

3

Adventures



All aboard!

ALL ABOARD!



Ask about past experiences



Make a list of local places

LANGUAGE BRIDGE



Understanding and accepting differences



Planning a day out

FASTEN YOUR SEATBELT!



Talk about past experiences



Plan local activities

GEAR UP!



Describe past events



Make a tourism leaflet

SKILLS STATION



Life in a cold place



The Vikings in Ireland



An interview



CHECKPOINT



PROJECT TERMINAL



Present your tourism leaflet



coast desert mountain range tropical rainforest tundra
 caught a fish driven a 4x4 flown over ridden a camel taken photos

- 1 Watch the video. What adventures have you had?
- 2 Look and match. Listen and find the photo pairs. 1.23
- 3 Look at the photos. Discuss with a classmate.
 - 1 Which places would you like to visit?
 - 2 Which of these places can you find in your country?
- 4 Look at the photos. Ask and answer about activities you can do in these places.

What can you do in the desert?

You can ride a camel.

5 Listen and read. Which regions has Ed been to or seen?  1.24



Hannah: Let's do this quiz. It's about travel experiences.
Ed: OK! Ask me a question.
Hannah: Right. **Have** you **ever ridden** a camel?
Ed: **Yes, I have!** In the desert in Morocco. I've ridden a horse too.
Hannah: What about the tundra? **Have** you **ever been** to the tundra?
Ed: What's the tundra?
Hannah: It's a flat place with no trees. It's very cold. The ground is often frozen.
Ed: It sounds like Iceland.
Hannah: **Have** you **ever been** there?
Ed: **No, I haven't.**
Hannah: **Have** you **ever caught** a fish?
Ed: Yes! I've been fishing at the coast lots of times, but I always throw them back in the water.
Hannah: **Have** you **ever seen** a mountain range?
Ed: **Yes, I have. I've seen** the Pyrenees from a plane.
Hannah: And the last one. **Have** you **ever been** to a tropical rainforest?
Ed: **No, I haven't.** But I'd love to go to the Amazon!

6 Read again and answer.

- 1 Has Ed been to Morocco?
- 2 Has Ed ridden a horse?
- 3 Has Ed been to the tundra?
- 4 Where has he been to lots of times?
- 5 Which mountain range has he seen from a plane?
- 6 Which tropical rainforest would he love to visit?

GRAMMAR WAY Present Perfect questions with **ever**

Have	you	ever	been	to a desert?	Yes, I have. No, I haven't.
Has	he	ever	caught	a fish?	Yes, he has. No, he hasn't.

Language reference: Activity Book pages 116-117

7 Order the words to make questions. Ask and answer. 


- | | |
|--|---|
| 1 ever / Have you / ? / in the sea / swum | 4 your mum / ? / a tropical rainforest / ever / Has / visited |
| 2 ? / Have you / climbed / ever / a mountain | 5 a 4x4 / Have / driven / ? / ever / your parents |
| 3 slept / ever / Have you / outside / ? | 6 taken photos / ? / under water / Has / your friend / ever |

Have you ever swum in the sea?

Yes, I have! I went to the beach in August.

 **PROJECT STOP 1**

A tourism leaflet

 Your town wants to attract more tourists to your area. In this project, you're going to make a leaflet about local attractions. Make a list of interesting places in your town.

Go to page 118





8 Write two questions to ask a friend about their travel experiences. Swap questions and write the answers. 

Have you ever been to ... ?

TRY SOMETHING NEW!

1 **BEFORE YOU READ** Answer the questions. 

- 1 What's the most unusual experience you've ever had?
- 2 Did you enjoy it?

2 **READ** Read and listen.   1.25 Which words look similar in your language? Make a list and share. **DAVID'S DIARY** 16th April

We've had the most amazing day! Dad drove us to our desert camp. It's the first time that Dad's ever driven a 4x4!



We are staying in a tent in the desert. Our guide is called Mehedi and he's Bedouin. The Bedouin people live in the desert. I told Mehedi that I have never slept in a tent before and he smiled. For Bedouins, that isn't unusual, it's normal! He suggested a camel ride, and he laughed when I said this was a very unusual form of transport for us!

At first I didn't want to ride the camel because it didn't look very friendly. But Dad said that it's good to learn about a different way of life. And it was a lot of fun – more fun than travelling by car!

After the camel ride we had dinner. We drank tea in small glasses. I don't usually like tea without milk, but this tea was delicious! Everyone laughed when I asked, 'Where's the food?' I couldn't see it because they cook it underground, in a hole in the sand! I was a bit worried about trying the food, but it was amazing.

Dad was right. It's good to understand and accept a different way of life!

**AFTER YOU READ**

3 Answer the questions.

- 1 What kind of region did David visit on holiday?
- 2 How did they travel to the camp?
- 3 Why didn't David want to ride a camel?
- 4 What was different about the tea?
- 5 What was unusual about the way the Bedouins cook?

4 Discuss with a classmate.  

- 1 What new experiences did David have in the desert?
- 2 What experiences surprised him?
- 3 What would Bedouin people think about your life?



There's David and Dad. They've had their dinner in the desert.

 Activity Book page 29

 1.26

PLANNING A DAY OUT

BEFORE YOU WATCH

1 Discuss with a classmate.

- 1 Have you ever had a day out in the mountains?
- 2 What did you take with you?

2 Read, look and answer.

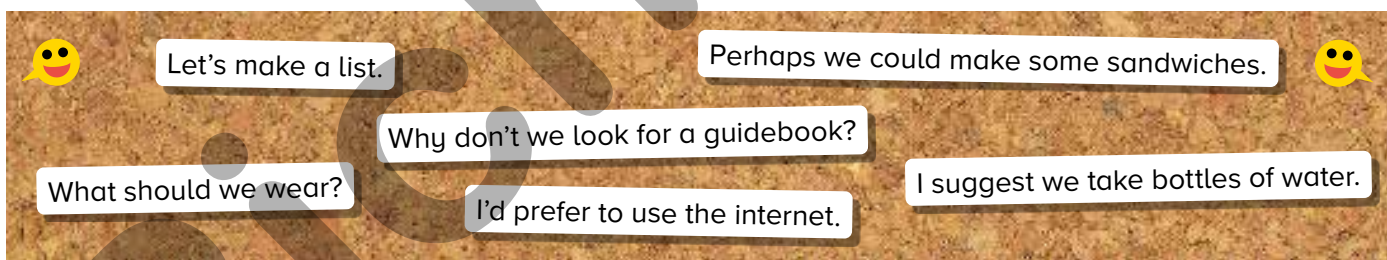
Sophie's dad likes walking in the mountains. He wants to go on Saturday and has offered to take Sophie and one of her friends too. He has asked Sophie to organise the day out. She is talking to Danny about the trip.

- 1 What does Sophie's dad want to do on Saturday?
- 2 What has he asked Sophie to do?
- 3 What can you see in the scene?
- 4 What food do you think they should take?



WATCH

- 3 What food do they decide to take?
- 4 Watch again and raise your hand when you hear these phrases.

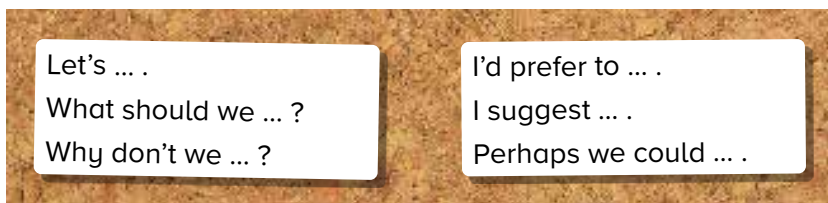


AFTER YOU WATCH

5 Answer the questions.

- 1 How are they going to get there?
- 2 What should they wear?
- 3 Why does Danny prefer to use the internet?
- 4 What do they almost forget about?

6 Plan a day out. Complete with your own ideas.



Communication

Student A: Go to page 109
Student B: Go to page 113

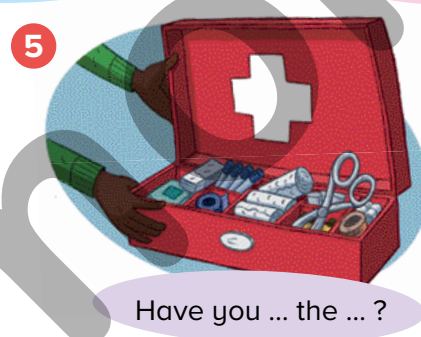
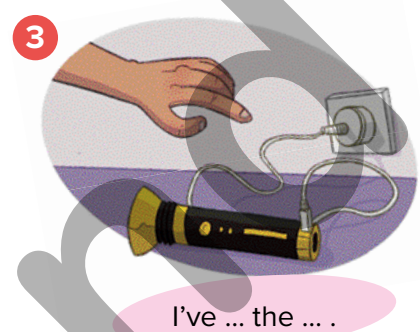
Fasten your seatbelt!



- 1 Watch the video. Have you been camping?
- 2 Choose one word from each box to complete the phrases. Listen and say. 1.27

bought charged checked found washed

compass first-aid kit
insect repellent sleeping bag torch



- 3 Read and complete. Listen and check. 1.28

<http://www.campingwithcarl.tips>

CARL'S CAMPING TIPS

Remember, there aren't any lights in a field! So it's a good idea to take a (1) ... with you when you go camping. But don't forget to (2) ... it first! Another useful item is a (3) You should always have bandages and antiseptic cream in there, so always (4) ... you have these things in your kit before you leave. While you're at the chemist's, buy some (5) In my experience, this is one of the best things I've ever (6) There's nothing worse than waking up in the morning with mosquito bites! It can get cold in a tent, so take a warm (7) You can (8) ... it and hang it on the washing line to dry. You must take a map, but it's also useful to take a (9) I (10) ... an old one that belonged to my dad. I thought it was old-fashioned but in fact, it was very useful on my last trip!

- 4 Take turns to finish the sentences.

I've charged

I've checked

I've bought

I've washed

I've found



I've charged the torch.



I've bought a compass!

5 Listen and read. List the things that Sophie has already done.  1.29

To mumanddad@home.camping
From sophie@home.camping

Hi, Mum and Dad!



Our first day on the school camping trip **has been** great! We found a good place to camp near a lake and we **'ve already swum** in it. **I've put** my sleeping bag out in the sun because it got a bit wet. It **hasn't dried** completely **yet**, but it will be OK.

We **'ve already been** for a walk in the mountains. It's so beautiful here! And **I've already used** my new compass. Thanks to me and my compass, we **haven't got** lost **yet**!

We **haven't slept** in our tents **yet**, but **I've already charged** my torch, so I'm ready for a dark night! I'm glad you bought me the insect repellent, because **I've already seen** some mosquitos... I **haven't had** any bites **yet**, so it must be working! Luckily, nobody **has hurt** themselves **yet** and we **haven't needed** to use our first-aid kit!

I'll email you again tomorrow!

Love, Sophie

6 Read again and say *True* or *False*. Correct the false sentences.

- | | |
|--|--|
| 1 They've been on the trip for a week already. | 4 Sophie hasn't used her compass yet. |
| 2 They have already been swimming. | 5 They haven't got lost yet. |
| 3 Sophie's sleeping bag has already dried. | 6 She's already had some insect bites. |

7 Read and say. What have they already done? What haven't they done yet? 

Camping checklist
Have you...

- found a good place to camp? ✓
- unpacked your sleeping bags? ✓
- collected wood for the campfire? ✗
- washed your plates and cups? ✗
- used insect repellent? ✓
- written in your diaries? ✗

GRAMMAR WAY Present Perfect with *already* and *yet*

I	have	already seen some mosquitos.
She	hasn't	had any mosquito bites yet .

Language reference: Activity Book pages 116-117



They've already found a good place to camp.


 **PROJECT STOP 2**

A tourism leaflet

Think of activities you enjoy in your town.

Research other activities you can do in the area.

Go to page 118

8 Write three things you have already done today, and three things you haven't done yet. 

I've already had breakfast.

I haven't had lunch yet.



A NEW PLAN

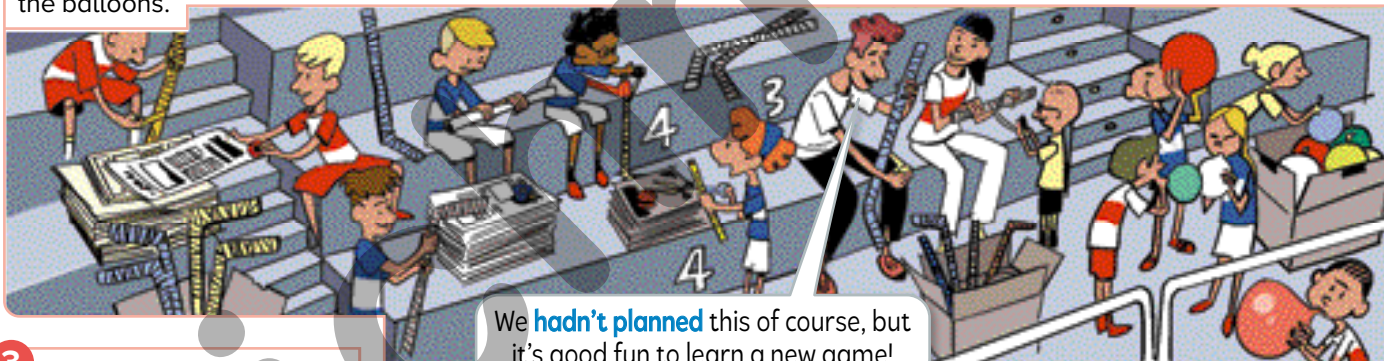
1 **FOCUS** Look and guess why the plan changed.

2 Read and listen. 1.30

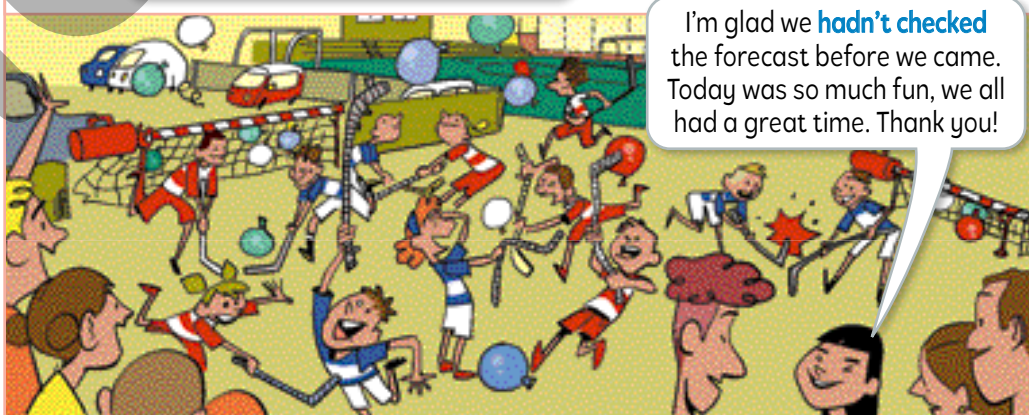
The teacher, the class and the parents are at the local football ground. A visiting school has arrived to play football and everyone is excited. Both sides have made banners and they are wearing their team's colours. But when the game was organised, they **hadn't considered** the weather. It **had rained** a lot earlier in the day. When they arrived at the pitch, they discovered that the rain **had flooded** it! What could they do now?



2 Everyone is disappointed because they **had wanted** to watch and play football. Emma has an idea. She tells the teacher, who agrees it's a good way to help the community. They quickly collect old newspapers, tape and balloons from their school next door. Emma shows everyone how to make a hockey stick from newspaper. Nobody **had** ever **made** one before. They **had** never **heard** of Emma's strange new game. Everybody helps and some children blow up the balloons.



3 They all have a great time playing with the paper hockey sticks and balloons. Each team has to get different coloured balloons into the net. The sticks bend and break, but this makes people laugh which makes the game even more fun. The football pitch **had dried up** while they were playing hockey, but they prefer to keep on playing the new game. The final score was 15-15, a draw!



3 **FOCUS AGAIN** When did you have to change a plan? Discuss with a classmate.

4 Watch and identify something that is different from the story.



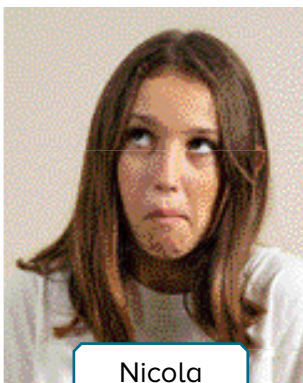
5 Read and match.

We had prepared a picnic for after the match, but there were lots of problems!

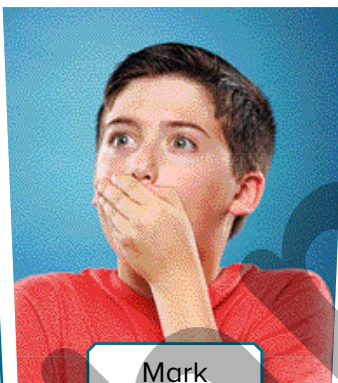


- 1 The potato omelette was sweet.
- 2 The hamburgers were black and hard.
- 3 The ice cream was almost liquid.
- 4 The chocolate cake was disgusting.
- 5 The sandwiches were dry.
- 6 The rainbow salad was horrible.
- a We had cooked them for too long.
- b We had used very old vegetables.
- c We had forgotten to put any sugar in.
- d We had added sugar instead of salt.
- e We hadn't put it in the freezer.
- f We hadn't covered them so they dried out.

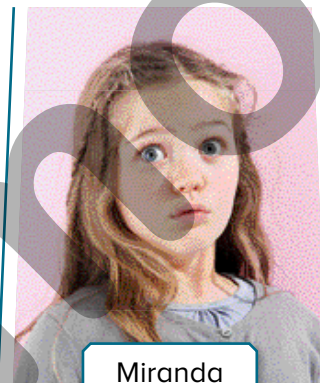
6 Listen and say what had happened to each student before the exam.



Nicola



Mark



Miranda



Adam

7 Copy and complete for other students.

- Chris (1) ... (forget) about the exam completely.
- Jasmine (2) ... (be) ill on the day.
- James (3) ... (feel) too nervous and couldn't concentrate
- Sara (4) ... (not understand) some of the questions.
- Mike (5) ... (not have) time to study.
- Zoe (6) ... (not write) it in her diary and so she didn't study.

GRAMMAR WAY Past Perfect

The rain	had	ruined	the pitch.
We	hadn't	looked	at the forecast.

Language reference: Activity Book pages 116-117

8 Ask and answer.

What had you done by 6pm yesterday?



I had eaten my breakfast. I had been to school. But I hadn't had dinner and I hadn't put on my pyjamas.



PROJECT STOP 3

A tourism leaflet

Make a local tourism leaflet.
Decide how to present your information.

Go to page 118

Skills Station

Reading

1 BEFORE YOU READ Ask and answer.

- 1 What can you see in the photo?
- 2 Where do you think this place is?
- 3 Would you like to visit a place like this?



2 READ Read and listen. Label the paragraphs and describe the photos.

Transport

Food and clothing

Houses

Help desk

sledge: transport used for moving across snow or ice

Life in a cold place

Have you ever visited the Arctic? This region includes parts of Canada, Greenland, Alaska and eastern Russia. The people who live in these icy regions are called Inuits. They have lived here for thousands of years. Over this time, they have adapted to the extremely cold environment in a number of different ways.

1 For many centuries, the Inuit built snow houses called igloos. A traditional igloo was shaped like a dome and had a long entrance tunnel which kept the cold out. After the Inuits had built their igloos, they put animal skins on the floor to keep their families comfortable and warm. Now, Inuit people live in houses, but they sometimes still use igloos when they go on hunting trips.

2 Not many plants grow in the Arctic, so the traditional Inuit diet consisted mostly of meat and fish. People hunted a number of different animals. After they had eaten the meat, they used the animal skins to make tents and clothes. For example, they made soft, warm boots called *mukluks*. These special clothes helped them to stay warm during the cold winters.

3 It's difficult to move around on the snow, so the Inuit adapted by using dogs to pull their sledges. After they had attached the dogs to their sledges, they could travel quickly over the snow. They also used boats; in fact, this is where the word *kayak* comes from! These days, however, the most common way for many Inuit people to move around is on special 'snow motorbikes' called snowmobiles. They also use motor boats instead of kayaks.

AFTER YOU READ

3 Answer the questions.

- 1 What did the Inuits do after they had built their igloos?
- 2 Where do Inuits live now, when they aren't hunting?
- 3 Why didn't the Inuit eat fruit and vegetables?
- 4 What did the Inuits do after they had eaten the animal meat?
- 5 What traditional forms of transport did they use?

4 Discuss with a classmate.

- 1 What do you think it would be like to live here?
- 2 Would you prefer to live in a very hot place?
- 3 Do you think life for the Inuit was better in the past?



Viewing



IRELAND



Virtual tour

3



Connor

THE VIKINGS IN IRELAND

Many centuries ago, the Vikings sailed across the sea from Northern Europe to Ireland.

They settled in what is now the city of Dublin. You can learn all about the Vikings and this time in Ireland's history at Dublinia, the Viking museum.

BEFORE YOU WATCH Ask and discuss.



- 1 What do you know about the Vikings?
- 2 What can you see in the photos?

WATCH Watch and answer.



- 1 Where did the Vikings come from?
- 2 What were their houses like?
- 3 What are the letters of the Viking alphabet called?

AFTER YOU WATCH Ask and discuss.



- 1 Would you like to visit Dublinia?
- 2 Viking culture is important in Ireland's history. Which cultures are important in your country's history?



MY PASSPORT PAGE 20

Writing AN INTERVIEW

1 Read and answer.

- 1 What facts does Ryan ask about?
- 2 What quantities does he ask about?
- 3 What period of time does he ask about?
- 4 What does he ask about in the open question?



WRITING TIP

- Think about what information you want to know then write questions.
- Use *Wh-* questions to ask about facts.
- Use *How much/many* to ask about quantities.
- Use *How long* to ask about time.
- Use *Tell me about* for open questions.

An interview with Jason Smith

by Ryan

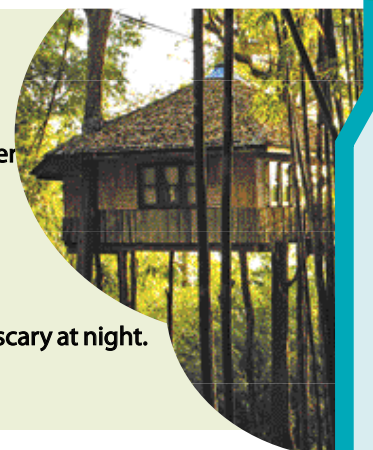
Where do you live? I live in a treehouse.

How long have you lived here? I've lived here for nine years. Before that, I lived on a boat. But after I had moved to the treehouse, I realised that I prefer living in a place with a view!

Tell me about your treehouse. It's about 10 metres off the ground between four or five big trees. Inside, there is one big room where I live and sleep!

How many people live in your house? I live by myself at the moment.

What do you like most and least about your home? I like it because it's peaceful, but it can be a bit scary at night.



Go to Activity Book page 35 and write your own interview.



Checkpoint

1 For each question, choose the correct answer.

» **EXAM TIP** **Reading Part 2** First, read the information about each person and then read all the texts. Make sure all the person's information matches, not just some words.

The young people below all want to take part in an adventure experience over the summer holidays. Below are descriptions of six adventure courses. Decide which course would be the most suitable for the people below.

1



Laura is 14 and is very adventurous. She wants to do an outdoor adventure activity in the desert. She's good at horse riding. She's away in July, but free all through August.

2



Zak is 15 and hasn't been climbing yet, but he wants to learn how to do it. He isn't going away so he's available in July and August.

3



Simone is 16 and really wants to learn how to catch a fish. She can't swim very well, so she'd prefer to fish in a river than the sea.

4



Ben is 12 and he wants to have an adventure in the mountains or the desert. He loves cars! He's staying with his grandparents in August.

Adventure Courses

A Expert climbing

A course for experienced mountain climbers. Previous experience essential. We specialise in long climbs across beautiful mountain ranges. Bring your own equipment. Ages 16+; four and six-day climbs available throughout August. Please contact us for more information.

B Camel adventure

Have you ever ridden a camel across the desert? Come along and meet our friendly camels and go on the best journey of your lifetime! Previous riding experience is helpful, but not essential. Ages: 14 and above. August, weekends only.

C Fishing fun

Do you want to learn a new skill? Have you ever caught a fish in a river? You'll love our week-long forest camping and fishing course, which starts 1st August. We'll provide all the equipment you need. All ages welcome.

D Let's climb!


Have you ever climbed a mountain? Join us for this amazing two-day climb. A course for climbers of all abilities and experience. We'll provide all the equipment you need, but please wear suitable clothes. Ages 12-16; 24th-26th July.

E Time to fish

Join our adventure course on the coast. It offers you the chance to go sailing and try fishing in the sea. No previous experience necessary. Our enthusiastic staff will show you how to catch amazing fish. All ages welcome, trips available in July and August.

F Dreams of the desert

Join us this July for an experience you'll never forget. Have you ever been in a 4x4? Come with us and discover the secrets of the desert. You'll be able to take photos of amazing landscapes. Ages: 10 and above.

2 For each question, choose the correct answer.  1.33

» EXAM TIP **Listening Part 4** Listen to understand the general meaning and try to answer every question. It's better to guess than not answer.

You will hear a radio interview with a young photographer called Sophia.

- 1 How did Sophia start working as a photographer?
 - A She took photos for a newspaper.
 - B Her photography professor helped her.
 - C She learned how to take photos at school.
- 2 What does Sophia say about her first job?
 - A She was happy that she had got the chance to travel.
 - B It was hard to take good photos of animals.
 - C She didn't like taking photos of people.
- 3 How did Sophia feel after she had taken photos in the rainforest?
 - A nervous that her photos weren't very good
 - B sad that she hadn't got any photos of the fisherman
 - C happy that her photos had turned out well
- 4 What place hasn't Sophia taken photos of yet?
 - A the mountains
 - B the coast
 - C the desert

3 Read the email and the notes. Write an email to Miss Peters. Write about 100 words.

» EXAM TIP **Writing Part 1** Make sure you know who you are writing to and why. You must reply to all four prompts.

From: Miss Peters

Subject: Adventure trip

Dear Class,

I'd like to organise a class **adventure trip** to celebrate the end of term.







We could either ride horses or go fishing. Which would you **prefer** to do?

What **things** should we take with us on our adventure trip?

What **food** do you think we should eat on our trip?

Reply soon!

Miss Peters

A      

Yes, cool!

Suggest

Tell Miss Peters

Explain



Our trip to Australia **CITIES** >>

1 **BEFORE YOU WATCH** Answer the questions with a classmate.

- 1 What are the most famous cities in your country?
- 2 Why is your nearest city special?
- 3 Do you know any famous Australian cities?

2 **WATCH** What did you learn about these six cities?



Perth



Darwin



Cairns

3 **AFTER YOU WATCH** Read and write the correct form of the words in your notebook.

Hi Emily!

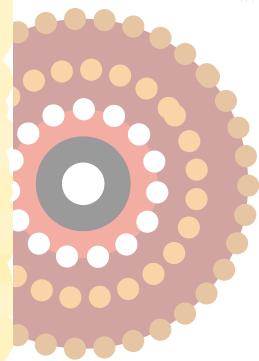
How's your holiday? We're in the Australian Outback! That's the name for the middle part of Australia. There are no cities here, it's like a desert. But this **(1) ... (have)** been the best holiday ever! We've already **(2) ... (ride)** horses three times this week, I nearly **(3) ... (fall off)** while we were crossing a river!

We have already **(4) ... (buy)** three new bottles of insect repellent; there are a lot of insects and wild animals here! We haven't **(5) ... (find)** any insects in the tent yet, but I check my sleeping bag every night. Yesterday, I was **(6) ... (listen)** to music when my sister **(7) ... (scream)** because she saw a huge snake!

Have you ever **(8) ... (fly)** in a small airplane? Last week we flew over a mountain range; it was beautiful, but a bit scary! My sister was **(9) ... (shake)**!

Let's video call soon, I want to **(10) ... (tell)** you my other stories!

Tina





Brisbane



Sydney



Melbourne

4 RESEARCH Find out more about a city in Australia.

Use the internet or the library for your research. Choose a city and make notes about:

- Where it is
- Special or interesting buildings
- What the climate is like
- Its history

5 CREATE Prepare a game show about cities in Australia.

- 1 Work in a small group. Use your research to write questions about your chosen city.
- 2 Decide who from your group will ask the questions, and who will answer the other groups' questions.
- 3 Collect any materials you need.
- 4 Practise your game show questions.

6 PERFORM Perform your game show as a class.

Nick, is Sydney the capital of Australia?

I think the answer is... no.

Correct! Well done!



Communication: Remember to use your body to help you to communicate.

Digital literacy: Remember to stay safe online when you are researching.

Respect for the planet: Think carefully about the materials you use in class.



PRESENTATION TIPS

Remember to use your hands, eyes and body language to communicate with your audience.