

Block A

Unit 1 Journeys, arrivals and routines 7

- 1A Read about an incredible journey
- 1B Talk about activities, routines and jobs
- 1C Listen to Akiko at Teen Life Radio
- 1D Plan a journey

Vocabulary

travel
occupations and routines
time expressions

Functions

describing people
talking about preferences and choices

Grammar

questions in past simple
present continuous
either ... or / I'd rather ...

Pronunciation

listen for specific sounds
word stress

Unit 2 Sounds, speech and what's right 15

- 2A Listen to sound effects
- 2B Read Akiko's blog
- 2C Read about cartoon characters
- 2D Learn how to make a presentation

Vocabulary

sound expressions
school things
disabilities

Functions

writing and telling a story

Grammar

present perfect with *just*
present perfect with *since* and *for*

Pronunciation

listen for specific sounds [ʌ] and [əʊ] and [ɔ:]
sound amazed, doubtful or bored

Unit 3 What we believe 23

- 3A Read about superstitions
- 3B Listen to a radio phone-in
- 3C Talk about why people can't do things
- 3D Take part in a radio phone-in

Vocabulary

sports and superstitions
ideas for good luck/bad luck

Functions

describing people
giving opinions
agreeing and disagreeing

Grammar

adjectives and adverbs
comparative adverbs
too ... / not ... enough

Pronunciation

listen for specific sounds
stress in short expressions

And more

A song – Superstition

Unit 4 Big break 31

- 4A Picture puzzle description
- 4B School Times: episode 1
- 4C Reading and writing: a biography
- 4D Language practice
- 4E Speaking

You want to understand how the language works? Let me explain. It's my job.



Lee – the grammar guru

Sometimes learning is easier if you do it the right way! I'm going to help you with that.



Fixit – the learning coach

Contents

Block B

Unit 5 Home and surroundings 39

- 5A Read about a special place in London
- 5B Listen to the Robinsons on their Sunday activities
- 5C Go to a demo with Carmen Hesky
- 5D Plan your ideal neighbourhood

Vocabulary

buildings and places in a town
Sunday activities
home activities

Functions

writing an email
giving an opinion
giving a reason

Grammar

present perfect continuous
phrasal verbs
possessive pronouns

Pronunciation

listen for specific sounds – minimal pairs

And more

A song – Big yellow taxi

Unit 6 Celebrations 47

- 6A Read about some funny birthday facts
- 6B Listen to Harry's birthday plans
- 6C Read Akiko's New Year blog
- 6D Make a group decision

Vocabulary

birthday traditions
New Year celebrations

Functions

writing about birthday customs
expressing feelings
giving reasons
writing a blog about New Year's resolutions

Grammar

modal verbs (will, may, might)
if-sentences type 1 (present simple / will)
if-sentences with *unless*

Pronunciation

listen for specific sounds [eɪ] and [aɪ]
word stress in two-word nouns

Unit 7 Food and drink 55

- 7A Listen and read about breakfast habits
- 7B Listen to Zoe, Jack and Harry at the restaurant
- 7C Read about a cool, young chef
- 7D Talk about special food experiences

Vocabulary

breakfast dishes
healthy food

Functions

making, accepting and rejecting suggestions
writing clues for a puzzle

Grammar

defining relative clauses
indefinite pronouns (something, anything, everything, nothing, etc.)

Pronunciation

listen for specific sounds
using sentence stress for different meanings

Unit 8 Big break 63

- 8A Dramatic dialogues
- 8B School Times: episode 2
- 8C Reading and writing: describing places
- 8D Language practice
- 8E Speaking

Do you want people to understand you when you speak English? Let me help you with that!



PG – the pronunciation guru

Block C

Unit 9 Out in front 71

- 9A Talk about yourself/ourselves
- 9B Read about Akiko's dilemma
- 9C Read about working conditions in clothes factories
- 9D Write problem page letters and give advice

Vocabulary

occupations and working conditions

Functions

giving advice
talking about obligations and necessities

Grammar

reflexive pronouns
modal verbs (should, ought to, have to, don't have to, needn't)

Pronunciation

listen for specific sounds – minimal pairs
changing meaning with sentence stress

And more

A song – Me, myself, I

Unit 10 What would you do? 79

- 10A Listen to Akiko's radio programme
- 10B Read about a terrifying adventure
- 10C Listen to a story about an amazing animal
- 10D Prepare and take part in a radio programme

Vocabulary

radio discussion programme
ability, failure and success

Functions

excuses and explanations
predicting

Grammar

if-sentences type 1 (present simple / will)
if-sentences type 2 (past simple / would)
could / managed to
wanted to / had to

Pronunciation

word stress
pronouncing past tense -ed endings
sentence stress and intonation

And more

A song – The yeah yeah yeah song (with all your power)

Unit 11 Strange nights, strange days 87

- 11A Hear what Jack said (a mystery)
- 11B Talk about Akiko's poor grades
- 11C Read about sleepwalking
- 11D Take part in a youth TV programme

Vocabulary

mysteries
feelings and emotions

Functions

describing and reporting situations
reacting to stories

Grammar

reported speech (present and past tense)

Pronunciation

stress in multi-syllable words
sound amused, worried or sympathetic

Unit 12 Big break 95

- 12A A sweet story
- 12B School Times: episode 3
- 12C Reading and writing: interviews and articles
- 12D Language practice
- 12E Speaking



Trax – the traveller

Contents

Block D

Unit 13 Friendship, love and romance 103

- 13A** Read about the love problems of two teenagers
13B Listen to Matt help Akiko edit an audio track
13C Listen to Jack and Emily talk about boy/girl relationships
13D Read and write an email

Vocabulary

friends and friendships
 romance

Functions

writing a happy ending for a story
 giving instructions

Grammar

-ing nouns
 use of *the*
 phrasal verbs

Pronunciation

listen for specific sounds [dʒ] and [tʃ]
 strong and weak *the*

And more

A song – You've got a friend

Unit 14 Two books and a play 111

- 14A** Read some book reviews
14B Listen to Harry and Zoe get ready for a play
14C Find out about 'teenspeak'
14D Write and act out a play

Vocabulary

books for teenagers
 theatre workshop
 words teenagers use

Functions

writing a paragraph

Grammar

passive forms (present and past tense)
 verbs with two objects

Pronunciation

listen for specific sounds [θ] and [ð]
 sentence stress to sound convincing

Unit 15 Together 119

- 15A** Read and write about friendship groups and cliques
15B Listen to Toby and Tom's radio programme
15C Find out about the Robinsons' plans for the future
15D Prepare a school anthem

Vocabulary

rules in friendship groups
 future plans

Functions

talking about plans, intentions and decisions
 writing paragraphs

Grammar

will-future
going to-future
 present continuous for future meaning

Pronunciation

listen for specific sounds – minimal pairs
 sound angry, happy or unhappy

And more

A song – You'll never walk alone

Unit 16 Big break 127

- 16A** Magic tricks
16B School Times: episode 4
16C Reading and writing: a blog
16D Language practice
16E Speaking

Secrets	135
Warm-up dictionary	150
Pronunciation table	152
Alphabetical wordlist	153
Irregular verbs	165

Journeys, arrivals and routines

warm-up **1**



1A Read about an incredible journey

1B Talk about activities, routines and jobs

1C Listen to Akiko at Teen Life Radio

1D Plan a journey

1 Word warm-up



a Listen to the words before you copy and complete the chart.

babysitter • bicycle • boat • bus • capsize • crash • crocodile • grown-ups • in-line skates • kayak • microphone • microscope • paper round • roller skates • stables • train • training

I know these words	I think I know these words	I don't know these words

- b** Find the meanings of the words you do not know.
For help, look in the warm-up dictionary on pp 150–151.
- c** Act, draw or describe the words. The others guess.

Have a look at the pictures for some of the words.



2 Pronunciation corner

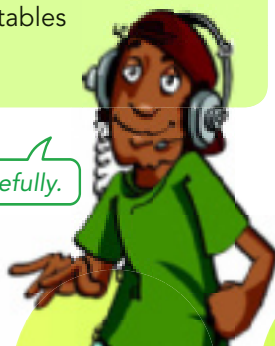


a Listen.

- How many different ways is 'i' said?
bicycle, capsize, in-line skates
- How many different ways is 'y' said?
bicycle, kayak
- How many different ways is 'a' said?
capsize, crash, kayak, stables

b Say the words.

Listen carefully.



3 Getting-ready grammar

a Choose the best answers.

Questions: Banana or apple?
How did you come to school?
How do you come to school?
How long does an English lesson last?
How often do you have a bath?

Answers: About 50 minutes, usually.
I usually walk.
I walked.
I'd rather have a banana.
Once a day – every day.

b Ask your partner the same questions.

1 A 13 years

A friend suggested the **biggest** adventure of his life – and it took him **13 years**!



One day Steve Smith was standing in his office. It was Monday. It was raining and the day was grey. "I want something better," he thought and he had a **BIG IDEA** – to go round the world using human power (arms and legs) alone. So he called a friend – Jason Lewis – and said "Do you want to come with me?" Jason was a window cleaner. This sounded **MUCH** more exciting.

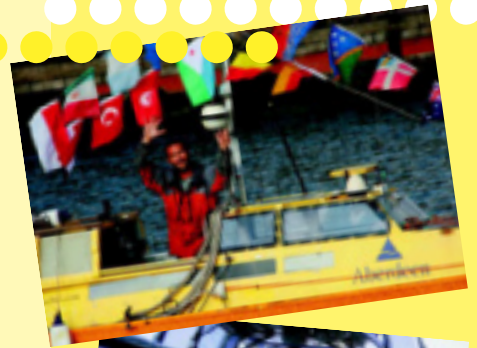
Steve and Jason built a boat called **Moksha** and **pedalled** it (like a bicycle) across the sea. They wanted to

- **circle the world** with only human power – to help the environment.
- tell stories about their adventure to schoolchildren all over the world.
- help people understand different cultures.
- have a fantastic life experience.

After five years Steve went home, but his friend Jason just kept on going. He pedalled Moksha across the Atlantic Ocean, the Indian Ocean and the Pacific Ocean. He **cycled** through Africa and Asia and rollerbladed (**in-line skated**) across America. He **paddled** a kayak into Singapore.

It was an exciting adventure. In Australia he was chased by a giant crocodile. In America, an 86-year-old car driver knocked him down and he broke both his legs – so he was in hospital for five weeks. Moksha capsized twice and in Egypt Jason was arrested as a spy.

But he made it. 13 years later he arrived back in London. The only man to have gone right round the world using only human power! "And if I can do it," he says, "anyone can do it." Perhaps "anyone" is you!



1 Text attack

- What is the text about, do you think? Tell your partner.
- Read the text. Were you right?

2 Read in more detail

Who ... or What ...

- ... built a boat?
- ... can go on a big adventure, according to Jason?
- ... chased Jason in Australia?
- ... crashed into Jason?
- ... is Moksha?
- ... turned over?
- ... was a window cleaner?

3 Wordfind

Match the words in blue with the pictures.

Look at the headline, the page and the pictures.

4 The Jason game

a Team A writes three statements about Jason. One statement is false. Team B guesses the false statement and says why it is wrong.

(a) Jason was Steve's friend. (b) Jason is eighty-six years old. (c) Moksha is Steve and Jason's boat.

(b) is false – Jason is much younger in the pictures!

b Now team B and team A change roles.

5 Past tense questions with 'How?'

a Match the cards to make questions.

How	did Jason cross the sea?
How did	did Jason's journey take?
How long	Jason travel across the land?
How many	did Moksha turn over?
How long did	oceans did Jason cross?
How many times	Steve stay with Jason?



We say:

on foot, on in-line skates

by boat, by bicycle, by bus, by train



b Ask and answer the questions.

- How did Jason cross the sea?
- He crossed the sea by boat.

c Write your own past tense questions about things like:

- how people came to school / went into town / went on holiday last year / etc.
- how long it took people to brush their teeth / do their homework / get to sleep
- how many people they met yesterday between 7am and 5pm

How did you go into town yesterday?

6 Listen to Archie and Yasmin

Remember and act out their dialogue.



1/4

7 Your questions and answers

Ask other students in the class.

- How did you come to school today?
- By bicycle. And you?
- I came to school on foot – I walked!

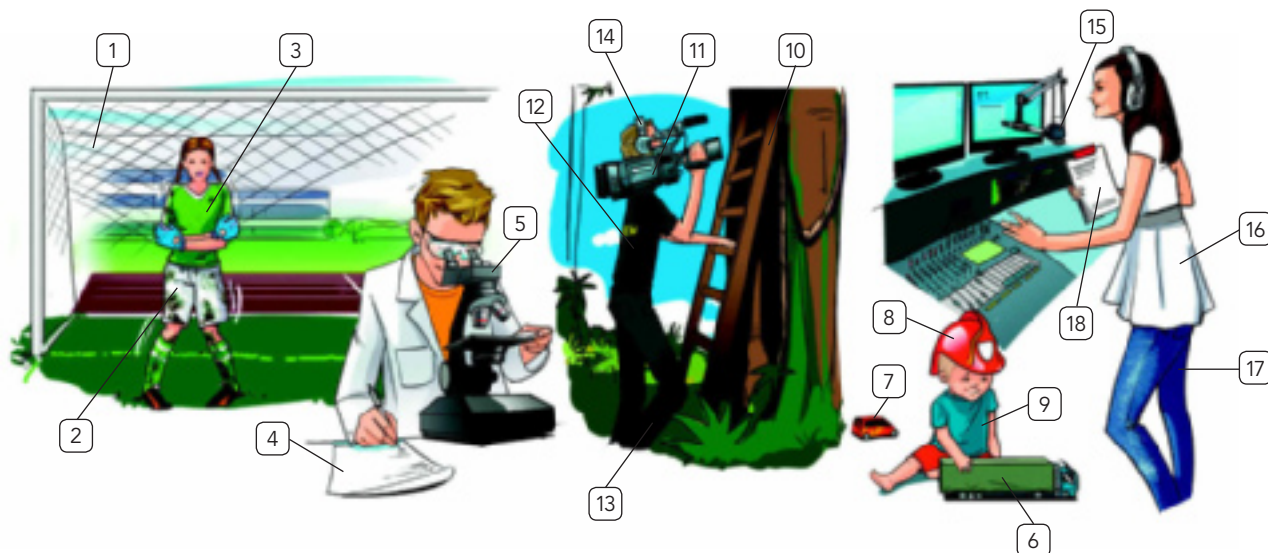


Question tennis!

When you answer a question, send the question back again! Use 'And you?' or 'How about you?' or (for exercise 5c) 'How did you go into town yesterday?'

Your Turn

What's the longest journey you've ever taken?
What's the most extraordinary thing you have ever done?



1 What are the Robinsons doing?



Listen. Who is being described? Match the pictures and the people.

1/5

Jack • Emily • Mary Robinson • Jed • Paul Robinson

2 Wordfind

a Find nouns for the numbers 1–18 in the pictures.

verbs

carry • climb • feel • give •
look through • play • sit •
speak • wear • write

nouns

black/blue T-shirt • black/blue jeans • car • clipboard • cold • film camera •
goal • fireman's helmet • floor • headphones • instructions • ladder •
microphone • microscope • piece of paper • truck • white shorts/top

b Match the verbs and nouns to make as many phrases as possible. Add 'a' and/or 'with', 'into', 'in', 'on'.

carry a clipboard carry a film camera play in goal etc.

3 Guess the Robinson

Study the pictures for 45 seconds. Student B covers the pictures. Student A describes one of the Robinsons. Student B guesses.

He's wearing a T-shirt.

Are you describing Paul?

4 Questions with 'Who?' and 'How often?'

a Ask people in class. Who (do you think) ...

- 1 ... goes to school by bicycle?
- 2 ... goes to playschool in their mother's car most days?
- 3 ... goes to work by car?
- 4 ... travels around the world by plane?
- 5 ... plays football at least once a week?
- 6 ... plays for most of the day?
- 7 ... works with actors and presenters?

Who goes to school by bicycle?

I think Jack and Emily do.

b In pairs, write two more questions about the Robinsons. Ask another pair.

How often does Mary go to work?

Every day, I think.

We write 'secondary' = 4 syllables
We can say 'sec/un/dree' = 3 syllables

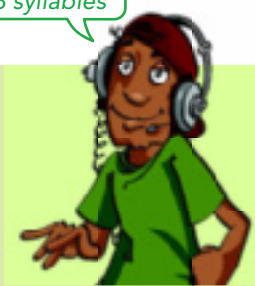
5 Pronunciation corner



a Listen. How many syllables? Where's the stress?

- headphones • Internet • laboratory • microphone •
- microscope • presenter • questionnaire • secondary

b Say the words.



6 Activities outside school

a With a partner, look at these out-of-school activities. Use the words in the verb box and say what you have to do or like for each one.



babysit



do a paper round



help out at the stables



be a radio presenter

Verb box

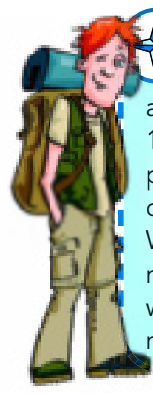
- get up very early
- like animals
- like children
- speak clearly
- work hard

If you want to **help out at the stables**, you have to **work hard** and you have to **like animals**.



Did you know?

In Britain and the USA kids are allowed to work for money when they are 13. Some of them work in shops or do a paper round, wash cars or work in hotels or care homes for older people. Work is 'part-time' – 13-14 year-olds must not work for more than two hours on weekdays or five hours on Saturdays – and not at all on Sundays.



b Compare your answers with another pair.

Your Turn Pocket money

Some parents give their children 'pocket money' (a few pounds/euros a week). Some kids do jobs round the house (e.g. vacuuming the house, mowing the lawn, sweeping leaves, etc.) for more pocket money.

Ask the class. Does anyone get extra pocket money for doing jobs around the house? What jobs? Is this a good idea?

I think I'd rather

the _____.



1 Teen Life Radio



1/7

a Listen to Akiko at Teen Life Radio. Which are the two false statements?


- 1 Adults are in charge of Teen Life Radio.
- 2 Akiko wants to be a presenter.
- 3 Matt is the senior teenager at TLR.
- 4 Teenagers present programmes at TLR.
- 5 They told Akiko about the radio station when she was at school.

b Listen again. Fill in the missing words in the speech bubble.

2 Ask a partner: either ... or

a Would you rather ...

- 1 ... work in front of the microphone or behind the microphone?
- 2 ... work in a kid's radio station or play in a football team?
- 3 ... play in a football team or ride horses?
- 4 ... do a Saturday morning job or go swimming?

 You can either work in front of the microphone or behind the microphone. Which would you prefer?

 I'd rather work in front of the microphone!

b Think of two more things.

ice-cream / banana

watch TV / listen to the radio

You can either eat an ice-cream or eat a banana. Which would you prefer?

I'd rather eat an ice-cream.



When there are two possibilities we can use **either ... or ...**

- You can **either** wear the red sweater **or** the blue one.
- You can **either** go to English lessons **or** Japanese lessons.

G

3 New shows on TLR

Which programme(s) on Teen Life Radio (on page 13) would you listen to if you wanted to ...

- | | |
|---------------------------------------|-------------------------------------|
| 1 ... decide where to go out in town? | 5 ... talk about something serious? |
| 2 ... get some advice? | 6 ... laugh? |
| 3 ... hear the latest football news? | 7 ... win something? |
| 4 ... see a film? | 8 ... listen to your own music? |

Teen Life Radio- Announcing *FOUR* great new shows!



The 3Ms – Magic music madness – with Toby and Tom – we play all your favourite music (you choose). We tell your favourite jokes. We interview new bands, and you can vote in our 'Battle of the Bands' (send in an audio of your band if you want to take part).



WOWHOWO – What's on, what's hot, what's not – on TV, at the cinema, in town. With Matt and Mel. PLUS our competitions! Great prizes!



Sports mad – everything you want to know about your favourite sports with sportsmad Sue!



Opinion and stuff – Call in and talk to Carmen Hesky and her pals about anything you want. Recent topics? – Bullying, mobile phones in school, using the Internet, jealousy, dieting, siblings (that's brothers and sisters to you and me), parents, exam stress etc etc etc etc!!!!

4 Questions with 'How often?' and 'How long?'

a Complete the online media questionnaire about yourself.

	Never.	Once or twice a week.	Three or four times a week.	Once a day.	More than once a day.
How often do you ...					
listen to the radio?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
log on to the Internet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
watch TV?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Up to one hour.	Sixty to ninety minutes.	More than ninety minutes.
How long do you ...			
listen to the radio for? (when you turn it on)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
log on to the Internet for? (when you turn it on)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
watch TV for? (when you turn it on)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What's your favourite ...

radio programme? _____

Internet site? _____

TV programme? _____

b Ask your partner and write their answers.

- How often do you log on to the Internet?
- About twice a day.
- How long do you log on to the Internet for?
- About ninety minutes.

How long do you watch TV for? G

How long are you staying for?

How long do you log on to the Internet for?

5 Class pies

Share the results of the questionnaire with the class. In groups, choose one of the topics from the questionnaire and make a pie chart.



45% more than once a week
 35% once a day
 15% three or four times a week
 5% once or twice a week



1 London to Paris

a Your school party is in Britain. You have to travel from London to Paris before going back home (from Paris). Study the options.

The expensive option

Take a coach to Dover (2 hours). Take the ferry to Calais (145 minutes). Get back on the coach to hotel in Paris (185 minutes).

Environmental score: -5



The very expensive option

Take the coach to Luton airport (50 minutes). Check-in and board the aircraft (90 minutes), fly to Paris (75 minutes), coach to hotel (65 minutes).

Environmental score: -7

The most expensive option

Go by train to London's King's Cross station (about 45 minutes). Walk from King's Cross to St. Pancras International station (about 5 minutes), get on the Eurostar train to Paris – under the channel tunnel (140 minutes). Coach from Paris Gare du Nord station to hotel (25 minutes).

Environmental score: -4



Environmental score = Is it good for the environment?

0 = neutral

-1 = bad for the environment

-10 = very bad for the environment

b In groups, students A-E look at your cards. Do not look at the other students' cards. Exchange ideas about your trip.

A You don't like tunnels. You care about the environment. You want to get there quickly.

B You hate flying. You haven't got much money. You really care about the environment.

C You get sick on long coach trips. You've got a lot of money.

D You can't swim and are scared of boats. You want to get there quickly.

E Listen to students A-D and then decide which is the best way to go to Paris.

■ We could go by plane or by ferry. Which would you prefer?

■ I'd rather go by plane.

■ I don't like planes – and they are bad for the environment. I'd rather go by train.

1 Picture puzzle description

Listen to Archie and Yasmin. Which picture is Yasmin describing?

1/22



2 Dictate pictures

Student A: Draw a picture with at least three things from the pictures in exercise 1. Now A tells B to draw the same picture (B can't see A's picture). Compare the two pictures.

Then B draws a picture and tells A to draw one which is the same.

Draw a boy. He is climbing a ladder.
Draw a girl on in-line skates. She's skating past the boy.

3 Word detectives

In groups, look through units 1–3. Hunt for words in the following categories. You have four minutes. Which group has the most words?

Animals
crocodile

Sounds in films
horses' hooves

Words to describe
how people are
careless

Things to wear
T-shirt

Food and drink
celery

Things to travel with
in-line skates

1 Meet the characters



Pippa Moorehouse
(School Times reporter)



Andy Green
(Pippa's friend)



Tracy Shipton
(a bully)



Charlie Grace
(Tracy's friend)



Clare Griffiths
(head teacher)



Steve Hardy
(head of English)

2 Text message puzzle

Put the text messages in order (1 = d). Who's going to meet who when?

From Andy
OK. CU there.
Thx.

A ____

From Andy
OK. Where?

F ____

From Pippa
8.30.

B ____

From Pippa
Meet before
school?

G ____

From Pippa
Outside the
sports hall.

C ____

From Andy
Sure.

H ____

From Pippa
Hi. Have you
finished that
homework?

D ____

From Pippa
Would u like
some help?

I ____

From Andy
OK. What
time?

E ____

From Andy
No, not yet.
I've worked on
it for hours.

J ____



□



□



□

3 School Times: episode 1



1/23

a Listen to episode 1 and put the pictures in the right order.



□



□

What is Pippa's mum going to tell her? Find out in the next episode.

- 4 You did well, Andy.
5 Just because my mum and your dad are friends ...
6 What are you doing? That's, ugggh, yuck! That's disgusting.

4 Pippa's article

a Read the article for 'School Times' and complete the sentences with the names.

A lucky escape!

School Times reporter Pippa Moorehouse tells the story of a fall – and a hero

Year 8 pupil Mark Shaw is feeling OK after his fall from the roof of the sports hall last Thursday. True, he broke his arm, and he's not happy about that because he can't play football. "But it was my fault," he said unhappily when School Times talked to him. "I went up on the roof. It was a bad idea."

Head Teacher Mrs Griffiths agrees. "School rules are there for a reason," she told this paper firmly when we talked to her. "Mark understands that now. He's a very lucky boy. I am pleased he's OK, but I'm still very cross with him. He's been very stupid."

Mark was saved by school hero Andy Green who gave him mouth-to-mouth resuscitation

until the ambulance came. He knew what to do because he went on a first aid course. "It was nothing," Andy says shyly, "I just did what they taught me." Well, perhaps it was nothing for Andy, but it was something for Mark. School Times says "Well done, Andy Green".

But the last word goes to Mrs Griffiths: “Students should only do what Andy did if they really know what they are doing. If you see an accident like Mark’s, call a teacher or ring for an ambulance. That’s the safest thing to do.”

- 1 _____ fell off the roof.
- 2 _____ is angry.
- 3 _____ wrote the article.
- 4 _____ can't play football.
- 5 _____ is a hero.
- 6 _____ is the number 1 person in the school.
- 7 _____ had a bad idea.
- 8 _____ went on a first aid course.

b Close your books and tell a partner as much of the story as you can.

c Tell the story to another pair. Make one mistake. Can they guess the mistake?

Andy and Pippa met in the playground.
Tracy was there with her friend Charlie.
Charlie fell off the roof.

*That's wrong. Mark
fell off the roof!*

5 Acting

Turn to School Times, script 1 on page 148. Practise the scenes in groups. Perform the scenes in class.

1 Sportsperson of the decade

- a In groups of three, each student chooses **one** of the women below. Copy and complete the chart about them.



Samantha Larson was born in Long Beach, California in 1989. Her father David is a doctor. One day he decided to start climbing mountains and in 2001, when Samantha was twelve, he asked if anyone in the family wanted to climb Mount Kilimanjaro with him. They all said no, except Samantha. That was the start of her climbing career. When, in 2007, she reached the summit of Everest (the highest mountain in the world) she became the youngest person ever to have climbed the 'seven summits' – that is the highest mountain in each of the seven continents (North America, South America, Europe, Asia, Africa, Australia and Antarctica).

At school Samantha was very involved in music and dance (she played the oboe in the Pacific Symphony Youth Orchestra).

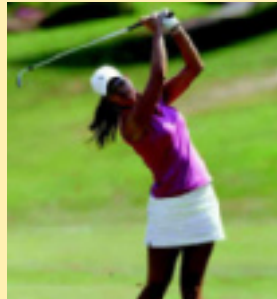
Name
Date of birth
From?
Why they are famous?
Important moments in childhood
Other people in the story (what they did or said)
Other interesting facts

Ellen McArthur was born in 1976 near Matlock in Derbyshire, England. There's no water anywhere near, but when she was a child she read a famous children's story (called 'Swallows and Amazons') about children who sail and so she decided to sail too. She was eight when she first got onto her aunt's boat on the east coast of England. And that was it, for her. She saved all her pocket money until she could buy her own little 8ft dinghy (a small sailing boat). Sailing was now her life.



In 2001, when she was 25 years old, Ellen – who is only 5ft tall – came second in the Vendee Globe round-the-world solo race, sailing a big big boat (no one can remember who came first), and then in 2005 she broke the record for the fastest non-stop circumnavigation of the globe (that means sailing round the world to you and me!).

Michelle Wie has Korean parents, but she was born in Hawaii (USA) in 1989. She is one of the world's best women golfers ever, and at the age of 11 she became the youngest player in a major golf tournament in the USA. She became a professional golfer in 2005, when she was 14.



Wie started playing golf when she was four. "The first time I grabbed a golf club," she said recently, "I knew I'd do it for the rest of my life."

People have high hopes for Michelle Wie. "She's going to influence golf as much as Tiger*," said Arnold Palmer,

one of the most famous golfers in history.

After school, Michelle Wie went to university. But she didn't stay because she wanted to play golf instead. "Golf is my life!" she says.

*That's Tiger Woods, the world's greatest golfer.

- b Compare different charts. What is the same about everyone, what is different?
Change the words in italics.

- All of them *have done fantastic things!* (same)
■ Michelle *plays golf*. Ellen *sails boats*. (different)

2 Prize

You have to give a prize to 'Sportsperson of the Decade'. Who will you choose, Ellen, Samantha or Michelle? Why?

3 Portfolio writing: a biography



Write a short biography like the ones on page 34. Attach photographs or draw pictures.

- Decide on someone you want to write about (e.g. a sports personality, a famous person, a historical figure, someone from your family).
- Find information about them – you can use encyclopaedias, magazines, the Internet etc.
- Complete a chart about their lives (use the chart in exercise 1 as a model).

Biography language

X was born in [date]

X's parents were

X started when he/she was ...

X is the youngest/most famous/most beautiful ... in the world

When X was a child he/she ...

When X was ... years old he/she ...

4 The phonemic alphabet

Look at the phonemic symbols chart on page 152. Write the following words and phrases in ordinary handwriting. Say them.

- 1 [fɪlm] _____
- 2 [kə'riə] _____
- 3 ['kɒntɪnənt] _____
- 4 ['tʊənəmənt] _____
- 5 ['straɪkɪŋ] _____
- 6 ['ɪnfluəns] _____



1/24

Listen to the words.



You need to understand phonemic symbols when you look at a dictionary – so you know how people say the words.



That's right. And notice how many consonants (p, b, v, s, t, etc.) are the same in ordinary writing and in phonemic writing. That's not the same for vowels (a, e, i, o, u) though.

5 Dictionary training

Put the following words in alphabetical order.

volleyball • microscope • slug • strong • punch • assembly • slap • microphone • stables • strict • pray • superstition

Check in the warm-up dictionary on pages 150–151. Were you right?

4 D Language practice

1 Different lives

a Read Scott's entry for the 'Travel Blog' and complete the tasks which follow.

Scott's travel blog

22 Oct 16:05



How I travel

Most days I come to school on the bus. It stops on the street outside my house, but sometimes – if I'm late – I get a lift from my Dad on his way to work (my Dad's a film producer). When I go round to my friend's house I usually walk or go on in-line skates.



When I go into town to hang out with my friends I usually go by bus, but when we go to visit my grandparents we always go to the airport by car and then fly to Denver – where they live.

I've flown in aeroplanes since I was born. Sometimes it's just to see my grandparents, but I've been to Canada, Mexico (my Dad was making a film there), and Europe (my Dad made a film in London, too – it rained all the time and he got mad!)

I play American football, so on practice days I cycle or skate to the football ground. Our team is called 'The Braves'. We're top of our school league.

b Is your life the same as Scott's? Make sentences.

Scott goes to school by bus and so do I.

Scott's father sometimes gives him a lift, but my father never gives me a lift because his work is in a different direction.

c Have fun! Look at the pictures. Explain why their lives are different from Scott's.



Hoki



Joshua



Laurence

2 Angels and devils

a In groups of three, write opinions about the topics below.

boxing • football • dancing • golf • mountain climbing • sailing • school • television

I think boxing is very exciting. / In my opinion boxing is too dangerous.

b One student (A) reads their opinions. One student (B) is an angel and always agrees – and gives a reason. One student (C) is a devil and always disagrees (and gives a reason).

(A) *I don't think television is boring.*

(B) *Neither do I. I watch a lot of nice programmes.*

(C) *I don't agree. I think most programmes on television are very uninteresting.*

c Now change round. C gives opinions, A is the angel, B is the devil.



3 Choosing a member of the crew

- a You are going to sail round the world.
You need one more crew member.
Look at this information.

	Judy	Anya	Brendan	Ken	Rowan
cooks fast	✓✓✓	✓✓✓✓	✓✓✓✓✓	✓	✓✓
fools around dangerously	✓✓	✓✓✓✓✓	✓✓✓✓	✓✓✓	✓
sails carefully	✓✓✓✓✓	✓	✓✓✓✓	✓✓	✓✓✓✓
speaks English well	✓	✓✓✓✓	✓✓✓	✓✓✓✓✓	✓✓
swims strongly	✓✓	✓✓✓	✓	✓✓✓✓	✓✓✓✓✓
thinks fast	✓✓✓	✓✓✓✓✓	✓	✓✓✓	✓✓✓✓

- b Describe someone using 'more ... than' / 'not as ... as'. Can the others guess who it is?

She cooks faster than Ken, but she doesn't cook as fast as Anya.

Is she Judy?

- c In groups, decide who to choose. Do all the groups choose the same person?

4 Write it, grab it, keep it

- a Stage 1: In pairs, complete the following questions twice each. Write your questions on separate cards/pieces of paper.

Have you ever ...?

How do you make the sound of ...?

How often does Paul Robinson ...?

What do schoolkids have to do ...?

When did you last ...?

Who has just ...?

Would you rather ... or ...?

Have you ever been to China? / When did you last go to the cinema?

Now write answers to your questions on separate cards/pieces of paper.

- b Stage 2: Give your question cards to the teacher or a student from another group. Put all the answers on the table in front of you.

- c Stage 3: The teacher/student reads the questions.
Who can grab the answers first?
Who has the most answers at the end?

Have you ever been to China?

I've got it!

5 Mini-test

Choose the correct answer.

- How do a you come b you coming c you are to school every day.
- I'd rather a helping b helped c help at the stables.
- He a is b does c has just finished his homework.
- John: I think people in shops should be more polite.
Sally: a I also. b Me too. c I don't think.
- She is fourteen. She is a too young b not young enough c too old to drive a car.
- I haven't been to the cinema since a three days. b Tuesday. c tomorrow.

4 Speaking

1 Looking back – do you have a good memory?

In pairs, choose one of the topics below from units 1–3. Write as many sentences as you can about your topic.

2c Watch me!

Meet Peg the hedgehog and her friends

Are you good at maths? Perhaps you have a fantastic voice – or you can play the guitar fantastically well. We all have something we do well – and it makes us feel really good. But if we are sitting in a wheelchair (that's a chair for people who can't walk) people sometimes don't see what we do well.

"They just see the chair and they see what's wrong with us, not what's **right**." At least that's what Peg, the hedgehog, says.

Who's Peg, the hedgehog? She's an animated character in a film – and she's made out of plasticine. She and her five plasticine 'friends' have the voices of real people, and they talk about their lives. Their lives are different because they are all 'wheelie' for some reason.

The six characters star in short films. "People see the wheelchair," Peg says in her little video, "and they think there's nothing 'up here' (she points to her head). They think I'm an intelligent!" Tim, the Tortoise, is filmed with two of his children. "I went to the shops to buy me some socks but the entrance was too difficult for me," he says in his film. "I was

Aardman Animations

1c Akiko and the radio station

I think I'd rather the

1 Teen Life Radio

Listen to Akiko at Teen Life Radio. Which are the two false statements?

- Adults are in charge of Teen Life Radio.
- Akiko wants to be a presenter.
- Matt is the senior teenager at TLR.
- Tenagers present programmes at TLR.

They told Akiko about the radio station when she was at school.

Akiko

1a 13 years

A friend suggested the biggest adventure of his life – and it took him 13 years!

One day Steve Smith was standing in his office. It was Monday. It was raining and the day was grey. "I want something better," he thought and he had a BIG IDEA. – To go round the world using human power (arms and legs) alone. So he called a friend – Jason Lewis. – And said "Do you want to come with me?" Jason was a window cleaner. This sounded MUCH more exciting. – Jason was arrested as a spy.

After five years Steve went home, but his friend Jason just kept on going. He paddled Makaha across the Atlantic Ocean, the Indian Ocean and the Pacific Ocean. He cycled through Africa and Asia and a reloaded (in here started) across America. He paddled a kayak into Singapore.

It was an exciting adventure. In Australia he was chased by a giant crocodile. In America, an 80-year-old car driver knocked him down and he broke both his legs – so he was in hospital for five weeks. Makaha captured rope and in

Jason's journey

1b Activities, occupations and routines

1 What are the Robinsons doing?

Listen. Who is being described? Match the pictures and the people.

2 Wordfill

Find nouns for the numbers 1–18 in the pictures.

The Robinsons

1 Making sound effects

Listen to the sounds. How are they made? Match the pictures and the explanations 1–9 below. Use the verbs in brackets.

How do you make the sound of horses' hooves? By banging coconut shells together.

1 a broken bone 2 a kiss 3 a ship 4 a punch 5 a slap 6 footstaps 7 horses' hooves 8 the wind

Sound effects

3 Superstitions

Opinion and stuff with Carmen Fleck

Coming up on this week's programme: Are you superstitious?

What's a superstition? Here are some examples:

- For good luck cross your fingers when you say "I hope I can pass the exam". Sometimes people say "Fingers crossed – I'm going to pass the exam".
- Sometimes people say "Touch wood it's going to be OK!" – and they touch some wood – or sometimes their heart! – for good luck.
- If a black cat walks across your path (e.g. in front of you), people say you are going to have bad luck. Break a mirror? That's 7 years' bad luck! And don't walk under ladders either!

Spooks and superstitions

In Japan, some weatherers are very strong and very large. They fight in a circle (or ring). Some weatherers have to push the other man out of the ring quickly. They lose if they fall or if their head touches the floor.

Before a lightning look at each other **anxiously**. The expressions on their faces are not **friendly** at all. They know what's going to happen.

Superstitions

Read your sentences to the class. Which pair has the most correct sentences?

2 Speaking: travellers' tales

You have been on a fantastic journey around the world. You can choose where and when, present, past or future.

Now you are going to be on the radio and the audience are going to interview you about it.

a Match the questions with the boxes. Some boxes can answer more than one question. Add your own ideas to the boxes.

- How did you travel?
- How long was your trip?
- What seas or oceans did you have to cross?
- What was the best moment of your trip?
- What was the best thing you saw on your trip?
- What was the worst moment of your trip?
- Where did you go to?
- Who did you meet?
- Who was the most interesting person you met on your trip?

D

Africa
Greece
Italy
South America
The North pole
...

E

aeroplane
boat
kayak
ocean liner
(high-speed) train
...

A

A snake bit me ...
I lost all my money.
...

B

I won a million euros.
I swam in the clear clear waters.
...

C

The king
The queen
The princess
The strongest man in the world
My favourite singer
...

F

The Atlantic Ocean
The Pacific Ocean
The North Sea
The Indian Ocean
...

G

Three weeks
Eight months
Two and a half years
...

b In groups, one student is 'the traveller'. The others are the radio audience.

What was the worst moment of your trip?

An elephant stood on my foot. That was terrible.