

1

Amazing people



WDYT?
(What do you think?)

Who inspires you?

Vocabulary: describing people; personal qualities; helping others; verb and noun collocations

Grammar: past simple and past continuous; *when, while*; subject and object questions

Reading: a magazine article about incredible people

Listening: a radio interview about an inspirational teenager

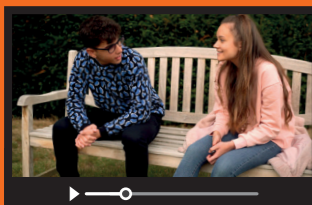
Speaking: giving an opinion

Writing: a profile

Project: a video – someone who inspires me



Video skills p13



Real-world speaking p19



Project pp22–23

Could you be an astronaut?
In the exciting series *Astronauts: Do you have what it takes?* astronaut Chris Hadfield and a team of experts choose one winner from 12 incredible contestants. The lucky winner gets a recommendation to join the European Space Agency programme. Now there are only three contestants left, Suzie, Tim and Kerry. Who will win?

Could you be an astronaut? comments

I expect it will be Suzie or Kerry. Suzie seems **confident** and **reliable**. She's **hard-working** too. Kerry's **enthusiastic** about becoming an astronaut.

Suzie is my favourite. She's **brave** and not afraid to try new things. She's **sensible** – she wouldn't do anything silly.

Tim is intelligent, **calm** in a crisis and **positive** when things go wrong. I imagine he's **generous**, too.

It could be Kerry. She's a **talented** pilot. She seems friendly and **sociable** and **patient**, too.

Tim is **curious** and **creative**. He loves science and new ideas.

Describing people

1 Work in pairs. Look at the adjectives in the box. Use them to describe inspiring characters from TV shows or films. Can you add any more personality adjectives to the list?

careful friendly funny kind pleasant quiet

Bart Simpson is very funny.

I think (...) is friendly.

2 What are the opposites of the adjectives? Copy and complete the table.

Opposites with a negative prefix (un-) or negative suffix (-less)	Other opposites
kind <i>unkind</i>	funny <i>boring</i>
careful (...)	quiet (...)
friendly (...)	(...) (...)
pleasant (...)	(...) (...)
(...) (...)	(...) (...)

Personal qualities

3 Read the introduction to the article and look at the photos. What personal qualities do you think are important for the winner?

4 Read the comments and check the meaning of the words in bold. Who do you think is the best candidate? Why?

5 Complete the definitions with personality adjectives in bold in the text. Then think of someone you know for each adjective.

- A (...) person can wait for a long time without getting angry or upset.
- A (...) person gives more of their time and money to others than most people.
- A (...) person is very interested in learning more about something.

VIDEO SKILLS



9 The video is called 'Could you work in space?'. What do you think you will see? Watch the video and check your answers.

10 Work in pairs. Discuss the questions.

- What have you learnt from the video?
- Why do people enter challenge shows?
- How are challenge shows a good way to learn about a topic?

to be like, to look like, to like
 What **is** Sam **like**? He's generous and confident.
 What **does** Sam **look like**? He's tall with brown hair.
 What **does** Sam **like**? He likes football and films.

8 Work in pairs. Ask and answer about the sentences in exercise 7.
 What are you like? I'm (...) but I'm not (...).

- A (...) person is very reasonable and practical.
- A (...) person always puts a lot of effort into their work.
- You can trust a (...) person to do what they say they will do.
- A (...) person loves meeting new people.
- A (...) person is very good at something.
I think the footballer Mo Salah is talented.

6 Write definitions for the other six words.
A confident person believes in his or her own abilities and doesn't feel worried or frightened.

- 7 Complete the sentences using personality adjectives.
- I'm (...) but I'm not (...).
 - My best friend is (...).
 - My brother/sister is (...). My mother/father is (...).

4

Spend!

WDYT?
(What do you think?)

How can teenagers learn about money?

Vocabulary: money; adverbs

Grammar: quantifiers; comparatives and superlatives, (not) as ... as

Reading: a magazine article about old toys and technology

Listening: an interview with the founder of a skills-sharing scheme

Speaking: giving advice

Writing: notes and messages

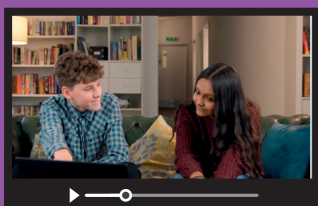
Project: make a proposal for a business idea



Video skills p49



Real-world speaking p55



Project pp58-59



The Money Quiz

Are you good with money?
Take our quiz and find out.

- You **win** \$1,000 in a competition. What do you do?
 a **spend** all the money on clothes and having fun
 b put it in the bank and **save** it
- You'd like to **buy** a bike, but it **costs** a lot of money. What do you do?
 a offer to do jobs at home to **earn** the money
 b ask your parents to **pay** for it
- Your friend wants to **borrow** money from you. What do you do?
 a say yes – you often **lend** money to your friends
 b say no – money is important and you don't want to **waste** it
- Your grandparents give you a video game for your birthday, but you've already got it. What do you do?
 a **swap** it for a different game
 b **sell** it at a discount and buy another one

Find your score

- a – 1 point, b – 3 points
- a – 3 points, b – 1 point
- a – 1 point, b – 3 points
- a – 3 points, b – 1 point

8-12 points: You're good with money – well done!

4-6 points: You aren't very good with money. Perhaps you need to be more careful!

Money

1 Look at the words in the box. Which can you see in the photos?

bank card bill cash coins discount notes
pocket money price receipt wallet

2 Work in pairs. Answer the questions about the pictures.

- Which country are the notes from?
- How many coins can you see?
- What's the price of the flip flops?
- Where do you think the bill is from?
- How much is the discount?

What about question one?

I don't know, it's difficult to see. I think the notes are from the USA. What do you think?

Yes, they're dollars!

3 Choose the correct option.

- Some teenagers get **pocket money/coins** every week from their parents.
- After a meal in a restaurant, you ask for the **receipt/bill**.
- People pay with a bank card when they don't have any **cash/wallet**.
- When you pay less than normal, you get a **price/discount**.
- After you pay, a shop assistant gives you a **receipt/bill**.

4 Work in pairs. Discuss the questions.

- How many types of coins are there in your country? What notes are there?
- Do most teenagers in your country get pocket money? How much?
- Do your parents usually pay with a bank card or cash?

5 Read the quiz. (Don't answer the questions!) Match some of the verbs in red with definitions 1-8.

- get money for work that you do
- get something as a prize in a competition
- exchange, give one thing and receive another thing
- keep something to use later
- ask for something to use that you give back later
- use something badly
- give something to another person to use for a short time
- give something to another person in return for money

6 Do the quiz. Then calculate your score. Do you agree with the results?

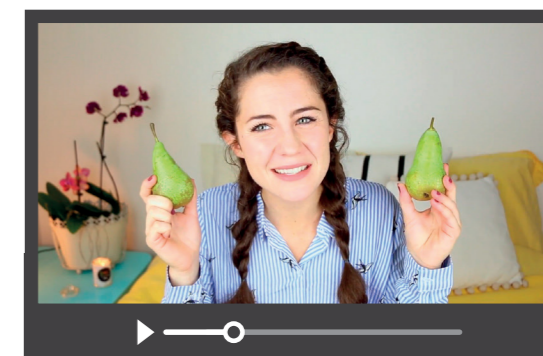
Learning words in pairs

It's sometimes a good idea to think of words in pairs. This can help you to remember the difference between the two words. For example, *earn/win*.

7 Work in pairs. Explain the difference between the words.

- | | |
|---------------|---------------|
| 1 earn/win | 4 spend/waste |
| 2 swap/sell | 5 pay/buy |
| 3 borrow/lend | |

VIDEO SKILLS



8 Watch the video. What different food do you see?

9 Work in pairs. Discuss the questions.

- Why are vloggers popular?
- What is there in the video that helps you to understand it? Think about:
 - images
 - animations
 - the presenter
- Would you like to be a vlogger? Why/Why not?

6

Animals in danger

WDYT?
(What do you think?)

What can we do to help animals in danger?

- Vocabulary:** describing animals; collocations: taking action
- Grammar:** past simple of *be* and regular verbs
- Reading:** an article about two conservation success stories
- Listening:** a podcast about a teen entrepreneur
- Speaking:** showing interest
- Writing:** an email
- Project:** prepare a poster about endangered animals



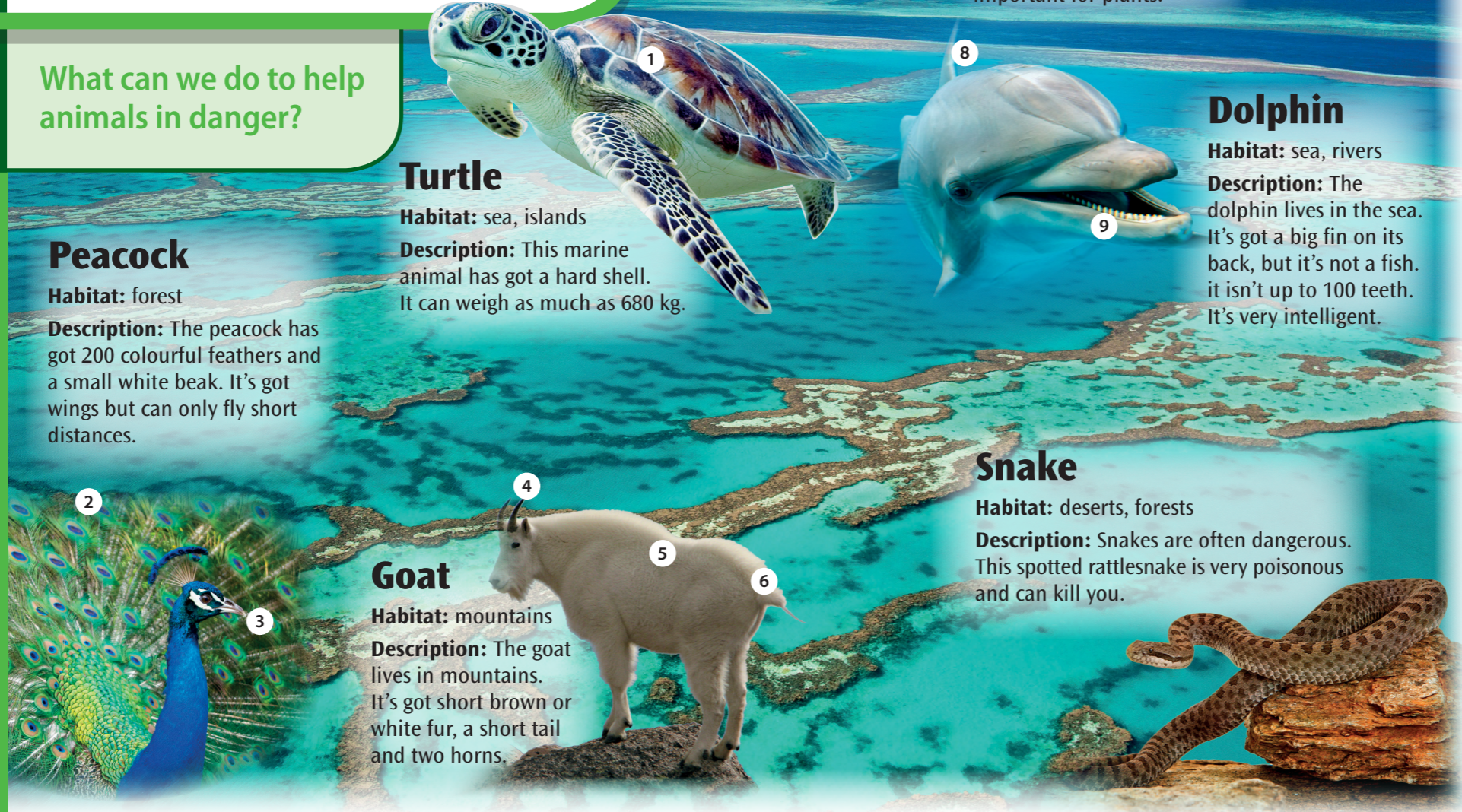
Video skills p73



Real-world speaking p79



Project pp82-83



Bee
Habitat: garden, the countryside
Description: The bee has got a yellow and black striped body. It makes honey and is very important for plants.

Dolphin
Habitat: sea, rivers
Description: The dolphin lives in the sea. It's got a big fin on its back, but it's not a fish. It's got up to 100 teeth. It's very intelligent.

Snake
Habitat: deserts, forests
Description: Snakes are often dangerous. This spotted rattlesnake is very poisonous and can kill you.

Turtle
Habitat: sea, islands
Description: This marine animal has got a hard shell. It can weigh as much as 680 kg.

Peacock
Habitat: forest
Description: The peacock has got 200 colourful feathers and a small white beak. It's got wings but can only fly short distances.

Goat
Habitat: mountains
Description: The goat lives in mountains. It's got short brown or white fur, a short tail and two horns.

- Listen to the descriptions and write the name of each animal.
- Complete the descriptions of animals using words from the box.

beak colourful dangerous feathers horns tail (x2) wings

The parrot is a very 1 (...) bird with yellow 2 (...) on its body. It's got a black 3 (...), blue 4 (...) and a long blue 5 (...).

The rhino has got two 6 (...) and a very short 7 (...). It's a big animal and can be very 8 (...) if it gets angry.



- Work in pairs. Student A, think of an animal. Student B, ask questions to guess your partner's animal.

- Is it a mammal? No, it isn't.
- Is it a bird? Yes, it is.
- Is it colourful? Yes, it is.
- I know - it's a peacock! Yes!

Describing animals

- Read the mini texts and add the names of the animals to the table.

Class	Animal	Class	Animal
bird		insect	
mammal	goat	reptile	

- Add the animals in the box to the table. Which animal can't you add? Why not?

ant crocodile parrot penguin rhinoceros shark

- Read the descriptions and match the words in the box to body parts 1-9 in the photos.

beak feathers fin fur horn shell tail tooth (pl. teeth) wings

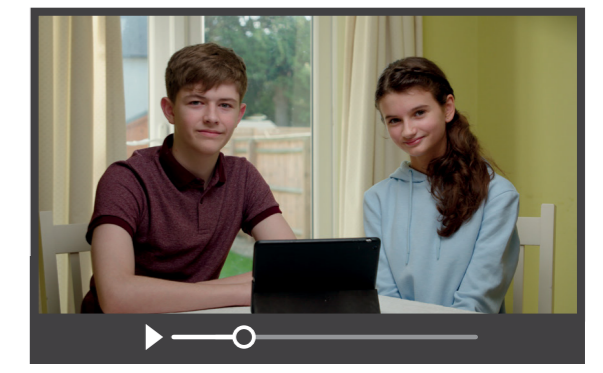
- Match the adjectives we can use to describe animals with the correct symbol.

colourful dangerous marine poisonous spotted striped



be and have got
 We say 'The tiger is a striped animal' but 'It's got (has got) striped fur.'

VIDEO SKILLS



- Watch the video. What animals do you see?
- Work in pairs. Discuss the questions.
 - Why do vloggers make top 5 videos?
 - Why are top 5 videos popular?
 - What could you make a top 5 video about?
 - Do you like this type of video? Why/Why not?