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VOCABULARY GRAMMAR READING

4 THAT'S SCARY!

Learning Situation What types of things are people afraid of? Why are they afraid of these things? **Activate!**

Step 1 Page 60 Describe a scary character	Adjectives	Comparative adjectives (not) as ... as	The Truth About Clowns A magazine article Activate!
Step 2 Discuss your fears	Animals	Superlative adjectives	Top Four Unusual Animal Phobias A listicle Activate!
Step 3 Write a social media post about a fear			

Project Make a picture gallery about scary characters, animals or other creatures

5 SPORT FOR ALL

Learning Situation What motivates people to do sport? What helps athletes succeed in sports? **Activate!**

Step 1 Page 74 Talk about an athlete role model	Sport	can, Adverbs of manner	Wixton Sports Services A webpage Activate!
Step 2 Ask for and give a recommendation	Clothes and accessories	must, should	Clothes for Athletes Wiki A wiki Activate!
Step 3 Write a report about a sport			

Project Make a webpage with original ideas for school sports clubs

6 MAKING MEMORIES

Learning Situation What types of things do people remember for a long time? How do our memories affect our well-being? **Activate!**

Step 1 Page 88 Write a memory post	School items	was / were	"Leave Your Indian at Home" A memoir
Step 2 Talk about memories	Food	There was / There were	Living Abroad A student; platform Activate!
Step 3 Write a narrative about a day to remember			

Project Make a class memory board about special memories from the school year

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VOCABULARY REVIEW

LANGUAGE REVIEW

COMPETENCES ASSESSMENT

PLAY A GAME

LISTENING SPEAKING WRITING EXTRA KEY COMPETENCES & SUSTAINABLE DEVELOPMENT GOALS

An announcement and a discussion about a fancy-dress party	Describing a character /w/, /j/		Technology: Technology Changing Police Work	1 2 3 4 5 6 7 8 15
A conversation about brown bears	Talking about fears Activate!			
		A social media post Adverbs of degree		

A conversation about a girls' football team	Talking about an athlete can / can't		Culture: The Wonderful World of UEFA Mascots	1 2 3 4 5 6 7 8 5
A presentation about sports and video games	Asking for and making recommendations Activate!			
		A report about a sport Imperatives		

Audio messages to a student	Describing a school memory	A memory post	Psychology: Memory Gym Activate!	1 2 3 4 5 6 7 8 2
A conversation about social media	Talking about memories Activate!			
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VOCABULARY GRAMMAR READING

7 DISCOVERING THE WORLD

Learning Situation What was exploring the world like in the past? How is it different today? **Activate!**

Step 1 Page 106 Make a fact file about an explorer	The natural world	Past Simple affirmative	Walking in their Footsteps A profile Activate!
Step 2 Talk about a weekend activity in nature or related to nature	The weather	Past Simple negative and interrogative	19th- and 20th-Century Polar Exploration A Q&A page Activate!
Step 3 Write a profile of an explorer			

Project Make a timeline about the exploration of a continent, a country or a natural environment

8 SUMMER FUN

Learning Situation What do people around the world do in the summer? What will the summer holidays be like in the future? **Activate!**

Step 1 Page 120 Write an e-mail inviting a friend to a summer party	Verbs	be going to Present Continuous with future meaning	What Are Students Around the World Going to Do this Summer? A report Activate!
Step 2 Discuss summer plans	Adjectives	will Activate!	AI Versus Travel Expert A travel magazine article
Step 3 Write a blog post about summer plans			

Project Make a video advert for a holiday in the future

REVIEW 3 Page 134

VOCABULARY REVIEW

LANGUAGE REVIEW

COMPETENCES ASSESSMENT

PLAY A GAME

LISTENING SPEAKING WRITING EXTRA KEY COMPETENCES & SUSTAINABLE DEVELOPMENT GOALS

A conversation about explorers	Talking about a famous person /d/, /v/, /d/	A fact file about an explorer	Geography: Navigation by the Stars	1 2 3 4 5 6 7 8 17
A podcast about Genghis Khan	Discussing past events Activate!			
		A profile of an explorer Connectors of sequence		

A conversation about outdoor parties	Planning a party /b/, /v/	An e-mail inviting a friend to a summer party	Nutrition: Summer and Winter Food	1 2 3 4 5 6 7 8 13
A tech talk about fictional worlds	Discussing summer plans Activate!			
		A blog post about summer plans Prepositions of time		

WORLD MAP Page 138

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* Key Competences: 1. Linguistic 2. Plurilingual 3. STEM (Science, Technology, Engineering, Maths) 4. Digital 5. Personal, Social, Learning to Learn 6. Citizenship 7. Entrepreneurial 8. Cultural Awareness



4

THAT'S SCARY!

Learning Situation

What types of things are people afraid of? Why are they afraid of these things?

PROJECT: Make a picture gallery about scary characters, animals or other creatures.

Find nine differences between picture A and picture B. Why is picture B scarier than picture A?



Activate! VIDEO
Do the class poll. What are the results?

Do all activities in your notebook.

VOCABULARY 1 Adjectives

Activate!
VOCABULARY PRESENTATION

- Look at the image-creating website. Pay attention to the adjectives in blue. Then answer the questions.
 - Which two adjectives describe age?
 - Which two adjectives describe shape?

MONSTER IMAGE CREATOR

Usually, monsters are scarier than real-life characters ... but not always! Follow our steps for creating a monster. Then post your monster for others to see!

STEP 1 Make a decision. Is your monster good-looking or ugly, fat or thin, young or old? Anything is possible with Monster Image Creator!

STEP 2 Choose adjectives to describe your monster's body, hair, face and more. Let us do the rest of the work for you!

Menu

- round
- square
- nice
- cute
- long
- short
- tall
- fat
- thin
- light
- dark
- straight
- curly
- big
- small
- wide
- narrow
- beautiful
- ugly
- good-looking
- young
- old

- Read the instructions on the image-creating website in Exercise 1. What information does the website need in order to create a monster?

- Copy and complete the sentences with the correct monsters from Exercise 1.
 - Monster ... has got light, straight hair.
 - Monster ... is beautiful.
 - Monster ... is fat.
 - Monster ... is old.
 - Monster ... has got a long nose and a narrow mouth.

- Copy and complete Will's description of his monster character. Use the adjectives below.

wide • nice • young • curly • dark • tall

My monster is called Ralfie. Ralfie is a teenager, so he's 1 ... Some monsters are short, but Ralfie is 2 ... He's got lots of hair on his head. His hair is 3 ... blue and it's very 4 ... Ralfie's eyes are big. His nose isn't narrow. It's very 5 ... His mouth is red and his teeth are scary – like a vampire's teeth. But Ralfie isn't a bad monster. He's very 6 ... and he loves children!



- What colours appear in the text in Exercise 4? How many other colours do you remember in English? Make a list in your notebook. Then compare your list with your partner's list.

EXTRA Make an adjective alphabet. Draw a chart with all the letters of the alphabet. Then write an adjective you know beginning with each letter. How many letters in your chart have got an adjective?

A	B	C
		big

- Listen and repeat. Pay attention to the pronunciation of /w/ and /j/.
 - wide • white /w/
 - young • yes /j/

PRONUNCIATION APPENDIX, EXERCISES 1-2, page 161

- INTERACTION** Discuss with a partner. Think of a famous monster from books or films. In your opinion, is the monster scary? Why or why not? Use the words in blue in Exercise 1 to answer.

In my opinion, Shrek is ugly, but he isn't scary. He's cute! He's got nice eyes and funny long ears.

Expressing opinions
I think ...
I don't think ...
In my opinion, ...

WORKBOOK, page 38

READING A magazine article

- BEFORE YOU READ** Do you think clowns are funny, silly or scary? Why?
- Read the magazine article. Which of the topics below does it discuss?
 - different names for clowns
 - the origin of clowns
 - the way clowns look
 - the things clowns do
- Copy and complete the sentences.
 - In the beginning, the text compares a clown and a ...
 - There are clowns in stories from ancient ...
 - The graph shows five common ...
 - Clowns' mouths aren't the same as ...
 - A clown's true identity is a ...
- Answer the questions.
 - According to the text, what do clowns usually try to do?
 - How old are the people in the survey?
 - Why do clowns look dangerous to some people?
 - Why do people say clowns are unpredictable?
 - Who is Pennywise? Why does the writer mention him?
- THINK ABOUT IT** Based on the text, what can you understand about Pennywise's personality?

THE TRUTH ABOUT CLOWNS

What is as scary as a monster in a horror film? According to many people, the answer is a clown!



LINGUISTIC

We often add prefixes to words to change their meanings. Look at the words in bold in the text with the prefixes *un-* and *dis-*. What do these prefixes mean?

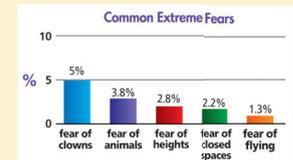
- a. very b. small c. not

Copy and complete the words below with *un-* or *dis-*. Use the Internet or a dictionary to check your answers.

1. ... happy 3. ... appear
2. ... agree 4. ... usual

EXTRA Use the Internet or a dictionary to find two more words for each prefix. Show the words to your partner. Does your partner know their meanings?

- Clowns have got a long history, starting in ancient Egypt and ancient Greece. There are stories about clowns in ancient Chinese literature, too. The clown's job is usually to make people laugh. So why are some people afraid of clowns? In an international survey of people ages 18-77, 53.5% of the participants have some fear of clowns. And the extreme fear of clowns is more common than other extreme phobias like the fear of animals, heights, closed spaces or flying.



Do all activities in your notebook.

- Some people **dislike** clowns because they look different. Clowns' mouths are often darker and wider than ordinary mouths. Their noses are bigger and rounder than ordinary noses and their faces are lighter than normal faces. These exaggerated characteristics send a message to some people: clowns are dangerous. It's also difficult to see a clown's true identity and emotions. Is the person with the white make-up nice or evil? It's a secret and secrets are scary. People also dislike clowns because they are **unpredictable** – they often surprise you. Sometimes they give you a beautiful flower, but sometimes it's a plastic flower with water in it. You never know.

- Finally, there are evil clowns in books and films. These characters sometimes go viral. For example, the clown Pennywise in the book and film *It* by Stephen King is responsible for a fear of clowns for many people.



PENNYWISE

FUN FACT The fear of clowns has even got a name – coulrophobia. The famous actor Johnny Depp has got coulrophobia.

WORDS FROM THE TEXT

- Find words in the text to match the definitions below.

- tall places (lines 9-13)
- not open (lines 9-13)
- it describes something that makes you feel afraid (lines 14-21)
- cosmetics for the face (lines 14-21)
- the opposite of good (lines 14-21)

- Copy and complete the sentences with the words in Exercise 6.

- Don't put your hand on that, it's ... !
- ... people like doing bad things.
- I want to look beautiful tonight. Can I use your ... ?
- Aeroplanes fly at amazing ...
- This shop is ... at 5:00 am. The shop hours are 10.00 am-6:00 pm.

STEM

The graph in the text is a bar graph. What does it tell you about the fear of clowns compared to the other fears in the graph?

Activate! VIDEO

Watch the video. How do you feel about each of the phobias in the video?

LANGUAGE 1 **Activate!**
GRAMMAR PRESENTATION

Comparative adjectives

We use comparative adjectives to describe and compare two people, places or things.

A clown's nose is **rounder than** my nose.
A zombie is **more dangerous than** a clown.

Spelling rules	Irregular adjectives
fat – fatter	good – better
cute – cuter	bad – worse
happy – happier	far – further / farther

(not) as ... as

We use (not) as ... as to describe things that are or aren't equal.

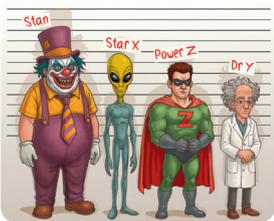
The monster is **as tall as** a tree.
A zombie **isn't as scary as** Pennywise the clown.

NOW YOU!

Our classroom ... than ...
My bedroom is as ...

GRAMMAR APPENDIX, WORKBOOK, page 107

1. Copy and complete the sentences about the characters in the picture. Use the comparative form of the correct adjective in brackets.
- Stan is ... (fat / thin) Star X.
 - Stan's face is ... (wide / small) Power Z's face.
 - Power Z's arms are ... (big / long) Star X's arms.
 - Stan's hair is ... (colourful / boring) Power Z's hair.
 - Dr Y is ... (young / old) Power Z.
 - Dr Y's clothes are ... (unusual / normal) Stan's clothes.



EXTRA Write more sentences comparing the characters in Exercise 1. Use the adjectives *tall, short, scary, interesting and dangerous*, or your own ideas. How many sentences can you write in five minutes?

2. Write sentences with the words below. Use comparative adjectives and do not change the order of the words. Which sentences do you agree with?

- Dracula / ugly / Frankenstein's monster
- Superman / talented / Batman
- a zombie / bad / a monster
- horror films / interesting / comedies
- blue hair / cute / brown hair
- clowns / funny / comedians

3. Read the sentences. Then write a new sentence with the same meaning. Use (not) as ... as and the same adjective.

- The first clown costume is cute, but I don't like the second clown costume.
Isn't as cute as the first costume.
- Tim's eyes aren't wider than Jack's eyes.
Tim's eyes ...
- The vampire is more dangerous than the clown.
The clown ...
- Curly hair is beautiful. Straight hair is beautiful, too.
Straight hair ...
- The blue monster is hairier than the red monster.
The red monster ...

4. Look at Paul's reading log. Then write three affirmative and two negative sentences comparing the books. Use (not) as ... as.

Book	Grounded for All Eternity	The Ghost Job
Reading level	easy	easy
How long	364 pages	208 pages
How interesting	★★★★	★★★★
Characters	scary	scary
Ending	good	very good

1. The *Ghost Job* is as easy as *Grounded For All Eternity*.

CRITICAL THINKING

Why do you think people like reading horror stories or watching horror films?

5. Complete the text. Use (not) as ... as or the comparative form of the adjectives in brackets.

What do your eyes say about you?

In every country, some eye colours are ¹... (common) than other eye colours. In Asia, Africa and Central America, blue eyes are ²... (rare) than brown eyes. In Scandinavia, blue eyes are ³... (not unusual) as brown eyes. In fact, up to 90% of the population there have got blue eyes.

Unfamiliar things are always ⁴... (scary) than familiar things, so there are many superstitions about eye colour. In European literature, dark eyes are ⁵... (not popular) as light eyes, and people with blue eyes are ⁶... (noble) than people with dark eyes. However, in ancient Japanese legends, people with blue eyes are ⁷... (dangerous) as monsters, and ghosts and vampires have got blue eyes.

What about green eyes? Only 2% of people around the world have got green eyes, so there are many stories about this colour. According to Islam, people with green eyes are ⁸... (mystical) than other people. Thanks to science, we now know these ideas are ⁹... (unrealistic) as many other superstitions. But lots of people still believe your eyes communicate your personality.

6. **MEDIATION** Think of a friend with blue eyes. Write a message to your friend explaining the information in Exercise 5 about superstitions around the world related to blue eyes and eyes of other colours.

LISTENING An announcement and a discussion

7. **BEFORE YOU LISTEN** At a fancy-dress party, people wear costumes to look like someone or something else. When do people have fancy-dress parties? What's your opinion of these parties?

8. Copy the notice below. Then listen to an announcement for a school fancy-dress party and complete the notice.

Blackburn Middle School
FANCY-DRESS PARTY

Theme: ¹ ...
What to wear: ² ...
When: ³ ... , 13th December at ⁴ ...
Where: the school ⁵ ...

LEARNING TO LEARN

Don't worry about understanding every word. Keep listening for the main idea.

9. Oliver and Louise are discussing costumes for the party. Listen to their conversation and answer the questions.

- What types of costumes does Louise suggest?
- What does Oliver decide in the end?

SPEAKING Describing a character

10. **INTERACTION** Describe a scary character from a book, a comic, a TV programme or a film. Can your partner guess the character?

He's taller than an average man. His hands are also bigger than a man's hands. **Tell me more.**

Asking for more information
Tell me more.
Whotelse?
Can I have another clue?

BE ACTIVE

Learning Situation Step 1

Describe a scary character

Think of another scary character and describe it to your partner. Can your partner draw the character?

It looks very ... It's ... than ...
The character has got ... It is / isn't as ... as ...

PEER ASSESSMENT, page 163 WORKBOOK, page 39

VOCABULARY 2 **Animals** **Activate!**
VOCABULARY PRESENTATION

1. Scary creatures aren't just in books and films or at parties. There are scary creatures in nature, too. Look at the animals on the online encyclopedia page. Which animals are people often afraid of?



CREATURES OF THE WORLD

What is the longest snake in the world?
What is the largest whale in the ocean?
To find out about amphibians, reptiles, insects, birds, mammals and more, click on the links below.

- | | |
|-------------|---------|
| bats | lions |
| bears | lizards |
| bees | mice |
| butterflies | monkeys |
| chickens | rabbits |
| cows | rats |
| dolphins | sharks |
| ducks | sheep |
| flies | snakes |
| frogs | spiders |
| jellyfish | whales |
| kangaroos | worms |

2. Which animals in blue in Exercise 1 are in the pictures?

3. **INTERACTION** Play a game with your partner. Copy the chart. Then in turns add an animal to each category. The first person without any new words to add loses.

Marine animals	Farm animals	Animals that fly
Jellyfish		

- EXTRA** Add a new category to the chart in Exercise 3. How many animals can you and your partner name for that category?

4. Which sentences are true and which are false? Correct the false sentences without changing the words in bold.

- Bats** usually look for food at night.
- Kangaroos** come from Europe.
- Frogs** can live on land and in the water.
- Snakes** usually eat vegetables.
- Worms** live underground.
- Rats** can fly.

5. **INTERACTION** Choose an animal from Exercise 1. Then, say a true and a false sentence about the animal. Can your partner guess the false sentence?

Lions live in Africa. They eat plants.

The second sentence is false. Lions eat other animals.

WORKBOOK, page 40

READING A listicle

6. **BEFORE YOU READ** Look at the animals in the pictures. Why do you think some people are afraid of these animals?

7. Read the listicle. Which phobias are because of bad experiences in the past?

TOP FOUR UNUSUAL ANIMAL PHOBIAS

1. FISH

Sharks are probably the scariest creatures in the sea. They're one of the most dangerous creatures, too. So it's easy to understand a fear of sharks. But some people are afraid of all fish. These people rarely visit aquariums or seafood restaurants. Sometimes, it's because they think fish aren't clean and they've got bacteria on them.

2. CHICKENS

A chicken is probably the most common farm animal. There are many chickens in rural areas – and some people in those areas are afraid of them! The fear of chickens often starts after a bad experience. For example, a person accidentally walks into a group of chickens and is afraid of the birds' reactions. After that, seeing a chicken makes the person remember the bad experience.

3. WORMS

Worms are one of the most important creatures on the planet. They eat dead plants and insects, and this helps farmers. But some people only walk on concrete because they imagine worms under the ground in other places. In some countries, many worms come out of the ground in humid weather. Young children playing outside see this and their fear becomes a phobia later in life.

4. BUTTERFLIES

Butterflies are probably the most beautiful insects in the world and flowers need them. But some people are afraid of them, including the actor, Nicole Kidman. She hasn't got a problem with spiders or snakes, but she says, "I just don't like the feel of butterflies' bodies." People with a fear of butterflies panic when a butterfly touches them.

8. Find the following information in the text:

- two places around town with fish
- locations outside of cities
- the benefits of worms
- when worms appear
- an actor with a phobia

9. Match A to B to form sentences according to the text.

- A**
- People with a fear of fish
 - People with a fear of chickens
 - People with a fear of worms
 - People with a fear of butterflies
- B**
- don't like the animal touching them.
 - don't walk on many areas of the ground.
 - often don't come from cities.
 - sometimes think they are dirty.

10. **MEDIATION** Imagine you know someone with a fear of an animal. Write a text message to that person explaining about one of the phobias in the text.

WELL-BEING How do you think phobias affect people? What do you think can help people manage their phobias?

Activate! VIDEO

Watch the video. What do people use VR therapy for? What examples of uses does the video mention?

LANGUAGE 2 **Activate!**
GRAMMAR PRESENTATION

Superlative adjectives

We use superlative adjectives to describe and compare more than two people, places or things.

The hummingbird is the **smallest** bird in the world. The honeybee is the **most important** insect or the planet.

Spelling rules Irregular adjectives

big – biggest	good – best
cute – cutest	bad – worst
busy – busiest	far – furthest / farthest

NOW YOU!

... is the best ... in the world.
My town is the ...

GRAMMAR APPENDIX, WORKBOOK, page 107

3. Complete the text with the adjectives in brackets. Use (not) as ... as or the comparative or superlative form of the adjectives in brackets.

LEARNING TO LEARN

Look for clues like the words *than* and *as*. These words can help you choose the correct form of the adjective.

THE GOLDEN POISON DART FROG

Many people are afraid of snakes and spiders because of their toxic venom. But the ¹ ... (toxic) animal on the planet is probably a frog from Colombia. It's called the golden poison dart frog and it's ² ... (small) as the rubber in your pencil case. There are over 100 species of poison dart frogs, and some of them are ³ ... (coarse) than the golden frog. But the other dart frogs are ⁴ ... (not dangerous) as this one. The golden poison dart frog's venom is ⁵ ... (bad) than morphine, and one frog has got enough venom to kill 20,000 mice – or up to ten men! This venom is probably from the plants and insects in its diet. Dart frogs in zoos have got different diets, and they aren't lethal. Unfortunately, the golden poison dart frog is one of the ⁶ ... (endangered) species of frogs, and there aren't many outside of zoos today. But why is it important to worry about an endangered dangerous animal? The answer is, venomous creatures are ⁷ ... (important) as every other creature in the world.

DANGEROUS ANIMALS

1. Monarch butterfly
 2. Gila monster
 3. Tsetse fly
 4. Pygmy slow loris
 5. Black mamba snake
 6. Indo-Pacific stonefish
- Read more ...

Watch out for these dangerous animals!

- A Under 2.5 centimetres, it's one of the ... creatures on the list. But size isn't everything. This small animal causes a fatal infection called sleeping sickness.
- B This sea animal is only 33 centimetres long, but it's one of the ... creatures in the water. Standing on it is a very bad idea!
- C This primate looks like a child's toy, but a toxin in its mouth causes one of the ... allergic reactions in humans.
- D This reptile moves up to 20 kilometres an hour, so it is one of the ... reptiles in the world. That explains why it kills around 20,000 people every year.
- E This colourful creature is probably the ... animal in your garden. But a fatal toxin in its body kills predators.
- F This lizard is one of the ... creatures on the planet. When it gets an animal – or human – in its mouth, it doesn't let it go. Ouch!

68 Do all activities in your notebook.

FUN FACT Animals with beautiful colours are often the most dangerous creatures. The colours tell other animals not to go near them.

SUSTAINABLE DEVELOPMENT GOALS
15 What can we do to protect life on land? Why is preventing the extinction of animals important?

ACTIVE GRAMMAR LAB page 149 (BASIS, Exercises 7-8) (MORE PRACTICE, Exercises 9-11) (EXTENSION, Exercise 12)

LISTENING A conversation

4. BEFORE YOU LISTEN Are there any brown bears in your area? What do you know about these bears?
5. Listen to a conversation between Paul and Elaine about brown bears. What does Paul want to talk about at the end?
6. The sentences below are incorrect. Listen again and correct the mistakes in bold in your notebooks.
 1. You pay £5 a month to adopt a brown bear.
 2. You get a poster with a picture of the bear.
 3. There aren't any bears in Europe today.
 4. The bears' habitat is nicer than before.
 5. There are around 17,000 bears in Romania.

SPEAKING Talking about fears

Activate! VIDEO

7. A teenager is doing a survey about people's fears. Watch the video and complete the dialogues with one word in each gap.

A: What are you afraid of?
B: I think they're the scariest animals in the world. They're worse than spiders.
A: OK ... And you? What scares you?
C: I'm afraid of the ...
A: Excuse me, what are you afraid of?
D: Me? I think ... are very scary.
E: What do I think is scary? ... I hate ...!

8. Watch the video again and check your answers to Exercise 7.

WELL-BEING What do you do when you are afraid of something? Do you think your reaction to scary situations is healthy or unhealthy?

BE ACTIVE

Learning Situation Step 2

Discuss your fears

INTERACTION Ask and answer questions with your partner about your fears. Use the dialogues in Exercise 7 to help you.

What are you afraid of?
Tests. I think they're ...

PEER ASSESSMENT, page 163 WORKBOOK, page 41

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WRITING A social media post

In a social media post about our fears, we describe what we are afraid of, how it affects us, how we react, why we react that way and how that makes us feel.

ANALYSE A MODEL

1. Read the model social media post. Then answer the questions below.

Quentin Smith

I'm really afraid of dogs. I'm not at all afraid of other animals. Spiders, bees, snakes and bears aren't scary for me. What is the problem with dogs? I know some dogs are very cute and people call dogs "man's best friend". My neighbour's dog is young and it's quite friendly. My friends love it, but I'm so different. When I see my neighbour with his dog, I stop thinking logically. Then I run. I know it's not the right thing to do, but I just want to be as far as possible from the dog. It's the worst feeling in the world!

12th December

1. What animal is Quentin afraid of?
2. How does he feel about other animals?
3. What specific example of an animal he's afraid of does he give?
4. How does Quentin react in the example?
5. How does he describe his feelings about this reaction?

FOCUS ON LANGUAGE

ADVERBS OF DEGREE
We use adverbs of degree to show the intensity of adjectives.

- I am so afraid.
The clown is really scary.
The frog is very small.
The spider is quite small.
That lizard isn't at all dangerous.

Find an example of each adverb of degree in the model text. What adjective comes after each adverb?

2. Choose the correct answer.
 1. I am not very / very afraid of cats because of a bad experience with them.
 2. My fear is not at all / so logical because cats aren't dangerous.
 3. My friend's cat is quite / not very friendly and most people like it.
 4. However, I'm really / not at all afraid of it, and as a result, I don't go inside her house.
 5. My friend is so / not at all nice about it, and she comes to my house instead.

Learning Situation Step 3

Write a social media post about a fear

PLAN

1. Copy and complete the chart about a real or imaginary fear you have, or use the Writing Plan on page 121 of your Workbook.

Fear:	
How affects you:	
How you react:	
Why you react that way:	
Your feelings about your reaction:	
2. Copy and complete the sentences below using information from your chart.
 - I'm really afraid of ...
 - I'm not at all afraid of ...
 - What is the problem with ... ?
 - My friends / family ...
 - When I ...
 - I just want ...

WRITE

Write your social media post. Use the information in your chart, your sentences and the model text to help you.

ASSESS YOURSELF

Use the checklist in your Workbook to assess your writing.

WRITING GUIDE, WORKBOOK, page 116 PEER ASSESSMENT, page 143

70 Do all activities in your notebook.

Collaborative PROJECT

Make a picture gallery about scary characters, animals or other creatures

MODEL

Read the model picture gallery. Which creature do you think is the scariest? Why?

Scary Creatures from Ancient Greek Mythology

These creatures are some of the scariest monsters in literature!

The Cyclops is a giant with one big eye. He is taller than the average man and very ugly. In Greek stories, the cyclops helps the ancient Greek god Zeus. But he also eats people!

The Gorgons are three sisters. They are probably the scariest monsters in literature. They've got snakes for hair, but their eyes are more dangerous than their hair. They look at people and they transform them into statues. Medusa is the most famous Gorgon sister.

The Sirens are half bird and half beautiful woman. They're better-looking than the Gorgons, but they are as dangerous as the Gorgons. The Sirens sing to sailors in their ships. The sailors follow their songs and their ships go onto dangerous rocks!

The ancient Egyptian Sphinx is famous, but there's also a Sphinx from ancient Greece. This monster is part woman, part lion and part bird. It asks people riddles and when they don't know the answer, it kills them!

Typhon is one of the oldest creatures in the world. He's the father of many monsters, including the sphinx. Typhon is taller than the mountains. His body is part human, part snake and part bird. He's very dangerous and he isn't afraid of anything – including Zeus.

BE ACTIVE
IT'S PROJECT TIME!

Turn to PAGE 137 IN YOUR WORKBOOK and follow the steps:
PLAN → RESEARCH → CREATE → PRESENT

71

EXTRA TECHNOLOGY

- I. Criminals can be very scary and dangerous. Luckily, modern technology can now help. Listen to a conversation between a police artist and the victim of a crime and answer the questions.
1. What technology does the police artist use?
 2. Which picture below does the artist create?



2. Read the exhibition plaque about a police artist using technology. What are the advantages of this technology for victims of a crime?

TECH EXPO Exhibit 125 TECHNOLOGY CHANGING POLICE WORK

Most people think a police sketch artist is a man or woman with paper and pencils. Thanks to technology, that is changing now. Police artists are using special computer programs with banks of physical details instead of traditional drawing tools.

A victim or person with information about the criminal chooses the correct details in the program. Then, the computer creates an image based on these details. For victims, asking for changes on a computer image is more comfortable than asking for changes to a drawing. In fact, it takes seconds to make an image look older, younger, fatter or thinner than before.

Police artists sometimes use testimony from people in other cities or countries, too, thanks to screen-sharing technology. This technology means artists in one country can help police on the other side of the world.



3. **MEDIATION** Your friend is preparing a project about police work. Write a message to your friend describing two advantages of using technology to create images of criminals.
4. **INTERACTION** Work with a partner. In turns, look at the photo of someone in your coursebook for two minutes. Then cover the photo. What do you remember about the person's face? Tell your partner.

She's got a round face and her eyes are ...

ACTIVE Round up!



ASSESS YOURSELF!

Adjectives

beautiful	good-looking	old	tall
curly	light	round	thin
cute	long	short	ugly
dark	narrow	square	wide
fat	nice	straight	young

Animals

amphibian	dolphin	lion	reptile
bat	duck	lizard	shark
bear	fly	mammal	sheep
bee	frog	monkey	snake
bird	insect	mouse	spider
butterfly	jellyfish	rabbit	whale
chicken	kangaroo	rat	worm
cow			

LEARNING TO LEARN

Creating puzzles with vocabulary words can help you remember the words. Exchange puzzles gives you additional practice.

- I. Choose five adjectives and five animals from the lists. Use an online puzzle creator or create a word search with the words. Write a clue for each word in the puzzle.



2. Write at least four sentences about scary characters and animals. Use comparative and superlative adjectives and (not) as ... as.
- A jellyfish is scarier than a dolphin.

Activate!

- > WORDLIST PLUS
- > VOCABULARY AND GRAMMAR REVIEW
- > PROGRESS AND COMPETENCES CHECK, WORKBOOK, PAGES 44-47

BE ACTIVE WELL-BEING

START A CLASS BOOK BOARD

Ask your classmates to post recommendations for books with scary characters on a class book board. Is it helpful to see what books other people like?



ORGANISE A FANCY-DRESS PARTY

Choose a theme and activities for a fancy-dress party with your classmates. Which activity is your favourite? Why?



BE ACTIVE

Learning Situation

In this unit, you learned about different things people are afraid of and why. Based on the information in the unit, what are some common fears? Why are people afraid of these things?

ACTIVE GRAMMAR LAB: UNIT 4

Comparative adjectives

Short adjectives

People are **shorter than** giants.

Long adjectives

This costume is **more beautiful than** that costume.

(not) as ... as

The clown is **as scary as** the monster.

That horror film **isn't as old as** the book.

light • lighter (one syllable)

happy • happier (two syllables, ends in -y)

famous • more famous (two or more syllables)

✓ bigger **than** ✗ bigger **that**

GRAMMAR APPENDIX, WORKBOOK, page 107

BASICS

- I. Find nine adjectives in the puzzle below. Then write the comparative form of the adjectives in your notebook.

fatcurlygoodwidebadyoungthinglyfar
fat - fatter than

2. Write the words in the correct order to make sentences. Pay attention to the capital letters.
1. more / Zombies / fascinating / clowns / are / than
 2. scarier / A vampire / than / is / a superhero
 3. than / more / is / that costume / colourful / This costume
 4. are / than / The horror books / new / the science-fiction books
 5. dangerous / Dragons / than / are / unicorns / more

3. Look at the pictures below and choose the correct answer.

1. Kallit is **as beautiful as / isn't as beautiful as** Silky.
2. Trixie's shoes **aren't as special as / are as special as** Ravinia's shoes.
3. Silky's clothes **are as dark as / aren't as dark as** Kallit's clothes.
4. Ravinia's hair **is as long as / isn't as long as** Silky's hair.
5. Silky **isn't as happy as / is as happy as** Trixie.

MORE PRACTICE

4. Copy and complete the sentences with the comparative form of the adjectives in brackets. Which sentences do you agree with?

1. A unicorn is ... (beautiful) a real horse.
2. Some humans are ... (scary) ghosts.
3. A gangster is ... (bad) a pirate.
4. True stories are ... (interesting) fantasy stories.
5. Films are usually ... (funny) books.

5. Complete the posts with the adjectives in brackets. Use the comparative form or (not) as ... as.



CreepKing:
My favourite game characters are Ganondorf from *The Legend of Zelda* and The Creeper from *Minecraft*. I think Ganondorf is ¹ ... (dangerous) as The Creeper, but I prefer Ganondorf. He is ² ... (intelligent) than The Creeper.

GameMasterX:
Ganondorf is really evil! He is ³ ... (bad) than The Creeper. I like Dimentio from *Super Paper Mario*. He is ⁴ ... (not aggressive) as Ganondorf or The Creeper.

EpicVP:
I agree! The other characters are ⁵ ... (scary) than Dimentio. Also, they are ⁶ ... (not humorous) as Dimentio.

PixelNinja:
In my opinion, adventure games are ⁷ ... (exciting) as thrillers. And the heroes in adventure games are always ⁸ ... (good) than the horrible characters in thrillers!

EXTENSION

6. Rewrite the sentences with the words in brackets. Use the adjective in the original sentence.

1. Pyjama parties aren't as popular as fancy-dress parties. (more)
2. An angel is nicer than a vampire. (not as)
3. A troll isn't funny, but a clown is funny. (than)
4. Spider-man is great. Superman is great, too. (as)
5. Robots aren't as big as giants. (than)

Superlative adjectives

Short adjectives

The bumblebee bat is **the smallest** mammal in the world.

Long adjectives

Polar bears are **the most dangerous** animals in the Arctic.

dark • darkest (one syllable)

ugly • ugliest (two syllables, ends in -y)

frightening • the most frightening (two or more syllables)

✓ The emu is the tallest bird in Australia.

✗ The emu is the tallest bird of Australia.

GRAMMAR APPENDIX, WORKBOOK, page 107

BASICS

7. Unscramble the superlative adjectives in B and match them to the adjectives in A. Write the full form in your notebook.

A	B
1. wide	a. oetdsi
2. scary	b. eidtsw
3. far	c. etbs
4. fat	d. ctisraes
5. old	e. tuhsfettr
6. good	f. ftatets

- I. wide - b. the widest

8. Copy and complete the sentences about different creatures with *the* or *the most*. Which emoji shows how you feel about each of these creatures?



1. Bootlace worms are ... longest animals on Earth. Some worms are 55 metres long.
2. Mosquitos transmit malaria. They are one of ... lethal animals in the world.
3. The Goliath birdeater is ... biggest spider in the tarantula family. Its legs are up to 30 cm long.
4. Flies are some of ... problematic insects in the house. They contaminate food with bacteria.
5. A termite eats many different materials. It is one of ... destructive insects on the planet.

MORE PRACTICE

9. Write sentences about snakes around the world with the words below. Use the superlative form of the adjectives.

1. the coachwhip / is / one of / fast / snakes / in the US
2. fer-de-lance snakes / are / dangerous / snakes / in South America
3. the Asian vine snake / is / one of / thin / reptiles / in Asia
4. the puff adder / is / one of / aggressive / snakes / in Africa
5. the eastern brown snake / is / one of / toxic / snakes / in Australia

10. Copy and complete the sentences with the comparative or superlative form of the adjectives in brackets. Which opinions do you agree with?

1. The lion is ... (beautiful) animal in Africa.
2. Rats are ... (bad) bats!
3. The monkey is ... (funny) animal on the planet!
4. Reptiles are ... (fascinating) mammals.
5. Jellyfish are ... (frightening) creatures in the ocean!

11. Complete the text with the adjectives in brackets. Use (not) as ... as or the comparative or superlative form of the adjectives in brackets.

TOXIC WORK

Do dangerous animals fascinate you? Maybe a career as a venom extractor is the perfect choice for you. It's one of the ... (interesting) jobs in the world! Venom extractors work with the ... (lethal) reptiles, amphibians and insects on Earth. They collect venom from snakes, scorpions, spiders, frogs and bees. Experts use the venom for scientific studies and medicine. So, a venom extractor's work is ... (important) as a doctor's work. But it's ... (scary) than a doctor's job. A doctor's patients are ... (not aggressive) as these venomous creatures! This job is also ... (difficult) than many other jobs because small mistakes are sometimes fatal. One of the ... (hard) parts of the job is the extraction process. The animals are usually ... (afraid) than the venom extractors! Fortunately, venom extractors understand these animals and their connection with them is ... (good) than other people's connection with venomous creatures.

EXTENSION

12. Write five sentences comparing a shark to other animals. Use (not) as ... as or the comparative or superlative form of the adjectives below.
- intelligent • ugly • beautiful • big • fast

PEER ASSESSMENT

UNIT 4

Learning Situation Step 1 page 65 🤔 😊 😊 😊

Listen to your partner's description and draw the character. Then complete the assessment below.

My partner ...

1. knows how to describe a character
2. uses appropriate vocabulary and correct grammar in a description
3. gives clear instructions

Learning Situation Step 2 page 69 🤔 😊 😊 😊

After discussing your fears, complete the assessment below.

My partner ...

1. knows how to talk about fears
2. uses appropriate vocabulary and correct grammar
3. is clear and easy to follow

Learning Situation Step 3 page 70 🤔 😊 😊 😊

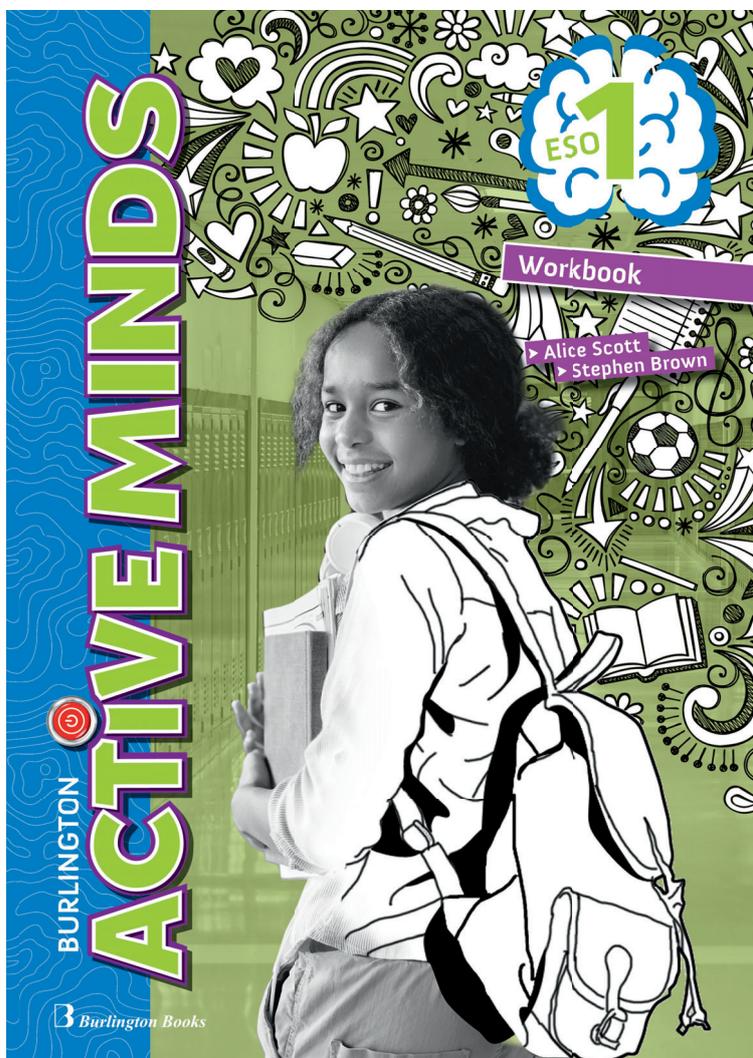
Read your partner's social media post. Then complete the assessment below.

My partner's social media post ...

1. includes information about their fear, how it affects them and their reaction
2. includes appropriate vocabulary and correct grammar
3. is clear and easy to follow

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4 THAT'S SCARY!

VOCABULARY 1 Adjectives

1. Complete the adjectives with the vowels *a, e, i, o* and *u*. Then write the words under each picture to form pairs of opposites.

...gly • c...rly • n...rr...w • y...ng • t...ll
th...n • str...ght • w...d... • ld • sh...rt
f...t • b...t...f...l



2. Look at the picture. Then choose the correct answers.



Dr Kenworth is 1 **young / wice / old**. He's got 2 **straight / light / fat** grey hair and a 3 **square / dark / narrow** face. He's very 4 **cute / tall / fat**. Will has got 5 **long / short / square** hair. He's got 6 **dark / thin / light** blue eyes and he's 7 **good-looking / tall / narrow**.

Sophia has got a 8 **round / long / wide** mouth and 9 **thin / curly / straight** red hair. She's very 10 **square / cute / ugly**.

3. Complete the sentences with the words below.

1. People like Alan because he is **round • nice • square • dark • long • light**.
2. Alice never cuts her hair, so it's very **round • nice • square • dark • long • light**.
3. Babies have often got **round • nice • square • dark • long • light** faces.
4. To make **round • nice • square • dark • long • light** pink paint, add some black paint to the pink paint.
5. Melons are usually orange or **round • nice • square • dark • long • light** green inside.
6. Pizza boxes are usually **round • nice • square • dark • long • light**.

4. Write a description of Miss Kitten in Exercise 2. Use words from Exercises 1-3.

LANGUAGE 1 Comparative adjectives

5. Complete the chart.

Adjectives	Comparative form
old	1. _____
	2. more beautiful than
	3. taller than
thin	4. _____
colourful	5. _____
curly	6. scarier than
	7. _____
	8. worse than

6. Complete the sentences with the comparative form of the adjective in brackets. Then tick the sentences you agree with.

- Books about crimes are **interesting** science-fiction books.
- Babies are usually **cute** teenagers.
- English is **difficult** maths.
- Zombies are **dangerous** vampires.
- Videos of cats on YouTube are **funny** videos of dogs.
- Action films are **exciting** adventure films.

7. Look at the pictures and complete the sentences with (not) as... as and the adjectives in brackets.



- Harry's costume is **unusual** Gina's costume. (unusual)
- Tania's eyes are **big** Mia's eyes. (big)
- Giggle's mouth is **wide** Bobo's mouth. (wide)
- The zombie is **fast** the vampire. (fast)

8. Look at the pictures. Complete the sentences with the adjective in brackets. Use the comparative form or (not) as... as.



- The road in B is **narrow** the road in A.
- The hotel in B is **small** the hotel in A.
- The trees in B are **tall** the trees in A.
- The hotel in A is **old** the hotel in B.
- The review for the hotel in B is **good** the review for the hotel in A.

9. Find four more differences between the pictures in Exercise 8. Use the words below and the comparative form or (not) as... as.

- dark • happy • fat • big
- The rooms in _____.
 - The door in _____.
 - The dog in _____.
 - The person in _____.

SPEAKING Describing a character

10. Complete the dialogue with the phrases below. **more • longer than a man's • what else isn't as scary as • taller and thinner scarier than • I have another clue**

- A: My character is a monster and he's 1. _____ Frankenstein's monster.
- B: Tell me 2. _____.
- A: He stands on two legs.
- B: I still don't know. Can 3. _____?
- A: Yes. He's 4. _____ than a man.
- B: So, he's tall and thin. 5. _____?
- A: Well, his arms and legs are 6. _____ arms and legs.
- B: OK. What does his face look like?
- A: It's very ugly and his mouth opens like a flower.
- B: It's the Demogorgon from *Stranger Things*! Frankenstein's monster really 7. _____ him.

VOCABULARY 2 Animals

1. Circle ten animals in the puzzle below. Then write the words under the pictures.

rabbit chicken butterfly frog dolphin cow mouse snake jellyfish bat



2. Write the animals under the correct animal groups.

bee • monkey • snake • lizard • fly • bear • frog

amphibian	insect	mammal	reptile

3. Complete the sentences with the words below.

- snakes • whales • ducks • bats • bees
amphibians
- _____ are small mammals. They sleep in trees during the day.
 - _____ are birds. They live on water.
 - _____ are big mammals. They live in the sea.
 - _____ are reptiles without arms or legs.
 - _____ live in water and cut of water.
 - _____ are yellow and black insects.

4. Match the animals in A to their descriptions in B.

- A
- shark
 - kangaroo
 - rat
 - worm
- B
- It's a very small animal with a long, thin body.
 - It's a mammal. It lives in the sea.
 - It's a big, scary fish with lots of teeth.
 - It's a farm animal with white curly hair.
 - It's a small animal with eight legs.
 - It's a big animal. It comes from Australia.
 - It's a type of big cat. You see it on safaris.
 - It's a small mammal. It often lives in cities.

5. Write four sentences about the animals in your country. Use words from Exercises 1-4.

- _____
- _____
- _____
- _____

LANGUAGE 2 Superlative adjectives

6. Complete the chart.

Adjectives	Superlative form
dark	1. _____
exciting	2. _____
	3. the furthest
good	4. _____
	5. the ugliest
thin	6. _____
popular	7. _____
	8. the widest

7. Complete the sentences in B with the superlative form of the adjectives in brackets. Then match the sentences in A to the sentences in B.

- A
- Desert locusts eat lots of different plants and vegetables.
 - Elephants live in family groups.
 - Cheetahs run 80-130 km an hour.
 - Reticulated pythons are sometimes over ten metres long.
 - The Ulysses butterfly is a brilliant blue.
 - The komodo dragon is a massive reptile.
- B
- They're _____ (long) snakes in the world.
 - They're _____ (fast) mammal in the world.
 - According to many people, it's _____ (beautiful) insect in the world.
 - They're one of _____ (bad) insects for farmers.
 - It's _____ (large) lizard on the planet.
 - Some people think they are _____ (sociable) animals.

8. Complete the text. Use (not) as... as or the comparative or superlative form of the adjectives in brackets.

DANGEROUS JELLYFISH

What's the 1 (interesting) animal in nature? For me, it's the jellyfish. They're 2 (mysterious) than other sea creatures because of the way they swim and their colourful bodies. The lion's mane jellyfish is the 3 (fascinating) jellyfish. It has got very beautiful, dark yellow and red tentacles. It's also the 4 (big) jellyfish in the world. Its tentacles are 5 (long) as a blue whale - over 30 metres!

The lion's mane jellyfish has got venom in its tentacles. But it's 6 (not venomous) as the Chironex fleckeri jellyfish. The venom of a Chironex fleckeri can kill a human in five minutes. It's also 7 (fast) than many other jellyfish!

So, is the Chironex fleckeri the 8 (scary) jellyfish in the sea? In my opinion, it is!

9. Complete the sentences with (not) as... as or the comparative form of the adjectives below. Make the sentences true for you.

- good-looking • happy • nice • interesting • bad
- In my opinion, _____.
 - I think _____.
 - My mother thinks _____.
 - I don't think _____.
 - According to my friend, _____.

SPEAKING Talking about fears

10. Complete the mini-dialogues with the phrases below.

- I'm afraid of • what are you afraid of
I think they're • worse than • excuse me
- A: 1. _____, what do you think is scary?
B: I hate jellyfish. They're scary and dangerous!
 - A: What scares you?
B: 2. _____ clowns. They're 3. _____ monsters.
 - A: 4. _____?
B: Bats. 5. _____ the most frightening animals

READING

1. Read the blog post. Then choose the correct answers below.

NOAH'S BLOG

BE CROCWISE IN DARWIN!

Welcome to my home city, Darwin! It's the biggest city in Australia's Northern Territory, with about 160,000 people. The weather is tropical, and there are lots of beautiful places with water. I love it here! But guess who loves it here, too? Saltwater crocodiles.

These massive reptiles live in areas near the sea. The largest crocodiles are seven metres long. That's as long as some types of sharks! However, sharks always stay in the water, but when crocodiles see a mammal or bird near the water, they come out to eat it.

I know what you're thinking. How many of these reptiles are there in Darwin? Well, there are more than 100,000 crocodiles in the area – the highest number in the world! That's a lot of frightening teeth!

In schools, we've got a national programme called *Be Crocwise*. It teaches young people what not to do near water. For example, on boat trips, we never put our hands and feet outside the boat. On camping trips, we don't leave food, or sleep near the water – we camp 50 metres away or more! And yes, we do swim! Darwin has got a great man-made lagoon. In the lagoon, there aren't any crocodiles. It's the perfect place to spend the day.

So, are you planning a trip to Darwin? Come and enjoy nature – just remember to be crocwise!



2. Answer the questions.
- How many people live in Darwin?
 - Which area of the country do saltwater crocodiles live in?
 - How long are the largest saltwater crocodiles?
 - How many crocodiles live around the area of Darwin?
 - Why is the lagoon a good place to swim?

LISTENING **Activate!**

3. Listen to an interview with an expert in mythology and tick (✓) the sentences T (true) or F (false).

- Shapeshifters change people into animals. T F
- Shapeshifters aren't usually as scary as other monsters.
- Shapeshifters are dangerous because people don't know they are monsters.
- Kelpies don't permit people to ride on them.
- The Adze enters houses by going under the doors.

4. Listen again and complete the fact files about the two monsters from the interview.

Name:	Kelpie	Adze
Place	1. _____	4. _____
Original form	2. spirit	5. an ordinary _____
Changes into	3. a _____	6. a vampire-like dark horse

WRITING

5. Choose the correct answer.

- The phantom jellyfish looks dangerous, but its tentacles are **so** / **aren't at all** toxic.
- I like animals, but I'm **not at all** / **really** afraid of insects.
- We're enjoying the lecture about spiders. It is **quite** / **isn't really** interesting.
- Sam is allergic to bees, so they're **very** / **not very** dangerous for him.
- David's dog looks scary, but he is **not very** / **so** friendly.

6. Choose one adverb of degree and one adjective to complete each sentence. There may be more than one correct answer.

adverbs of degree:

really • not at all • quite • so • very

adjectives:

rare • scary • beautiful • boring • straight

- Not all insects are ugly. Some insects are _____.
- Many animal documentaries are fascinating, but this one is _____.
- Jason's family have all got curly hair. But his hair is _____.
- Lots of people think dolphins are friendly animals, but some people think they're _____.
- The praying mantis insect looks very unusual, but it's _____.

7. Choose the correct adverbs of degree to complete the social media post.



PROGRESS CHECK

VOCABULARY **Activate!**

1. Match the words in A to their opposites in B.

- | | |
|--------------|-----------------|
| A | B |
| 1. curly | ... a. wide |
| 2. long | ... b. ugly |
| 3. dark | ... c. short |
| 4. narrow | ... d. thin |
| 5. beautiful | ... e. young |
| 6. fat | ... f. straight |
| 7. old | ... g. light |

2. Choose the correct answer.

- Frogs are the most common type of **insect** / **mouse** / **amphibian**.
- It's very dangerous to swim with some **chickens** / **sharks** / **dolphins**.
- Some snakes are very **straight** / **long** / **square**.
- Adult elephants are **taller** / **thinner** / **nicer** than people.
- All the people in my family have got **old** / **dark** / **round** hair.
- Good-looking** / **Cute** / **Nice** people often help other people.
- Whales** / **Birds** / **Worms** live under the ground.
- Lots of **rats** / **cows** / **monkeys** live in trees.

3. Put the letters in the correct order to complete the sentences.

- All _____ have got eight legs. (pisersd)
- There are lots of _____ in Australia. (noogaaks)
- All lizards are _____ (prilsete)
- Many types of _____ have got tentacles. (shyilife)
- _____ are a type of insect. (esilf)

4. Complete the words in the sentences. Use all the letters below.

g i w r f b r n i e o i o a k e e c k o

- A gecko is a type of l _____ z _____ d.
- A _____ g has got a green body. It lives on water and land.
- A _____ h _____ c _____ n is a type of bird. People eat it.
- That crocodile has got a very _____ d _____ mouth.
- The actor is very g _____ d-loo _____ .
- That yellow and black insect is a _____ e _____ .

5. Choose the correct answer.

- When I walk my dog, he usually is ... me.
 - under
 - on
 - in front of
 - beside
- Lots of spiders have got short dark ... on their bodies.
 - hands
 - hair
 - eyes
 - legs
- I keep my books on a ... in my bedroom.
 - shelf
 - rug
 - curtain
 - table
- There are lots of ... films about zombies.
 - historical
 - romance
 - horror
 - action
- Sasha ... with coloured pencils.
 - makes snacks
 - draws pictures
 - uploads posts
 - reads books
- I like to watch the ... sit on the flowers in my garden.
 - snakes
 - ducks
 - butterflies
 - bees
- Julia is at the ... She wants to buy a novel.
 - library
 - bookshop
 - café
 - supermarket
- We have got three big fruit trees in our ...
 - garden
 - cupboard
 - toilet
 - balcony
- Simon doesn't like public transport, so he uses ... to get to work.
 - the underground
 - a bus
 - an electric bike
 - a train
- First, I get dressed and then I ...
 - have a shower
 - have breakfast
 - get up
 - brush my teeth

6. **Activate!** DICTATION Listen and write the sentences.

- _____
- _____
- _____
- _____
- _____

LANGUAGE **Activate!**

7. Complete the sentences. Use the comparative form of the adjective in brackets.

- A kangaroo is _____ (tall) a rabbit.
- Getting 92% in an exam is _____ (good) getting 70%.
- Orange frogs are _____ (unusual) green frogs.
- Snakes are _____ (scary) butterflies.
- The legs of a giraffe are _____ (thin) the legs of a hippopotamus.
- A fish is _____ (short) a whale.
- I live in the USA, so England is _____ (far) Canada.
- A shark is _____ (dangerous) a sheep.

8. Complete the sentences with (not) as ... as and the adjectives in brackets.

- The blobfish and purple frog are both horrible. The blobfish is definitely _____ (ugly) the purple frog.
- Lions kill 22 people every year, but they are _____ (dangerous) hippos. Hippos kill 500 people a year.
- Sharks are big animals, but they are _____ (large) whales.
- My brother loves dinosaurs and sharks. For him, dinosaur films are _____ (exciting) shark films.
- A dragon looks like a lizard, but lizards are _____ (frightening) dragons!
- Whales communicate with a type of song. Some people think they are _____ (intelligent) humans.

9. Complete the sentences with the superlative form of the adjectives in brackets.

- I live on _____ (narrow) street in London.
- Sandra has got _____ (curly) hair in our class.
- Glen is _____ (popular) boy in our school.
- This is _____ (scary) book in the library.
- My parents think maths is _____ (important) school subject.
- Today is _____ (bad) day for a picnic this week because it's very cold.

10. Complete the sentences with (not) as ... as or the comparative or superlative form of the adjectives in brackets.

- The film about bears is _____ (not exciting) as the film about crocodiles.
- An orangutan is _____ (aggressive) a chimpanzee.
- The _____ (frightening) animals often live at the bottom of the sea.
- A giant squid is sometimes _____ (big) as a bus.
- Psychological horror films _____ (realistic) than zombie horror films.
- The Himalayan jumping spider lives in some of _____ (high) places in the world.

11. Choose the correct answer.

- Does Helen often make / Helen often makes / Is Helen often making scary videos?
- The sharks swim / are swimming / is swimming close to the beach at the moment.
- Godzilla is bigger than / is the biggest / aren't as big as lots of other monsters.
- There aren't some / any / the brown bears in England.
- Bears rarely eat / are eating / eats people.
- Are there / There is / Is there a history lesson this afternoon?
- My cousins have got a pet rabbit. His / Their / Our rabbit has got blue eyes.
- Ralph is reading a scary story every Saturday / sometimes / right now.
- Look at any / a / the beautiful, yellow butterflies on that tree.

12. TRANSLATION Write the sentences in English.

- La ballena azul es la más grande de todas las ballenas.
- El pelo de Ben no es tan rizado como el tuyo.
- Las mariposas son más hermosas que las moscas.
- El león es el animal más popular del zoo.
- Soy más mayor que mi hermano.



GRAMMAR APPENDIX

UNIT 4

El comparativo de los adjetivos

Para comparar cosas, animales, personas, etc., se utilizan los adjetivos en grado comparativo.

- El comparativo de **superioridad** (más... que) se usa para comparar cosas, animales, personas, etc., cuando uno supera al otro en algún aspecto. Para formarlo hay que fijarse en la longitud del adjetivo:

1. Si tiene 1 sílaba, o 2 y termina en **y**, el adjetivo se considera corto y se le añade la terminación **-er**.
Detrás se pone la partícula **than**.

*That dress is **cheaper than** these trousers.*
(Ese vestido es más barato que estos pantalones.)

En los siguientes casos, el adjetivo cambia al añadirle **-er**.

- Si tiene 1 sílaba y acaba en **1 vocal + 1 consonante** que no sea **w, x o y**, se dobla esa consonante:
thin - thinner big - bigger

- Si acaba en **consonante + y**, se cambia la **y** por una **i**:
crazy - crazier dry - drier

- Si acaba en **e** muda, solo se añade **-r**:
nice - nicer

2. Si tiene 2 sílabas o más, el adjetivo se considera largo y el comparativo se forma con **more + adjetivo + than**.
*Wolves are **more dangerous than** dogs.*
(Los lobos son más peligrosos que los perros.)

- El comparativo de **igualdad** se forma usando **(not) as + adjetivo + as** ((no) tan... como).
*My schoolbag is **as heavy as** yours.*
(Mi mochila es tan pesada como la tuya.)
*That mountain **isn't as high as** Everest.*
(Esa montaña no es tan alta como el Everest.)

El superlativo de los adjetivos

- Se usa para comparar cosas, animales, personas, etc., y decir que uno destaca sobre los demás. También hay que tener en cuenta la longitud del adjetivo:

1. Si es corto, se pone delante **the y** se añade la terminación **-est** según las mismas reglas que para formar el comparativo con **-er**.
*My dog is **the smallest one** in the park.*
(Mi perro es el más pequeño del parque.)

2. Si es largo, se pone delante **the most**.
*This is **the most elegant dress** in the shop.*
(Este es el vestido más elegante de la tienda.)

- El superlativo puede ir seguido de las preposiciones **in, of y on**.
*Dogs are **the most loyal pets of** all.*
(Los perros son las mascotas más leales de todas.)

Los adjetivos irregulares

Al no seguir ninguna regla, hay que aprender sus formas comparativa y superlativa de memoria.

Adjetivo	Comparativo	Superlativo
good (bueno/a)	better	best
bad (malo/a)	worse	worst
far (lejano/a)	farther / further	farthest / furthest
little (poco/a)	less	least

WRITING GUIDE

UNIT 4

WRITING PLAN

Write a social media post about a fear
Learning Situation Step 3 from Student's Book, page 70

- Complete the chart below about a real or imaginary fear you have.

Fear:
How affects you:
How you react:
Why you react that way:
Your feelings about your reaction:

- Write a social media post. Use the information in the chart above and the Useful Language below to help you. Then use the checklist to check your writing.

Useful Language

- I'm really afraid of ...
- I'm not at all afraid of ...
- What is the problem with ... ?
- My friend / family ...
- When I ... , ...
- I just want ...

Checklist

- I used ... correctly.
 - capital letters
 - punctuation
 - word order
 - linking words
 - structure of a paragraph
 - adverbs of degree

4 PROJECT PLANNER: Make a picture gallery about scary characters, animals or other creatures

PLAN

COLLABORATION

- In groups, decide on a general topic for your picture gallery. You can use the following suggestions or your own ideas.
 - scary characters from films and / or books
 - scary animals from the past
 - scary creatures from legends
- Decide who is responsible for each character, animal or other creature.

RESEARCH

- Use the Internet to find information about your character, animal or other creature.
- Find appropriate photographs or illustrations.
- Complete the plan about your character, animal or creature.

Physical description:

Animal / Character / Creature:

Personality:

Interesting fact/s:

CREATE

- Write the content for your part of the picture gallery. Make sure you use appropriate vocabulary and correct grammar.

COLLABORATION

- Look at each person's description. Discuss and edit it.

TIP Be sure to give positive feedback. Don't just point out mistakes.
- Plan a design for your picture gallery.
- Use the information and your photos to create your picture gallery.

PRESENT

- Complete the cue card about your picture gallery.

Our first / second / third exhibit in the picture gallery is about _____
 It is _____
 It's got _____
 It's interesting because _____

- Use the cue card to present your picture gallery to the class.



Reflect

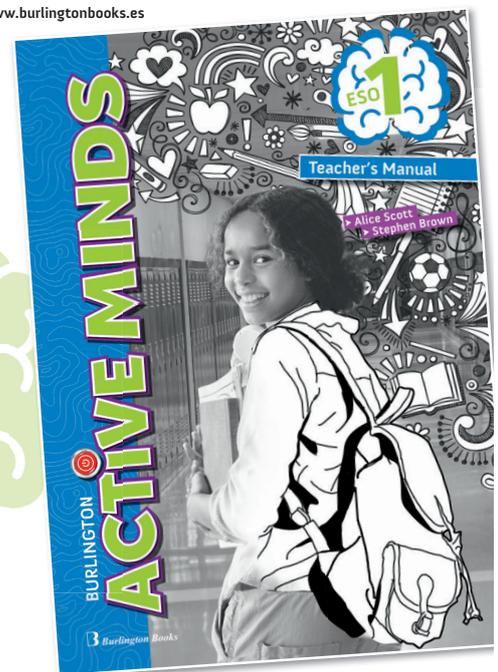
- We decided what to include in our project together.
- Our project includes relevant information about each character, animal or other creature.
- The presentation of our project was clear and easy to follow.

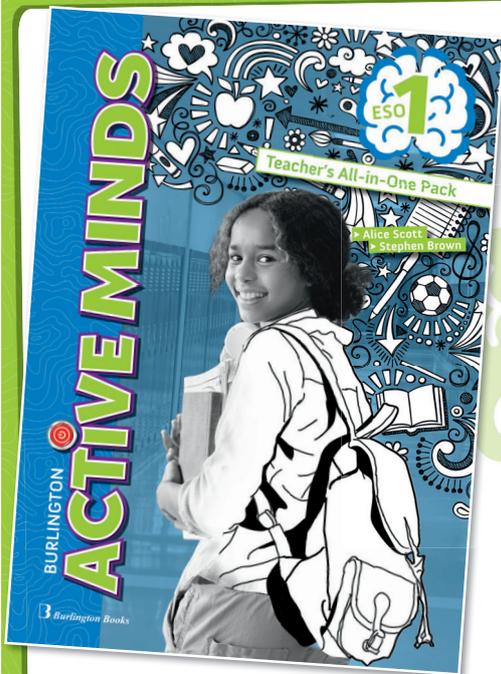
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