

1 Life experience

We're going to:

talk about free-time activities and life experiences
 do a presentation about someone you admire
 write a short biography

read about the life of an inspiring person

1 Talk about it What do you like doing in your free time?

Which activities in the pictures and the box do you do?

2 Word study Activities

Match the pictures to the phrases in the box.

play video games paint play football take photos
 meet up with my friends play the piano



2 3 Listen

Listen to this student interviewing her classmates about free-time activities. Write the activities that you hear in Activity 2 in your notebook.

2 4 Listen again and complete these phrases.

- a I ___ like watching TV, but I can't ___ playing video games.
- b I don't ___ being inside.
- c I'm quite good ___ art.
- d I'm hopeless ___ basketball.
- e I ___ watching films on the big screen ___ watching DVDs.

Use of English

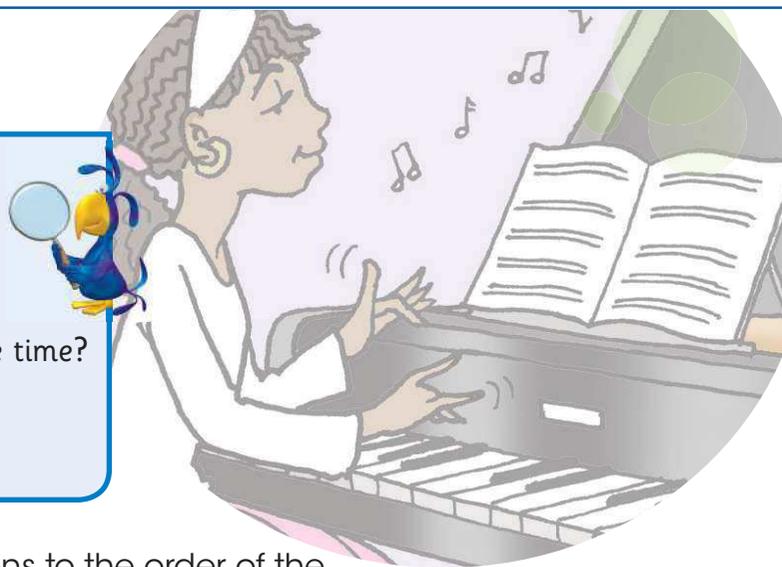
Wh- questions review

Question word + **do** + **you** + verb

What **do** **you** like doing when you've got some free time?

Who **do** **you** spend your free time with?

Which places **do** **you** like going to?



- 5 Read the *Use of English* box. What happens to the order of the words when we make questions?

6 Read

Read the questions 1–4 and match with the correct answers a–d.

- 1 What do you like doing when you've got some free time?
- 2 Do you prefer doing activities inside or outside?
- 3 When you go out, which places do you like going to?
- 4 Who do you spend your free time with?

a Both really – it depends on what I feel like doing. But I can't stand wet weather, so then I stay inside!

c I love drawing and playing my guitar. My two best friends also play the guitar quite well, but I think I'm better at playing than them!

b I've got three or four close friends who I play basketball with. I also like meeting up with my cousins who live nearby.

d I really like being outdoors, like in parks or on the beach. But not for sports – I'm hopeless at ball games!

7 Talk

Use the correct question forms to interview your partner and make notes. Use the phrases in Activity 4 to answer about your free time.

8 Write

Write a summary of your partner's answers for each question.

Kate loves drawing and playing her guitar.

2 A first time for everything

- 1 Talk about it**  Have you done anything recently that you have never done before? How did the experience make you feel?

Reading strategy: Understanding general meaning

Look for key words in a text to help you understand the general meaning.

2 Read

Read about when these children did something for the first time. Find key words to show what each child did, why it was special, and their feelings about the experience.

- 1 Olivia, 11** It doesn't seem so amazing now, but I remember the first time I saw the sea on a school trip. I looked at it in amazement. It was so beautiful and so huge! I asked my teacher, 'How big is it?', and he laughed and explained that it was very big! We live in a city far from the coast and I've only ever been to the seaside twice.



- 2 Santok, 11** Last year, I went on a rollercoaster for the first time. I was scared, but I decided to try it. It was exciting and terrifying at the same time! I closed my eyes and tried not to scream. When it was finished, I felt a sense of pride because I had done something brave. But I haven't been on a rollercoaster again!

- 3 Cody, 12** I felt really proud of myself when I first learned to swim! I remember that feeling of excitement very well. I felt very satisfied because I had achieved something! I was six years old and I had a fear of water. But when I learned how to swim I wasn't afraid of it any more. Since then, I have never been afraid of water again.



3 **Word study** Adjective and noun forms

Copy and complete the table with adjectives or nouns from the texts.

4 **Talk**

Talk about an experience or feeling you had using the words in Activity 3.

I went to the Grand Canyon – it was amazing.

5 **Use of English**

Read the *Use of English* box and answer **true** or **false**.

- We use *has/have* + past participle to form the present perfect.
- We use the present perfect when we know the time something happened in the past.

6 **Talk**

Match the questions a–c to the children's answers in Activity 2. Then write two more questions and ask your partner.

- Have you ever felt really proud of yourself? What did you do?
- Have you ever seen something you thought was amazing? What did you see?
- Have you ever done something you were scared of?
 Have you ever ... ?
 Have you ever ... ?

7 **Write**

Write about one of your own responses to the questions in Activity 6. Use adjectives and nouns to describe how you felt.

Nouns	Adjectives
a ...	amazing
beauty	b ...
terror	c ...
d ...	proud
bravery	e ...
f ...	excited
satisfaction	g ...

Use of English

Present perfect

We use the present perfect to talk about experiences in the past, but we don't say exactly when they happened.

Have you ever **seen** the sea?

I **'ve** only ever **been** to the seaside twice.

I **haven't been** on a rollercoaster again.



3 Speaking: Inspiring people

1 Talk about it Do you have a hero or an idol?

Is it someone famous or someone you know personally? Why is this person your hero? Look at the photo of will.i.am – do you know him? What is he famous for?



will.i.am

2 Listen

Listen to the first part of Maria's presentation about will.i.am, the musician and entrepreneur. How does she attract the attention of her audience and make them listen to her presentation?

3 Listen to the next part of Maria's presentation and answer the questions.

- 1 Who thought school was important?
- 2 What did will.i.am do when he was eighteen?
- 3 What else does will.i.am do apart from make music?
- 4 What subjects is he interested in?

4 Listen to the last part of the presentation. Why does Maria admire will.i.am? How does she finish her presentation?

5 Listen to parts 1–3 again. Match the parts with the headings below.

will.i.am's early life, career and why he is successful.

Why Maria chose to talk about will.i.am.

The purpose of the presentation and getting the attention of the audience.

6 Word study Words connected with music

Match words in the box from the presentation to their definitions.

produce talented musician admire contract perform

- | | |
|--|--|
| 1 An agreement to pay someone to make music for other people to buy. | 4 Someone who manages the production of music. |
| 2 A person who makes music. | 5 To think very well of someone. |
| 3 Very creative and skilled. | 6 To present music (or a play) to an audience. |

7 Pronunciation Word endings (-tion/-cian)

Listen and repeat these words from the presentation. What sound do you hear at the end of the words?

1 musician 2 introduction 3 education 4 organisation 5 presentation

Speaking tip

Order your presentation

Use sequencing words to help your audience follow your presentation.

Today I'm going to talk about ...

As I said in my introduction, he was born in East Los Angeles ...

Since then, will.i.am has become a world-famous musician ...

As well as this, will.i.am also gives a lot of his own money to educational projects.

To sum up, I chose to ...

8 Use of English

Look at the phrases in the *Speaking tip* box. Which phrases are used at the beginning of a presentation? Which phrases are used at the end?

Present it!

Prepare a presentation about someone you admire.

Use what you have learned from Maria's presentation to help you.

- Research some interesting facts about the subject of your presentation and make notes. Use the Internet or the library.
- Organise your notes into sections using the headings in Activity 5 to help you.
- Add sequencing phrases and think of a way to get the attention of your audience at the beginning, e.g. with a question or an interesting picture.
- Does your presentation need any props? e.g. pictures, slides, music or real objects.
- Practise your presentation with a partner.
- Perform your presentation in front of your class. Listen to your classmates' presentations and write down one interesting fact from each one.

4 Extraordinary experiences



1 Talk about it Who are your favourite characters from books?

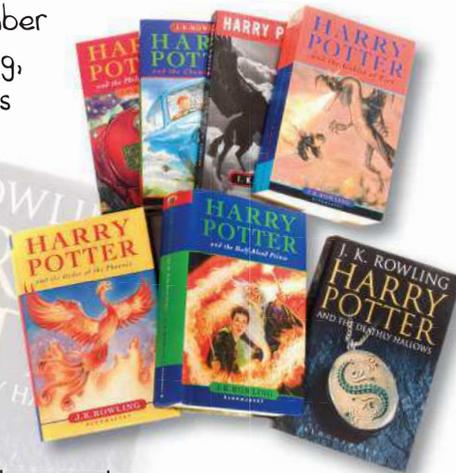
How much do you know about their authors?

Do you know where the idea for the characters came from?

2 Read

Read the biography of JK Rowling. Which famous story character did she create? How many years did it take for her idea to become a book?

- Do you have a great idea for a story character? JK Rowling, the author of the world-famous Harry Potter series **thought of** the idea for Harry Potter on a long boring train journey in 1990. She didn't forget her ideas and a few years later, she **turned them into** best-selling books.
- JK Rowling was born in the United Kingdom in 1965. Since she was young, she always wanted to be a writer. She studied French at university in the UK and after that she had several different jobs. She started the first Harry Potter book in 1990, but she couldn't finish it for a long time. While she was working full time, she was **bringing up** her small daughter, so there wasn't much time for writing. However, she didn't **give up on** her great ideas.
- Eventually, the first Harry Potter book was published in 1996. It **sold out** very quickly, and soon everyone was interested in JK Rowling and her fabulous creation. She wrote seven books for the Harry Potter series and soon these books became films too.
- Today, JK Rowling is a successful, world-famous author who has created a character who is loved by children – and adults – all over the world. Her life story teaches us to always remember our interesting, creative ideas because you never know where they might lead!



3 Read

Decide if these sentences are **true** or **false**. Correct the false sentences.

- JK Rowling was a world-famous author when she first had the idea for Harry Potter.
- She studied in France.
- When the first Harry Potter book was published, it was very popular.
- JK Rowling is not very well known.
- Only children like to read her books.

4 Talk

Discuss the questions in pairs.

- Do you think JK Rowling is inspiring? Why? Why not?
- Do you know of other people who have succeeded when their life was difficult?

5 Read

Match paragraphs 1–4 of the text to these themes:

- a Examples of her success and achievements.
- b Who the biography is about and why she is well known.
- c Her background and what happened before her success.
- d A message from the biography for the reader to remember.

Writing tip

Divide your text into paragraphs and have a theme for each paragraph.

6 Word study Verbs with prepositions

Look at the **blue** words in the text and complete the sentences.

think of turn into sell out give up on bring up

- 1 Don't ___ your plans to join the football team. The teacher will choose you if you keep training.
- 2 Your stories are so creative – you always ___ great ideas.
- 3 My grandparents ___ my mum in a nice house by the sea.
- 4 Last week the cakes ___ in minutes, everyone wanted to buy one.
- 5 When he was young he didn't like running, but then he ___ a good athlete.

7 Use of English

Complete the rule about forming the past continuous.

We form the past continuous with *was* or ___ and the verb + ___

Use of English

Past continuous

We use the past continuous to describe past actions happening at the same time as another action.

While she **was working** full time, she **was bringing up** her small daughter ← past



8 Write

Complete the sentences with your own ideas.

- 1 While I **was playing football**, my brother **was doing his homework**.
- 2 While my class ___ this morning, I ___ .
- 3 While my mum was ___ this morning, I ___ .
- 4 While my best friend ___ yesterday, I ___ .
- 5 While my teacher ___ , I ___ .

Write A short biography

Choose a person from these categories and write a short biography about them. Use the *Writing tip* and the paragraph themes in Activity 5 to help you.

an author a scientist a sportsperson an artist an explorer a national leader

5 Literature: *The story of Helen Keller*

1 Talk about it  What was life like in the past for blind and deaf people?

How are things different today?

8 2 Read

Read and listen to the story of Helen Keller. Are any of your ideas from Activity 1 mentioned? Then answer the questions at the end of each section.

1 The story of Helen Keller

This is the story of a woman, born over 100 years ago, who couldn't see the words on this page or hear them spoken. But she could still talk, write, read, and make friends. In fact, she went to college, wrote nearly a dozen books, travelled all over the world, met 12 US presidents, and lived to be 87.

Meet Helen Keller, a woman from a small farm town in Alabama, USA, who taught the world to respect people who are blind and deaf. Before Helen was born, society did not understand blind and deaf people very well and there were very few opportunities for them to get a good education. It was very difficult for them to be independent and have a job. They often had to have help from other people to care for them throughout their lives.

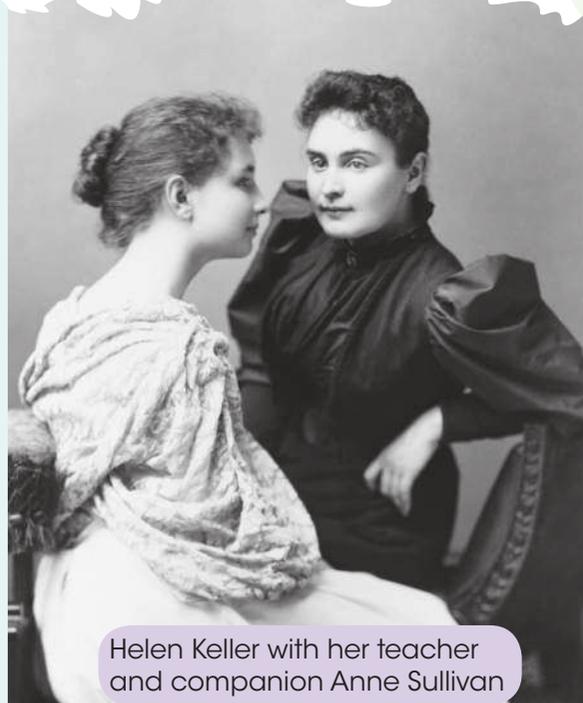
Helen's mission came from her own life – when she was 18 months old, she was extremely ill, and she lost both her vision and hearing. It was like entering a different world, with completely new rules, and she got very frustrated.



Helen Keller aged 7

- 1 What happened to Helen when she was 18 months old?
- 2 According to the text, what did Helen teach the world?
- 3 How did she feel when she couldn't see or hear? **a** Very angry **b** Very tired?

2 By the time she was seven, her parents knew they needed help, so they hired a teacher called Anne Sullivan. Anne was strict, but she had a lot of energy. In just a few days, she taught Helen how to spell words with her hands (called the manual alphabet, which is part of the sign language that deaf people use). The trouble was, Helen didn't understand what the words meant – until one morning at the water pump (like an outdoor water fountain) she saw things in a new way.



Helen Keller with her teacher and companion Anne Sullivan

- 4 When she was seven, what did Helen's parents do to help her?
- 5 What did Anne teach Helen how to do?
- 6 What was the problem with this?

3 Anne helped Helen to hold one hand under the water. Then she spelled 'W-A-T-E-R' into Helen's other hand. It was electric! The feeling turned into a word. Immediately, Helen bent down and tapped the ground; Anne spelled 'earth'. That day, Helen learned 30 words.

- 7 What helped Helen to understand the word *water*?
- 8 How many other words did Helen learn that day?

