it to tell you what to write in your email. Make sure that you answer all of the notes so that you can get all of the marks.

Go to page 133

Language booster 3

1  How many words can you say about parties?

2 Read and tick (✓) the best title for the text.

- 1 My visit to a jazz performance ☐
- 2 My musical birthday party ☐
- 3 The big band competition ☐



Hi, I'm Tessa and today is an exciting day! I'm taking part in a competition with my band at school! I play the keyboard, Josh plays the drums, Ben plays the trumpet and Laura plays the violin. We play jazz music together!

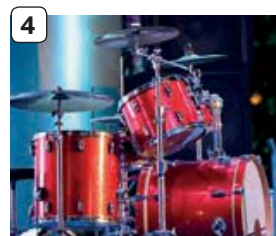
It was Josh who started our band last summer, and we hope to win a prize today! Each band in the competition will play a tune, and then the headteacher will announce the winner! After that, we'll all have a big party to celebrate! Our teachers will fetch and serve drinks and all the students will dance to the music!

I have to go now. It's nearly time for our performance and I need to finish getting ready. See you later!

3 Look at the text in Activity 2 again. Find and write the words.



performance



4 Find and write the words from the text in Activity 2.

- 1 an event where you try to show you're the best: competition
- 2 the thing you give to the person who wins something: _____
- 3 a piece of music: _____
- 4 the person who wins something: _____

5  Talk to your classmates.

- 1 Have you ever won a competition?
- 2 What was the last party you went to?

6  **Listen and read. Answer the questions.**

- 1** Where are Tessa and Josh at the moment?

- 2** Why are they celebrating?



Josh: This is a great party, isn't it?

Tessa: Yes, it is! I always enjoy dancing!

Josh: I always enjoy eating cake! Don't worry – I promise to leave you some!

Tessa: Ha, ha! I still can't believe we won the prize for Best Band today! I thought that we weren't as good as some of the bands that took part.

Josh: Well, I think we were great! We practised a lot and we learned to play our tune really well!

Tessa: Yes, that's true.

Josh: You aren't leaving already, are you? That's a bit unfriendly!

Tessa: Yes, I've got to go. My mum's picking me up at 7 pm. See you soon, Josh!

Josh: Yes, very soon! Don't forget band practice tomorrow morning at 8 am. We have to keep practising for the next competition!

Tessa: Oh, yes, OK! See you tomorrow!

Josh: Bye!

7 Find three ways that Tessa and Josh say goodbye. Use the *Say it* box to help you.



Saying goodbye

I've got to go. I have to go now.

See you soon / later / tomorrow / next week!

Bye! Goodbye!

8  **Work in pairs. Complete the dialogue using phrases from the *Say it!* box. Then make your own dialogue to say goodbye to your partner.**

Are you going home already?

Yes, _____.

OK, see _____

_____!

9  **Decide who is going to do each job. Then plan a class party to celebrate finishing the Pupil's Book!**

give out invitations make a playlist
put up decorations prepare food
play some tunes organise a competition
buy prizes announce the winners

Show what you know

Can you use words to describe music and parties?

Can you use expressions to say goodbye?

Can you plan a class party?




Think like a scientist!

How can we talk about chronology?

Think

- 1 What do you know about inventions and their inventors? Can you think of an old and a new invention?

Learn

- 2  Listen and read. How can we present inventions in the order in which they happened?

In History and Science we often read texts about the lives of famous or important people, such as kings or inventors. Usually the things these people did are told in the order in which they happened. We call this a **chronological report**. A chronological report is an example of a non-fiction text.

In Science, chronological reports can also be used to describe the steps in a scientific experiment. Chronological reports are often planned using a **timeline**. Timelines help present information about dates and events.

printed writing

atlas

adding machine



In 1468, the first book was **printed**. About four hundred years ago the first **atlas** was printed. Almost fifty years after that, the first **adding machine** was invented. About two hundred years later the first form of computer was invented. And then in the 1960s, the first super computers were made.

Check

- 3 Circle the correct words.

- We can present information in chronological **order** / **time** / **line**.
- Chronological reports are **fiction** / **non-fiction** / **difficult** texts.
- We can use timelines to present information about the lives of **famous** / **serious** / **proud** people in History.
- Timelines can also show the steps in a science **explanation** / **essay** / **experiment**.
- Examples of words in a chronological report are **on** / **at** / **in** 1468 and **about** / **after** / **between** four hundred years ago.

- 4 Look at the information below. Draw a timeline in your notebook and put the four dates in order. Write the name of the instrument and where it was made under each date.

- The first piano was invented in Italy about 1700.
- The first modern classical guitar was made in Spain in 1850.
- The first violin was invented in Italy in the 1530s.
- The first clarinet was invented in Germany around 1690.

Lesson 2

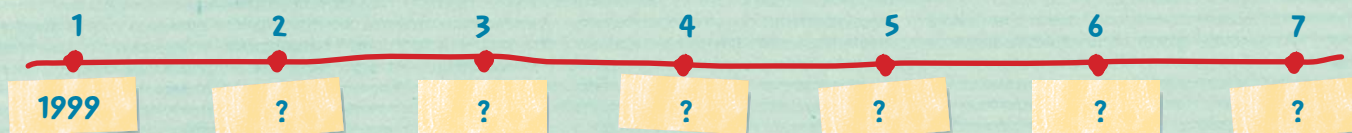
Let's practise!

- 1** Read this information about a famous young musician. Is it presented in chronological order?

Sheku Kanneh-Mason was born in 1999 in Britain. When he was five years old, he started to play the piano. The year after that, he started playing the cello. By the time he was nine, Sheku had passed many music exams. In 2016, he won a UK competition for the best young musician of the year. The next year, he played his cello at the film and television awards and he also played in many concerts around the world. In May 2018, Sheku played his cello for a special performance in London and millions of people watched and listened to him on television. Sheku's brother and five sisters all play musical instruments. In their house there are four pianos, three cellos, a viola and four violins.



- 2** Read about Sheku again and complete the timeline with the correct years.



- 3** Match these sentences with numbers 1–7 on the timeline.

- | | |
|---|---|
| a He was the best young musician in the UK. | d The year Sheku was born. |
| b He was six. | e He was five. |
| c He played his cello for a special performance in London and it was watched by millions of people. | f He played his cello for the film and television awards. |
| | g He had passed many music exams. |

Show what you know

Write a chronological report about the life of someone you know.

- 1 Brainstorm famous people you know – for example, musicians, sports stars or inventors – and choose one.
- 2 Find out five important years in the person's life and write them on a timeline.
- 3 Write a few words below the timeline to say why each date is important.
- 4 Use your timeline with its notes to write a report.
- 5 Present your famous person to the class, but don't say who it is. Can the class guess?

Ariana Grande



tip Speaking

Use words and phrases that will make your presentation more interesting.
We'll start / begin with the date when this person ...
Did you know that in ...

Progress path

Read and write. Then tick.

Starter Unit

What's your first name? _____

What's your surname? _____

Unit 1

Name four places in a city and two forms of transport. _____

Unit 2

Make two predictions about tomorrow.
I think I will _____

I think I may / might / could _____

Unit 5

- 1 I hurt **myself** / **yourself** when I was kite surfing.
- 2 My brother cut **himself** while he was go-karting.

Unit 4

What's the extreme weather event?

- 1 When the weather is hot for a long time. _____
- 2 It hasn't rained for weeks and weeks. _____

Unit 6

Say the shopping words.

1



credit card

2



receipt

Unit 8

Make these questions more polite.

- 1 Where's the swimming pool?
- 2 Is this my book?

Unit 9

Say the party words.

1.



2



Unit 3

Name six types of books.

What's your favourite and why? _____

CHALLENGE 2

Play big number buzz!

Take it in turns to say numbers from 100. Every three numbers, say, 'buzz'! 101, 102, BUZZ!, 104, 105, BUZZ! How high can you count?

Unit 7

Draw two faces showing emotions from this unit. Can your partner guess them?

CHALLENGE 1

My hands look so real, But touch them! They're cold! My face looks like yours, But I never get old! What am I? **a statue**

My hands look so real, But touch them! They're cold!

My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



My hands look so real, But touch them! They're cold!

My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



My hands look so real, But touch them! They're cold!

My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



My hands look so real, But touch them! They're cold!

My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



My hands look so real, But touch them! They're cold!

My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



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My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



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What am I? **a statue**

1.



2



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What am I? **a statue**

1.



2



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My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



My hands look so real, But touch them! They're cold!

My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



My hands look so real, But touch them! They're cold!

My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



My hands look so real, But touch them! They're cold!

My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



My hands look so real, But touch them! They're cold!

My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



My hands look so real, But touch them! They're cold!

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What am I? **a statue**

1.



2



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What am I? **a statue**

1.



2



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What am I? **a statue**

1.



2



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My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



My hands look so real, But touch them! They're cold!

My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



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My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



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What am I? **a statue**

1.



2



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2



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2



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2



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1.



2



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2



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My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



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My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



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My face looks like yours, But I never get old!

What am I? **a statue**

1.



2



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1.



2



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2



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2



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2



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What am I? **a statue**

1.



2



My hands look so real, But touch them! They're cold!

My face looks like yours, But I never get old!

What am I? **a statue**

1.



2

Progress path

Read and write. Then tick.

Starter Unit

What's your favourite hobby? _____
Why? _____

Unit 1

When I was three,
I used to _____
I didn't use to _____

Unit 2

Add labels.



1



2

Unit 4

Write two things we should do and two things we shouldn't do to help the environment.

✓ ✓ ✗ ✗

Unit 3

Hi, my name is Sophie. I love detective stories.

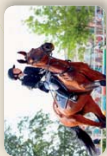
She said that her name _____
She said _____

Unit 5

Add labels.



1



2

Unit 6

1 If I want some new clothes,
I _____.
2 If I don't have any cash,
I _____.

Unit 7

Add question tags.

1 You're embarrassed,
_____?
2 This isn't a very good vlog,
_____?

Unit 8

Add labels.



1

It gives us light and heat.



2

It saves a lot of lives.

Unit 9

1 I enjoy **to play** / **playing** basketball.
2 We hope **to go** / **going** to the beach on Saturday.

