

1

Be inspired

Learning outcomes

I can ...

- understand texts about inspiring people
- interview someone
- write a competition entry
- understand how to use different past tense forms
- describe people and use phrasal verbs
- identify opposites, take notes and identify cause and effect.



Start it!

- 1 What can you see in the photo?
- 2 Before you watch, what do you think an entrepreneur is?
- 3 Which businesses are mentioned? Watch and check.
- 4 Can you invent a new business? What is it?



Watch video 1.1



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Language in action 1.2



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Language in action 1.3



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Everyday English 1.4



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Globetrotters 1.5

Vocabulary

Describing people


 **1** Match the adjectives in the colour wheel with the definitions. Then listen, check and repeat.

1.01

Someone who ...

- 1 is relaxed and doesn't worry. calm
- 2 helps other people. _____
- 3 is happy. _____
- 4 feels they can do something well. _____
- 5 makes good decisions. _____
- 6 understands how other people feel. _____
- 7 wants to be successful. _____
- 8 is naturally good at something. _____
- 9 likes being with other people. _____
- 10 does a lot of exercise. _____
- 11 doesn't get angry when things take a long time.

- 12 makes you feel you want to do something. _____

 **2** Look at the adjectives for your favourite colour. Do they describe you? Why / Why not?

 **3** Listen and write an adjective from Exercise 1 to describe each person.

1.02

- | | | |
|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ |
| 2 _____ | 4 _____ | 6 _____ |

Learn to learn

Opposites

When you learn a new adjective, write the opposite.

4 Match the words from Exercise 1 with their opposites.

- | | | | |
|---------------|-------------|----------------|-------|
| 1 anxious | <u>calm</u> | 7 silly | _____ |
| 2 grumpy | _____ | 8 unambitious | _____ |
| 3 impatient | _____ | 9 unhelpful | _____ |
| 4 insensitive | _____ | 10 uninspiring | _____ |
| 5 lazy | _____ | 11 unsociable | _____ |
| 6 shy | _____ | 12 untalented | _____ |

 **5** Test a partner. Say a word. What's the opposite?



 **Use it!**

6 Write three adjectives to describe you and say why. Then write three adjectives to describe your partner.
sociable: I'm sociable because I love making friends and being with people.

7 Tell your partner your answers from Exercise 6. Do they agree? Did you both choose the same adjectives?

 **Explore it!**

Guess the correct answer.

Some people in Japan believe your ... influences your personality.



- a blood type b height c shoe size

Find another interesting fact about what can influence your personality. Then write a question for your partner to answer.

Reading

An article

Who inspires you?

When Ethan Loch was growing up, he loved trains, toy cars and music. He loved the piano most of all. His inspiration came from a character in his favourite TV show – a cartoon dog with a piano. Ethan first heard a piano when he was 18 months old. He began

learning the piano when he was four. His mother is a talented musician and she helped him.

Ethan, who is blind, has an amazing ability to play the piano. He took part in his first concert at secondary school. As he walked onto the stage, he was making clicking noises with his tongue. This technique is echolocation – Ethan uses sound to ‘see’ objects around him and to be independent.

A man called Daniel Kish taught him this technique. Bats make similar sounds and the sound waves travel through the air until they hit something.

Ethan won his first prize in 2016. When he was 18, he won a British Young Musician of the Year keyboard competition. He continues to play on his own or with orchestras. While he was learning to play the piano,

he started writing his own music. Composing music is one of Ethan’s favourite things. He’s ambitious and one day he wants to be a composer.

Ethan wants to encourage other young people to

listen to or play classical music. He also believes everyone can enjoy free time activities like climbing mountains, like he does.



1 Look at the photos. What do you think Ethan can do? Read and check.

2 Answer the questions.

1 What were Ethan’s three favourite things as a child?

trains, toy cars and music

2 How does Ethan ‘see’ objects?

3 What does Ethan want to do in the future?

4 What does Ethan enjoy doing in his free time?

3 Complete the table with words from the article.

Verb	Noun	Adjective
¹ inspire	² _____	inspiring
³ _____	belief	believable
activate	⁴ _____	active
	independence	⁵ _____
⁶ _____	encouragement	encouraging
compete	⁷ _____	competitive

4 Write sentences about Ethan with words from Exercise 3 in your notebook. Work in pairs. Compare your sentences.

Voice it!

5 Discuss the questions.

1 Do you think Ethan Loch’s musical talent is inspiring? Why / Why not?

2 Do you know any inspiring people? Why are they inspiring?

Language in action

Past simple and past continuous with *when*, *while* and *as*



Watch video 1.2

Why did he start vlogging?
How does he describe himself?

Past simple and past continuous

When	I was watching him when my phone rang .
While	While I was making this vlog, I got some nasty comments and questions.
As	As we were talking , I thought , 'Why don't I make a vlog?'

Pronunciation p118

1 Look at the table and write the correct words to complete the rules.

as past continuous past simple while

- We use the _____ to talk about activities in progress at a moment in the past.
- We use the _____ to talk about a short action which happens in the middle of another activity.
- We use *when*, _____ and _____ to join actions happening at the same time.

2 Circle the correct options.

- When my parents *grow up* / *were growing up* they *weren't watching* / *didn't watch* any vlogs.
- As my friend *was starting* / *started* to record me, his phone battery *was dying* / *died*.
- While I *learned* / *was learning* to play chess, I *practised* / *was practising* a lot with my sister.

3 Write sentences with *when*, *as* or *while*.

- My brother / eat / I arrive
My brother was eating when I arrived.
- My friend / listen to music / I sleep

- They / walk to school / bus drive past

- My mum / read / my dad cook dinner

- They / leave / phone ring

4 Complete the text with the correct form of the verbs in brackets. Then listen and check.
1.07



Elvis Ingersoll, a 14-year-old from California, ¹was working (work) in his family's restaurant one day when suddenly, it ²_____ (start) to rain. Elvis ³_____ (look) out of the window when he ⁴_____ (see) an old man walking across the street without an umbrella. Immediately, Elvis ⁵_____ (run)

outside with an umbrella and ⁶_____ (help) the man to cross the street. Elvis and the old man ⁷_____ (not know) that people in the restaurant ⁸_____ (take) videos of them while they ⁹_____ (cross) the street. Later, thousands of people ¹⁰_____ (share) videos of the helpful teen and the old man online.

Grammar tutor p125

Use it!


5 Complete the questions with the correct form of the verbs in brackets.

- What did you see (see) as you were going (go) to school this morning?
- _____ it _____ (snow) when you _____ (wake up)?
- What _____ you _____ (talk) about when you _____ (see) your friends last week?
- What _____ you _____ (do) when you _____ (get) home from school yesterday?

6 Ask and answer the questions in Exercise 5.

Vocabulary and listening

Phrasal verbs

-  **1** Match the underlined phrasal verbs 1–8 with the definitions a–h. Then listen, check and repeat.

A

In the school holidays, most teenagers ¹hang out ^h with their friends, but Ben volunteers at a children's summer camp. He ²takes care of the children. 'I ³get on with the other volunteers,' he says. 'It's great!'

B

'I really ⁴look up to my grandmother, Liz. She's an active and talented person. She does yoga and she's studying computer programming. She never ⁵gives up even when she doesn't understand something. She can ⁶deal with lots of things at once – she's always calm and patient. When I'm sad, she always ⁷cheers me up . I ⁸depend on her for lots of things, including fixing my computer. She's my inspiration!

- | | |
|-------------------------------|--|
| a look after | e stop trying |
| b make me feel happier | f have a good relationship with |
| c manage to do | g need her help |
| d admire | h spend time relaxing |

Use it!

- 2** Write true and false sentences about your friends and family with the phrasal verbs from Exercise 1. Can your partner guess which sentences are false?

A radio programme

- 3** Look at the photo. What do you think his talent is?




artist musician sportsperson writer

Learn to learn

Taking notes

Writing keywords can help you remember what the listening was about.

-  **4** Listen to the radio programme about Henry Fraser and take notes. Compare with a partner. Whose notes are clearer? Why?

His life before the accident

The accident

His life after the accident

-  **5** Listen again and circle the correct answers.

- Henry hit his head because ...
 - a the water wasn't deep. **b** he was running.
- After the accident, Henry's ...
 - a** life stayed the same. **b** life changed.
- Henry paints pictures of ...
 - a** animals and people.
 - b** animals, people and things.
- Jeremy looks up to Henry because he ...
 - a** has a unique style. **b** used to play rugby.

Voice it!

- 6** Discuss the questions.
- How do you think Henry felt after the accident?
 - Why do you think he chose to paint?
 - Do you think Henry is inspiring? Why / Why not?

Language in action

used to



Watch video 1.3
What did James use to be afraid of?
Is James still afraid?

Used to

+	My friend James used to be afraid of the water.
-	He didn't use to exercise either.
?	Did James use to be afraid of water? Yes, he did . / No, he didn't . What did James use to be afraid of?

1 Look at the table. Complete the rules with the words from the box.

didn't past infinitive without *to* use to

- We use **used to** to talk about things that happened or were true in the **past**, but not now.
- Used to** is followed by the _____.
- To make negatives, we use _____ + **use to**.
- To make questions with **used to**, we use **did** + subject + _____.

2 Complete the sentences with the correct form of **used to** and the verbs in brackets.

- My friends and I **used to cycle** (cycle) to school in summer.
- _____ your grandfather _____ (do) a lot of triathlons? Yes, he _____.
- We _____ (swim) in the sea in Spain.
- I _____ (be able to) run 10 kms, but I can now!

Get it right!

To make questions, we use **did** + **use to** + infinitive.

Did you use to walk to school? ✓

~~Did you used to walk to school?~~ ✗



3
1.10

Complete the conversation with the correct form of **used to** or the past simple and the verbs in brackets. Then listen and check.

Alex What do you want to be when you're older, Mia?
Mia I ¹**used to want** (want) to be a tennis player, but now I want to be a scientist.

Alex Why ²_____ (change) your mind?
Mia I ³_____ (see) a really interesting programme about science on TV. I ⁴_____ (not pay) attention in science, but now I love it. What about you?

Alex I want to be an English teacher, but when I was younger I had a different idea.

Mia Really? What was that?

Alex I ⁵_____ (change) my mind all the time. One day I ⁶_____ (want) to be a photographer, the next a singer, then a painter ...

Mia Well, we have lots of time to decide!

Grammar tutor p125

Use it!

4 Write sentences about what you used to do when you were younger. Think about the things in the box.

food and drink games and toys
holidays primary school

When I was younger, I used to build things with Lego™.


5 Compare your sentences with a partner.

When I was younger, I used to build things with Lego™.

Really? Me too! What did you use to build? I used to build castles.

Speaking

Interviewing someone

 **1** What is a hero? Listen to the conversation. Do you agree with Sam?



Jared Hey, Sam. ¹Can I ask you a few questions for the school magazine?

Sam Sure. Go ahead.

Jared ²_____, who's your hero and why?

Sam My friend, Elena. Last month she saved a little boy at the swimming pool.


Jared Really? ³_____ what happened?

Sam He was playing with a ball when he fell in the water. The thing is, Elena isn't a great swimmer, but she jumped in and pulled him out.

Jared Good for her! ⁴_____, in your opinion, what is a hero?

Sam I used to think all heroes were famous. Now I think when someone does something brave, they're a hero.

Jared I'm with you there. ⁵_____, Sam. Thanks!

 **2** Complete the conversation with the phrases from the *Useful language* box. Then listen and check.

Useful language

Can I ask you a few questions ... ?
 Can you tell us ... ?
 First of all ...
 One more thing ...
 That's all ...

3 Match the uses (1–4) with the phrases in the *Everyday English* box.

We say this when we ...

- 1 think someone did a good thing.
- 2 tell someone it's OK to start.
- 3 agree with someone.
- 4 introduce a problem.



Watch video 1.4
Everyday English

Go ahead. Good for (her)!
 I'm with you there. The thing is ...

Plan

4 Read the interview again. Work in pairs. Think of a hero you both have. Discuss the questions and make notes.

1 Why is this person a hero?

2 What is this person like?

5 Plan an interview. One of you is the interviewer and the other is the hero. Think of questions and answers for your interview.

Speak

6 Practise the interview. Remember to use:

- past tenses
- *used to*
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 Work with another pair. Listen to their interview and answer the questions from Exercise 4.

Writing

A letter to a magazine

Dear Editor,

1 I am writing about your 'Inspiring person' competition. Personally, I think **Anoka Primrose Abeyrathne** should win the next competition.

2 **Anoka** was living in Sri Lanka when a tsunami destroyed lots of the coast, so she decided to start a project to plant new trees. She was only 12 years old then. Now she

works with other young people to take care of the environment and help people around the world. For me, her most exciting project is called 'Make It Green Again'. For this project, **Anoka** made Sri Lanka's first environmental music video because she wanted people to think about the environment.

3 In my view, **Anoka** is an inspiring person because she's

ambitious and helpful. I look up to her because she used to be a normal schoolgirl and now she's changing the world. In my opinion, **Anoka** should win because she cares about the environment.

Thank you for reading this letter.

Yours,
Luke Black

1 **Teen Magazine** is having a competition to find an 'Inspiring person'. Read Luke's letter. Who does he want to win? _____

2 Match a–c with paragraphs 1–3.

- a Why should this person win?
- b Who should win the competition?
- c What inspiring things does this person do?

3 Complete the phrases in the *Useful language* box. Then check in the letter.

Useful language

- 1 _____ me,
In ² _____ ,
3 _____ view,
4 _____ , I think ...

4 Complete the sentences with the words.

For me my opinion Personally view

- 1 **Personally** , I think Mexican climate activist Xiye Bastida is an inspiring person.
- 2 _____ , her most important project is Re-Earth.
- 3 In my _____ , her work is amazing.
- 4 In _____ , Xiye should win the prize.

Write your own letter about an inspiring person.

Plan

5 Read the notes. Use them to write your own notes about an inspiring person you know.

Who? my friend Gina

What does she do? runs a lot, raises money for ill children

Why should she win? she never gives up, she's cheerful, she's talented

6 Decide what information to include in each paragraph.

Write

7 Write your letter. Remember to include:

- three paragraphs
- past tenses
- *used to*
- phrases from the *Useful language* box

Check

8 Do you ...

- introduce the person in the first paragraph?
- say why the person should win?
- use language for giving opinions?



Reading An article

1 Do you know where Freetown is? How do you think life in Freetown is different from where you live?

2 Read the article and check your answers from Exercise 1.



Globetrotters

Watch video 1.5
Local heroes

- Who is your hero? Why?
- Which heroes are mentioned? What did they do?
- What type of personality do you need to be a hero?

3 Put the events in order.

- a He built a radio station.
- b He made a battery.
- c He played music on the radio.
- d He found objects in the street.
- e He went to a summer camp.
- f 1 The lights in his community didn't always work.



The boy who brought light to Freetown

Can you imagine life with no TV? What about life without a computer, or music or even lights?

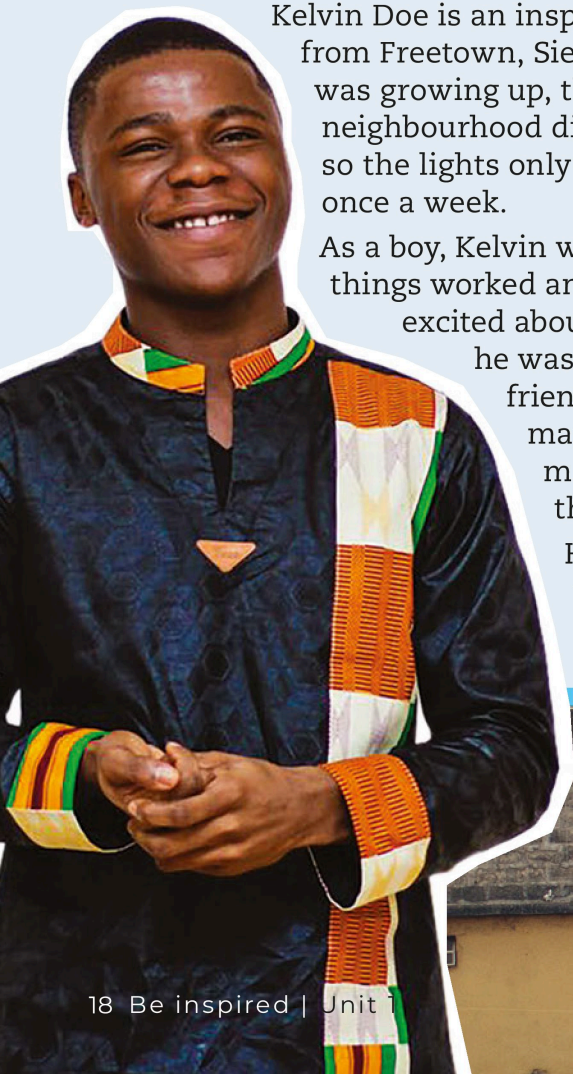
Kelvin Doe is an inspiring young man from Freetown, Sierra Leone. When he was growing up, the electricity in his neighbourhood didn't always work, so the lights only used to come on once a week.

As a boy, Kelvin was interested in how things worked and he used to get excited about making things. While he was hanging out with his friends, Kelvin used to find materials in the street and make useful things from them.

His mum used to get tired of finding pieces of rubbish everywhere,

but he made some amazing things. He used old electronic items to repair broken TVs and radios. At 13, he even made a battery so that his family and neighbours had lights at night.

When Kelvin was at secondary school, he participated in a summer innovation camp. Students had to think of a way to deal with a problem in their community. Radio is important in Sierra Leone and Kelvin knew that his community would be proud of their own radio station. So, while he was there, Kelvin built a radio station. He played music on the radio and when he wasn't playing music, he interviewed people about life in Freetown. His radio show was very popular because Kelvin gets on well with everybody and was good at talking to people. People called him DJ Focus because he believes that when you focus on something, you can do anything.





Learn to learn

Cause and effect

Identifying why something happened (the cause) and what happened (the effect) can improve your reading.

- 4 Use the language in the box to complete the causes with their effects.

build a radio station make a battery
not be happy people like his radio show
repair broken things

- The lights in Freetown worked only once a week, so Kelvin **made a battery** .
- Kelvin's family didn't have much money, so he _____.
- Kelvin left rubbish everywhere, so his mum _____.
- Kelvin knew radio was important, so he _____.
- Kelvin was good at talking to people, so _____.

- 5 Circle the correct prepositions.

- interested *on* / **(in)**
- good *in* / *at*
- tired *for* / *of*
- proud *of* / *in*
- excited *for* / *about*

- 6 Complete the questions with the adjectives from Exercise 5. Then ask and answer them.

- What are you **excited** about doing next week?
- What types of websites are you _____ in?
- Which subject are you _____ at?
- What do you get _____ of doing?
- What are you most _____ of?

Voice it!

- 7 Discuss the questions.

- Which adjectives would you use to describe Kelvin? Why?
- What could you do to help your community?

Explore it!

Guess the correct answer.

The four main languages that people speak in Sierra Leone are: Mende, Temne, Krio and ...

- a Spanish b French c English

Find another interesting fact about Sierra Leone. Then write a question for your partner to answer.



OWN IT! The Culture Project Teacher's Resource Bank





Learn to ... set and achieve learning goals

When you know what you want to achieve with English, you can take steps to get there.

1 What was Tae Min's learning goal?



Last year, five Australian students visited our school. Our teacher told us a month before their visit. I wanted to spend time with them, but my English wasn't very good. I was getting good marks, but conversations were difficult. So my goal was to hang out with the Australian students. My teacher helped me to make an action plan. My plan was to learn some easy phrases to use in conversations and practise them every day with my sister – she speaks English really well. The plan worked! I spoke a lot of English with the Australians and we became good friends.

2 Complete Tae Min's action plan.

Action plan		NAME: Tae Min
1	What do I want to do?	_____
2	How much time do I have?	_____
3	How do I achieve it?	_____
4	How do I know that I achieved my goal?	I have some new Australian friends.

3 Read about Radost's goal. Write her answers to questions 1 and 2 of the action plan.



In two months we have an important exam. It's about the vocabulary we're studying in class. I really want to do well in it.

NAME: Radost	
1	_____
2	_____
3	_____
4	_____

4 Circle the best answers to questions 3 and 4 for Radost and write them in the action plan.

Question 3

- a Find the vocabulary I'm studying in a dictionary.
- b Make vocabulary flash cards and use them every day.
- c Study all the vocabulary the day before the exam.

Question 4

- a I pass the exam.
- b I fail the exam.
- c I pass with top marks.

OWN IT!

5 Think of a goal and complete your own action plan.

NAME: _____	
1	_____
2	_____
3	_____
4	_____

6 Tell your partner about your action plan. Do they think it is realistic? Why / Why not?

Search online for a digital mind mapping tool. Use it to brainstorm and set up the goals you want to achieve with English. Share your findings with your classmates.

1 Review

Vocabulary

1 Circle the correct words.

- When I have problems with my homework, I ask my brother. He's very *helpful* / *ambitious*.
- I've watched all her films. I want to be just like her one day – she's so *calm* / *inspiring*.
- Sophie is very *patient* / *confident*. She talks to everyone and is never shy.
- My best friend is very *sensible* / *sensitive*. He always plans things very carefully.
- He has the most amazing voice. He's so *talented* / *sociable*.

2 Complete the sentences with the words in the box. Then match the sentences 1–8 with sentences a–h.

cheer up deal with depend on get on
give up hang out look up to take care of

- This is so difficult!
- Your uncle's a firefighter? Wow!
- Do you take your cat on holiday with you?
- How do you _____ so much homework?
- Hey, do you want to _____ after school?
- _____! There's no school tomorrow!
- Do you _____ with your sister?
- Babies _____ adults for everything.

- Sure, let's watch a movie!
- Of course! She's like my best friend.
- No, silly! Our neighbours _____ it.
- They do. But they're really cute!
- Yes, but I have homework to do.
- Don't _____! You can do it.
- I make a list and do the most important things first.
- He's my hero. I really _____ him.

Language in action

3 Complete the text with the past simple or past continuous form of the verbs in brackets.

I ¹ _____ (play) tennis yesterday with Emine when a dog ² _____ (run) onto the court. It ³ _____ (chase) the ball and ⁴ _____ (pick) it up in its mouth. As Emine ⁵ _____ (run) after it, the dog ⁶ _____ (drop) the ball and ⁷ _____ (jump) on her. As I ⁸ _____ (go) to check she was OK, I ⁹ _____ (see) she was smiling. It was her cousin's dog!

4 Write sentences about Leo's student life with *used to* or *didn't use to*. Use the phrases in the box.

get up late every day not have any money
not have a job share a flat with friends
sometimes study in the afternoon

Self-assessment

- | | | | |
|---|--|--|--|
| I can describe people in English. | | | |
| I can use phrasal verbs to talk about people and what they do. | | | |
| I can use the past simple and past continuous with <i>when</i> , <i>while</i> and <i>as</i> . | | | |
| I can use <i>used to</i> to describe past habits. | | | |