

**A** Look and write what Miguel and his friends saw at the Viking Museum. Then listen to Miguel talking to his mom about the trip. Match the names to the people.

honey coins wheat jewelry pottery fur ~~wood~~ leather

Daisy

Anna

Katie

George

Rob



**B** Unscramble the words used to describe pictures and complete the opposites.

1 pselmi simple ≠ d \_ t \_ \_ d      3 krad \_\_\_\_\_ ≠ \_ \_ \_ t

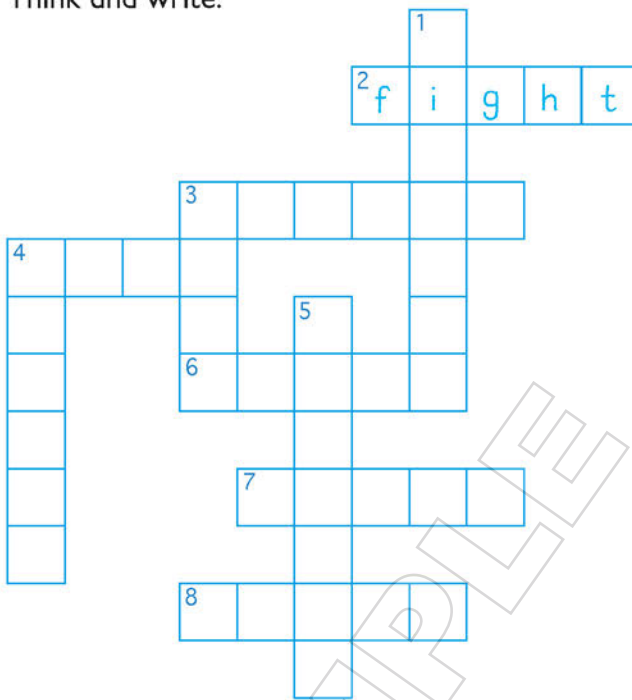
2 durroofgne \_\_\_\_\_ ≠ b \_ \_ k \_ \_ \_ \_      4 tighrb \_\_\_\_\_ ≠ p \_ \_ e



**C Match. Then answer for you and tell a friend.**

- |  |                                     |
|--|-------------------------------------|
| 1 What do you do if you have a falling | a. in touch with your grandparents? |
| 2 Do you ever tell                     | b. with people?                     |
| 3 Are you good at making friends       | c. out with a friend?               |
| 4 How do you keep                      | d. people who hurt you?             |
| 5 Do you think it's bad to break a     | e. a secret when you shouldn't?     |
| 6 Who do you get                       | f. at you?                          |
| 7 Have people ever laughed             | g. along with best in your family?  |
| 8 Do you find it easy to forgive       | h. promise?                         |

**D Think and write.**



**Across**

- 2 hit or argue with someone
- 3 a thing you use to stop someone hitting you
- 4 to kill animals for food
- 6 to make cloth
- 7 plants grown for food
- 8 a sharp weapon

**Down**

- 1 a small town in the countryside
- 3 vegetables and meat cooked slowly
- 4 a hard hat to protect your head
- 5 a fighter in the past

**E Read and complete. Write the missing vowels.**



My friend Gus and I went on an incredible adventure yesterday. It's hard to 1 survive in the wild, but we did it! First we had to 2 \_\_\_\_\_ through the jungle. Then we got to a river! We wanted to 3 \_\_\_\_\_ a bridge but we couldn't find any wood. So we had to swing across the river on a 4 \_\_\_\_\_. I fell in! Aaaaaarrgh! Gus had to dive in and save me! "There's going to be a storm!" said Gus. "We must find 5 \_\_\_\_\_!" I've never seen rain like that! At last we got back to our tent. We put up our 6 \_\_\_\_\_ and now we're having a rest ...

**A** Read and complete the tag questions. Listen and check.



**B** Read and complete. Use the correct first conditional verb forms.

- 1 The audience will leave (leave) if we sing (sing) badly.
- 2 If she \_\_\_\_\_ (fall) off the stage, everyone \_\_\_\_\_ (laugh).
- 3 I \_\_\_\_\_ (tell) you what to say if you \_\_\_\_\_ (forget) your words.
- 4 If you \_\_\_\_\_ (learn) your lines, you \_\_\_\_\_ (not be) stressed.
- 5 If we \_\_\_\_\_ (not work) hard, we \_\_\_\_\_ (not feel) calm.
- 6 People \_\_\_\_\_ (not recognize) you if you \_\_\_\_\_ (wear) a wig.

**C** Read the dialogue and choose.

- Annabel:** I can dance better than Tina. I think I 1 must / should be the White Rabbit!
- Director:** But you're such a good singer.
- Annabel:** I know. You 2 don't have to / shouldn't tell me. Should I sing more loudly?
- Director:** No—more quietly! You're 3 loud enough / too quiet already.
- Annabel:** Do I have to wear that costume?
- Director:** Yes, it's 4 too late / late enough to change it. Oh, no! Tom isn't here. We 5 have to / mustn't start late.
- Annabel:** Why are you yelling? You aren't 6 calm enough / too calm to be the director!





3

He should finish that later,

\_\_\_\_\_

5

We're all ready,

\_\_\_\_\_

4

She won't do that tonight,

\_\_\_\_\_

**D** Put the words in order to make questions. Then answer the questions for you.

1 have / you / many times / on / stage / How / sung / ?

How many times have you sung on stage?

2 been / a / play / you / ever / in / Have / ?

\_\_\_\_\_

3 ever / cleaned / you / Have / windows / the / ?

\_\_\_\_\_

4 you / Did / use / write / to / pencil / in / ?

\_\_\_\_\_

5 last year / next to / Who / sit / you / did / to / use / ?

\_\_\_\_\_

6 did / five / What time / use / you / to / were / you / when / go to bed / ?

\_\_\_\_\_

# UNIT 1

# Let's Get Moving

WELCOME TO THE  
**SPORTS**  
EXPERIENCE

**A** Listen. Which sports do Nishi and Miguel try?

- beginner
- BMX racing**
- expert
- harness
- helmet
- pads
- 1 rappelling**
- Rollerblading**
- rope
- skiing**
- snowboarding**
- trampolining**

**B** Find and number the words in **A**. Then listen and check.

**C** Close your eyes. Listen, visualize, and say.

  
 rappelling

  
 abseiling

D Look and write. Complete the missing heading.

|            | Sports equipment | Ability |
|------------|------------------|---------|
| BMX racing |                  |         |
|            |                  |         |
|            |                  |         |
|            |                  |         |
|            |                  |         |

E Listen and write. Then watch and say.

### Back to School Challenge

"Isn't that too hard for you?"

"Too hard for me?! Says who?"


Never been on a trampoline?


1  Rollerblading might be more your scene.

Jump up high like a kangaroo.

Climb like a monkey. Try something new!

If 2  \_\_\_\_\_ 's the sport for you,

Pick up some 3  \_\_\_\_\_, a 4  \_\_\_\_\_, too.

Just a 5  \_\_\_\_\_? Not for long.

Practice hard—get fit, get strong!

Is it 6  \_\_\_\_\_ that you're into?

You're an 7  \_\_\_\_\_—you know how to!

Hello, new year! Hello, new you!

Find the challenge that you want to do.

F Pronunciation. Listen and say. Copy the linking. Find other examples of linking in the rap.

been on

jump up

like a

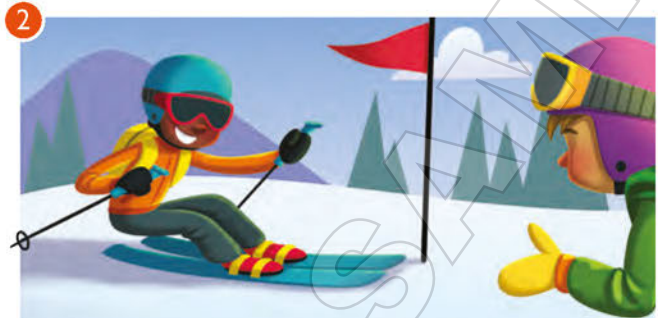
## Explore Language

 **A** Listen and read. What does Jordan learn about being good at sports?



**Miguel:** Wow, that was even faster than last time. I was watching you. You're an expert at skating, Jordan!

**Jordan:** I know.



**Miguel:** Wow, that was awesome! You're an expert at skiing, too, Jordan.

**Jordan:** I know.

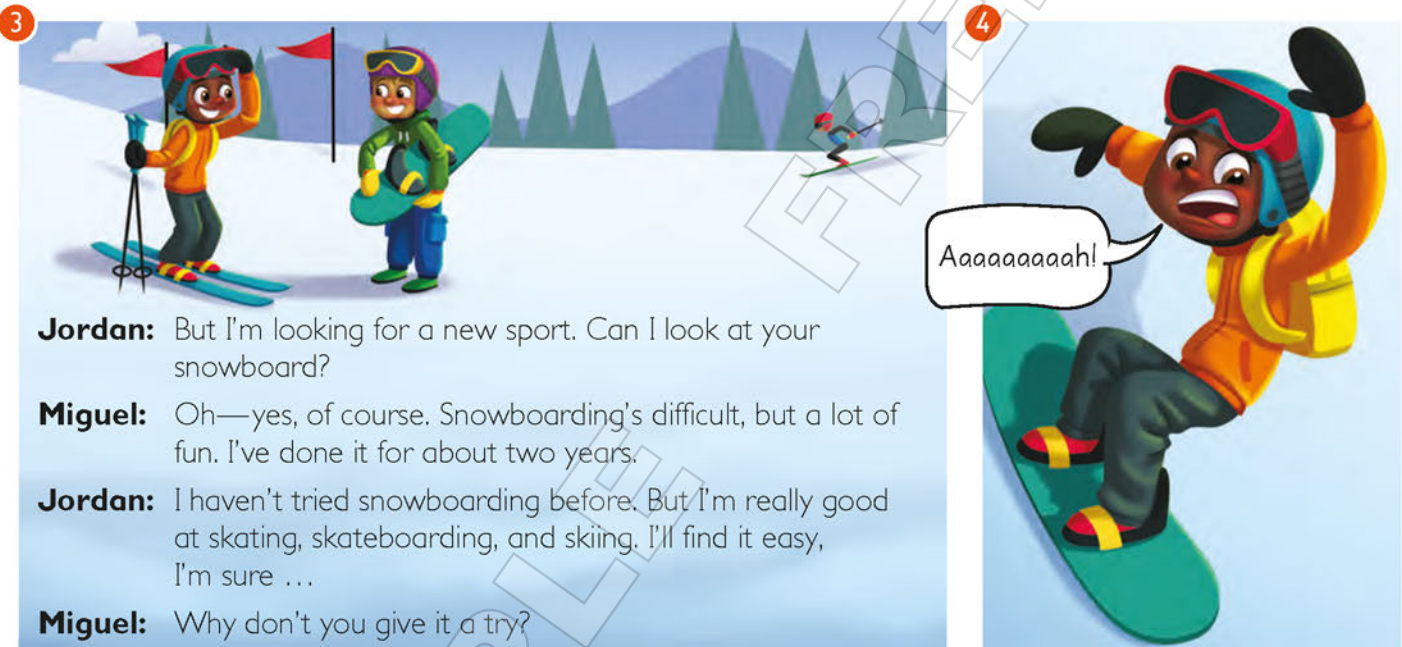


**Jordan:** But I'm looking for a new sport. Can I look at your snowboard?

**Miguel:** Oh—yes, of course. Snowboarding's difficult, but a lot of fun. I've done it for about two years.

**Jordan:** I haven't tried snowboarding before. But I'm really good at skating, skateboarding, and skiing. I'll find it easy, I'm sure ...

**Miguel:** Why don't you give it a try?



**Jordan:** Ouch! Maybe snowboarding isn't so easy ...

**Miguel:** Are you going to go back to skiing?

**Jordan:** Oh, no—I love a new challenge! Where can I get some lessons, Miguel?

**Miguel:** Come and meet my snowboarding instructor!



**Instructor:** Good job, Jordan!

**Jordan:** I thought skiing was fun, but this is even better!

**Miguel:** I know!

  
awesome  
give it a try  
Good job!

  
brilliant  
have a go  
Well done!



**B** Look at **A**. Complete the table. Which verb forms have two parts?

| Review of Verb Forms |       |                      |              |            |                             |
|----------------------|-------|----------------------|--------------|------------|-----------------------------|
| You                  | 're   | an expert at skiing. | That         | _____      | even faster than last time. |
| I                    | _____ | _____ for            | a new sport. | I          | was _____ you.              |
| I                    | _____ | _____                |              |            | snowboarding before.        |
| Are                  | you   | _____                | go back      | to skiing? | Yes, I _____<br>No, I _____ |
| I                    | _____ |                      | find         |            | it easy.                    |

**C** Think and discuss. Then choose.

- 1 We use the **simple present** / **present progressive** to talk about something happening now and future plans.
- 2 We use the **present perfect** / **simple past** to talk about experiences in the past.
- 3 We use the **simple past** / **past progressive** to talk about something that was already happening in the past when another event occurred.

Verbs must agree with their subjects.

**Remember**

**D** Listen and say.

**E** Complete the sentences with the correct form of the verbs.

- 1 Yesterday I went (go) trampolining.
- 2 No, they \_\_\_\_\_ (not try) BMX racing before.
- 3 \_\_\_\_\_ she \_\_\_\_\_ (play) soccer last weekend?
- 4 Watch out—you \_\_\_\_\_ (crash)!
- 5 We \_\_\_\_\_ (ski) down the mountain when it started to snow.
- 6 Today he \_\_\_\_\_ (wear) sneakers. He's going running after school.



**F** Get to know your friends. Write answers for you. Then ask and answer.

- 1 Why do you enjoy your favorite sport or activity?
- 2 When did you start doing your favorite sport or activity?
- 3 What exciting sports or activities have you tried?
- 4 What were you doing yesterday evening?
- 5 What are you going to do on Saturday?

Why do you enjoy your favorite sport or activity?

It's exciting and I meet lots of people.



How do sports bring people together?

**A** Listen to Aida and Rahul talk about helping others. What does Rahul challenge Aida to do?



1 get fit



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

an organization that people give money to so they can help other people

8 \_\_\_\_\_

be involved in an activity with other people

10 \_\_\_\_\_

9 \_\_\_\_\_



**B** Look at the pictures and definitions in **A** and write. Then listen and check.

charity    fun run    ~~get fit~~    give up    raise money  
 race    sponsor    take part in    team    train

**C** Read and complete the website paragraph.

Our class wants to support WaterWater, a 1 charity that helps villages in our country that don't have much water. We've decided to 2 \_\_\_\_\_ a sports challenge to 3 \_\_\_\_\_ for it. We're going to swim 25 km. That's a long way but we'll do it as a 4 \_\_\_\_\_. Our teacher has helped us to 5 \_\_\_\_\_ for it. We won't 6 \_\_\_\_\_—we're going to finish, so we can get as much money as possible. Please 7 \_\_\_\_\_ us!

**D** Now listen to Elsa. How did she challenge herself?



**E** Listen again. Read and choose.

- 1 Elsa felt a little scared / bored when she arrived last summer.
- 2 She wanted to be on her own / meet new friends.
- 3 She used to play on a basketball / soccer team.
- 4 Deciding to play soccer was easy / difficult for her.
- 5 When she started playing, she played well / badly.
- 6 Elsa recommends sport as a good way to feel better about yourself / part of a community.

How can you use sport to help others?  
 Why do people set themselves challenges?

 A Listen and read. How does Casey feel about the fun run?



**Casey:** Wow! This is great! Everyone's so colorful! I've never done a fun run before, but I think I'll be fine: no one has trained harder than me! And anyway, there's no chance of me giving up—so many people have sponsored me. Has anyone seen my dad? He has my camera to take pictures of us all, but I can't see him anywhere! Ooh, it's going to be a long race.

**Jordan:** Hey Casey, CASEY! I love your costume!

**Casey:** Thanks, Jordan! Yours too ... I'm glad I had something to eat before we started—I'm going to need a lot of energy! I wonder how fast everyone will be.

**Jordan:** We'll soon find out—it's nearly time to start!

**Everyone:** Five, four, three, two, one!

**Casey:** Let's go, Jordan!

**B** Look at **A**. Complete the table. Which pronoun has two words?

| Indefinite Pronouns |                    |                    |
|---------------------|--------------------|--------------------|
| Person              | Thing              | Place              |
| every <b>one</b>    | every <b>thing</b> | every <b>where</b> |
| some <b>one</b>     | _____              | some <b>where</b>  |
| _____               | no <b>thing</b>    | no <b>where</b>    |
| _____               | any <b>thing</b>   | _____              |

everyone is  
 everyone are  
**Watch Out**

**C** Think and discuss. Then choose.

- We use indefinite pronouns to talk about people, things, and places **specifically** / **in general**.
- We use indefinite pronouns with **every-** / **some-** to talk about **all** people, things, and places.
- We use indefinite pronouns with **some-** / **no-** to talk about the absence of people, things, and places.

**D** Listen and say.

**E** Read the anecdote and choose.

1 **Someone** / **Anyone** in my soccer club decided to raise money for a charity which helps animals. "We're going to dress up in funny clothes and play a match," he said. "Wear 2 **anything** / **nothing** you like—there are no rules!" I didn't know what to choose. I looked 3 **somewhere** / **everywhere** but I saw 4 **anything** / **nothing** I liked. Then my brother found a big orange hat and some enormous yellow gloves. They were perfect! Lots of people came to see us play in our funny clothes. 5 **No one** / **Everyone** thought that we were really funny, so we raised a lot of money. And 6 **everything** / **something** surprising happened—we played better in our silly clothes than we usually do! Maybe that was because we were all really proud of our team.

**F** Play *Tic-Tac-Toe*. Make sentences to win the squares.

|           |          |            |
|-----------|----------|------------|
| somewhere | anywhere | everyone   |
| nowhere   | anyone   | everything |
| something | no one   | someone    |

I choose "anyone."

I haven't seen anyone this morning.

Correct. You win that box.

A Read the flyer about a sponsored race. What can't your boat have?

## Float Your Boat Sponsored Race

We're raising money for a charity which helps dolphins. Come and test your skills on the water!

### You will need

- a friend—each team needs to have two people
- a boat—it can be made of any material but it can't have an engine
- sponsors—they have to guess how far your boat will sail

### What to do

- 1 Visit our website ([www.boatfloatfun.org](http://www.boatfloatfun.org)) and tell us you want to take part.
- 2 Download the sponsor form and get as many people as you can to sponsor you.
- 3 Build your boat. If you need ideas, go to the tab called *Boats For All* on the website. Choose an interesting name for your boat.
- 4 Practice sailing your boat. You want to make it go as fast as possible.
- 5 Come to the river on July 6 at 2:00 p.m. for the Float Your Boat Sponsored Race and bring your supporters!
- 6 Be organized. After the race, collect and send your money to us as soon as you can.



If you don't want to build your own boat, come along and support the race. It's always a really enjoyable event!



B Look at the structure of the flyer. Read and check (✓) all the correct statements.

- 1 These features help the reader find the information they need:
  - a.  short sections with clear headings
  - b.  direct speech in speech bubbles
  - c.  language to make you want to buy things
  - d.  bullet points and numbered lists
  - e.  exclamation points
  - f.  words like *First* or *Then* to show the order to do things
- 2 These verb forms are used:
  - a.  the present perfect
  - b.  the imperative
  - c.  the present progressive
  - d.  the *you* form of the simple present

C Look at the language in the flyer. Complete the word families.

|           |           |              |           |           |
|-----------|-----------|--------------|-----------|-----------|
| Verb      |           | organize     | enjoy     |           |
| Adjective | sponsored |              |           | supported |
| Noun      |           | organization | enjoyment |           |

In instructional flyers, we often use different forms of the key words.



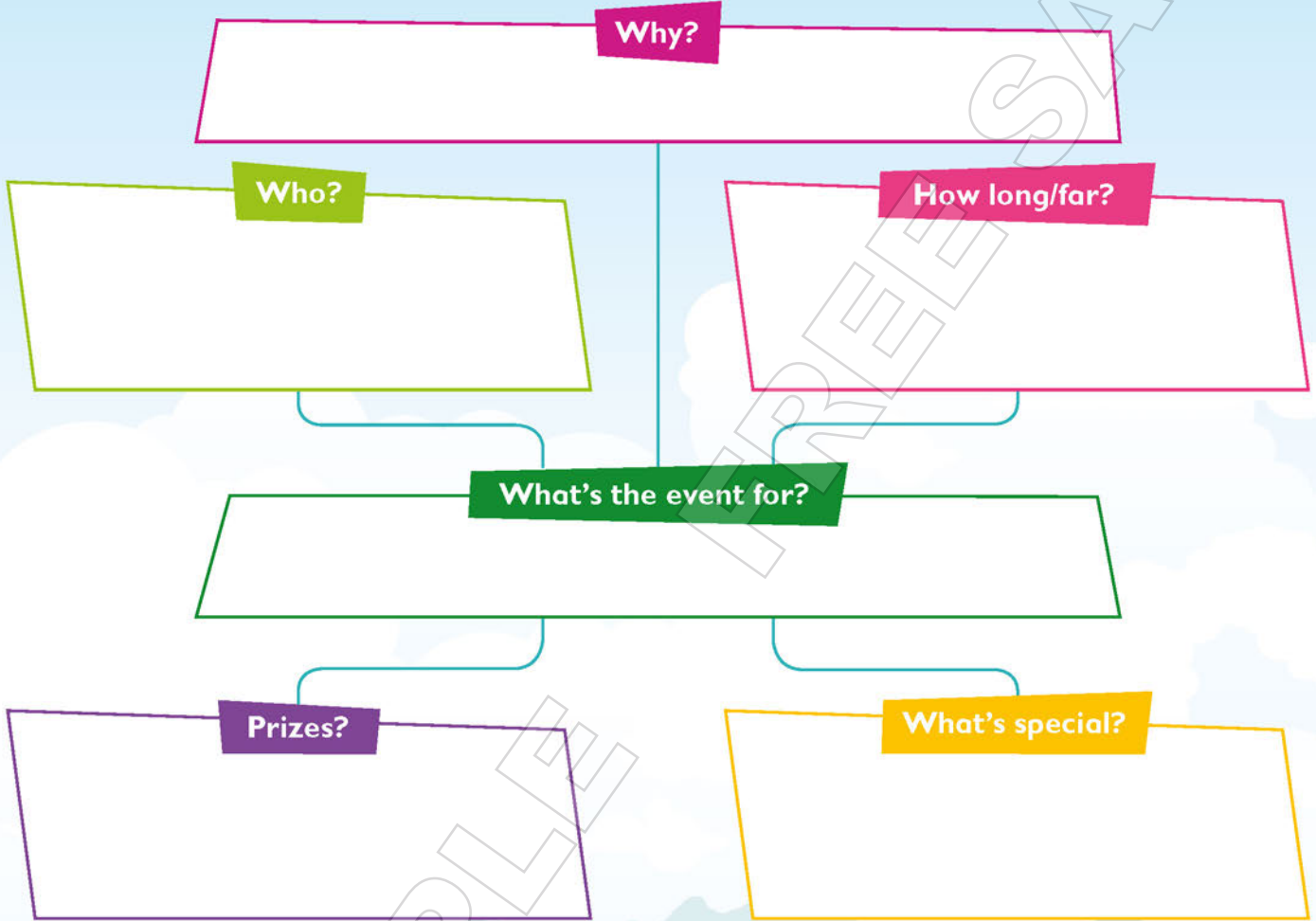


**D** Think and discuss. Choose or invent an event. Complete the mind map with lots of ideas.

Chocolate Fun Run

Dance! Dance!! Dance!!!

\_\_\_\_\_



**E** Plan your flyer. Look at your ideas in **D** and make notes for these three sections.

| Heading and opening sentence | You will need | What to do |
|------------------------------|---------------|------------|
|                              |               |            |

**F** Now write and design your flyer.

**Read and Respond**  
Ask your friend to read your flyer.  
Does he/she want to take part in your event?

## Talk About It

**A** Watch and listen. Do you think Gene gives Lloyd good advice? Why?

**B** Watch again. Match the suggestions to the responses.

### Suggestions

- 1 Do you want to watch it with me?
- 2 So, why don't you?
- 3 Give it a try.
- 4 How about showing me how to do it?
- 5 Well, maybe I could show you ...
- 6 Let's start tomorrow after school.

### Responses

- a. I'd really like that.
- b. You really want to try BMX racing?
- c. I'm not fit any more.
- d. That would be great.
- e. Oh, BMX racing ...
- f. I'm not sure.

**C** Imagine you and your friend want to start a new sport. Think about your options.

- Trampolining—fun, jumping
- Water-skiing—outdoors, cold?
- Rollerblading—good at skateboarding, so easy?

**D** Talk with your friend, using phrases in **B**. What advice will you follow?

What kind of challenge are you looking for?

Well, I used to play ...

### Reflect

Did I make helpful suggestions to my friend?



How well did you meet the challenge of Unit 1? Read and respond.

# 3 • 2 • 1

## 3 things I learned in this unit

| 1 | 2 | 3 |
|---|---|---|
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |

## 2 questions I have

| 1 | 2 |
|---|---|
|   |   |
|   |   |
|   |   |
|   |   |
|   |   |

## 1 thing I struggled with

|  |
|--|
|  |
|  |
|  |
|  |
|  |

Hello! Remember me? I'm Casey. I'm so happy I took part in the fun run! Find out what I'm interested in in Unit 2!

