

BBC

WIDER WORLD

SECOND EDITION

Student's Book and eBook

with Online Practice

3

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Grammar

- Present Simple • Present Continuous • *was/were* • Past Simple • Past Simple and Past Continuous • Quantifiers
- Verb patterns • Revision of language structures

THE REVISION GAME

Listening and Vocabulary	Speaking	Writing	 YOUR WORLD AND YOU	Progress Check
A radio programme about using technology	Problem-solving  Communication 	A description of your daily routines and online hobbies • Connectors	BBC  <i>Disconnecting</i> Prepare a digital presentation about an app	Units 1–3 • Vocabulary and Grammar • Speaking • Listening • Reading • Writing
A conversation about outdoor activities	Criticising and explaining  Self-management 	An article describing your local area and climate • Indefinite pronouns	Learning Experience 1 Self-management  Role-play a bad situation with a positive solution	
An account of a special cake BBC 	Ordering food  Collaboration 	An email to a friend • Giving instructions	BBC  <i>Indian food, Liverpool style</i> Design a menu to sell at a market	
An interview about a festival	Talking about preferences  Communication 	A review on a blog • Adverbs of manner	Learning Experience 2 Social responsibility  Plan a school charity event	Units 4–6 • Vocabulary and Grammar • Speaking • Listening • Reading • Writing
A conversation about sports personalities	Talking about plans  Collaboration 	Short messages • Prepositions + -ing form	BBC  <i>The Highland Games</i> Prepare a video podcast about a mixed-gender sport	
A podcast about a burglary BBC 	Keeping a conversation going  Social responsibility 	An opinion essay • Connectors of purpose and result	Learning Experience 3 Critical thinking  Practice effective decision-making	
Two personal accounts about special assistants BBC 	Identifying people in a group  Self-management 	A short story • Sequencers	BBC  <i>Arctic life</i> Prepare a presentation about things you can do to fight climate change	Units 7–9 • Vocabulary and Grammar • Speaking • Listening • Reading • Writing
An interview about special holidays	Understanding a conversation  Communication 	An email about travel arrangements • Future time clauses	Learning Experience 4 Social responsibility  Plan an eco-friendly trip	
Dialogues about school situations BBC 	Exchanging information  Social responsibility 	A formal letter asking for information • Talking about learning goals	BBC  <i>Learning goals</i> Create a website for a new school	

Starter Unit

VOCABULARY

Home and furniture | Clothes and accessories | At the shopping centre |
Parts of the body | Jobs | Geographical features | Countries and languages |
Animals

GRAMMAR

Present Simple | Present Continuous | was/were | Past Simple | Past Simple and
Past Continuous | Quantifiers | Verb patterns | Revision of language structures

COMMUNICATION

Introducing Abe, Bea, Eren and Carla



S.1

My home and family life

Home and furniture

1 Complete the table with these words.

bathroom bed bedroom bookcase ceiling
cupboard dining room floor garage
garden hall kitchen living room mirror
roof table wall wardrobe window

Rooms	Furniture	Parts of the house
bathroom		

Present Simple

2 Complete the description with the Present Simple form of the verbs in brackets.

Molly's family life

We ¹ *don't live* (not live) in a big house, but we've got a big garden. My brother and his friends ² (...) (be/often) together there. I prefer to be in my bedroom. I ³ (...) (always/listen) to music. My dad ⁴ (...) (often/watch) TV in the kitchen. Something unusual about my family: we ⁵ (...) (never/have) breakfast together! My mum ⁶ (...) (sometimes/cook) lunch at the weekend, but she never cooks during the week – my dad's the chef!

3 Make questions in the Present Simple.

- what / your mum / do / ?
What does your mum do?
- how / your dad / spend / his free time / ?
- you / get up early / at the weekend / ?
- where / you / meet / your friends / ?
- your best friend / spend / a lot of time / with you / ?
- what / you / do / in your free time / ?

4 In pairs, ask and answer questions 3 to 6 in Exercise 3.

A: *Do you get up early at the weekend?*

B: *Yes, I do.*

Clothes and accessories

5 Write the name of the clothes and accessories in Molly's bedroom.

1 watch



Present Continuous

6 What are you wearing today? Write three sentences. Use words from Exercise 5 or your own ideas.

I'm wearing a jacket.

7 Order the words to make questions.

- you / are / a school uniform / wearing / ?
Are you wearing a school uniform?
- are / wearing / trainers / you / ?
- the students / are / working / hard / ?
- sending / text messages / your friend / is / ?
- you / looking / are / out of the window / ?
- earrings / wearing / your teacher / is / ?

8 In pairs, ask and answer the questions in Exercise 7. Use short answers.

A: *Are you wearing a school uniform?*

B: *No, I'm not.*

At the shopping centre

9 Match to make shopping centre words.

- | | |
|-----------------|-------------|
| 1 cash <i>d</i> | a park |
| 2 department | b cinema |
| 3 food | c assistant |
| 4 multi-screen | d machine |
| 5 shop | e court |
| 6 car | f toilets |
| 7 public | g store |

was/were

10 Complete the sentences with *was/were* or *wasn't/weren't*.

- We *were* in the new shopping centre last Saturday. It (...) fun.
- The food court (...) great and there (...) lots of different restaurants.
- A: (...) the department store expensive?
B: Yes, it (...). There (...) lots of designer clothes and accessories.
- There (...) any cheap accessories in the new department store.
- A: (...) you at the multi-screen cinema last Friday night?
B: No, I (...).

Past Simple

11 Make questions in the Past Simple.

- you / go / to the park / last weekend / ?
Did you go to the park last weekend?
- you / speak / to a friend / last Sunday / ?
- you / have / a meal / with your family / last Saturday night / ?
- you / buy / any clothes / last weekend / ?
- you / watch / a film / on Friday night / ?

12 In pairs, ask and answer the questions in Exercise 11.

A: *Did you go to the park last weekend?*

B: *Yes, I did.*

Past Simple and Past Continuous

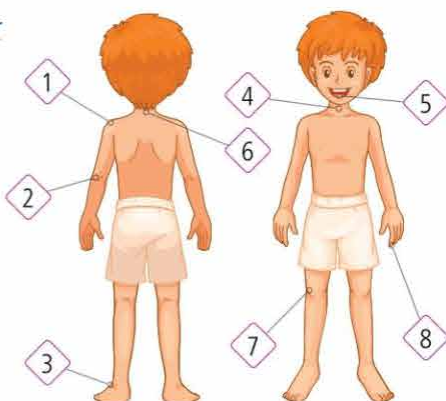
13 Choose the correct option.

- A: What ¹ *was happening* / *happened* to your head?
- B: ² I *walked* / *was walking* to school last Friday when I ³ *heard* / *was hearing* a strange noise above me. I looked up and ⁴ *saw* / *was seeing* a drone in the sky. It moved away quickly, so I ran after it. But while I ⁵ *ran* / *was running*, I ⁶ *fell* / *was falling* over!

Parts of the body

1 Write the parts of the body.

- 1 *shoulder*
- 2 e(...)
- 3 a(...)
- 4 t(...)
- 5 t(...)
- 6 n(...)
- 7 k(...)
- 8 f(...)



Jobs

2 Write the names of the jobs.

- 1 A *farmer* works on the land.
- 2 A h(...) cuts people's hair.
- 3 A m(...) repairs cars.
- 4 A n(...) works in a hospital.
- 5 A s(...) works in a laboratory.
- 6 A c(...) works in the kitchen.

Geographical features

3 Write the names of the geographical features.

beach cliff desert field jungle mountain
ocean river valley waterfall

1 *river*



Quantifiers

4 Choose the correct option.

- 1 There aren't *many* / *much* rivers in my country.
- 2 There are *much* / *a lot of* mountains.
- 3 There isn't *enough* / *too* rain in the summer.
- 4 How *many* / *much* does it cost to fly over the jungle?
- 5 There are *any* / *some* waterfalls in the valley.

Countries and languages

5 Copy and complete the table.

Countries	Languages	Countries	Languages
1 Italy	<i>Italian</i>	5 (...)	Polish
2 (...)	Turkish	6 China	(...)
3 Germany	(...)	7 France	(...)
4 Brazil	(...)	8 The USA	(...)

Verb patterns

6 Choose the correct option.

- 1 You need *to check* / *checking* your homework.
- 2 I keep *to forget* / *forgetting* your address.
- 3 She tries *to study* / *studying* every day.
- 4 We enjoy *to cook* / *cooking* Turkish food.
- 5 I'm learning *to write* / *writing* Chinese characters.

Animals

7 Write the names of the animals.

1 *gorilla*



Revision of language structures

8 Match examples 1–7 with language structures a–g.

- 1 What are you doing at the weekend? *e*
 - 2 If I were you, I'd work harder at school.
 - 3 There'll be more robots in the future.
 - 4 Sarah's doing her homework at the moment.
 - 5 If you like jazz, you will love this film.
 - 6 Max has just gone home.
 - 7 The actors were screaming and shouting.
- a Second Conditional
b Future prediction
c Present Perfect
d Past Continuous
e Present Continuous for an arrangement
f First Conditional
g Present Continuous for something happening now



Abe

This is Abe. His name's Abel Kerr, but his friends and family call him Abe. He's fifteen and he's from the USA. But now his new home is in the UK.

- 5 His dad's name is Will and he's British. He's a scientist and he's got a new job in London. Abe's mum is American. She's a dentist. She hasn't got a job in the UK, so she's staying in the USA at the moment.

- 10 Abe's new house in the UK is nice, but it's a bit small. There are three bedrooms and there's a small garden too.

- Abe's favourite hobby is photography. He's got a blog with lots of his photos. He likes
15 reading, watching movies and making videos too.

- He hasn't got any brothers or sisters, but he's got a British cousin. Her name's Bea. Bea's mum is Abe's aunt. She's his dad's
20 sister. They all get on very well.

- 1 1 0.01 Watch or listen. Answer the questions.

- 1 What's the boy's name?
His name's Abe.
- 2 Where's he from?
- 3 How old is he?
- 4 Where's his new home?
- 5 What's his favourite hobby?
- 6 Has he got any brothers or sisters?
- 7 Does he get on with his British family?

- 2 Read the text about Abe and decide if the sentences are true or false. Correct the false sentences.

- 1 Abe's dad is a dentist.
False – His father is a scientist.
- 2 Abe's mum isn't working in the UK right now.
- 3 Abe's old home is smaller.
- 4 Abe is interested in cinema.
- 5 Abe has got a sister called Bea.
- 6 Abe's dad and Bea's mum are brother and sister.

- 3 Write Abe's answers to the questions. Write full sentences.

INTERVIEW

- 1 What's your name?
My name's Abe.
- 2 Where are you from?
- 3 What is your house like?
- 4 Have you got any brothers or sisters?
- 5 Have you got any pets?
- 6 What are your hobbies?

- 4 In pairs, ask and answer the interview questions in Exercise 3.

A: *What's your name?*

B: *My name's Anna.*

1  Read Abe's blog page. In pairs, choose a title for the blog post.



Abe's blog

(...)



Bea Barker is fifteen. Her mum, Penny, is a Drama teacher. On school days, Bea always gets up early. She doesn't usually eat much for breakfast, but at weekends she usually gets up late and has a big breakfast. She spends a lot of time with me, her cousin Abe, and her friends Carla and Eren. We often meet in our favourite café. In her free time, Bea enjoys doing sport and she writes a nature blog. In the future, she wants to be a scientist or a journalist.



In the photo, you can see Eren King and his grandad. Grandad Frank is staying with Eren and his family at the moment. Eren loves his other grandparents too, but they live in Turkey, so he doesn't see them often. Eren's wearing his favourite hoodie and his dad's watch. He borrows it sometimes, but his dad doesn't mind! Tennis is one of Eren's favourite sports. He is planning to enter a tennis competition soon, so he's practising nearly every day at the moment.



This is Carla Silva. Carla's dad's from Brazil and her mum's half Spanish, so Carla is half Brazilian and a quarter Spanish. Carla was born in the UK, therefore she speaks English most of the time. Carla can understand Portuguese, but she doesn't speak it very well. She's having Portuguese lessons to improve her speaking. Her parents are planning a family holiday in Brazil next summer. Carla is also really into keeping fit. Last year she went to a yoga class, but she stopped going because it was boring. She loves acting and she wants to be an actor.



2 Read the blog post again. Answer the questions. Who ...

- 1 wants to work in theatre or films? *Carla*
- 2 has Turkish relatives?
- 3 wants to win a competition?
- 4 teaches acting?
- 5 is staying with his grandson?
- 6 writes about wildlife online?

- 7 is having foreign language classes?
- 8 eats more on Saturday mornings?
- 9 wants to be a scientist?
- 10 gave up a sport?

3 Write a paragraph about a friend to post on your blog. Present with a photograph.

Game instructions

- 1 Play in groups of three or four students.
- 2 Use a marker or coin to move around the board, one per student.
- 3 Use a die to move forward or backward.
- 4 Answer the questions correctly.
- 5 The first to finish wins!

Key phrases

You start.

Your turn.

Roll the die.

That's correct/incorrect.

Stay on the square.

START

1



Name six wild animals.

2

What do you usually do on a Sunday morning?

3

Name the rooms in your house.

7

A girl opened a secret cupboard. What was inside? Name clothes and accessories you can find inside a cupboard.

6

What are you wearing today?

5

MISS A TURN!

4

Define two jobs.



8

GO FORWARD THREE SQUARES

9

What are you doing this weekend?

10

Name six geographical features.



11

Ask someone three questions about last summer.

15

GO BACK THREE SQUARES

14

Name five parts of the body below the neck.

13

GO FORWARD TWO SQUARES

12



Complete: 'If I won €1 million ...'

16

Define a place. Ask someone: *Can you guess the place?*

17



Complete: 'If it snows this winter, ...'

18

Complete: 'I was (...) when I (...) a UFO!!!'

19

Say three sentences about yourself: using 'I keep ...', 'I want ...' and 'I enjoy ...'.

23

Make three predictions about the future.

22

Say two sentences about yourself: 'I've already ... today.', 'I haven't ... yet today.'

21



What's on your dream breakfast menu?

20

GO BACK TO SQUARE FIVE

24

Name four languages you would like to learn.

25

Name two things you used to do that you don't do now.

FINISH

Tech check

1

VOCABULARY

Technology | Using technology | Social media |
Opposites | Time

GRAMMAR

Present Simple and Present Continuous | State verbs | Verb patterns:
verb + *-ing*, verb + *to*-infinitive

COMMUNICATION

Problem-solving | A description of your daily routine and online hobbies

FUTURE SKILLS



Critical Thinking (Science projects) | Communication (Technology and problem-solving) | Creativity
(A digital presentation)

VIDEOS



Grammar Animation | Grammar in Action | Street Talk | Everyday English | Culture



Everyday essentials?

One of the most important gadgets in our house is the remote control. It's old technology, but in our family everybody wants to choose the channel.

In the shower, I listen to music on a waterproof speaker. This is a great gadget, but I want a waterproof bathroom TV so I can watch music videos too! But is that essential? No.

Then, there's the problem of passwords. I have so many, I sometimes forget them. It's a nightmare! So I use a password app to help me remember them all. That's pretty important.

My personal favourites at the moment are my new wireless earbuds. I posted a review and uploaded some pictures of them on my blog, have a look! I listen to music all the time, so this is the tech I can't live without!

My final choice is for my family. We all love our new smart speaker. Mum uses the voice assistant to ask for food recipes and I enjoy asking it to play music. Luckily, it is connected to the wi-fi router, so we don't have to use our data. My little sister can't stop talking to it. Unfortunately, her favourite command is 'Tell me a joke!'

Do you agree with my choices? Let me know your tech essentials.



- 1 Look at the photos A–C. What do you think is happening in each one? Find three pieces of technology.
- 2 Read Grace's tech blog. Do you agree with Grace's choices?
- 3 1.01 Study and listen to the Vocabulary box. Check you understand the words.

VOCABULARY Technology

charging cable password app power bank
remote control smart speaker wi-fi router
wireless earbuds

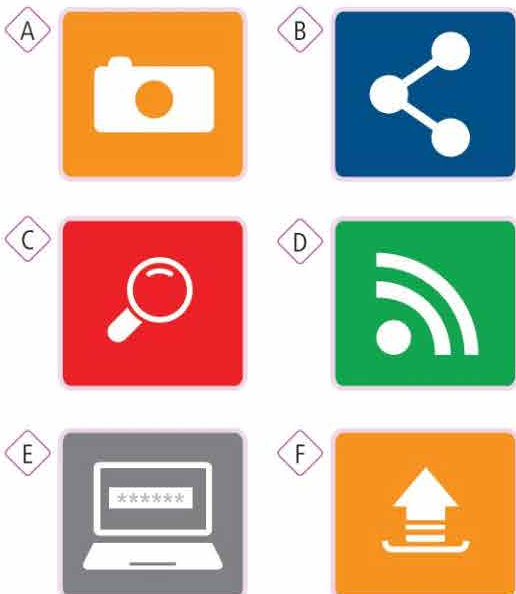
- 4 1.02 Listen and guess the pieces of technology. Then listen again and check.
- 5 In pairs, think of two gadgets or pieces of technology for each adjective. Which object would be the best present for you? Why?

awesome essential old-fashioned terrible useful

I'd like to have a smart speaker because it's really useful.

- 6 1.03 **WORD FRIENDS** Match phrases 1–6 with icons A–F. Listen and check.

- 1 connect to the wi-fi router **D**
- 2 search for information online
- 3 send/share a link
- 4 set a new password
- 5 take a screenshot
- 6 upload pictures



- 7 1.04 Listen to five people talking. Write down the phrases from Exercise 6 you hear.
- 8 1.05 **WORD FRIENDS** Check you understand these phrases. Then choose the correct option in sentences 1–6. Listen and check. In pairs, say if the sentences are true for you.
add someone to a group
chat with friends
connect with someone on social media
delete a photo/post
follow someone on social media
message someone
post on social media
take a selfie
update your story
- 1 follow / set my favourite singers and groups on social media.
- 2 I spend a lot of time *chatting* / *uploading* with friends.
- 3 With this option, I can *update* / *add* people to groups.
- 4 I don't often *connect* / *delete* posts.
- 5 My brother *posts* / *chats* things on social media nearly every day!
- 6 I probably *take* / *message* a selfie every week.
- 9 Complete the review with one word in each gap.

According to a recent study, over eighty percent of teenagers say that social ¹ *media* has a positive effect on their lives. It's a great way to ² (...) with friends, catch up with people's news or connect ³ (...) someone. And it's also incredibly easy. When we search for information ⁴ (...), we don't often use PCs or laptops any more. Instead, over ninety percent of us use our smartphones to get on the internet. Many people spend three hours a day this way. Think about that next time you want to ⁵ (...) your story. In your life, you might spend about five years online!

- 10 **CHALLENGE** Who in your family uses technology the most? What do they use it for? Discuss in pairs.

BBC VIDEO**STREET TALK**

- 2 Watch three people talking about technology. What gadgets do they mention? Make a list.



Filming In A Skate Park

People often ask us questions about our lives.

Evy – Way In's lead singer

Do you write the band's blog?

I don't normally write it. Ziggy does. But he's busy, so I'm doing it today.

What do you normally do on Saturdays?

On Saturday afternoons we often travel from one city to the next. Then, in the evening, we usually play live in concert. We're playing a lot of concerts these days! It's good to be popular!

What are you doing today?

We're not playing music and I'm not singing. We're filming our new music video in a skate park. The skateboarders are doing some amazing things. One girl, Sara, knows lots of awesome tricks! I love her style!

- 1 1.06 In pairs, look at the photo and the title of the blog. What do you think the blog is about? Read, listen and check your ideas.

- 2 Study the Grammar box. Find examples of the Present Simple, Present Continuous and state verbs in the blog.

GRAMMAR

Present Simple, Present Continuous and state verbs

Present Simple

To talk about facts, habits and routines.

*They usually **travel** on a tour bus.*

*She **doesn't write** the blog every day.*

***Do** they **speak** English? Yes, they **do**.*

Present Continuous

For things happening now or around now.

*He's **travelling** a lot these days.*

*They **aren't recording** a song at the moment.*

***Is** he **skateboarding** now? No, he **isn't**.*

State verbs

Some verbs don't normally have a continuous form:

feel, hate, know, like, love, need, see, think, understand, want.



3 and 4 Grammar Animation

- 3 1.07 Choose the correct option. Listen and check.

- Ziggy and Evy *sit* / *are sitting* on a bench at the skate park at the moment.
- Evy usually *sings* / *is singing* in concerts on Saturday evenings.
- The band members *don't often visit* / *aren't often visiting* skate parks.
- The skateboarders *do* / *are doing* some fantastic skateboard tricks now.
- Sara *always wears* / *is always wearing* her lucky helmet.

- 4 Make questions about the blog. Use the Present Simple or Present Continuous. Then ask and answer the questions in pairs.

- Evy / normally / write / the band's blog / ?
Does Evy normally write the band's blog?
No, she doesn't.
- the band members / usually / travel / on Saturday afternoons / ?
- the band / play / a lot of concerts / these days / ?
- the skateboarders / perform / in a competition / today / ?
- Sara / wear / a helmet / in the photo / ?
- Sara / know / lots of awesome tricks / ?

- 5 Complete the text with the Present Simple or Continuous form of the verbs in brackets.

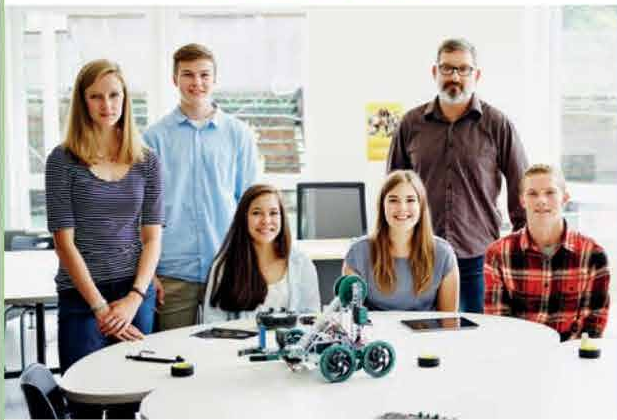
My name's Sara. I ¹ *love* (love) skateboarding – I'm a real fan. I ² (...) (practise) at a local park every weekend. I ³ (...) (not often/do) competitions because I'm from a small town. I'm very excited today because I ⁴ (...) (perform) in a music video for Way In. At the moment, we're ⁵ (...) (get) ready. Lots of people ⁶ (...) (come) into the park now. My mum and dad ⁷ (...) (sit) near the front because they ⁸ (...) (want) to take photos and upload them for their friends!

- 6 **CHALLENGE** In pairs, talk about your favourite sports and hobbies. Use these prompts or your own ideas.

- I always/normally/usually/sometimes ...
- At the moment/This evening/This weekend, I'm ...
- I love/like/want ...

A

Help the world, win a prize and have fun!



Our Science and Technology Group (STG) is hoping to win this year's National Science Competition and we need your help.

- This is a competition for young people aged 11-16. It takes place every year. The participants look for tech answers to important problems. The winners can get a prize of up to £25,000 for their school or youth group.

Here are some ideas we are thinking about:

- an easy-to-use remote control for older people
- using technology to help an animal in danger
- a robot dolphin that cleans plastic from the sea

If you like Science and Technology, come and join us, and help us win the prize.

Kieran Malone, STG

B

Hi Angie,

- I've got an idea for our end-of-term Science project. I'd like to help animals that are in danger – all sorts of animals, not just cute ones. I found some cool activity sheets online. They don't seem complicated. One of them shows how to make bat boxes – safe homes for bats. Yes, bats! They look a bit strange, but they're really interesting animals. I know we're studying for our final exams right now, but I'm really excited about the Science project. So, come on! Let's make a bat box!

Lorraine

C

Hi Lorraine,

- That's a fun idea, and it's original too. You're so clever (but you know that, don't you? 😊)! My grandfather makes bird boxes, so he could help us make an excellent bat box. And we could put a small waterproof camera in the box to film the bats! What do you think?
- Angie

- 1 In groups, discuss the questions.

- 1 Do you ever do Science projects at your school? What are they like?
- 2 Would you like to take part in a national Science competition? Why?/Why not?

- 2 Read the texts quickly. Who is writing about:

- 1 a Science competition?
- 2 a school Science project?

- 3 1.08 Read again and listen to the texts. Then, answer the questions.

A

- 1 Who is Kieran writing to?
- 2 Why is he writing to them?
- 3 How old are participants in the competition?
- 4 What is the first prize in the competition?

B and C

- 5 How are Lorraine and Angie connected?
- 6 What animals does Lorraine want to help?
- 7 Why are Lorraine and Angie busy at the moment?
- 8 Who is Angie thinking of asking for help?

- 4 1.09 Complete the Vocabulary box. Find the opposites of these adjectives in the texts. Listen and check.

VOCABULARY Opposites

boring – ¹ cool, ² (...), ³ (...), ⁴ (...)	normal – ⁷ (...)
dangerous – ⁵ (...)	stupid – ⁸ (...)
easy – ⁶ (...)	terrible – ⁹ (...)

- 5 In pairs, think of examples of these things.

- a strange animal
- an original idea
- an interesting book
- a safe place
- a fun game
- an excellent TV show

THINKING TIME

EVALUATE

What do you think of Angie and Lorraine's idea?

CREATE

Complete the entry form for the Science project. Include a short description. Then, in pairs, talk about your project idea.

Science project – Entry form

Name: (...)	School: (...)
Age: (...)	Project: (...)

VIDEO



GRAMMAR IN ACTION



- 1 Look at the photo. What do you think Abe is doing? Why?
- 2 5 1.10 Watch or listen. What does Bea want Abe to do? What problems does she have?
- 3 Study sentences 1–7 with different verb patterns from the dialogue in Exercise 2. How many patterns can you identify? How is each pattern formed?
 - 1 We need to go to the airport soon.
 - 2 OK, so I just wanted to check.
 - 3 Do you prefer seeing the beach?
 - 4 No, I don't mind seeing your room.
 - 5 Can you stop vacuuming?
 - 6 I'm really looking forward to seeing you in person.
 - 7 And don't forget to bring me that basketball shirt.
- 4 Study the Grammar box. Add the example sentences from Exercise 3.

GRAMMAR

Verb patterns

Different verbs can be followed by other verbs in either the *-ing* form or *to*-infinitive form. Some verbs can be followed by both.

Verb + *-ing*

After *avoid*, *can't stand*, *enjoy*, *finish*, *look forward to*, *(not) mind*, *miss*, *practise*, *stop* and after prepositions.

I can't stand watching football.

She is tired after driving the whole night.

Verb + *to*-infinitive

After *agree*, *allow*, *ask*, *choose*, *decide*, *forget*, *hope*, *learn*, *need*, *offer*, *plan*, *remember*, *try*, *want*, *would like/love*.

I'm planning to study Architecture.

Verb + *-ing* or *to*-infinitive

After *like*, *love*, *hate*, *prefer*, *start*.

Do you prefer watching/to watch a film?

VIDEO



6 Grammar Animation

- 5 Study sentences 1–6. Which ones are correct? Rewrite the incorrect ones.

- 1 I love going to the airport. *correct*
- 2 She wants studying at university.
- 3 Remember to bring your phone.
- 4 I'm good at making decisions.
- 5 We enjoy to eat Chinese food.
- 6 I look forward to meeting you.

- 6 Choose the correct option. In which sentence are both options correct?

- 1 Are you planning *getting* / *to get* a new smartphone soon?
- 2 I love my Science project and I would like *being* / *to be* a scientist.
- 3 I like *thinking* / *to think* of new passwords. I can be creative!
- 4 My sister hopes *to learn* / *learning* to drive this summer.
- 5 We're packing to go on holiday. We enjoy *going* / *to go* to new places.
- 6 Freddie misses *seeing* / *to see* his friends from his old school.

- 7 Complete the tips with the correct form of these verbs.

~~chat~~ check look see share use

Top tips for video calls

Most people love ¹ *chatting* to family and friends via video calls, but what about online lessons? You want to make a good impression, so don't forget ² (...) the microphone before you join a new video call. Have the camera at eye level and learn ³ (...) straight at it some of the time.

Maybe you don't mind ⁴ (...) untidy rooms, but it's a good idea to check that the room behind you is tidy. Finally, if you enjoy ⁵ (...) different backgrounds, make sure you choose them carefully. That's especially important if you plan ⁶ (...) your screen during the call.

- 8 **CHALLENGE** Write three tips on how to use a gadget. Include different verb patterns. Use these prompts or your own ideas.

- You use it to ...
- Check the ... to see if
- It's a good idea to ...
- Avoid ...

Do you need a digital detox?

- 1 When do you first check your phone?
 - a in the evening
 - b probably at lunchtime
 - c the minute I wake up
- 2 When is it too late to message somebody?
 - a after 10 p.m. on a weekday
 - b at midnight
 - c It's never too late.
- 3 What do you do when you have a free moment?
 - a I listen to music.
 - b I read a book.
 - c I go online.
- 4 How often do you check your messages?
 - a Once a day. I don't get many.
 - b At school. I check them at break time.
 - c I check them all the time.



- 1 Do you think you spend too much time looking at screens?
- 2 Do the quiz and compare your results. Then, go to page 155 to read what your answers say about you.
- 3 1.11 Complete the Vocabulary box with words from the quiz. Listen and check.

VOCABULARY Time

second, ¹ *minute*, hour
 6 a.m., ² (...)
 in the morning/afternoon/³ (...)
 on a schoolday/⁴ (...)/Sunday(s)
 at the weekend/⁵ (...)/mealtimes/lunchtime/⁶ (...)
⁷ (...)/twice/three times a day/week/month/year

- 4 Ask and answer the questions in pairs.
 - 1 What's your favourite mealtime? Why?
I love lunchtime because I eat with my friends.
 - 2 What time do you go to bed at the weekend?
 - 3 How many seconds are there in five minutes?
 - 4 What time do you usually get up on a schoolday?
 - 5 What do you normally do at break time?
 - 6 What do you usually do the minute you wake up?

- 5 1.12 Listen to the first part of a radio programme. What is the programme about? Choose the correct answer.
 - a the number of families that use phones or tablets in their free time
 - b how much time families spend on their phones or tablets
- 6 1.13 Listen to the second part of the programme. Match the people 1–5 with how they use the technology a–e.

1 Lara	e
2 Mum	
3 Dad	
4 Everyone	
5 Lara's brother	

 - a looks at funny video clips and laughs.
 - b often shares photos.
 - c reads the news on a tablet.
 - d downloads and uses a running app.
 - e uses the phone alarm and checks messages.
- 7 How important is technology in your life? What technology do you use and what do you like doing with it? Write five sentences. Then discuss in pairs.
Technology is important.
It's useful because I can go online, do my homework and chat with friends.
In my free time, I use technology to listen to music, ...

VIDEO



EVERYDAY ENGLISH

- Bea: What's that?
- Abe: It's the router! Great, let's install it! Um, where do you think you plug it in?
- Bea: By the front door! The same place as in my house. There!
- Abe: Right, it should be working now. We could upload that new video on my vlog to see if the router works. Come on!
- A few minutes later ...*
- Abe: The internet is working, but it's so slow. Look, the page is still loading!
- Bea: Maybe the signal's too weak? I know, there are apps to test the wi-fi. Why don't we download one?
- Abe: Yes, let's give it a try.
- Bea: Hmm, the signal's really weak in here!
- Abe: Yeah, there's no way I can play video games here. Shall we check the other rooms?
- Bea: Yes, what about the kitchen?
- Abe: That's a good idea.
- Bea: The signal's a bit better here. Look, it's getting stronger!
- Abe: What about here?
- Bea: Not out there! You can't play video games outside!
- Abe: But it's not raining ... today!



SOUNDS GOOD!

Come on! • Not out there!

1 7 1.14 Look at the photo. What are Abe and Bea doing? Watch or listen and check.

2 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Problem-solving

Describing the problem

Where do you think you plug it in?

The internet is working, but it's so slow.

The signal's really weak in here!

Suggesting solutions

Let's install it!

We could upload the video to see if the router works.

Why don't we download one?

Shall we check the other rooms?

Accepting or rejecting solutions

Yes, let's give it a try.

(That's a) good/great idea.

You can't play video games outside!

3 1.15 Listen to four problems and suggest solutions. Use the Speaking box to help you.

FUTURE SKILLS



What do you usually do when you have a problem with technology?

- Ask your friends for help.
- Ask someone in your family for help.
- Search online for solutions.
- Ask an IT specialist for help.

SPEAKING TIME



In pairs, go to page 155 and follow the instructions. Use the Speaking box to help you.

A: Sometimes my QR code reader doesn't work.

B: Yes, I know what you mean. Shall we check if the QR code is a good quality image or if its size is appropriate?

Post  **What are your daily routine and online hobbies?**

In real life, I live in a big flat near the centre of Manchester and I go to Belton School on weekdays. I sometimes go for a run before school. I **also** often play football at the weekend. After school, I always do my homework, of course, **and** then I usually go on my laptop.

My favourite online hobby is building a virtual world. After school and at the weekend, I usually spend a few hours in my online world. It has lots of great places, **but** my favourite is a theme park I'm building on an island. It's very different from Manchester! There are loads of amazing rides. As well as a beautiful beach, there are also lots of trees. I design new rides for about an hour a day. At the moment, I'm testing the rides to make sure they work.

I enjoy my online hobbies. However, I also really like chatting to friends at school about my theme park plans **because** they have good ideas for new rides. I often take screenshots of my virtual world and I enjoy sharing them on social media **too**. Although it isn't a real place, my virtual world is very relaxing, so I look forward to spending time there!

Zak Murphy



- 4 Study the Language box. Write the connectors in bold from the article in the correct group.

LANGUAGE Connectors

Adding similar information: *as well (as),*
¹ (...), ² (...), ³ (...)

Showing contrast: *however, although,* ⁴ (...)

Giving reasons: *so,* ⁵ (...)

- 5 Write some true sentences about you. Use connectors from the Language box.

- 1 Read the article quickly. What is Zak writing about?
- 2 Read the article. In which paragraph does Zak write about these things?

a daily routine ¹	d hobbies
b friends	e summary
c an online place	
- 3 Study the Writing box and look at the article again. Complete the sentences to make them true for you.

WRITING**A description of your daily routine and online hobbies****Describe daily routine (real world examples)**

In the morning/Before school, ¹ (...).

In the afternoon/On weekdays, ² (...).

I usually/often/sometimes/never ³ (...).

Describe online hobbies (virtual world examples)

My favourite hobby is ⁴ (...).

After school, ⁵ (...).

At the weekend, ⁶ (...).

End your article: show contrast and sum up

I enjoy my online lifestyle. However, I also really like chatting to friends at school.

Although it isn't a real place, my virtual world is very relaxing.

I look forward to spending time there.

WRITING TIME

Write a description of your daily routine and online hobbies for your school website.

FIND IDEAS

Make notes for your description. Think about:

- your daily routine and habits
- your online hobbies
- how you can combine your daily routine with your online hobbies

PLAN

Organise your ideas into three paragraphs. Use the description in Exercise 1 to help you.

WRITE AND SHARE

- Write a draft description. Use the Writing box and the Language box to help you.
- Share your description with another student for feedback.
- Use the feedback from your partner and write the final version of your description.

CHECK

- Check language: did you use connectors correctly?
- Check grammar: did you mostly use the Present Simple and adverbs of frequency?

WORDLIST

1.16

Technology

charging cable (n)
password app (n)
power bank (n)
remote control (n)
smart speaker (n)
wi-fi router (n)
wireless earbuds (n)

Word friends

(using technology)

connect to the wi-fi router (phr)
search for information online (phr)
send a link (phr)
set a new password (phr)
share a link (phr)
take a screenshot (phr)
upload pictures (phr)

Word friends

(social media)

add someone to a group (phr)
chat with friends (phr)
connect with someone
on social media (phr)
delete a photo (phr)
delete a post (phr)

follow someone on social
media (phr)
message someone (phr)
post on social media (phr)
take a selfie (phr)
update your story (phr)

Opposites

boring – cool, fun,
interesting, original
dangerous – safe
easy – complicated
normal – strange
stupid – clever
terrible – excellent

Time

6 a.m./10 p.m. (phr)
at lunchtime (phr)
at mealtimes (phr)
at the weekend (phr)
hour (n)
in the afternoon (phr)
in the evening (phr)
in the morning (phr)
minute (n)
on a schoolday/Sunday(s)

once/twice/three
times a day/
week/month/year
second (n)

EXTRA WORDS

awesome (adj)
background (n)
blog (n)
catch up with (v)
channel (n)
charge (v)
choice (n)
choose (v)
command (v)
competition (n)
effect (n)
essential (adj)
gadget (n)
helpful (adj)
icon (n)
impression (n)
install (v)
live in concert (phr)
look for (v)
luckily (adv)

microphone (n)
participant (n)
perform (v)
plug in (v)
popular (adj)
practise (v)
pretty (= quite) (adv)
recipe (n)
record a song (phr)
robot (n)
Science project (n)
set up (v)
signal (n)
sound (n)
study (n)
style (n)
switch on/off (v)
take place (phr)
tech answer (n)
tell a joke (phr)
trick (n)
video call (n)
virtual world (n)
vlog (n)
voice assistant (n)
youth group (n)

1 Complete the sentences with words from the wordlist.

- I use the *remote control* to turn on the TV in the living room.
- I can never think of a good password, so I downloaded a useful (...).
- Can you help me to (...) my new smart speaker to the wi-fi router?
- You should (...) a new password quite often if you want to keep your information safe.
- Please send me the (...) to that useful website – I want to check it out.
- I have to (...) for information online about an American writer for homework.
- If you want to (...) a good screenshot of the game, go to the official website.

2 Tick the correct column for each gadget. Then, in pairs, say which items are important to you and why.

Gadget	I have	I would like
wireless earbuds		
power bank		
smart speaker		
wi-fi router		

3 Complete the phrases with words from the wordlist. Then, in pairs, say which things you do.

- search* for information *online* to help with homework projects
- (...) with family or friends abroad
- (...) comments with my opinions on blogs
- (...) selfies and upload them on social media
- (...) famous people on social media

4 Use the wordlist to find these things.

- four time phrases that use *the at the weekend*, ...
- two time phrases that use *a*
- two things you can do with and without a computer or phone
- two objects which can help you to listen to music

5 CHALLENGE Match words and phrases from the Extra words list with the definitions.

- Something you need to record or reproduce your voice. *microphone*
- Someone who takes part in an event or activity.
- A verb that means to attach something to a power source.
- The verb form of the noun *practice*.
- To reach the same standard as other people.
- Something which a magician performs – also a clever or effective way of doing something.



VOCABULARY

1 Choose the correct option.

- I get up early *at / on* a schoolday.
- Remember to take the *charging / loading* cable for your phone when you go on holiday.
- Do you *update / follow* any famous people on social media?
- If there's no electricity, *an energy / a power* bank can charge your phone.
- I usually eat a sandwich *in / at* lunchtime.

2 Write the correct word for each definition.

- Something you plug into your mobile phone to charge it.
- You do this to a photo when you remove it from your smartphone.
- You do this to pictures when you move them from your phone to your computer.
- Times when you eat breakfast, lunch or dinner.
- Put a message on the internet.

3 Complete the conversation with these words.

add chat message search send update

- A: Hi, Greg. Can you ¹ (...) me today's Maths homework? I don't have it.
- B: Sure. We can use a Maths app to do our homework. Maybe we can ² (...) online for a free app.
- A: Well, the app only helps a bit. Maybe we need to ³ (...) Jackie for help. She's good at Maths.
- B: That's a good idea. I ⁴ (...) with her on social media sometimes, but not about homework.
- A: She has a group where students help each other with homework. Do you want me to ⁵ (...) you to it?
- B: Yes, please. Maybe she's online because she likes to ⁶ (...) her story in the evening.

4 Complete the text with these words. There is one extra word.

connect delete password photo plug
set share smart take upload

I can't use my phone because I've forgotten the ¹ (...) and I don't know how to ² (...) a new one! So, I can't ³ (...) with anyone on social media, ⁴ (...) a selfie, and the worst thing – I can't use my ⁵ (...) speaker. I wanted to ⁶ (...) a link with a friend today and ⁷ (...) a video. Oh no! I also need to ⁸ (...) a post and an embarrassing ⁹ (...) I posted last night before anyone sees them! Help!

5 CHALLENGE Choose six adjectives from the wordlist. Write sentences that are true for you.

GRAMMAR

6 Choose the correct option.

- I'm usually walking / I usually walk* to school.
- I'm feeling / I feel* happy when I can stay in bed on Saturday morning.
- I'm studying / I study* a lot at the moment.
- My best friend *needs / is needing* a new phone now.
- I learn / I'm learning* how to play a new computer game. It's hard!

7 Complete with the Present Simple or Present Continuous form of the verbs in brackets.

A: What music ¹ (...) (Uncle Ted/like)? It's his birthday next week and I ² (...) (not know) what he ³ (...) (want).

B: He ⁴ (...) (listen) to a lot of music. Maybe some wireless earbuds?

A: You ⁵ (...) (not do) much right now. Can you help Grandma with her mobile?

B: What ⁶ (...) (she/try) to do?

A: Use social media, but she ⁷ (...) (not know) how to update her story. She ⁸ (...) (want) to post a selfie.

8 Complete the tips with the correct form of the verbs in brackets.

Technology tips

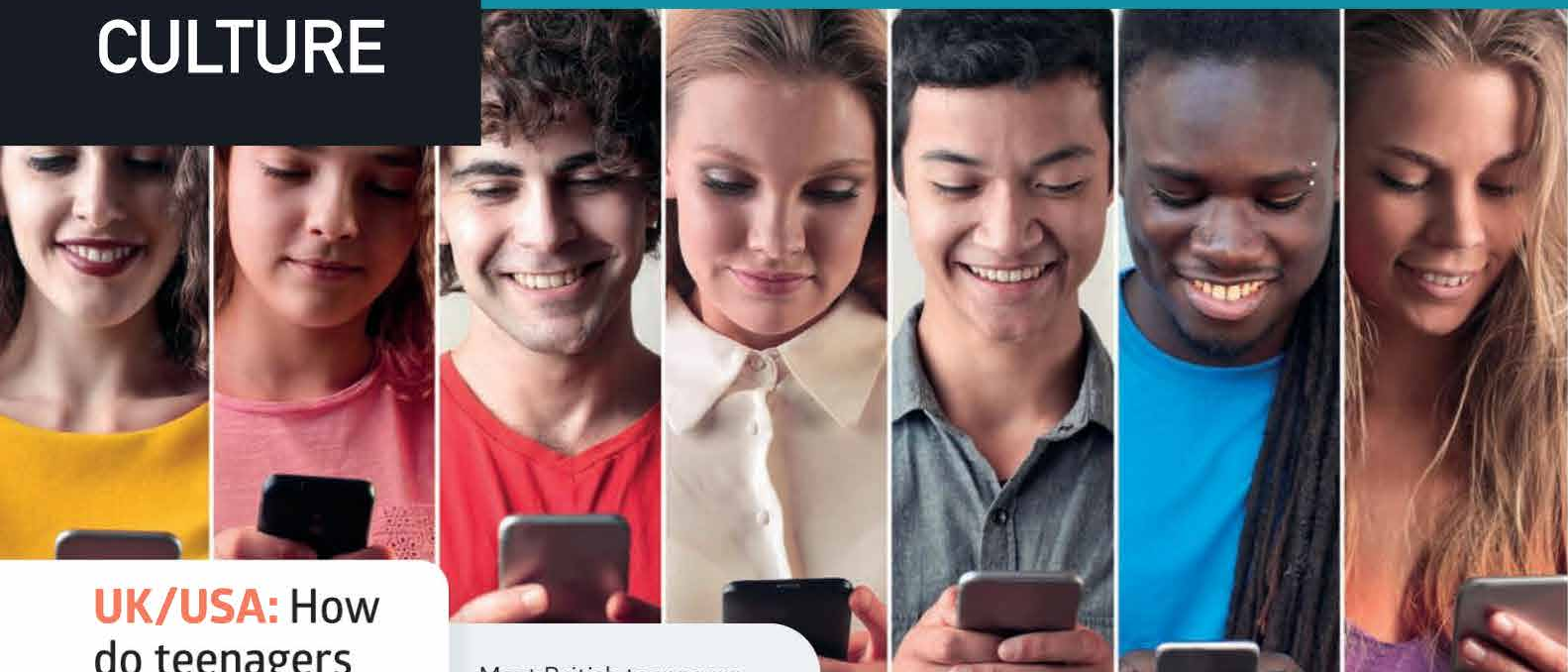
- Don't agree (...) (share) a link without knowing it's safe.
- Avoid (...) (spend) too much time looking at screens.
- Stop (...) (work) on your laptop and have a screen break when your eyes feel dry and tired.
- Practise (...) (use) a new app before you really need it.
- Remember (...) (save) a document when you finish (...) (work) on it.

9 CHALLENGE Write six sentences that are true for you in the Present Simple and Present Continuous. Include verb patterns. Use these words and phrases.

always at the moment enjoy need
sometimes these days

DICTATION

- 10 1.17 Listen. Then listen again and write down what you hear during each pause.



UK/USA: How do teenagers use their mobile phones?

Most British teenagers own a mobile phone. These 'screenagers' spend a large part of their day online, looking at screens.

They can connect when and where they like with their smartphones and tablets. Apparently, UK teenagers avoid using smartphones to call their friends. Instead, they prefer to watch video clips, play games, share photos and stories, and send instant messages. As for social media, teens like keeping in touch via the latest apps and videos. They leave older websites and apps to their mums and dads! The same applies to teenagers in the USA.

Teenagers may be connected all the time, but there is one place where most UK teenagers can't use their digital devices: school! In the UK, there is no law about phone use in schools, but teachers can ban devices from students if necessary. However, not all teachers agree and some even try to use smartphones in class.

A recent British report said that banning smartphones from schools will give students more time for their education. It said that smartphones are a distraction, make students less productive and are bad for learning.

However, in the US, it's a different story. Recently, some schools across the US decided to allow students to use smartphones at school. They said that smartphones can be an excellent resource in the classroom. We carry a lot of information in our pockets and this information can be really useful. In these schools, smartphones can definitely make you smarter!

ban (v) not allow something

distraction (n) something that stops you thinking clearly

1 Look at the photo. What can you see?

2 1.18 **VISIBLE THINKING** In pairs, follow these steps.

WHAT MAKES YOU SAY THAT?

- 1 Study the discussion questions and give your opinion.
 - a Are smartphones a necessary part of our lives?
 - b Do you think teenagers use smartphones too much?
- 2 Read the article and discuss the questions.
 - a Do you think it is a good idea to use phones in class? Why?/Why not?
 - b Can smartphones make you smarter? How?

3 Read the article again and answer the questions.

- 1 How are teenagers in the UK similar to teenagers in the USA?
- 2 How can teachers stop students from using mobile phones in the classroom?
- 3 Do all teachers in the UK stop students from using their smartphones in class?
- 4 Why do some teachers in the US want students to use smartphones in class?

4 In pairs, discuss the questions.

- 1 Are you a 'screenager'? Do you find it hard not to use your phone?
- 2 How do you think mobile phones change how people communicate with each other?



5 In pairs, look at the photos. What information do you think they show about phones?

6 8 Watch the video. What information are scientists trying to find?

7 8 Watch the video again and choose the correct option.

- 1 The professor secretly sends text messages so she can *contact / see the stress levels in people*.
- 2 Matt and Natalie take a break from *work / digital devices*.
- 3 Natalie *wanted / didn't want* her phone back so soon.
- 4 After the break, Matt and Natalie used their phones *as usual / less*.

8 In pairs, discuss the questions.

- 1 Do you think using technology is a bad habit? Why?/Why not?
- 2 Do you think we should take more breaks from technology? Why?/Why not?

PROJECT TIME



In groups of three, prepare a digital presentation about an app that you think is missing, but would be very useful in your daily life. Follow these steps.

- 1 In your group, brainstorm ideas and choose a new app for your daily life.
- 2 Individually, create your part of the presentation.
- 3 In your group, put all the parts together and create your presentation.
- 4 Share your presentation with the class.

SUSTAINABLE
DEVELOPMENT
GOALS



To ensure that everyone has access to healthcare and healthy lives.

What can we do?

Discuss this statement:

Technology has helped to improve our health and quality of life. However, the overuse of technology in our daily life is also deteriorating our health.

Wild and beautiful

2

VOCABULARY

Weather | Weather forecasts | Adverbs of degree |
Camping collocations | In the wild

GRAMMAR

Past Simple (regular and irregular verbs) | Past Continuous and Past Simple

COMMUNICATION

Criticising and explaining | An article describing your local area and climate

FUTURE SKILLS



Critical Thinking (Amazing places) | Self-management (Attention to detail) |
Self-management (Keeping calm)

VIDEOS



Grammar Animation | Grammar in Action | Street Talk | Everyday English



Rising water

Lorenzo Quinn's sculpture in Venice, Italy, makes us think about the problem of rising sea levels. This isn't because of rain but because of climate change. Rising temperatures have caused ice in the Arctic and Antarctic to melt faster. As a result, sea levels are rising. Other cities, located near the sea, are also affected by global warming. Jakarta in Indonesia and New Orleans in the USA are sinking about five

centimetres a year, so they may be under water by 2100. In cities like these, strong winds from storms and hurricanes make flooding worse. Trees can help us to fight climate change. They not only help to clean the air, but they also keep places cool. When there is heavy rain, tree roots can keep soil in place so that it isn't washed away in floods. For these reasons, we should plant lots of trees each year.



- Look at the photo of the sculpture in Venice, Italy. What do you know about Venice?
-  Read the article *Rising water* and answer the questions.
 - What does the sculpture represent?
Rising sea levels
 - Why are sea levels higher?
 - What problem do the cities Jakarta and New Orleans share?
 - What are the benefits of planting trees?
-  **2.01** Study the Vocabulary A box and complete the table with the correct nouns. Listen and check.

VOCABULARY A Weather 1

	Noun	Adjective
	<i>cloud</i>	cloudy
		foggy
		icy
		rainy
		snowy
		stormy
		sunny
		windy

WATCH OUT!

To describe the weather, we use *it's* + adjective.

It's rainy/foggy/windy.

Rain and *snow* can be verbs too.

It's raining/snowing.

It rains/snows here every day.

-  In pairs, describe the weather for two days this week.
On Monday, it was cold and rainy.
Yesterday, it was cloudy and warm.
-  **2.02** Study and listen to the Vocabulary B box. Check you understand the words.

VOCABULARY B Weather 2

breeze drought flood gale hurricane lightning
shower sunshine thunder

-  **2.03** Complete the sentences. Listen and check.

- When the wind isn't very strong, it's a *breeze*.
- You always see the (...) before you hear thunder.
- When water from a river covers the roads, there's a (...).
- It's a bright, warm day with no clouds. There's lots of (...).
- There isn't much rain, just a little bit of a (...).
- The wind is strong. It might be a (...) or a (...).

-  **2.04 WORD FRIENDS** Complete the weather forecast phrases with these words. Listen and check.

bad climate cold dry ~~low~~ rising

- The weather forecast is for ...
 - heavy rain/snow.
 - strong winds.
 - high/*low* temperatures.
 - It will be ...
 - ten degrees Celsius (10°C).
 - minus five degrees.
 - wet/(...).
 - cool/warm.
 - boiling hot.
 - freezing (...).
 - The temperature is (...)/falling.
 - The weather is good/(...)/fine.
 - This area has a hot/mild/cold (...).
-  In pairs, ask and answer the questions.
 - Do you know what the temperature is today?
 - What's the weather like?
 - What's the forecast for this evening/next week?
 -  **2.05** Listen to three weather forecasts. Which city is the warmest at the moment?



Krakow



Barcelona



Istanbul

-  **2.05**  Listen again and complete the weather forecasts. Then, in pairs, compare your answers.
 - Krakow: (...), (...), (...)
 - Barcelona: (...), (...), (...), (...)
 - Istanbul: (...), (...), (...), (...)

Past Simple (regular and irregular verbs)

- 1 Do you enjoy storms? Why?/Why not?
- 2   2.06 Read the article. Find three unusual facts about the colour, place and number of lightning strikes it describes.
- 3 Study the Grammar box. Find the Past Simple forms of these verbs in the article. Which are regular? Which are irregular? Why is this hard to decide with negatives and questions?

create feel happen know look mean
move save see spot stay take use want

GRAMMAR

Past Simple (regular and irregular verbs)

We use the Past Simple with regular and irregular verbs to talk about finished states and actions in the past.

Regular verbs

It **looked** pinkish orange.

The storms **didn't move**.

When **did** that **happen**?

Irregular verbs

We **saw** an unusual storm.

I **didn't know** what to do.

Did you **take** any photos? Yes, I **did**./No, I **didn't**.

We use the Past Simple with past time expressions, e.g. yesterday; last week/year; two hours/days/weeks/years ago; in April; in 1595.



9 Grammar Animation

- 4 Rewrite the sentences in the affirmative form.
 - 1 The Catatumbo storms didn't happen in Venezuela.
The Catatumbo storms happened in Venezuela.
 - 2 The lightning didn't scare the sailors in 1595.
 - 3 Sailors didn't see strange lightning.
 - 4 The lightning didn't appear in the same place again and again.
- 5 Rewrite the sentences in the negative form.
 - 1 The sailors saw green lightning.
The sailors didn't see green lightning.
 - 2 The sailors felt excited about the storm.
 - 3 Sailors thought the Catatumbo storms were normal.
 - 4 The storms were over the sea.
- 6 Complete the sentences with past time expressions to make them true for you.
 - 1 I saw snow (...).
 - 2 We had really bad weather (...).
 - 3 We loved the warm weather on our holiday (...).
 - 4 I went out in the rain (...).

Venezuela's special storm



You might find storms fascinating or frightening. But can they be positive? If you live in Venezuela, your answer may be yes!

- In 1595, a storm in Venezuela saved the country.
- 5 How did that happen? Foreign sailors wanted to attack, but they saw strange lightning. It looked pinkish orange, so they didn't know what it was. They felt scared. In the bright light of the storm, soldiers on land spotted the ships.
 - 10 This took place over Lake Maracaibo on the Catatumbo River. It is an area famous for its special storms. Long ago, sailors used storms in the same way as lighthouses: to help them find their way. The geography of the high mountains by the lake created unusual but perfect storm conditions. It meant that the storms didn't move – they stayed in the same place.
 - 15 Nowadays, the Catatumbo Lightning holds a Guinness World Record as the place with the most lightning bolts per square kilometre.
 - 20

7 Make questions in the Past Simple.

- 1 who / Marianna / meet / ?
Who did Marianna meet?
- 2 what / Professor Mendes / study / ?
- 3 when / Marianna / go to Lake Maracaibo / ?
- 4 how many storms / she / see / ?
- 5 where / she / put / the photos / ?

- 8  2.07 For each question in Exercise 7, write the beginning of the answer, with the main verb. Then listen to the interview and complete the answers.

1 *Marianna met ...*

- 9  **CHALLENGE** In pairs, ask and answer the questions about the last storm you saw.

- 1 Where were you?
- 2 When did it happen?
- 3 Did you see lightning and hear thunder?
- 4 How did you feel?

- 1 What do you do when it's very hot outside? Add your own ideas.

go outside have a cold drink stay inside
wear cool clothes

- 2   2.08 Look at the photo. Then read and listen to the article. What does Miguel like about the place where he lives?

- 3 Look at the two sentences in red in the article. Which one is a fact and which one is an opinion? Find more facts and opinions in the article.

- 4   2.08 Read and listen to the article again and choose the correct answers.

- 1 Miguel says that the temperature ...
 - a is the same in Beatty and Death Valley.
 - b makes you feel tired.**
 - c is normal for the time of year.
- 2 The volcano crater was ...
 - a quite cold.
 - b really unusual.
 - c not very big.
- 3 One night in the desert, Miguel ...
 - a felt worried about something.
 - b slept in the open air.
 - c saw something special in the sky.
- 4 According to Miguel, sand dunes ...
 - a look like mountains.
 - b can make noises.
 - c can be used for sport.
- 5 Which of the following is an opinion, not a fact?
 - a In March or April, it's cooler than in summer.
 - b Sand can make a noise.
 - c The trip was totally awesome.

- 5  2.09 Study the Vocabulary box. Find the phrases in the article and complete the table with the correct adverbs of degree. Listen and check.

VOCABULARY Adverbs of degree

Adverb + strong adjective	Adverb + regular adjective
1 <u>absolutely</u> boiling	4 (...) boring
2 (...) different	5 (...) strange
3 (...) awesome	6 (...) worried

AMAZING WORLD

On this blog, we publish articles about the most amazing places on our planet.

This week's article is by Miguel Garcia.

- 5 Miguel is from Beatty, USA, a town next to Death Valley National Park, which has record-breaking high temperatures.

A dangerously hot place

- What are summer temperatures like where you live? It's August, so it's 40°C in Beatty Town and 45°C in Death Valley, which is absolutely boiling. When you wake up this morning, your eyes feel dry and you don't want to move because it so hot.

- Some people think it's really boring in Death Valley, but I really love outdoor adventures in the desert. We usually go on a camping trip in March or April, when it's cooler than in summer. This year, we visited a huge volcano crater, about a kilometre wide. It was amazing, completely different from any other place! They filmed some famous science fiction movies there because it looks like another planet.

- The night sky is so clear in the desert that you can see thousands of stars. I wanted to sleep outside, but Dad was quite worried about scorpions, so I couldn't do that. I took some great photos of the Milky Way above us, though.

- Did you know that sand can make a noise? On the final day of our trip, we visited sand dunes at Mesquite and heard the sound of wind blowing the sand. It was very strange. We also tried sandboarding down the dunes. It's like snowboarding down a mountain, but on the sand. It was my favourite activity on a totally awesome trip.

- 6 Choose the correct option.

- 1 Wow! The sand dunes are absolutely / very amazing!
- 2 Your photos are *totally* / quite good.
- 3 This situation is *completely* / very ridiculous!
- 4 The stars in the desert sky look *really* / totally nice.

- 7 Make sentences about these things. Use adverbs of degree and adjectives from Exercises 5 and 6.

- 1 the place where you live
- 2 an interesting place to visit near you
- 3 things you do in summer
- 4 something you did last weekend

THINKING TIME

CREATE

Write a blog post about a special place/landmark in your area. Include facts and opinions.

EXPLORE

Go online to find and check facts.



VIDEO



GRAMMAR IN ACTION



1 10 2.10 Look at the photo. What do you think happened to Abe? Watch or listen and check.

- 2 Study the extract from the dialogue in Exercise 1. Find sentences that:
- describe the scene
 - show a longer action interrupted by or followed by a shorter action

Abe: I was walking in the park with Bea when we met Eren and Carla. They were playing with a frisbee, so I decided to take some photos. The sun was shining and we were having a great time, so we weren't thinking about the weather. Then, I noticed some dark storm clouds were getting closer. Eren was throwing the frisbee when suddenly lightning hit a tree near us, and I took a photo at the same time!

- 3 Study the Grammar box and add more examples from the extract in Exercise 2.

GRAMMAR Past Continuous and Past Simple

We use the Past Continuous to describe a scene in the past, and for an action that lasted for some time.

*It **was raining**.*

*We **weren't thinking** about the weather.*

***Were** you **running**? Yes, I **was**./No, I **wasn't**.*

We use the Past Continuous with the Past Simple for something that happened before or around another shorter action. We use *when/while* to connect them.

*Abe **downloaded** his photo **while** his dad **was making** a warm drink.*

*He **was throwing** the frisbee **when** lightning **hit** a tree.*

VIDEO



11 Grammar Animation

- 4 Complete the sentences with these words.

called studying was ~~were~~ when while

- They were playing cards when the teacher arrived.
- The birds were singing and the sun (...) shining.
- We were crossing the road (...) I fell over.
- I was (...) English all summer.
- Jim (...) while I was having dinner.
- (...) Sarah was watching TV, she had a brilliant idea.

- 5 Choose the correct option.

- We ~~drank~~ / were drinking hot chocolate when we heard / ~~were hearing~~ the thunder.
- The rain ~~started~~ / was starting while we ~~sat~~ / were sitting on the beach.
- George was travelling on the bus while / when he found a phone.
- I ~~took~~ / was taking a lot of photos while I ~~walked~~ / was walking in the desert.
- We were putting up the tent when / while the wind got stronger.
- Daisy ~~fell~~ / was falling on the ice while she ~~skated~~ / was skating with friends.

- 6 Complete the extract from an email with the Past Simple or Past Continuous form of the verbs in brackets.



Hi Sara,

How was your History trip? When I was studying History, we ¹ went (go) on a trip to France. It was spring, but it was freezing cold. One day, the weather suddenly ² (...) (change) while we ³ (...) (walk) in the hills. We soon ⁴ (...) (get) lost in the fog! Our teachers had to phone for help. While we ⁵ (...) (wait), I ⁶ (...) (hear) a strange noise. It was ...

- 7 **CHALLENGE** In pairs, talk about funny things that happened on a school trip. Use the Past Simple and Past Continuous.

BBC VIDEO

STREET TALK

- 12 Watch four people talking about a funny thing that happened on holiday. Choose two speakers and make notes about the holiday destination, weather or transport details, and the funny thing that happened.



- 1 Look at the photos. Do you enjoy being outdoors? Why?/Why not? Compare your ideas with the class.

- 2 2.11 Listen to an advert for an activity camp. Decide if the sentences are true or false.

- 1 The camp is a summer camp.
- 2 The camp is for families.
- 3 The campsites are in different locations.

- 3 2.12 **WORD FRIENDS** Complete the phrases with these verbs. Listen and check.

discover listen look make (x2) sleep watch

- 1 *discover* unusual plants
- 2 (...) outside
- 3 (...) a shelter
- 4 (...) to the wildlife
- 5 (...) the stars
- 6 (...) for wild animals
- 7 (...) a fire

- 4 2.13 Listen to Poppy talking about Wild Adventure camp and complete her diary with activities from Exercise 3.

Monday: ¹ *make a shelter*
 Tuesday: ² (...)
 Wednesday: ³ (...)
 Thursday: ⁴ (...)
 Friday: ⁵ (...)

- 5 2.13 Listen again and answer the questions.

- 1 Why didn't Poppy sleep outside in the end?
- 2 Why didn't she listen to the wildlife?
- 3 Why weren't there any spiders in the camp?
- 4 What did Poppy see in the cave?

- 6 2.14 Study the Vocabulary box. Complete the table with these words. Listen and check.

VOCABULARY In the wild

bat bear ~~cave~~ leaf path sky spider star
 sunset waterfall wildlife

Elements of landscape

Wild animals

cave

- 7 **I KNOW** In groups, add more words to each category in Exercise 6. Each word scores a point. Which group wins?

- 8 Choose the correct option.

- 1 My favourite season is autumn, when the stars / *leaves* fall off the trees.
- 2 We walked into the *cave* / waterfall where it was cold and dark.
- 3 In the distance there was something big and brown. A bear / spider was standing and looking at us.
- 4 At the end of the day, there's an amazing path / sunset over the lake.
- 5 The sun was shining and the sky / star was blue – a perfect day to go out on the boat.

- 9 Choose the correct option to make the sentence true for you. Then write a short paragraph.

I'd love / hate to go to an adventure camp because ...



VIDEO



EVERYDAY ENGLISH

- Abe: Bea? What are you doing?
 Bea: Abe, hi! I'm trying to help Mum with the garden. Can you give me a hand?
 Abe: Yeah, no problem. I know you know about gardening, but I don't.
 Bea: Don't worry. It's easy. You can take the weeds out of this flower bed. Is that OK?
 Abe: Sure.
 Bea: You put the weeds in here ... See? And these are Mum's favourite flowers, OK? So, be careful. Right, I have to cut the grass.
 Abe: Weeds bad, flowers good. Flowers, weeds. Got it.
Later ...
 Bea: What's going on?
 Mum: What's going on? My poor flowers!
 Bea: What? I didn't realise ... Mum, I can explain.
 Mum: Honestly! Why did you do that?
 Abe: Aunt Penny? It's my fault. I didn't mean to pick your flowers. I was helping Bea and I thought they were weeds.
 Mum: I see. Abe, were you really trying to help?



**SOUNDS
GOOD!**

Can you give me a hand? •
 No problem. • Got it.

- 1 13 2.15 Look at the photo and think of reasons why Bea and Abe are working in the garden. Do you think they are enjoying it? Watch or listen and check.

- 2 Why do you think Abe did the wrong thing?

FUTURE SKILLS



In groups, discuss the questions.

- 1 Why is it important to give clear instructions?
- 2 Why is it important to look and listen carefully?

- 3 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING Criticising and explaining

Criticising

What's going on?

Why did you do that?

Explaining and apologising

I can explain. I'm so sorry. I thought ...

I didn't mean to ... I didn't realise ...

Accepting explanations and apologies

I see. That's all right. Never mind.

- 4 2.16 Complete the dialogues with phrases from the Speaking box. Listen and check.

- 1 A: Hey, why did you take my seat?
 B: Oh. I *didn't realise* you were sitting there.
- 2 A: What's (...) ? This is my phone!
 B: Oh, sorry!
 A: Never (...). It does look like yours!
- 3 A: Oh dear! I just shouted at my friends.
 B: (...) that?
 A: I was angry. I (...) to hurt their feelings.

SPEAKING TIME



In pairs, follow the instructions to role play a dialogue. Then swap roles.

- Student A: Phone your friend. Apologise and say that you don't want to go camping. Add extra information if possible.
- Student B: Accept your partner's apology and ask why they don't want to go camping.
- Student A: Explain your reasons. Add as many reasons as you can.
- Student B: Accept your partner's explanation.

ARTICLES
WANTED

Write about your local area and climate. Email your article to us – we'll put the best ones in our magazine.

Is Lima a good place to visit?

Everybody knows that Peru has got lots of mountains, but Lima, where I live, is on the coast. It's often very cloudy here, but it isn't often rainy. Sometimes I think it's very cloudy here, but the climate is just right. For example, it's usually between 15°C and 25°C, so it's never boiling hot or freezing cold. Don't come here between June and September, though, as it's often very foggy.

In Lima, you can find great food and music everywhere. There are lots of activities such as adventure sports. Last year, while my little cousin, Jorge, was staying with us, we went to the beach at Barraca. My cousin looked up and saw a 'big bird'. At first he was quite worried and then he realised that somebody was paragliding. It looked amazing!

If you want to visit somewhere outside Lima, the Palomino Islands are about forty-five minutes away by boat. We took my cousin there in November. The sun was shining and the sea was warm. While we were travelling, some big sea lions swam past! To sum it up, you can have a totally fantastic experience here. There isn't anywhere better!



- 5 Study the Language box. Find five indefinite pronouns in the article. Then use indefinite pronouns to write some true sentences about your local area.

There are mountains everywhere in my local area.

LANGUAGE

Indefinite pronouns

People	Things	Places
somebody/-one	something	somewhere
everybody/-one	everything	everywhere
anybody/-one	anything	anywhere

- 1 Is your local area a good place to visit? Why?/Why not?
- 2 Read the advert and article. Would you like to visit Lima? Why?/Why not?
- 3 Read the article again. Which of these things does it mention and in which paragraph?

a food and music	2	d population
b location		e weather and climate
c another place nearby		f activities
- 4 Study the Writing box. Make similar true sentences about the area where you live.

WRITING

An article describing your local area and climate

Describe the area, weather and climate

- 1 Lima, where I live, is on the coast.
It isn't often rainy.
The climate is just right.

Describe typical activities and places

- 2 You can find great food and music everywhere.
There are lots of activities ...
The Palomino Islands are about forty-five minutes away ...

Give examples

For example, ... One/An example is ... , like ...
... such as ...

WRITING TIME



Write an article for the advert.

FIND IDEAS

Make notes for your article. Think about:

- some facts about the weather, climate and things to do where you live
- a trip you went on. Think about the situation and what you did

PLAN

Organise your ideas into three paragraphs. Use the article in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft article. Use the Writing box and the Language box to help you.
- Share your article with another student for feedback.
- Write the final version of your article.

CHECK

- Check language: did you use indefinite pronouns correctly?
- Check grammar: did you use the Past Simple and Past Continuous to illustrate your points?

WORDLIST

2.17

Weather 1

cloud (n)
cloudy (adj)
fog (n)
foggy (adj)
ice (n)
icy (adj)
rain (n)
rainy (adj)
snow (n)
snowy (adj)
storm (n)
stormy (adj)
sun (n)
sunny (adj)
wind (n)
windy (adj)

Weather 2

breeze (n)
drought (n)
flood (n)
gale (n)
hurricane (n)
lightning (n)
shower (n)
sunshine (n)
thunder (n)

Word friends

(weather forecasts)

boiling hot (adj)
cool/warm (adj)
degrees Celsius (n)
freezing cold (adj)
heavy rain (n)
heavy snow (n)
high/low temperature (n)
hot/mild/cold climate (n)
minus five degrees (n)
strong winds (n)
the temperature is rising/
falling (phr)
the weather is bad/cool/dry/
fine/good/warm/wet (phr)
wet/dry (adj)

Adverbs of degree

absolutely (boiling) (adv)
completely (different) (adv)
quite (worried) (adv)
really (strange) (adv)
totally (awesome) (adv)
very (boring) (adv)

Word friends

(camping collocations)

discover unusual plants (phr)

listen to the wildlife (phr)
look for wild animals (phr)
make a fire (phr)
make a shelter (phr)
sleep outside (phr)
watch the stars (phr)

In the wild

bat (n)
bear (n)
cave (n)
leaf (n)
path (n)
sky (n)
spider (n)
star (n)
sunset (n)
waterfall (n)
wildlife (n)

EXTRA WORDS

adventure (n)
Antarctic (n)
Arctic (n)
bright (adj)
camping trip (n)
conditions (n)
desert (n)
find your way (phr)

foreign (adj)
grow (v)
huge (adj)
lake (n)
land (n)
lighthouse (n)
local (adj)
melt (v)
Milky Way (n)
mountain (n)
ocean (n)
perfect (adj)
planet (n)
record-breaking (adj)
root (n)
sand dune (n)
scared (adj)
scorpion (n)
sea level (n)
sink (v)
sleep in the open air (phr)
soil (n)
special (adj)
treetop (n)
volcano (n)
wash away (v)
weather forecast (n)

1 Use the wordlist to find these things.

- two weather words that refer to too much or too little water *flood, ...*
- six pairs of opposite adjectives
- three animals
- three things you can see in the sky

2 Match words 1–8 with words a–h to make phrases. In pairs, use the wordlist to check your answers. Then make true sentences using four of the phrases.

- | | |
|----------------|---------------|
| 1 low <i>g</i> | a a shelter |
| 2 absolutely | b the stars |
| 3 make | c Celsius |
| 4 watch | d weather |
| 5 sleep | e snow |
| 6 heavy | f boiling |
| 7 degrees | g temperature |
| 8 warm | h outside |

3 Choose the odd one out.

- cloudy thunder rainy foggy
- breeze rain wind gale
- rainy snowy sunny icy
- cave temperature waterfall leaf

4 Complete the sentences about the weather with words from the wordlist. Then, in pairs, talk about the type of weather you prefer and the type of weather you don't like.

- The roads are *icy* today, so please drive very carefully.
- It's freezing (...) today, so wear your warmest clothes.
- The weather forecast said it will be thirty (...) Celsius today. That's hot!
- I can hear (...). Can you see any lightning?
- The river is (...) quickly because of all the rain. I hope there won't be a flood.

5 In pairs, make true sentences using strong adjectives and adverbs of degree from the wordlist.

The weather today is absolutely amazing!

6 CHALLENGE Add words from the Extra word list to these groups of related words and phrases.

- | | |
|----------------------------------|----------------------------|
| 1 lava, eruption, <i>volcano</i> | 4 pond, pool, (...) |
| 2 big, large, (...) | 5 galaxy, universe, (...) |
| 3 branch, root, (...) | 6 go under, descend, (...) |



VOCABULARY

1 Choose the word that does NOT go with the noun in bold.

- dry / cloudy / sunshine / rainy **WEATHER**
- high / low / rising / fine **TEMPERATURE**
- absolutely / totally / very / completely **AWESOME**
- falling / mild / hot / cold **CLIMATE**
- listen to / discover / sleep / look for **WILDLIFE**

2 Complete the words in the email.



Dear students,

This year's Science project is a camping trip. Here are some of the things we want to do:

- look for ¹ **wi**(...) animals and birds
- ² **di**(...) unusual plants
- walk on an amazing ³ **pa**(...) around the lake and through the forest
- make a ⁴ **sh**(...) that can protect you from the rain and wind
- listen to the sounds of birds and other ⁵ **wi**(...)
- ⁶ **sl**(...) outside and watch the ⁷ **st**(...)

Pack clothes for ⁸ **ra**(...), windy and even ⁹ **st**(...) weather.

Thank you,

Your Science teachers

3 Complete the definitions with the correct word.

- (...) weather is when precipitation falls as white flakes.
- (...) conditions happen when temperatures below 0°C change water.
- (...) plants and animals don't live with people.
- A (...) is the green part of a plant that uses sunshine.

4 Complete the description with these words. There is one extra word.

absolutely foggy hurricane icy mild paths sunset wet

My country has a ¹ (...) climate – it's never freezing or ² (...) boiling. On winter mornings, it is often ³ (...), so you can't see a thing. On colder mornings, the roads and ⁴ (...) can be ⁵ (...), you have to be very careful when you're walking. Because it rains a lot, people think England has a ⁶ (...) climate, but actually it rains more in other countries. Thankfully, we rarely have dangerous weather like a ⁷ (...) or a tornado.

5 **CHALLENGE** Look at Exercise 3 and write six more definitions.

GRAMMAR

6 Choose the correct option.

- A: I *hear* / *heard* a bat flying in my room last night.
B: How did you *know* / *knew* it was a bat?
- A: I didn't *see* / *saw* you at school yesterday afternoon.
B: That's because I *go* / *went* to the doctor after lunch.
- A: Which places did your parents *visit* / *visited* in Scotland last summer?
B: Mostly lakes and mountains. They *stay* / *stayed* away from the cities.
- A: Why did Dr Sanchez *take* / *took* photographs of the volcano?
B: He *want* / *wanted* to show them to some colleagues.

7 Make questions in the Past Simple.

- you / go / for a walk / yesterday / ?
- you / have / dinner with your grandparents / at the weekend / ?
- you / sing / songs / at school / ?
- where / you / go / on holiday / last year / ?
- who / you / chat to / on social media / last night / ?
- what time / you / get up / today / ?

8 Complete the sentences with the Past Simple or Past Continuous form of the verbs in brackets.

- My mum (...) (see) a bright star when she (...) (watch) the night sky.
- We (...) (walk) home in rainy weather yesterday when we (...) (hear) thunder.
- While I (...) (do) my homework, my cat (...) (jump) onto my desk.
- Dad (...) (find) a scorpion in his shoe once when he (...) (camp) in the desert.
- When I (...) (leave) home this morning, it (...) (rain).

9 **CHALLENGE** Write six sentences that are true for you. Describe last weekend and what you did. Use the Past Simple and Past Continuous tenses.

DICTIONATION

10 2.18 Listen. Then listen again and write down what you hear during each pause.

Learning Experience 1



Context:
Personal/Social

Role-play a bad situation with a positive solution

A My phone was new a week ago!
Aargh!

B Whaaat? Who took my wheels?

C My favourite band are in town,
but I can't get a ticket.

D Oh, no! I'm making dinner for us all tonight
and I burnt the pizza!

Step 1 Think

- Look at the photos. In class, discuss the questions.
 - Imagine you are in situations A–D. How do you feel?

angry annoyed calm sad
stressed surprised worried
 - Which do you think is the worst situation? Why?
- In pairs, think of similar bad things that happened to you. Describe how you felt and what you did to solve the problem.
- Read the Useful Tips on page 37. In pairs, answer the questions.
 - Did you follow these tips to solve the problems in Activity 2?
 - Which tip do you think is the most useful? Why?
 - What other tips can you think of?



Keep calm when things go wrong

Step 2 Analyse

4 2.19 Listen to a conversation between Sam and Jess and choose the correct option.

- 1 Sam and Jess are talking about a problem with Sam's *mobile phone / bike*.
- 2 Jess suggests that Sam can go to school by *bus / train* with his *sister / brother*.
- 3 At first, Sam doesn't want to buy new *wheels / lights*, but at the end, he thinks he can do jobs for his *dad / mum* to get money to buy them.
- 4 Sam says he will *take the wheels off / lock the wheels to the rest of* the bike in the future.

5 2.19 Study the Useful Phrases box. Then listen again and write the expressions you hear.

6 Complete the text with these words.

bad calm happen help improve positive ~~problem~~ slowly

Sam has got a ¹ problem. His friend Jess tries to ² (...) him by focusing on ways to ³ (...) the situation, but Sam only focuses on his ⁴ (...) luck and more bad things that probably won't ⁵ (...). However, at the end, Sam keeps ⁶ (...), breathes ⁷ (...) and tries to solve his problem in a more ⁸ (...) way.

USEFUL TIPS

When something bad happens, it's important to keep calm and control negative feelings.

Breathe slowly.

Don't focus on your mistakes or bad luck.

Focus on things that you can do to improve the situation.

Don't think about more bad things that probably won't happen.

Remember that friends can give good advice.

USEFUL PHRASES

Helping someone in a bad situation

- Bad luck! What are you going to do?
- Can you ...?
- Why don't you ...?

Finding something good in a bad situation

- It isn't the end of the world.
- At least ...
- It's lucky that ...

Finding solutions

- I guess I can ...
- Maybe I can ...
- Perhaps the best thing is to ...

Step 3 Prepare

Resource: a problem-solution chart



7 In pairs, role-play a bad situation with a positive solution. Follow these instructions.

- Choose a situation from Exercise 1 or think of your own idea. Complete the problem-solution chart.
- Write the dialogue. Use expressions from the Useful Phrases box.

Student A: Describe the bad situation.

Student B: Suggest one or more solutions.

Student A: Reject the solution(s).

Student B: Encourage your friend to keep calm.

Student A: Be positive and decide on a solution.

- Practise your dialogue.

Step 4 Present

8 Role-play your dialogue for the class.

- **PEER REVIEW** Give your opinion. Does Student A manage to focus on positive solutions? Does Student B help him/her to do it?



REFLECTION TIME

Think about the task and answer the questions.

- What's the most important thing you have learned from this task?
- How do your friends usually help you when something bad happens?
- Do you know how to keep calm and positive in a bad situation now?
- Were you good at giving advice to your partner in the role play?
- Did you use language from Units 1 and 2? Give examples.

Tasty treats

3

VOCABULARY

Food | Cooking | Flavours | Food collocations | Describing food

GRAMMAR

Present Perfect with *ever*, *never*, *just*, *already* and *yet* | Present Perfect with *for* and *since* | Present Perfect and Past Simple

COMMUNICATION

Ordering food | An email to a friend

FUTURE SKILLS

Critical Thinking (Healthy foods) | Collaboration (Task management) | Creativity (Design a menu)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English | Culture

KNOW YOUR FOOD

Do you know these fascinating facts about everyday food?



- 1 You can eat them raw, cooked or in a hot, spicy sauce. In Africa, farmers use them to keep elephants away: they don't like the smell.
- 2 It's delicious boiled, roasted or in soup. It has beautiful flowers and you can eat its leaves. It looks like a potato, but it's different.
- 3 You can eat this small green or black fruit raw. Its oil is a basic ingredient in Mediterranean cooking. In Spain, they put it on toast instead of butter.
- 4 It's green on the outside, red on the inside, its seeds are black and it's good in salads. It's ninety-two percent water, so it makes delicious juice.
- 5 It comes in all shapes and sizes and we can eat this for breakfast, lunch and dinner. It's usually baked, but we can fry it too and it's great with butter on it!
- 6 This is made from milk and you can buy it in lots of different flavours. When it's frozen, it can make a fantastic dessert, especially when you add some nuts and fresh fruit.

- Look at photos A–F. Do you know any of these foods? Which did you eat yesterday?
- 3.01 Read the clues in the *Know your food* quiz and match them with photos A–F. Listen and check.
- 3.02 Study and listen to the Vocabulary A box. Write the words in the correct group.

VOCABULARY A Food

chillies garlic green pepper mushroom nuts oil olives
onion peach pear pepper pineapple sausage seeds
sweet potato tuna vinegar

Fruit	Vegetables	Meat/Fish	Snacks
chillies			
Condiments	Cereals	Dairy products	

- Choose the odd one out. Use the groups in Exercise 3 to help you. Explain your answers.
 - beef lamb sausage tuna
Tuna is a fish. The other three are kinds of meat.
 - chillies garlic nuts onion
 - butter cream noodles yoghurt
 - mushroom peach pear pineapple
 - burger curry salad soup
 - bread rolls flour honey toast
 - ice cream oil pepper vinegar

- 3.03 Complete the class survey with these words. Listen and check. What are your favourite three extra toppings on pizza? Discuss in pairs.

mushrooms olives onions peppers pineapple sausage tuna

FAVOURITE PIZZA TOPPINGS: CLASS SURVEY

Most pizzas have mozzarella cheese and tomato, but what are our school's top ten extra pizza toppings? Well, in our survey, it's clear that we like meat because number one is ¹ *sausage*, number four is beef and number five is chicken. Number two isn't a meat, but it isn't a fruit or a vegetable, either. It's ² [...] – in thin slices, of course. Number three is a very useful vegetable that we use in lots of recipes: ³ [...]. Number six is extra cheese, number seven is green ⁴ [...]. Number eight is ⁵ [...] but black ones, not green. Number nine is a fish: it's ⁶ [...]. And finally, number ten is surprising because it's a fruit: ⁷ [...]! Yes, I know. I think it's strange too.

- 3.04 Study and listen to the Vocabulary B box. In pairs, ask and answer the questions.

VOCABULARY B Cooking

boiled cooked flavour fresh fried frozen
ingredients raw recipe roasted sauce

- Do you prefer boiled potatoes or fried potatoes? Raw carrots or cooked carrots? Fresh fruit or frozen yoghurt?
 - How often do you eat roast chicken? How often do you have hot, spicy sauces?
 - Who does the cooking in your house? Do they prefer easy recipes or difficult ones with lots of ingredients?
- 3.05 Study and listen to the Vocabulary C box. In pairs, say which flavours of ice cream you love/can't stand.
I love vanilla ice cream, but I can't stand chocolate ice cream.

VOCABULARY C Flavours

chocolate coconut coffee mango
melon mint strawberry vanilla

WATCH OUT!

We can use flavours as nouns or as adjectives. When we use them as adjectives, they always appear in singular form.

*I like **strawberries**.* (noun)

*I like **strawberry** ice cream.* (adjective)

- 3.06 Listen to two people talking about ice cream flavours and answer the questions.
 - Which ice cream flavours do these people mention?
 - Which ice cream flavours are unusual?
 - Which ice cream flavour is fake?
- CHALLENGE** Answer the questions.
 - Which meal is your favourite? Say why.
• breakfast • lunch • dinner
Breakfast is my favourite meal because it's the first meal of the day and I'm always hungry.
 - Which of the foods in the lesson do you love eating at these meals or as a snack?
I love eating toast with olive oil and some fruit for breakfast.

VIDEO



GRAMMAR IN ACTION



1 Answer the questions.

- 1 What is a full English breakfast?
- 2 What is a typical breakfast in your country?
- 3 What do you have for breakfast?
- 4 Do you have a different breakfast on weekdays and at the weekend?

2 14 3.07 Watch or listen and answer the questions.

- 1 What does Bea have for breakfast?
- 2 What does Abe think of her breakfast?
- 3 What do you think of it?

3 Study the Present Perfect sentences (1–6) from the dialogue in Exercise 2. Find:

- a an opinion **6**
- b something that has recently happened
- c a completed action
- d an action that is not complete
- e a question about general experience
- f a 'no' answer about general experience

- 1 Have you **ever** tried it?
- 2 I've **just** got up.
- 3 I haven't eaten my fried egg **yet**.
- 4 I've **already** eaten.
- 5 I've **never** heard of anyone eating beans for breakfast.
- 6 That's the worst thing I've **ever** tasted.

4 Study the Grammar box and check your answers in Exercise 3.

GRAMMAR

Present Perfect with *ever*, *never*, *just*, *already* and *yet*

We use *ever* to ask about general experience, and *never* when the answer is *no*.

Have you ever tried beans on toast?

Yes, I *have*. / No, I *haven't*.

I've never tried it.

We use *just* for an action that finished a short time ago.

Bea's just got up.

We use *already* for complete actions, and *yet* for incomplete actions.

We've already eaten. She hasn't woken up yet.

Have you finished yet?

VIDEO



15 Grammar Animation

5 Make sentences in the Present Perfect.

- 1 Abe / just / eat / breakfast / .
Abe has just eaten breakfast.
- 2 Bea / not have / her fried egg / yet / .
- 3 Bea / already / eat / a plate of beans / .
- 4 Bea / never / try / brown sauce with crisps / .
- 5 you / ever / taste / strong tea / ?
- 6 you / have / your breakfast / yet / ?

6 3.08 Complete the dialogue with the Present Perfect form of the verbs and the words in brackets. Listen and check.

Joe: I want to go out for my birthday on Friday, but I ¹ *haven't decided where to go yet* (not decide/ where to go/yet).

Kim: ² (...) (you/try/that new Japanese restaurant/yet)?

Joe: No, I haven't. Have you?

Kim: Yes, I ³ (...) (already/be) there twice. The noodles are great! ⁴ (...) (you/ever/eat) sushi?

Joe: No, ⁵ (...) (I/never/try) Japanese food.

Kim: You should. It's brilliant.

Joe: OK, that's it. ⁶ (...) (I/just/book) a table for four for next Friday night.

7 Complete the sentences to make them true for you. Then, share them with a partner.

- 1 I've already *had some fruit this morning*.
- 2 I've just (...).
- 3 I (...) yet.
- 4 I've never (...).
- 5 (...) is the worst (...) I've ever (...).
- 6 (...) is the best (...) I've ever (...).

8 **CHALLENGE** In pairs, ask and answer questions about places to eat where you live.

Have you ever eaten at Big Burger Bar?

1 Look at the foods in the photos. Which ones have you tried before? Which one do you like the most/least?

2  3.09 Read and listen to the article quickly. Then choose the correct answer. The article looks at five foods and describes ...

- a how much they cost.
- b how healthy they are.
- c how to cook them.

3 Read the article again and complete the sentences with 1–3 words from the article.

- 1 Your memory can improve if you eat *chocolate regularly*.
- 2 Dark chocolate is better for you than (...).
- 3 Salmon can stop you having (...).
- 4 Pickles are good in burgers or on their own as a (...).
- 5 You should eat pickles if you are (...).
- 6 Eating raw pumpkin seeds is (...).
- 7 You can add garlic to all sorts of (...).

4  3.10 Find adjectives formed from these nouns in the article and write them. Listen and check.

- | | |
|-------------------------|----------|
| 1 health <i>healthy</i> | 6 taste |
| 2 juice | 7 salt |
| 3 butter | 8 spice |
| 4 fat | 9 cream |
| 5 crunch | 10 crisp |

5   In pairs, ask and answer questions about foods using adjectives from Exercise 4.

A: *Are raw carrots crunchy or juicy?*

B: *They're crunchy. Are peanuts creamy or salty?*

6  3.11 **WORD FRIENDS** Find these phrases in the article and complete the sentences. Listen and check.

add ... to full of good/healthy for
go well with protect ... from

- 1 I love sweet things that are *full of* sugar.
- 2 I think pickles (...) cheese.
- 3 I (...) too much salt (...) my food.
- 4 I never eat anything that isn't (...) me.
- 5 I try to eat foods that can (...) me (...) illnesses.

7  In pairs, say if the sentences in Exercise 6 are true for you.

Five superfoods – they're tasty and healthy!

Eating chocolate regularly seems to improve your ability to multitask, to understand abstract ideas and to remember things like phone numbers.

- 5 It's good for your skin and keeps your heart healthy too! But it must be dark chocolate with 75–80 percent cocoa, not chocolate cake full of sugar!



- 10 Fresh or frozen, raw or cooked, salmon is a juicy fish with a rich, buttery flavour. It's also full of omega-3 fatty acids. Studies have shown that omega-3 can protect you from serious health problems such as heart disease, dementia and some kinds of cancer. It's also good for your eyesight and your hair. Salmon is the medicine your body needs.



- 20 We often eat pickles in a burger or sandwich. But have you ever thought of eating pickles as a crunchy snack instead of crisps or peanuts? You should because they're very good for you. Pickles also have a positive effect on the brain: they help shy and nervous people feel more relaxed.



- 30 If you've never tried pumpkin seeds, you should. These tasty little treats give you energy, make you feel happy and help you sleep better. Their slightly salty flavour goes well with all sorts of dishes, but it's healthier for you to eat them raw. Add them to salads, breakfast cereal or fruit and vegetable smoothies. Or just eat them as a healthy snack.



- 35 It's a medicine that keeps the common cold away, strengthens your bones and protects your heart. It can help you run faster and live longer. Its strong taste is great in recipes from spicy curries to creamy sauces. I fry it in olive oil until it's crispy and add it to salads. Have you guessed what it is yet? It's garlic!



THINKING TIME

EVALUATE

What new things did you learn about food from the article?

APPLY

Make a list of healthy and unhealthy food items you eat. Decide which items to increase, reduce or eliminate. How many are superfoods? Share your ideas with a partner.

- 1 What's your favourite flavour for a fruit juice or smoothie?
- 2  3.12  Read and listen to Ashley's blog post. In pairs, answer the questions.
 - 1 What surprises Ashley about Rio?
 - 2 How many types of fruit are there in Brazil?
 - 3 What drink did Ashley try?
- 3 Study the Grammar box. Which set of words and phrases, a or b, do we use with *for*? Which do we use with *since*?
 - a two o'clock, yesterday, Monday, last weekend, 1958
 - b five minutes, a few hours, a long time, two weeks, three years

GRAMMAR

Present Perfect with *for* and *since*; Present Perfect and Past SimplePresent Perfect with *for* and *since*

We use the Present Perfect with *for* and *since* for an action that started in the past and that still continues.

I've lived in Rio for many years. (a period of time)

They've had this bar since 1970. (a point in time)

Present Perfect and Past Simple

We use the Past Simple to say exactly when an action happened in the past and to give details.

We've been to São Paulo.

We went to São Paulo in 2018.

Have you ever drunk a mango smoothie? Did you like it?



16 Grammar Animation

- 4 Find more examples of the Present Perfect and Past Simple in the blog post.
- 5 Make sentences in the Present Perfect. Use *for* or *since*.
 - 1 I / not have / a chocolate bar / a month / .
I haven't had a chocolate bar for a month.
 - 2 my family / own / this café / 2010 / .
 - 3 we / not eat / any food / breakfast time / .
 - 4 you / see / our teacher / the last lesson / ?
 - 5 they / be / at the juice bar / half an hour / .
- 6 Decide if the sentences are correct or incorrect. Rewrite the incorrect ones.
 - 1 I've known Ashley for two years. *correct*
 - 2 Have you ever try cherry juice?
 - 3 We opened the café in 1964.
 - 4 Did you heard about custard apple?
 - 5 When have you try it?



The best drink ever!

We've been in Rio since yesterday afternoon. I'm so excited! My parents are from Brazil, but we haven't visited the country many times – the plane tickets are very expensive. Anyway, I'm in Rio now and I love it here, especially the juice bars. They're on every street corner. I've never seen so much fruit!

The owner of one juice bar, Rodrigo, has lived in Rio for many years. His father opened Rio's first juice bar in 1958. Many other bars have opened since then. I found out that there are 300 different types of fruit in Brazil! Some of them are very unusual. Have you heard of cashew apple? It looks like a red apple, but the cashew nut grows at the top of the fruit. It makes delicious juice. I've just had some!

Ashley

- 7  3.13 Complete the dialogue with one word in each gap. Listen and check.

Mia: ¹ *Have* you had any fruit juice yet today?

Leo: No, I ² (...) had any yet, but I'd like some now.

Mia: ³ (...) you ever tried sugar apple juice?

Leo: Yes, I ⁴ (...) some yesterday. Sugar apples look like pears! They're very good for you.

Mia: ⁵ (...) you like it?

Leo: Yes, I ⁶ (...). Why don't you try some?

Mia: Yeah. I'd love to try it. Where ⁷ (...) you buy it?

Leo: At the juice bar on the beach.

- 8   **CHALLENGE** Write questions about food in the Present Perfect and Past Simple. Then ask and answer the questions in pairs.

- Start with a general question with *ever* (Present Perfect).

Have you ever eaten ...?

- Then ask about details (Past Simple).

When did you try it? Did you like it?

What was it like?

- 1 Is it important to have a special cake on your birthday? Compare your ideas with the class.
- 2 3.14 Study and listen to the Vocabulary box. Can you add more words?

VOCABULARY Describing food

bitter delicious dry hard hot rich sour spicy sweet

- 3 3.15 Choose the correct option. Listen and check.
- I like chilli popcorn because it's so *sour* / *hot*.
 - This cupcake isn't *bitter* / *sweet* enough. Put some jam on it.
 - I love this fruit juice – it's really *dry* / *delicious*.
 - There's a lot of butter and cream in this cake, so it's very *rich* / *spicy*.
 - This milk has been in the sun too long – it tastes *fresh* / *sour*.
 - This bread is old – it's too *hard* / *hot* to eat.
- 4 3.16 Listen to Gianni talking about a very special cake and decide if the sentences are true or false.
- Gianni saw the cake in New York.
 - The cake took a week to make.
 - The baker didn't make the cake in his shop.
 - The cake weighed around seventy kilos.
 - Gianni didn't like the cake at all.

- 5 Read the advert. In pairs, decide what kind of information is missing from each gap: a word or a number?

- 6 3.17 Listen to information about how to enter the competition. Complete the advert in Exercise 5.

- 7 In pairs, describe the best cake you have ever had.

The best cake I've ever had was a cake I had for my last birthday. It had fresh cream and strawberry jam. It was delicious!

BBC VIDEO**STREET TALK**

- 17 Watch four people talking about the best cake they have ever had. What flavour was each cake?

Win your dream cake from
Lany Cake Bakery!

Send us a photo or drawing of your ideal cake! We will make the best cake and send it to you.

- Email address: ¹ orders@(...) .com
- Usual cost: ² €(...)
- Choose a flavour: chocolate, ³ (...) or vanilla?
- Don't forget: tell us your ⁴ (...)!
- Closing date of competition: Friday ⁵ (...) January
- Other prizes for five runners-up: twelve ⁶ (...)



VIDEO



EVERYDAY ENGLISH

- Abe: Hi, guys. Take a seat and I'll get you the menu. Here you are. Can I get you something to drink?
- Bea: I'll have a large smoothie, please.
- Mum: Just water for me, please.
- Bea: Wow! That's a big smoothie!
- Abe: It's good for you! Are you ready to order?
- Mum: Could we share a starter? Nachos?
- Abe: Sure thing. And for your main course?
- Bea: I'd like a burger, please.
- Mum: Sorry, I'm a vegetarian. Have you got any vegetable dishes?
- Abe: Hold on! There's salad and pumpkin pie.
- Mum: Pumpkin pie? That's a dessert, isn't it?
- Abe: Yeah, it is ... You can have more nachos if you prefer.
- Mum: No, it's OK. I'll have salad and a slice of pumpkin pie. Can I have some cream with that?
- Abe: Sure. Would you like fries with your meal?
- Bea: Yes, please.
- Mum: Not for me, thanks.



Later ...

Abe: Would you like anything else?

Mum: Oh, you must be joking!

SOUNDS GOOD!

Sure thing. • Hold on! •
You must be joking!

- 1 In pairs, list three typical American foods. Say which one you like the most. Then compare with the rest of the class.

pumpkin pie, ...

- 2 18 3.18 Watch or listen. What do Bea and her mum order?

- 3 Study the Speaking box. Which phrases a–l are in the dialogue?

SPEAKING Ordering food

Customer

- a I'll have/I'd like a slice of ...
- b Excuse me, can/could I/we have/share ...?
- c Just ... for me, please.
- d Have you got any ...?
- e Not for me, thanks.

Waiter

- f Take a seat and I'll get you the menu.
- g What would you like to drink?
- h Are you ready to order?
- i Would you like anything else (to eat)?
- j Can I get you something?
- k For your starter/main course/dessert?
- l Here you are.

- 4 Match questions 1–5 with answers a–e. Use the Speaking box to help you.

- 1 Are you ready to order? **c**
 - 2 Could we share a dessert?
 - 3 Have you got any fresh fruit?
 - 4 What would you like to drink?
 - 5 Would you like chips with that?
- a Yes, we have pineapple or melon.
 - b A fresh orange juice, please.
 - c Yes, can I have a chicken curry?
 - d No, not for me, thanks.
 - e Yes, of course we can.

FUTURE SKILLS



In groups of four, discuss how you could work together to do different tasks for an event. Use these ideas to help you.

- choose a leader
- make a list of tasks
- share the tasks

I'd like to organise a group to tidy up.

If you buy the snacks, I'll organise the music.

SPEAKING TIME



In pairs or small groups, order food from the menu on page 155. Use the Speaking box to help you.

- 1 Work in pairs. What food do you usually have at a party with friends?
- 2 Read Elsie's email. Does it mention any of your ideas from Exercise 1?

Subject: Party time!

Hi Shannon,

Thanks for getting in touch.

It was great to hear about your school trip. The photos were awesome.

Liam and I have just finished our exams and we've decided to have a party tomorrow at his house to celebrate! He's bought lots of yummy food, including sausages and cheese. I'm thinking about making my famous chicken salad. Here's the recipe for you – it's really easy. First, boil some eggs and slice them. Then, chop a few tomatoes into small pieces. Next, add some roast chicken. After that, mix everything together. Finally, pour some olive oil on it. I can't tell you how good it is!

Anyway, I was wondering if you'd like to come. We're asking everybody to bring some fruit or some juice because we want to make lots of different flavoured smoothies.

Let me know if you can make it.

Elsie

- 3 Read the email again. Put sentences a–d in the order Elsie does in her email.
 - a She talks about what's happening in her life now.
 - b She invites her friend and asks her to do something.
 - c She thanks her friend and comments on her friend's news. 1
 - d She asks her friend to reply to the invitation.

- 4 Match these verbs with photos 1–4. Find the verbs in Elsie's email. What other cooking verbs are there?

chop mix pour slice



- 5 Study the Language box. Find sentences with sequencers in the recipe in Elsie's email.

LANGUAGE Giving instructions

First, then, next, after that and finally are sequencers. We use them to explain the order in which we do things. We often use them with imperatives in recipes.

- 6 Study the Writing box. Find examples of the phrases in Elsie's email.

WRITING An email to a friend

Start your email

- 1 How are things?
Great to hear from you./Thanks for getting in touch.

Respond to news

- 2 It was great to hear about your school trip.
I can't wait to hear more about it.

Give your news

- 3 We have just finished our exams.
We've decided to have a party.
I'm making a cake for the party.

Explain why you are writing

- 4 Anyway, I was wondering if you'd like to come.
I'm writing to ask if you'd like to come to the party.

End your email

- 5 Let me know if you can make it.
See you soon./Bye for now.

WRITING TIME

Write an email inviting a friend to a party. Include a recipe for some food for the party.

FIND IDEAS

Make notes for your email. Think about:

- where and when you are having the party
- what you are celebrating
- what food you are planning to make

PLAN

Organise your ideas into paragraphs. Use the email in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft email. Use the Writing box and the Language box to help you.
- Share your email with another student for feedback.
- Write the final version of your email.

CHECK

- Check language: did you use sequencers and imperatives for your recipe?
- Check grammar: did you use the Present Perfect?

WORDLIST

3.19

Food

chillies (n)
garlic (n)
green pepper (n)
mushroom (n)
nuts (n)
oil (n)
olives (n)
onion (n)
peach (n)
pear (n)
pepper (n)
pineapple (n)
sausage (n)
seeds (n)
sweet potato (n)
tuna (n)
vinegar (n)

Cooking

boiled (adj)
cooked (adj)
flavour (n)
fresh (adj)
fried (adj)
frozen (adj)
ingredients (n)
raw (adj)
recipe (n)

roasted (adj)

sauce (n)

Flavours

chocolate (adj)
coconut (adj)
coffee (adj)
mango (adj)
melon (adj)
mint (adj)
strawberry (adj)
vanilla (adj)

Word friends

(food collocations)

add ... to (v)
full of (adj)
go well with (phr)
good/healthy for (adj)
protect ... from (v)

Describing food

bitter (adj)
delicious (adj)
dry (adj)
hard (adj)
hot (adj)
rich (adj)
sour (adj)
spicy (adj)
sweet (adj)

EXTRA WORDS

bakery (n)
beef (n)
body (n)
bones (n)
butter (n)
buttery (adj)
carrot (n)
cereal (n)
chips (n)
chop (v)
cool (adj)
cream (n)
creamy (adj)
crisps (n)
crispy (adj)
crunch (v)
crunchy (adj)
curry (n)
dairy (adj)
dessert (n)
eyesight (n)
fat (n)
fatty (adj)
flour (n)
heart (n)
honey (n)
juice (n)

juicy (adj)
leaf/leaves (n)
meal (n)
meat (n)
medicine (n)
menu (n)
mix (v)
peanuts (n)
pickles (n)
pie (n)
plate (n)
pour (v)
salad (n)
salmon (n)
salty (adj)
serious (adj)
skin (n)
slice (n, v)
smell (n)
snack (n)
strange (adj)
surprising (adj)
survey (n)
taste (n, v)
toast (n)
topping (n)
treats (n)
vegetarian (n)

1 Use the wordlist to find these things.

- 1 three foods which grow under the ground in the soil *garlic, ...*
- 2 six foods which grow on plants above ground
- 3 one food which grows on the ground
- 4 four things you can add at the table to make food tastier

2 Complete the menu for Tom's birthday meal with words from the wordlist. Then, in pairs, describe your ideal birthday meal.

- Pizza with a mushroom and pineapple topping
- Tomato, green ¹ *pepper* and ² (...) potato salad with vinegar and olive ³ (...)
- Dessert: ice cream (choose from five different ⁴ (...): *vanilla, milk or dark* ⁵ (...), *strawberry, mango*)

3 In pairs, decide which things you like and dislike. Do you share the same taste?

chillies chocolate mushrooms nuts onion
pear pineapple sausage sweet potato tuna

4 Read the food quiz and identify the food. Then, in pairs, write three clues about other foods from the wordlist. Give your clues to another pair.

What is it?

THE FOOD QUIZ

- 1 • It is white outside and inside.
• It grows under the ground.
• We use it to make food taste better.
- 2 • It is red and yellow, or orange outside, and yellow inside.
• It is soft, sweet, round and juicy.
• It has a big seed or 'stone' inside.

5 CHALLENGE Add words from the Extra word list to these groups of related words.

- 1 jam, marmalade, *honey*
- 2 odd, unusual, (...)
- 3 pork, lamb, (...)
- 4 saucer, bowl, (...)
- 5 protein, carbohydrate, (...)
- 6 sweet, pudding, (...)
- 7 touch, smell, (...)



VOCABULARY

1 Choose the correct option.

- What's your favourite ice cream *recipe* / *flavour*? Mine is *melon* / *olive*.
- For lunch, I had a *boiled* / *roasted* egg on toast and a *vinegar* / *peach*.
- Sweet potatoes* / *Seeds* and green *pears* / *peppers* are vegetables.
- I can't eat this cereal! It's too *hard* / *fresh* and the milk tastes *delicious* / *sour*.

2 Complete the advice with these words.

add frozen full good healthy
protect raw well

Eat right!

Fruit and vegetables are

¹ (...) of good things like vitamins A, C and E.

Fresh vegetables taste better than ² (...) ones and are better for you.

Fruit and vegetables make your body strong and help to ³ (...) you from illness.

Olives go ⁴ (...) with lettuce and other salad vegetables, and they are ⁵ (...) as well as tasty.

You can also ⁶ (...) some sunflower seeds to your salad. They're really good for you!

Carrots are better for you ⁷ (...) than cooked.

Don't put too much sugar on your breakfast cereal – it isn't ⁸ (...) for you.



3 Complete the definitions with the correct words.

- The different things you add when you are cooking are the i(...).
- The list of instructions you follow when you are cooking is the r(...).
- S(...) food, like chillies, has a hot taste.
- S(...) is the opposite of *sweet*; it's the taste you get from lemons, for example.
- D(...) means very tasty, great to eat.

4 CHALLENGE Write five sentences. Each sentence must include one word from the box.

bitter coconut fresh garlic healthy

I've added sugar to my coffee because it tasted bitter.

GRAMMAR

5 Complete the dialogues with these words.

already ever just never yet

- A: Oh dear! I've (...) broken a glass!
B: Never mind.
- A: Have you done your homework (...)?
B: I've (...) done Maths. I'm having a break now, before I do the rest.
- A: Have you (...) been to Australia?
B: No. I've (...) been outside Europe, actually, but I want to travel more in the future.

6 Complete the sentences with the Present Perfect form of the verbs in brackets and *for* or *since*.

- I (...) (know) my best friend (...) six years.
- I (...) (not eat) anything (...) nine o'clock. I'm hungry!
- The English teacher (...) (not give) us any homework (...) a few days.
- The weather (...) (be) great here (...) last Friday.
- I (...) (be) at this school (...) four years.
- I (...) (have) my phone (...) March.

7 Rewrite the sentences in Exercise 6 to make them true for you.

8 Complete the dialogue with the Present Perfect or Past Simple form of the verbs in brackets.

- Jo: ¹ (...) (you/ever/read) a cookbook?
Pat: Yes, sure. Actually, I ² (...) (take) one from the library yesterday and I ³ (...) (try) a new recipe for dinner last night.
Jo: ⁴ (...) (you/like) it?
Pat: No, I ⁵ (...) (not like) it at all! It was too spicy! But I ⁶ (...) (just/find) a new one to try tonight.
Jo: I ⁷ (...) (not know) that you liked cooking. I ⁸ (...) (never/taste) any of your recipes.
Pat: It's my new hobby.
Jo: Well ... good luck for tonight!

9 CHALLENGE Match boxes A and B. Think of the possible questions with *Have you ever ...?* Then write short answers that are true for you.

A drink eat see try travel

B abroad ballet caviar coconut milk windsurfing

DICTIONATION

- 10 3.20 Listen. Then listen again and write down what you hear during each pause.



POPULAR FOOD IN THE UK

Most people think that food in Britain is all about fish and chips or afternoon tea, but that's not the whole story. There are so many different cultures in the UK that you have a huge choice of flavours and cuisines to choose from.

- 1 Indian food has been the country's favourite for years. Almost every town has at least one Indian restaurant. A very popular dish is chicken tikka masala, a spicy curry usually served with rice or Indian bread called naan. It's delicious!
- 2 American food is everywhere. There's not only McDonald's now, but new gourmet burger restaurants like Five Guys. American food is popular because the recipes are very familiar to British people – hot dogs, pepperoni pizza, nachos and BBQ ribs are all big favourites.
- 3 People have a passion for fresh and healthy food these days, and that's why Japanese food is popular. It's also easy to eat as a takeaway meal. Young people now prefer to eat sushi at lunchtime to the traditional British sandwich, although some still have problems with using chopsticks!

Do you want to try more international food? Then check out the amazing Zaza Bazaar in Bristol! It opened in 2011 and quickly became one of the most popular places to eat in the city. It's also the biggest restaurant in the UK; they can serve over 1,000 people and have food from everywhere – Vietnam, Italy, China, Thailand, as well as Britain's three favourites, of course!

cuisine (n) style of cooking

gourmet (adj) (of food) high-quality

- 1 3.21 **VISIBLE THINKING**
In pairs, follow these steps.

THINK

- 1 Look at the photo. What can you see? Where do you think you would see this?
- 2 What do people like eating in your country? What are your favourite dishes?

PUZZLE

- 3 Why do you think people enjoy eating food from other countries?
- 4 What do you think is the most popular international food?

EXPLORE

- 5 Read the article and find out more about international food in Britain. Answer the questions in the PUZZLE section.

- 2 Read the article again. What are these foods? Where are they from?

- | | |
|------------|---------|
| 1 curry | 3 sushi |
| 2 BBQ ribs | 4 naan |

- 3 In pairs, discuss the questions.

- 1 Pizza is an Italian food and nachos are Mexican. Why do you think American food includes pepperoni pizza and nachos?
- 2 What international food do you like? Is it easy to prepare?
- 3 What three national dishes from your country would you suggest to a British friend to try? Why?



4 Look at the photo. What are the women doing?

5 19 Watch Part 1 of the video and answer the questions.

- 1 Who are Anjum and Lynn?
- 2 What are they doing?
- 3 What three traditional dishes does Lynn learn how to cook?

6 In pairs, discuss the questions.

- 1 Do you go to food markets? Why?/Why not?
- 2 Would you buy food that you have never tasted before for charity? Why?/Why not?

7 20 Watch Part 2 of the video. Does Anjum like Lynn's cooking?

8 20 Watch the video again. Decide if the sentences are true or false.

- 1 Lynn always makes mistakes when cooking.
- 2 Lynn's daughter helps her.
- 3 Lynn also cooks at the market.
- 4 Everyone at the market buys food right from the start.
- 5 The food is a little spicy but delicious.

9 In pairs, discuss the questions.

- 1 Does cooking make people happy in your country?
- 2 Is it a good idea to cook food for charity?
- 3 What charities do you know that work to stop hunger in the world?
- 4 Can you think of other ways to help stop hunger in the world?

PROJECT TIME

In groups of three, design a menu to sell at a food market for a charity working to stop world hunger. Follow these steps.

- 1 In your group, decide where your food will come from.
- 2 Individually, research your part of the menu.
- 3 In your group, design your menu.
- 4 Present your menu to the class.

SUSTAINABLE
DEVELOPMENT
GOALS

2 ZERO HUNGER

To ensure that everyone has access to safe, nutritious and sufficient food to end hunger.

What can we do?

Discuss this statement:

Local markets often sell local food, but they are more expensive and have less variety of products.

VOCABULARY AND GRAMMAR

1 Choose the correct option.

- Eat more fresh fruit. It's really good (...) you.
a to b for c at
- The weather is (...) boiling! Let's go for a swim.
a absolutely b quite c very
- You need to (...) a new password to keep your computer and social media safe.
a do b change c set
- Temperatures are often (...) in the mountains, so take warm clothing when you go there.
a down b small c low
- North Portugal has a (...) climate most of the year – it doesn't get too hot or cold.
a weak b mild c medium
- In our family, we enjoy going to the countryside (...) the weekend.
a at b in c to

2 Complete the text with one word in each gap.

One sunny day last year ¹ **on** a normal school day, we went outside the classroom for our Science lesson. Our teacher took us to a local park full ² (...) trees and flowers. 'Use your eyes to look ³ (...) unusual animals or plants and tell us what you find! And listen ⁴ (...) the sounds of nature,' she said. While I ⁵ (...) looking at an interesting flower, a bird started singing a beautiful song. The teacher told me that the bird was called a blackcap. Now our teacher ⁶ (...) decided to do a nature walk once a week. I'm looking forward to ⁷ (...) to the park again next week to discover more wildlife.



3 Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than three words.

- This is the first time I've ever eaten sweet potato. **NEVER**
I **'ve never eaten** sweet potato before.
- I don't eat a lot of snacks between meals. **AVOID**
I (...) a lot of snacks between meals.
- We've been here since 9.15 and now it's 9.45. **THIRTY**
We've been here (...) minutes.
- The students heard the fire alarm. **HAVING**
The students (...) lunch when they heard the fire alarm.
- Nobody knew what to do when we saw a bear. **KNOW**
We (...) what to do when we saw a bear.
- Peter sent you a link a few seconds ago. **JUST**
Peter (...) you a link.

SPEAKING

4 Match statements and questions 1–5 with responses a–f. There is one extra response.

- I'm sorry, I lost your pen.
 - Are you ready to order?
 - Why don't we phone and ask for help?
 - My computer's working, but it's so slow.
 - Why did you do that?
- That's a good idea.
 - Shall I help you?
 - I didn't mean to. I'm sorry.
 - You're welcome.
 - Yes, I'll have a burger and some chips, please.
 - Never mind.

5 In pairs, follow the instructions.

Student A: Go to page 155.

Student B: Go to page 156.

LISTENING

6 What kind of lunch do you normally eat on school days? What, if anything, would you like to change about your lunch? Discuss in pairs.

7 3.22 Listen to five students talking about lunchtime at their school. Match each speaker with what he/she says. There are two extra statements.

- Ali
 - Sonya
 - Tim
 - Ian
 - Barbara
- has already had meat twice this week.
 - did something different at lunch time one day.
 - ate lunch prepared by his/her parents.
 - had a simple snack for lunch recently.
 - uses different ingredients to make his/her lunch.
 - has already decided what to eat before lunch.
 - it's also important to enjoy food.

READING

- 8  3.23 Read and listen to the article, and choose the correct answer to questions 1–5.

Enjoying the outdoors: to tech or not to tech?

We talked to three young people who visit the outdoors to find out what they do with their phones.

Carol

- 5 Do I take my phone and tablet? Of course I do! I don't believe that looking at screens is very bad; you can still enjoy nature. As well as looking at birds and flowers, I like doing exciting things. For example, on my last trip, we built our own shelter and slept in it. I think friends and family like to see things like this too, so I take photos. I upload some of them and update my story so that people who follow me can see them.

Aron

- 15 I quite often go on camping trips with a group of friends who also enjoy the feeling of adventure. Adventure means leaving civilisation behind, including your phone! But enjoying the outdoors is about being safe too. So every time we go on a trip, one of us has to take their phone with a power bank. Up until now, we haven't needed to phone family about something important, but you never know. They can message us too if they need to.

Ben

- 25 For us, the answer is simple: we switch on our phones when they're helpful. At other times, we don't, because we might look at the screen and miss seeing a wild animal. Last year, we were walking in the mountains when we got lost. Suddenly, the weather turned stormy and snowy. It was freezing cold. Luckily, we had our phones and they helped us to get back to the campsite quickly.

- 1 What does Carol say about taking a phone on outdoor trips?
 - a It's fine if you don't look at the screen very often.
 - b It doesn't stop you enjoying nature.
 - c It can help with camping tasks like building shelters.
 - 2 Why does Carol like to upload photos on social media?
 - a She wants her friends to see some of the things she enjoyed doing.
 - b She wants more people to follow her on social media.
 - c She wants to remember how to do outdoor activities in the future.
 - 3 Why do Aron and his friends take a phone with them on their trips?
 - a One of Aron's friends does not like to be without his phone.
 - b Their families want to connect with them once a day.
 - c They can call someone if they need help.
 - 4 What does Ben say about using phones on outdoor trips?
 - a Phones can help them to see wildlife.
 - b They use phones only when they need them.
 - c They leave their phones at the place where they sleep.
 - 5 Why did Ben and his friends need to use their phones on one trip?
 - a Because they wanted to go walking in the mountains.
 - b Because they didn't know the way back to the campsite.
 - c Because they wanted to check the weather forecast.
- 9 Read the article again and answer the questions.
- 1 What did Carol make and then sleep in on one of her trips?
 - 2 What other object do Aron and his friends take on their trips apart from their phone?
 - 3 How can Aron and his friends' families contact them?
 - 4 What don't Ben and his friends want to miss seeing?

WRITING

- 10  Which of these outdoor activities sound interesting? Which one(s) have you tried? Tell a partner.
- watching the sunset in the early evening
 - cooking on an outdoor fire
 - sleeping outside
 - camping
 - looking for interesting wildlife
 - watching the stars
 - making your own shelter
- 11 Write an email to a friend about a trip or holiday when you spent time outdoors. Write about these things.
- when and where you went
 - what was happening when you arrived (e.g. what the weather was like, what people were doing, etc.)
 - what you did, saw and ate there
 - what you did with your phone there

Entertain us!

4

VOCABULARY

Types of film | Word building | Film and TV | Music collocations |
Compound nouns

GRAMMAR

Comparatives and superlatives, *(not) as ... as, too/(not) enough* | Past Perfect |
Past Perfect and Past Simple

COMMUNICATION

Talking about preferences | A review on a blog

FUTURE SKILLS



Critical Thinking (Ways of listening to music) | Communication (Expressing what you want) |
Social responsibility (Helping people)

VIDEOS



Grammar Animation | Grammar in Action | Street Talk | Everyday English



The Raj Mandir Cinema,
Jaipur, India

MMIB MYRA'S MOVIE BLOG

Did you know that India is the world's biggest film producer? Read on to find out more.

Indian directors make almost 2,000 films a year – about four times more than directors in the USA. Bollywood, based in Mumbai, is the home of Hindi cinema. However, Indians make films in over twenty languages for people that speak them in other regions of the country.

Sometimes they make one film in several languages – the same dialogues and locations but different performers.

Indian audiences want entertainment so they love masala films, which are often musicals with spectacular dance scenes. Masala films mix different types, e.g. thriller and romance. A good example is the romantic comedy drama

Monsoon Wedding, winner of the Golden Lion at the Venice Film Festival.

Indians produce cartoons too. Check out the 3-D animated film *Delhi Safari*! It's fun!

But the biggest hit in Indian film history is a biographical sports drama called *Dangal*. It won several awards including best actor for Aamir Khan and best director for Nitesh Tiwari.

Akshay Kumar, star of over 100 films, including the science fiction action film *2.0*, is one of the world's top five best-paid actors.

Have you seen any Indian films? Leave your comments below.

- 1 What do you know about Bollywood films?
- 2  Read the blog post and check your ideas. Then, in pairs, answer the questions.
- 1 What language are Bollywood films made in?
 - 2 How many films do Indian directors make each year?
 - 3 What did *Monsoon Wedding* win?
 - 4 What type of film is *Dangal*?
- 3  4.01 Study and listen to the Vocabulary A box. Say which words are not mentioned in the blog.

VOCABULARY A Types of film

action cartoon comedy documentary drama
musical romance science fiction thriller

- 4  4.02 Listen and identify the six film types.
1 – musical
- 5  4.03 Study and listen to the Vocabulary B box. Check you understand the words.

VOCABULARY B Word building

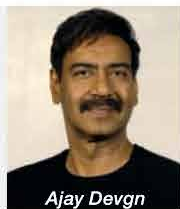
Verb	Noun	Person
act	acting	actor
entertain	entertainment	entertainer
perform	performance	performer
produce	production	producer
review	review	reviewer

- 6  4.04 Complete the review with the correct form of the words in the Vocabulary B box. Listen and check.

Tanhaji: The Unsung Warrior



An Indian version of *Braveheart*



Ajay Devgn

Based on the true story of a seventeenth-century soldier, *Tanhaji* is an exciting action film that is one of Indian cinema's most successful ¹ productions. ² R(...) of this film agree that Om Raut knows how to tell a historical story and ³ e(...) an audience at the same time. He gets his actors to ⁴ p(...) at their very best. Although the ⁵ a(...) in general is fantastic, I must mention an absolutely wonderful ⁶ p(...) by lead ⁷ a(...) Ajay Devgn. The ⁸ p(...) and everyone else involved in this film should be proud. It's great ⁹ e(...).

- 7  4.05 Study and listen to the Vocabulary C box. Check you understand the words.

VOCABULARY C Film and TV

audience channel character episode hit series
special effects TV show viewer

- 8  4.06 Choose the correct option. Listen and check.

How TV has changed

In the UK, ¹ viewers / characters are watching less TV a day than 10 years ago, but does this mean they are not watching TV at all? While many Brits still like to watch traditional TV ² episodes / channels, the younger ³ audience / viewer prefers to watch on-demand TV like Netflix or Amazon. The ⁴ hit / series show *Cobra Kai*, for example, became one of the most watched ⁵ series / episode on Netflix. The first ⁶ TV show / episode of the comedy drama, which has no ⁷ hits / special effects but some great action scenes, was watched by over 48 million households. Not only are people finding different places to watch their favourite ⁸ TV shows / special effects, but many are watching on different screens too – laptops, tablets and smartphones.

- 9  In pairs, ask and answer the questions.
- 1 What kind of TV shows do you prefer?
 - 2 Which TV channels have the best shows?
 - 3 Who is your favourite character from a TV series?
 - 4 What happened in the last episode of your favourite series?
 - 5 Would you like to go on a TV show? Why?/Why not?
- 10   **CHALLENGE** In pairs, talk about your favourite film or TV series. Use these phrases to help you.
- My favourite film/show is ... It's a comedy.
 - What's it about? It's about a group of friends.
 - Who's in it? ... is/are the main actor(s).
 - What's it like? It's dramatic/exciting/funny/scary.
- My favourite TV series is Anne With an E. It's about a teenage girl with no parents ...*

BBC VIDEO

STREET TALK

-  21 Watch two people talking about their favourite TV series. What do they say about them? Make notes.



4-D experience

Your seat moves, you feel water on your face and you can smell something. It's the latest 4-D cinema experience. The screens are bigger and the seats are in the most comfortable position for your eyes and neck. But is it fun? 'It's more exciting than 3-D,' said fifteen-year-old Adam, 'because it's brighter and louder.' His friend Jessica agrees. 'The most exciting scene was in the car. I felt like I was driving, but my car wasn't fast enough.' For others, the experience isn't as good as 3-D and you can feel sick. 'The moving seats were worse than the sound!' said Alice. 'I was too uncomfortable.' Some special effects are also scarier in 4-D. Of course, the tickets are also more expensive, but it seems some people are happy to pay for 'the best feeling in the world!'

- 1 Do you prefer watching films at home or at the cinema? Why?
- 2 4.07 Read the article and choose the correct option.
 - 1 Adam, Jessica and Alice watched a film in 3-D / 4-D.
 - 2 They watched the film *at home* / *at the cinema*.
- 3 Study the Grammar box. Find more examples of comparatives and superlatives in the text.

GRAMMAR

Comparatives and superlatives, (not) as ... as, too/(not) enough

We use comparatives to compare two things.

The screens are *bigger*. It's *more exciting than* 3-D.

We also use (not) as + adjective + as to compare two things.

The experience *isn't as good as* 3-D.

We use superlatives to compare three or more things.

It's *the latest* 4-D experience.

It's *the best* feeling in the world.

We use *less* and *the least* with adjectives of two or more syllables to mean 'not so much'.

The musical is *less popular than* the film.

The love scene is *the least exciting* in the film.

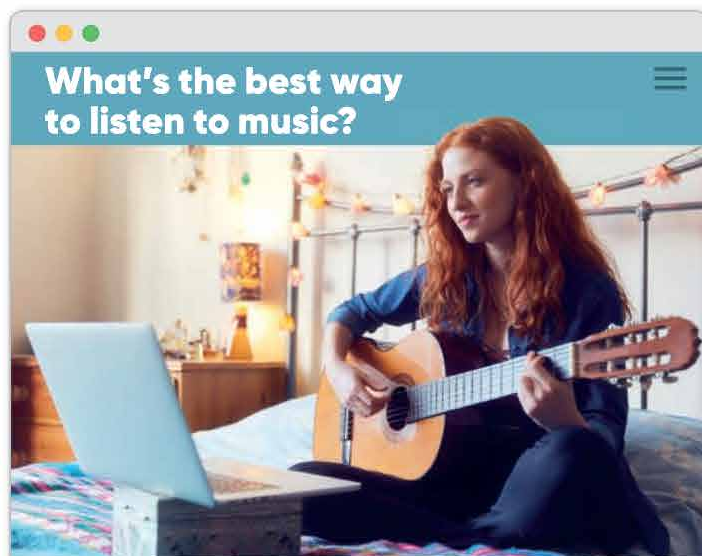
We use *too* to say things are 'in excess', and *not enough* to say things are 'not sufficient'.

I was *too uncomfortable*. My car *wasn't fast enough*.

- 4 Complete the sentences with the comparative or superlative form of the words in brackets.
 - 1 They filmed the *best* (good) *Doctor Who* episodes in Wales.
 - 2 It's (...) (cheap) to watch films at home than at the cinema and it's (...) (relaxing).
 - 3 *Top Gear* is the (...) (funny) show on TV.
 - 4 The book is often (...) (interesting) than the film.
 - 5 The (...) (expensive) cinema ticket I bought cost £20.
 - 6 It can be noisy in the cinema. The (...) (bad) thing is when people keep talking.
- 5 Order the words to make sentences.
 - 1 comfortable / the seat / enough / wasn't / .
The seat wasn't comfortable enough.
 - 2 the cinema / than / less / popular / is / the theatre / .
 - 3 crowded / the stadium / too / was / .
 - 4 good as / as / wasn't / the play / the film / .
 - 5 the / in the show / least / he is / famous actor / .
- 6 Complete the second sentence so that it means the same as the first one.
 - 1 The adults aren't as good as the children in that film.
The children are *better than* the adults in that film.
 - 2 Our town isn't big enough for a theatre.
Our town is (...) for a theatre.
 - 3 The film is funnier than the book.
The book isn't (...) the film.
 - 4 The main character in the film is too boring.
The main character in the film isn't (...).
 - 5 The French thriller isn't as scary as the Danish thriller.
The Danish thriller is (...) the French thriller.
 - 6 Horror series are less popular than detective series.
Horror series aren't (...) detective series.
- 7 **CHALLENGE** What's your opinion? Write two sentences for each comparison. Use the adjectives in brackets or your own ideas.
 - 1 the theatre/the cinema (cheap/exciting)
The cinema is cheaper than the theatre.
The theatre isn't as exciting as the cinema.
 - 2 comedies/documentaries (funny/interesting)
 - 3 books/films (good/relaxing)

A post on how people enjoy music

- 1 How do you listen to music? In pairs, make a list with your ideas.
- 2 Read the post on a music blog. Which of your ideas from Exercise 1 does it mention?



What's the best way to listen to music?

The way we listen to music has changed since the days of CDs. Downloading playlists and streaming lip-synch music videos have ¹ (...) very popular ways to enjoy your favourite music, but there are lots of other options too. I asked friends from my music college for their opinions.

Damon

Damon, a guitarist, doesn't like streaming music playlists or watching ² (...). Instead, he prefers going to live performances. 'Live performances are more exciting than videos and they're very important for musicians. We can ³ (...) our music with the audience and see their reaction.'

André

André is a singer and he thinks online streaming services are fantastic. 'I'd rather ⁴ (...) to music on my headphones and sing along to the songs. It's a fun way to practise!' He also says that musicians can find a new audience through the playlists on streaming services. That's a big help when you're starting in the music business.

Carmela

Finally, I find someone who agrees with me that music videos are the best. Carmela is a singer and guitarist, and she explains her reasons. 'I've learned a lot of great lyrics from lip-synching to music videos because you can often see them on your screen.' She says, 'I write my own song lyrics and streaming music videos is a good ⁵ (...) to study other people's lyrics and learn what works. Most of all, I love making music videos and livestreaming my own songs.'

After I've spoken to everyone, I feel lucky that we have so many different ways to enjoy music. Are music videos the best? Send me your comments.

Next week: What's the best way to get a part in a musical?

- 3 4.08 Choose the correct answers to complete the blog post. Listen and check.
- | | | |
|------------------|----------|------------|
| 1 a grown | b become | c happened |
| 2 a music videos | b songs | c radios |
| 3 a make | b share | c take |
| 4 a sound | b hear | c listen |
| 5 a idea | b time | c way |

- 4 Read the blog post again and write D (Damon), A (André) or C (Carmela).
- Who thinks you reach different people on streaming services? **A**
 - Who has similar views to the blogger?
 - Who plays an instrument and also sings?
 - Who likes going to concerts?
 - Who makes his/her own music?

- 5 4.09 **WORD FRIENDS** Complete the phrases in the sentences with the correct form of the verbs. Listen and check.

download a playlist go to a live performance
lip-synch to music videos livestream an event
record a track sing along to songs stream music
write lyrics

- When there's nobody else around, my mum **sings** along to songs.
- The organisers of the popular annual event are (...) it on the internet too.
- I love music videos, but I also enjoy (...) to live performances.
- We've booked a studio so we can (...) some new tracks.
- Yesterday evening, I (...) a new playlist.
- She's always written poems and she sometimes (...) lyrics for singers.
- I love that app that you can use to (...) to your favourite music videos.
- I often (...) lots of different kinds of music that I wouldn't usually listen to.

THINKING TIME

EVALUATE

Which comments from the post do you agree with more? Do you think music videos are the best way to enjoy music?

CREATE

Post your own comment on the blog.

VIDEO



GRAMMAR IN ACTION



1 23 4.10 Watch or listen and answer the questions.

- What are the rules for the video challenge?
- What kind of person is the character for Bea's idea?
- Why would Carla be good for the challenge?

2 Study sentences a–d from the dialogue in Exercise 1. Choose the correct option.

- We use the Past Perfect for things that happened *before* / *after* a specific time or another action in the past.
- We use the Past Perfect with the *Past Simple* / *Present Perfect* to show two events in the past, one happens before the other.
 - I **had come up with** a great idea before I **read** the information.
 - She **hadn't had** any acting classes, so when she **auditioned** for a part she **couldn't act**.
 - Had** she **had** singing lessons?
 - No, she **hadn't**!

3 Study the Grammar box and check your answers to Exercise 2.

GRAMMAR

Past Perfect; Past Perfect and Past Simple

We use the Past Perfect for actions that happened at a specific time in the past.

*I **had seen** the poster.*

*She **hadn't acted** before.*

***Had** they **read** the rules? Yes, they **had**./No, they **hadn't**.*

We use the Past Perfect with the Past Simple to show that one event happened before another.

We link the tenses with *because*, *before*, *by the time*, *when* and *after*.

***By the time** his friends arrived, Jim **had tidied up** his bedroom.*

*Abe rang Carla **after** he'd spoken to Bea.*

VIDEO



24 Grammar Animation

4 In pairs, read the sentences. Which part of the sentence happened first? Which words link the events?

- Peter was tired because he had walked twenty kilometres.
walked twenty kilometres – because (link)
- By the time I found the right channel, the livestream had finished.
- I couldn't use my phone because the battery had run out.
- The singer had written the lyrics before he recorded the track.
- We were lost because we hadn't taken a map.
- After Katie had finished her homework, she watched *Doctor Who*.

5 Complete the sentences with the Past Perfect form of the verbs in brackets.

- The film **had started** (start) by the time we arrived at the cinema.
- I (...) (read) the thriller before I saw the film.
- We went to see a ballet. We (...) (not go) to one before.
- The author (...) (not finish) her latest novel when we interviewed her.
- (...) you (...) (make) a video before you entered the competition?

6 Complete the text with the Past Perfect form of these verbs. There is one extra verb.

act buy leave not be not have not see plan

Last weekend, we went to London. Dad ¹ **had planned** a trip to go to the theatre. We took a taxi to the station, but there was a lot of traffic. By the time we got there, the train ² (...). Fortunately, Dad ³ (...) tickets which we could use on a later train. That evening, we went to the theatre. I ⁴ (...) a musical on the stage before; it was wonderful! After the performance, we went for a Chinese. We were very hungry because we ⁵ (...) lunch. Later, we walked around Soho. I ⁶ (...) there before – another new experience!

7 **CHALLENGE** In pairs, discuss what you had or had not done by the age of 10. Use these ideas.

learn to swim make a cake make a video
perform in a play see a musical travel abroad

I'd learned to swim by the age of 10. And you?

An interview about a festival

- 1 What's your favourite festival?
- 2  4.11 Listen to the first part of an interview with Bruno. Where are his parents from?

- a  the USA
- b  Portugal
- c  Brazil

- 3   4.12 Listen to the second part of the interview and choose the correct answers.

- 1 Why is the festival special for Bruno?
 - a He doesn't have to go to school.
 - b He enjoys the winter in Brazil.
 - c He likes being with his family.
- 2 How are the costumes different now?
 - a Girls often wear the same type of clothes as boys.
 - b Many boys don't wear checked shirts anymore.
 - c They don't paint their faces now.
- 3 What happens in one funny race?
 - a People in the race get a secret message.
 - b Runners hold a spoon with an egg in it.
 - c The winner gets some fish.
- 4 What does the music celebrate?
 - a old and young people
 - b country life
 - c carnival tradition
- 5 What is Bruno's favourite food at the festival?
 - a corn cake
 - b popcorn
 - c corn pudding

- 4   4.13 Study the Vocabulary box. In groups, make as many compound nouns from these words as you can. Compare ideas. Which group has the most compound nouns? Listen and check.

cake clothes dance dress hat holiday music party

VOCABULARY

Compound nouns

Noun	+	Noun
family		<i>holiday, party</i>
summer		(...)
country		(...)
straw		(...)
party		(...)
carnival		(...)
square		(...)

- 5 How many more compound nouns can you remember from the interview in Exercise 3?
summer holiday, ...

- 6  In pairs, discuss what makes a good festival for you. How important are these things? Compare your ideas with the class.

- carnival music
- friendly people
- good entertainment
- sunny weather
- cheap tickets
- fun games
- tasty food

- ✗ not important ✓✓ important
✓ quite important ✓✓✓ very important

We think fun games are very important for all the family.

We don't think sunny weather is important.



VIDEO



EVERYDAY ENGLISH

Abe: And ... action!

Carla: Hello, I'm Gloria and I want to be a star!

Bea: Sit down, Gloria. You're in the right place.

Eren: I'm Van Dixon, agent to the stars. The most successful agent in the UK. Now, do you want to be a theatre actor?

Carla: No, I'd rather not perform on the stage.

Eren: Would you rather work in film or TV?

Carla: No, I'm too shy to be an actor. I'd rather work in the music business.

Eren: Fantastic! What instrument do you play?

Carla: Well, I played the triangle in the school orchestra.

Eren: Hmm, there aren't many big stars who play the triangle. Can you sing? Why don't you sing this song for me?

Carla: I'd prefer to sing a different song if that's all right.

Eren: Which song would you prefer to sing?

Carla: *All By Myself*. It suits my voice much better.

Eren: OK, please sing the song.

Carla: 'All by myself in the morning ...'

Eren: I don't think singing is your special talent. Wouldn't you rather do something else? Perhaps dancing?

Carla: I'd rather not dance, but I can show you a trick.

Eren: Sure. Show me a trick that's better than your singing and you can have the job!



Carla: Great! Well, I can read your mind. I know the next word you're going to say. Do you know what word is on this card?

Eren: No, I don't know. Ha ha, well done!

Abe: Cut!

SOUNDS GOOD!

You're in the right place. •
I can read your mind.

- 1 What do you like doing with your friends? Choose two of these things and say which one is better.

doing dance classes eating out listening to music
performing on stage together playing an instrument
playing games

I think eating out is better than doing dance classes.

- 2 25 4.14 Look at the photo. What can you guess about Carla and Eren's characters? Watch or listen and check.

- 3 Is Carla's character clear about what she wants? Think about these things:
- what she can/can't do
 - the way Eren's character helps her

FUTURE SKILLS



Do you know what you want? How can another person help you understand what you want? Discuss in pairs.

- 4 Study the Speaking box. What reasons does Carla give for her preferences?

SPEAKING Talking about preferences

Asking about preferences

(What) would you rather + verb?

(What) would you prefer to + verb?

Expressing preferences

I'd rather (not) + verb ... I'd prefer (not) to + verb ...

Giving reasons

It sounds funny/great/boring.

It looks good. It's healthier.

SPEAKING TIME

Make questions using phrases from the Speaking box. Then, in pairs, ask and answer the questions. Use the ideas in brackets to help you.

- you / rather / do / tonight / ? (stay in/go out)
A: *What would you rather do tonight?*
B: *I'd rather stay in.*
- you / prefer / watch / ? (a film/a sports programme)
- you / rather / be / ? (an actor/a director)
- you prefer / go / after school / ? (home/ to a festival)
- you rather / learn / ? (a musical instrument/ singing)

TRENT'S THEATRE BLOG

MY LATEST
REVIEW**BACK TO THE FUTURE: THE MUSICAL**
The Manchester Opera House

1

I've just seen a wonderful musical that took me back to the past. It's *Back to the Future*.

2

The musical is based on the well-known 1985 Hollywood movie. It tells the story of a teenager (Marty McFly) who travels back in time to the 1950s with a crazy scientist, Doc Brown. In order to save his life, he has to work fast to make his parents fall in love before he can go back to the future.

3

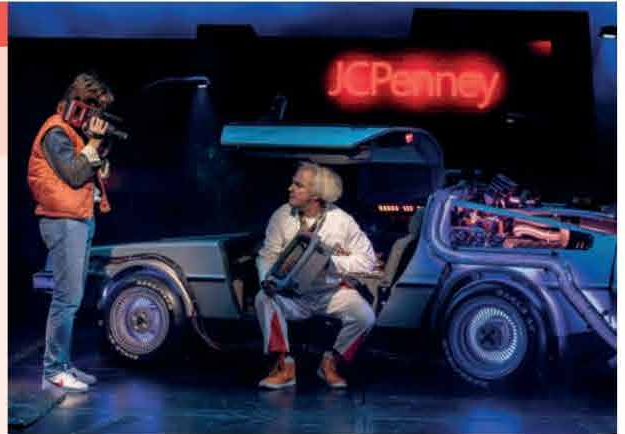
The special effects with the time-travelling car are amazing, the dance routines are fantastic, the musicians play their instruments really well and the songs are incredibly catchy. Lots of people in the audience were singing along happily. All the actors perform brilliantly, but Olly Dobson as Marty is particularly good.

4

I had seen the film, but the musical is even better. Time flies in *Back to the Future* – it's over before you know it. Go and see it; it's the best show in town.

5

What's the best play you've seen recently? Write about it.



- 1 Have you ever seen a play or musical at the theatre? What was it like?
- 2 Read the review quickly and answer the questions.
 - 1 What is the play about?
 - 2 Does the reviewer tell us the whole story?
 - 3 How good are the performers?
- 3 Study the Writing box. Find examples of the phrases in the review.

WRITING A review on a blog

Start your review

Today I'm going to tell you about ...

1

I've just seen a wonderful musical.

You must see ...

It's the latest new film/play/book ...

Describe the story

2

The play is based on a movie/book ...

It tells the story of a teenager who ...

The story is about a girl who ...

Describe the performance

3

The special effects are amazing.

All the actors perform brilliantly.

A few people were crying quietly.

End your review

4

I had seen the film, but the musical is even better.

I highly recommend this show.

It's the best show in town.

5

End your blog post

What's the best play you've seen recently? Write about it.

- 4 Which other phrases from the review could you add to Part 3 of the Writing box?
- 5 Study the Language box. Find examples of adverbs of manner in the review. Then use adverbs to talk or write about films or live performances you have seen.

LANGUAGE Adverbs of manner

Adverbs come after a verb or subject.

All the actors performed brilliantly.

She sang really well.

WRITING TIME



Write an online review of a film or a live performance.

FIND IDEAS

Make notes for the review. Think about:

- where and when you saw it
- what it was about
- your opinion about the performance/performers

PLAN

Organise your ideas into paragraphs. Use the review in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft review. Use the Writing box and the Language box to help you.
- Share your review with another student for feedback.
- Write the final version of your review.

CHECK

- Check language: don't forget to use adverbs of manner.
- Check grammar: did you use comparatives and superlatives correctly?

WORDLIST

4.15

Types of film

action (n)
cartoon (n)
comedy (n)
documentary (n)
drama (n)
musical (n)
romance (n)
science fiction (n)
thriller (n)

Word building

act (v)
acting (n)
actor (n)
entertain (v)
entertainer (n)
entertainment (n)
perform (v)
performance (n)
performer (n)
produce (v)
producer (n)
production (n)
review (v)
review (n)
reviewer (n)

Film and TV

audience (n)
channel (n)
character (n)
episode (n)
hit (n)
series (n)
special effects (n)
TV show (n)
viewer (n)

Word friends

(music collocations)

download a playlist (phr)
go to a live performance (phr)
lip-synch to music videos (phr)
livestream an event (phr)
record a track (phr)
sing along to songs (phr)
stream music (phr)
write lyrics (phr)

Compound nouns

carnival clothes/dance/dress/
music (n)
country clothes/dance/music (n)
family holiday/party (n)
party clothes/dress/hat/music (n)

square cake/dance/hat (n)
straw hat (n)
summer clothes/dress/hat/
holiday/party (n)

EXTRA WORDS

4-D experience (n)
album (n)
animated film (n)
based on (adj)
biographical (adj)
carnival (n)
celebrate (v)
challenge (n)
check out (v)
collection (n)
costume (n)
dialogue (n)
dramatic (adj)
drummer (n)
exciting (adj)
fantastic (adj)
film festival (n)
get a part (phr)
guitarist (n)
headphones (n)

interview (n, v)
location (n)
main character (n)
make-up (n)
musician (n)
old-fashioned (adj)
personal (adj)
programme (n)
proud (adj)
radio station (n)
reaction (n)
record player (n)
romantic comedy (n)
scary (adj)
scene (n)
seat (n)
spectacular (adj)
stage (n)
star (n)
style (n)
successful (adj)
talent (n)
theatre (n)
voice (n)
wonderful (adj)

1 Use the wordlist to find these things.

- 1 five verbs about things you do when you work in films *act, ...*
- 2 six words for people that end in -er
- 3 two types of film that can make you laugh

2 Choose the correct option. Which sentences are true for you? In pairs, compare your answers.

- 1 I like going to live *performers* / *performances*.
- 2 I read *reviews* / *reviewers* of films.
- 3 I watch a lot of *special effects* / *series*.
- 4 I sing along *at* / *to* songs.
- 5 I'd like to take part in a TV *channel* / *show*.

3 In what type of film might you hear each of these lines?

1 *romance*

1 I love you. I've always loved you. Marry me!

2 Put your hands up and lie face down!

3 This is a rare animal that you can only see in this part of Africa.

4 There is life here, but not the kind we know on Earth.

4 In pairs, talk about the types of film you prefer.

A: *I prefer comedies because I find them very funny. And you?*

B: *I prefer action films.*

5 Choose the odd one out.

- 1 episode viewer channel audience
- 2 voice lyrics actor song
- 3 musician producer thriller entertainer
- 4 musical drama romance viewer

6 CHALLENGE Match words and phrases from the Extra words list with the definitions.

- 1 A very famous actor or singer. *star*
- 2 The place where the action takes place in a theatre.
- 3 A collection of recorded songs.
- 4 Something which is out of date, not trendy.
- 5 The percussionist in a band.
- 6 A conversation between two people.
- 7 An adjective which is similar to *very impressive*.
- 8 Something actors put on their faces.



VOCABULARY

- 1 Complete the sentences with the correct form of the words in brackets.

WHAT MAKES A GOOD FILM?

- The director knows how to get the best (...) (perform) from the film stars.
- The (...) (act) is good.
- The (...) (act) are famous.
- The (...) (produce) spends a lot of money on the film.
- The film gets good (...) (review) from most (...) (review).
- The film wins several awards, for example, for best (...) (entertain) or best (...) (produce).

- 2 Write the correct word for each definition.

- A type of film that has a lot of songs in it. (...)
- A selection of songs for a particular purpose or that you most enjoy listening to. (...)
- The people who watch or listen to a film, play, concert, etc. (...)
- You change this on your TV to watch a different programme. (...)
- Play video or sound on your computer directly from the internet. (...)

- 3 Complete the compound nouns in the sentences with these words.

country family holiday party straw

- We need to help Gina choose a (...) dress for her 18th birthday party.
- The summer (...) begins in a few weeks when the spring school term ends.
- We have a (...) party every Saturday when I see my grandparents, uncles and aunts.
- I like (...) music: I like the sound of banjos and guitars.
- Wear a (...) hat because it will keep your head cool and go with your yellow clothes!

- 4 **CHALLENGE** Write five sentences that are true for you. Use one word from the box in each sentence.

cartoons entertain episode lyrics thriller

GRAMMAR

- 5 Complete the sentences with one word in each gap.

- Some films just aren't funny (...) to be called comedies – they should be called something else.
- Musicals are better (...) science fiction films.
- Animated films are (...) best kind of films.
- The seats in the back of the cinema aren't (...) good as the ones at the front.
- One-hour TV documentaries are (...) long for me to watch – I get bored at the end.
- Action films are (...) exciting than comedies.

- 6 Complete the sentences to show your opinion. Use the superlative form of the adjectives in brackets.

- Salad is the healthiest* (healthy) kind of food.
- (...) (good) kind of TV show.
- (...) (easy) musical instrument to learn.
- Documentaries about (...) (interesting) ones.
- (...) (difficult) job in film-making.

- 7 Complete the sentences with the Past Perfect form of the verbs in brackets.

- By the time I met Mike, I (...) (finish) school.
- They (...) (look) at many costumes before they found the right one.
- I (...) (not hear) of *Grease* the musical when I first saw the film.
- I (...) (come) up with the idea before Alan.
- Agatha (...) (write) her first novel by the age of 12.
- I (...) (not interview) a famous person before I joined the TV channel.

- 8 **CHALLENGE** Complete the text with these words. There are two extra words.

as best enough good had hadn't
less too worse worst

Busking isn't ¹ (...) good as playing in a live concert, but it's great practice. The ² (...) place in London to busk is in Covent Garden – it's fantastic! I ³ (...) ever played in public before I played there. I ⁴ (...) only performed for my friends. People don't always give you money! Some days are ⁵ (...) than others. Sometimes, I stop playing and go home when it is ⁶ (...) cold or when they aren't ⁷ (...) people around. Winter is the ⁸ (...) time to busk, but summer is awesome.

DICTIONATION

- 9 4.16 Listen. Then listen again and write down what you hear during each pause.



GREENWOOD SCHOOL CHARITY EVENTS

**We need
volunteers!**

**Do you want to help us
raise money for charity?**

- We're planning this year's school charity events to help people in vulnerable situations in our community. So ... we need your help!
- If you're interested, please write and tell us about your personality, skills and interests.

Layla, Connor, Tessie and Ed
Charity Team Leaders



CHARITY VIDEO GAMES COMPETITION



CHARITY CONCERT



CHARITY CAKE SALE



CHARITY FASHION SHOW

Step 1 Think

- 1** Read the poster. In class, discuss the questions.
 - 1 What are Greenwood School's charity events for?
 - 2 Have you ever been to a charity event?
 - 3 Which of the charity events in the poster would you like to go to and why?
- 2** Read the Useful Tips on page 63. In pairs, answer the questions.
 - 1 What do you think is the role of the Charity Team Leaders in the poster?
 - 2 Do you think it's easy to be a good leader? Why?/Why not?
 - 3 Would you like to be the leader of a team or group? Why?/Why not?
- 3** In pairs, make a list of other charity events you could hold at school.



Lead a team

Step 2 Analyse

- 4 4.17 Listen to the charity event meeting. Which event do they choose? Then match people 1–5 with jobs a–e.

- 1 Layla
- 2 Tessie
- 3 David
- 4 Connor and Stanley
- 5 Ed and Lucy
- a move tables and equipment
- b design the tickets and prepare the field
- c lead the team
- d invite the bands
- e print and sell the tickets

- 5 Why are the people right for the jobs in Exercise 4? Use these phrases.

confident creative explains things clearly friendly funny
good at Art/Maths knows lots of musicians organised strong

... is the right person to ... because he/she ...

- 6 4.17 Study the Useful Phrases box. Listen again and write the expressions you hear.

Step 3 Prepare

Resource: an event planner



- 7 Plan a school charity event to raise money to help people in vulnerable situations in your community. Follow these instructions.
- Work in groups. Each group chooses a leader.
 - Discuss what type of event to hold. Vote to decide.
 - Complete the event planner with a list of all the jobs you need to do.
 - Match team members to tasks based on people's personality, skills and interests.
 - Use expressions from the Useful Phrases box as you work.

Step 4 Present

- 8 Present your plan for the school charity event to the class.
- **PEER REVIEW** Give your opinion. Do you think the event is a good way to make money for charity? Why/Why not?



USEFUL TIPS

A good leader keeps a team motivated and focused on achieving its goals.

Vote to make team decisions.

Remember that you can't do everything yourself.

Match team members with tasks based on their personality, skills and interests.

Explain clearly what you want people to do.

Encourage people and thank them for their ideas.

USEFUL PHRASES

Choosing an event

- How about having/organising a ...?
- ... is probably (not) the best way to make a lot of money for charity.
- Let's vote. Who votes for a ...?

Giving the right job to the right person

- You're good at ...-ing / You know about ... Can you ...?
- People who ... are usually organised/good at ...-ing.
- We need someone creative/strong to ...
- Let's ask ... to ...

Encouraging team members

- I really like that idea!
- Good thinking!
- I love the idea of ..., but ...

REFLECTION TIME

Think about the task and answer the questions.

- Was it easier to think of ideas for a charity event as a team?
- How did the leader help your team to complete the task?
- Did your team give each job to the right person?
- Have you enjoyed working in a team? Why/Why not?
- Did you use language from Units 3 and 4? Give examples.

To the limit

5

VOCABULARY

Sports equipment | Sporting events | Sports collocations |
Fitness and training | Sport verbs and nouns

GRAMMAR

Future forms: *will*, *be going to*, Present Continuous, Present Simple |
Future Continuous

COMMUNICATION

Talking about plans | Short messages

FUTURE SKILLS



Critical Thinking (Reasons for doing sport) | Collaboration (Team planning) | Creativity (A podcast)

VIDEOS



Grammar Animation | Grammar in Action | Street Talk | Everyday English | Culture

Strange but true!

Four amazing sporting records

1 Surfing

Standing on a surfboard is difficult enough normally, but in 2013, American Bernie Boehm surfed for thirty-three seconds while spinning a basketball on one finger!

2 Athletics

In 2008, German Christopher Irmischer ran 100 metres along a running track and jumped over ten hurdles. It took him 14.82 seconds. That's not fast. That's because he was wearing flippers on his feet instead of trainers, and a mask and snorkel on his head! How strange!

3 Cycling

In 2013, another German, Jens Stötzner, went cycling ... underwater! He rode his bike around the bottom of a swimming pool seventy-eight times – a distance of 6.708 kilometres! I wonder if he was wearing a helmet!

4 Ice hockey

In 2008, the Slovakian women's ice hockey team beat Bulgaria. They won the match very easily, scoring a goal every forty-four seconds! On the electronic scoreboard, the final score was 82–0!



1 **I KNOW** Add as many sports as you can.

- 1 indoor sports: *table tennis*, ...
- 2 outdoor sports: *running*, ...
- 3 team sports: *football*, ...
- 4 individual sports: *jogging*, ...
- 5 water sports: *swimming*, ...
- 6 winter sports: *skiing*, ...

2 **5.01** Study and listen to the Vocabulary A box. Which of these things can you see in photos A–D?**VOCABULARY A** Sports equipment

basketball bat flippers football kit helmet
life jacket mask mat net racket skateboard
skates skis snorkel snowboard surfboard

3 Answer the quiz questions with words from the Vocabulary A box.

Test your sports knowledge

- 1 What do you hit a baseball or a cricket ball with?
- 2 What do you wear on your head to protect you when you go cycling?
- 3 What do you wear when you go kayaking or sailing to keep you safe?
- 4 What equipment do you need to do snorkelling?
- 5 What can you put on the floor to make yoga exercises more comfortable?
- 6 What two things do you need to play badminton or tennis?
- 7 What can you use to ride the waves on the sea?

4 Read the article *Strange but true!* quickly. Find all the items of sports equipment it mentions.5 **...** Read the article again and answer the questions. In pairs, compare your answers.

- 1 Which record do you think is the most amazing?
- 2 Which is your favourite? Why?
- 3 What other sporting records do you know?

6 **5.02** Listen to a radio interview. According to Sandi, which two sports are not Olympic sports?7 **5.03** Study and listen to the Vocabulary B box. Check you understand the words.**VOCABULARY B** Sporting events

changing room court fan opponent pitch
scoreboard stadium tournament track

8 **5.04** Complete the blog post with the correct form of the words in the Vocabulary B box. Listen and check.**My greatest sporting success**

My greatest sporting success didn't take place on a running ¹ *track* in a big ² (...). It was on the tennis ³ (...) behind my school last June. It was the first game in a tennis ⁴ (...). I didn't feel nervous as I took my kit out of my bag in the ⁵ (...) rooms. Nobody expected me to win, not even me. I'm not very good at tennis. But that day I played brilliantly. My racket felt like part of my arm. Almost every ball I hit went flying over the net. My ⁶ (...) didn't know what to do. I won the match easily. The final score was 6–1, 6–2. I've never played so well since then!

9 **5.05** **WORD FRIENDS** Complete the phrases with these words. Listen and check.

beat goal medal record take part
take up team volunteer

- 1 *volunteer* at a sports event/a club
- 2 (...) in a race/competition
- 3 (...) a sport
- 4 win a (...)/game/match
- 5 break/hold a (...)
- 6 score a (...)
- 7 support a (...)
- 8 (...) a team/an opponent

10 **...** **CHALLENGE** Do you prefer team sports or individual sports? Discuss in pairs.**BBC VIDEO**

- 26** Watch six people talking about the sports and hobbies they enjoy. Write down the activities they mention.

STREET TALK



- 1 What do you do to keep fit?
- 2 27 5.06 Watch or listen and answer the questions.
- Why is Abe unhappy?
 - What's Bea's suggestion?
 - How easy does Abe find the class?

- 3 Study the sentences from the dialogue in Exercise 2. Match sentences a–f with their functions 1–6.

- a prediction based on things we already know *e*
 - a future prediction
 - a decision at the moment of speaking
 - a plan based on things we already know
 - an arrangement
 - a timetabled or scheduled event
- I need to train or I *won't be able* to finish.
 - Carla's *coming* round to do our fitness class.
 - It *starts* in ten minutes.
 - A: I can't do it!
B: I'll *show* you.
 - But they say it *is going to rain* all week.
 - Are* you really *going to run* five kilometres?

- 4 Study the Grammar box and check your answers to Exercise 3.

GRAMMAR Future forms

We use *will* for predictions or decisions made at the moment of speaking.

I won't finish the race.

Will that help me run five kilometres? Yes, it *will*. *I'll do it!*

We use *be going to* for intentions, plans and predictions based on things we already know.

It's going to snow all week.

Are you really going to study music at university?

We use the Present Continuous for arrangements.

I'm meeting Carla this afternoon.

We use the Present Simple for timetables.

The bus *leaves* in five minutes.

- 5 Complete the sentences with the correct form of the verbs in brackets.

- Over 200 people *are going to take* (take) part in the 5K charity run.
be going to
- The run (...) (start) at 10 a.m. tomorrow.
Present Simple
- I'm sure I (...) (not win) the race.
will
- What (...) (we/do) after the run?
be going to
- We (...) (have) a picnic in the park.
Present Continuous
- I (...) (bring) some crisps and juice.
will

- 6 5.07 Choose the correct option. Listen and check.

A: What ¹*are you doing* / do you do tomorrow morning?

B: I don't know. ²*I / I'll* probably just stay in. Why?

A: I've decided ³*I'll / I'm going to* get fit this summer, so ⁴*I'll take / I'm taking* part in a new fitness class in the park. It's ⁵*being / going to be* great. Why don't you come?

B: What time ⁶*does it / is it going to* start?

A: ⁷*It's starting / It starts* at 8 o'clock, but ⁸*I'll / I'm going to* try to get there ten minutes early.

B: OK, ⁹*I'll try / I'm trying* it.

A: Great! ¹⁰*I / I'll* see you there!

- 7 Complete the sentences to make them true for you.

- I think I'll ... this evening.
- When I'm fifty, I won't ...
- Next weekend, I'm going to ...
- My best friend is never going to ...
- My football team is playing ...
- This year the school holidays begin ...

- 8 **CHALLENGE** In pairs, use sentences 1–6 in Exercise 7 to say true and false things about yourself. Your partner has to guess if what you say is true or false.

A: *I think I'll go windsurfing this evening.*

B: *False. I don't think that's true.*

Competitive sport or just a hobby?

We talked to three teenagers about how they train and how seriously they take their sports.

Carrie, 14 – rhythmic gymnastics

- I go to the gym twice a week. My coach says it's really important to **warm up**, so we do lots of **exercises** before the class: we **stretch** and jump and jog. Then we **practise** the different techniques. I prefer working with the ribbon. Afterwards, we **warm down** to some relaxing music. I love rhythmic gymnastics, but I don't think I'll ever take part in any serious competitions. I just do it for fun and to keep fit. But I'm going to volunteer at the next big competition.



Ryan, 16 – ice hockey

- You have to be fit to play ice hockey, so I **work out** at a local gym most days to build up **strength** in my legs and body. Being fit and strong helps you keep your **balance** when you're on the ice. I watch a lot of games on my computer to learn new **skills** and I practise with my team at the ice rink three times a week. My dad's our **coach**. He's a volunteer, not a professional, but he's really good. I'm never going to take up ice hockey professionally, but it's a great hobby.



Suzy, 15 – triathlon

- In a youth triathlon competition, you have to swim 750 metres, cycle 20 kilometres and run 5 kilometres. So, you have to train very seriously. I'm going to follow a new **training programme** from next week. My mum's a doctor. She says that at my age, you shouldn't train more than twenty hours a week, so I'm going to swim two kilometres three times a week, go running on Tuesdays, Thursdays and Saturdays, and cycle every Sunday for three hours. That's eighteen hours. Maybe one day I'll be good enough to compete in the Olympics. I hope so!



- 4 5.09 Study and listen to the Vocabulary box. Look at the words highlighted in the article and check you understand their meaning.

VOCABULARY Fitness and training

balance coach exercise practise skill
strength stretch training programme
warm down/up work out

- 5 Match definitions 1–8 with the words in the Vocabulary box.

- 1 state in which your body stays in a position and doesn't fall **balance**
- 2 exercises to prepare your muscles for sport
- 3 to do exercises to make you stronger
- 4 someone who trains you in a sport
- 5 repeat something in order to get better
- 6 to push parts of your body as far as they can go
- 7 your physical power and energy
- 8 your abilities

- 1 In which sports do athletes train the hardest, in your opinion?
- 2 5.08 In pairs, look at the photos. Read and listen to the article. Have you tried any of these sports? If not, which would you like to try?
- 3 Read the article again and write C (Carrie), R (Ryan) or S (Suzy).
 - 1 Who follows his/her sport online to get better? **R**
 - 2 Who mentions a favourite piece of equipment?
 - 3 Who trains with a family member?
 - 4 Who would like to get involved in competitive sport?
 - 5 Who mentions how training starts and finishes?
 - 6 Whose coach warns younger people not to train too much?

THINKING TIME

EVALUATE

Which sport mentioned in the text would you like to try? Why?

EXPLORE

Find and share an exercise you can do at home to build up your strength.



Scuba diving in the Red Sea

1



Ping-pong free @ Sports centre



2



Learn to sail in Devon

3

- 1 Read the adverts for summer courses. Which course would you like to try? Why?

- 2 5.10 Read the dialogue. Which courses will Andy, Beth and Cathy be doing in the summer?

Andy: Term's nearly over. Do you know what you will be doing this time next month?

Beth: We'll be sailing in a boat. We're doing a sailing course. And you?

Andy: I'll be practising my ping-pong because I've got a competition in September.

Cathy: And I'll be scuba diving!

Beth: Wow!

Cathy: In three weeks' time, we'll be travelling to the Red Sea.

Andy: That sounds great. So, you won't be doing any sunbathing this summer?

Cathy: Of course, I'll will! The Red Sea has lots of great beaches.

- 3 Study the Grammar box. Find more examples of the Future Continuous in the dialogue.

GRAMMAR Future Continuous

We use the Future Continuous to talk about actions that will be in progress at a specific time in the future.

+	She'll be sailing in August.
-	We won't be studying for exams in two weeks' time.
?	Will they be living abroad in five years' time? When will you be travelling?

We can use the Future Continuous with time expressions:
in August/three years' time at 5 o'clock
this time next week/month

- 4 Complete the questions with the Future Continuous form of the verbs in brackets. Then answer the questions in pairs.

- When *will* Beth *be sailing* (sail)?
Beth will be sailing this time next month.
- Why (...) Andy (...) (practise) ping-pong in July?
- When (...) Cathy and her parents (...) (travel) to the Red Sea?
- What (...) they (...) (do) in the Red Sea?
- (...) Cathy (...) (do) any sunbathing?

- 5 Complete the sentences in the Future Continuous with affirmative and negative forms. Use these verbs or your own ideas.

do finish live start study travel work

- In three years' time, *I'll be finishing school.*
- This time tomorrow, ...
- At 8 o'clock this evening, ...
- In August, ...
- In ten years' time, ...
- This time next year, ...
- At 9 o'clock tomorrow morning, ...

- 6 In pairs, ask and answer the questions in Exercise 5.

What will you be doing in three years' time?
I'll be working in a factory.

- 7 **CHALLENGE** Write four sentences about what your partner *will* or *won't* be doing in the future. Use the information you learnt from the questions in Exercise 6.

Marian won't be studying in three years' time.
She'll be ...

- 1 Who is your favourite sportsperson? Why?
- 2 Read the fact box and decide if the sentences are true or false.
 - 1 The Sports Personality Award is over sixty years old.
 - 2 You must be British to win the award.
 - 3 Nobody has won the award more than once.

FACT BOX

The BBC Sports Personality of the Year Award

Every December since 1954, the British public have chosen their sports personality of the year. He or she is the sportsperson that has achieved the most in that year. The winner must be British or live and play sport in the UK. Tennis player Andy Murray is the only person who has won the award three times.

- 3 What do you think sportspeople have to do to get a nomination for the Sports Personality of the Year Award?

- 4   5.11 You will hear two friends talking about the Sports Personality of the Year Award. Listen and choose the correct answer.



- 1 Callum thinks Marcus Rashford is ...
 - a the best sportsperson in the UK.
 - b the best English football player.
 - c not as good as another player.
- 2 When Marcus Rashford plays for Manchester United, he wears the number ...
 - a seven.
 - b ten.
 - c eleven.
- 3 Megan thinks the winner of the BBC award should be ...
 - a the best athlete.
 - b the top goalscorer.
 - c the best person.
- 4 How many free meals did Marcus Rashford's charity pay for?
 - a 20 million
 - b 3 million
 - c 400,000
- 5 Marcus Rashford ...
 - a can understand sign language.
 - b studies at university.
 - c writes for a magazine.

- 5  5.12 Study and listen to the Vocabulary box. Then look at the sentences and decide if each underlined word is a verb, a noun for an action or a noun for a person.

VOCABULARY Word building

Verb	Noun (action)	Noun (person)
attack	attack	attacker
coach	coaching	coach
defend	defence	defender
manage	management	manager
practise	practice	—
score	score	scorer
support	support	supporter
train	training	trainer

- 1 He scored two goals in his first match. *verb*
- 2 The supporters want their team to attack more.
- 3 There's no football practice today because of the snow.
- 4 Our new coach makes us train very hard.
- 5 They lost 5–0, so their manager wasn't happy with the defence.

- 6 Complete the table.

Verb	Noun (action)	Noun (person)
kick	¹ (...)	—
play	—	² (...)
present	—	³ (...)
race	⁴ (...)	—
win	⁵ (...)	⁶ (...)

- 7  5.13 Complete the text with the correct form of words from Exercises 5 and 6. The first letter of each word is given. Listen and check.

5–0! That's a great ¹ win, isn't it? I'm not surprised our ² s(...) are singing. I'm delighted with the ³ p(...). I always tell them that ⁴ p(...) makes perfect, and I've got to say they've been great in ⁵ t(...) all week. Our ⁶ d(...) didn't have much to do today because our ⁷ a(...) were so good. They ⁸ s(...) some great goals. I'm so lucky to be their ⁹ m(...)!

- 8  Imagine that you are going to vote for the Sports Personality of the Year. In groups of four, decide on three people. Share your ideas with the class, defending your choices. Then vote to decide.

VIDEO



EVERYDAY ENGLISH



Eren: Guys, what are you doing next Saturday?
 Abe: Nothing special. I don't have any plans.
 Eren: Have you got any plans, Bea?
 Bea: I don't think so.
 Eren: What about you, Carla? What are your plans?
 Carla: I don't know yet. Why?
 Eren: I'm playing an important tennis match at 3 p.m. If you guys don't come, I won't have any fans. Can you make it?
 All: Sure! Yeah! Maybe. *Later ...*
 Carla: I'm sorry, Eren, but I won't be able to come on Saturday. We're visiting my grandma ...

Eren: Hi, Bea!
 Bea: Hi, Eren. Look, I'm so sorry. I'm going to help a friend paint her room on Saturday. And then, we're going to the cinema.
 Eren: Oh!

Abe: Hey, Eren. What are you up to today?
 Eren: I'm training for the tennis match.
 Abe: Oh, yeah, about that ... I won't be able to make it. I'm going to a soccer match with my dad.

On Saturday ...

Eren: What are you guys doing here?
 Abe: We changed our plans!
 Eren: That's great!

SOUNDS GOOD!

Nothing special. •
 Can you make it?

1 In pairs, talk about why you think the kids are at the tennis court? How does Eren feel?

2 29 5.14 Watch or listen and check your answers to Exercise 1. Then match people 1–4 with the plans they had a–d.

1 Abe 2 Bea 3 Carla 4 Eren

- a hang out with a friend
- b play a sports match
- c spend time with his/her family
- d watch a sport event

FUTURE SKILLS



In pairs, talk about a time when you changed your plans for someone or when they changed their plans for you. Then decide on good reasons for changing your plans.

3 Study the Speaking box and read the dialogue again. Who says each sentence in the box? Which sentences are not in the dialogue?

SPEAKING Talking about plans

Asking

What are you up to today/at the weekend?
 Have you got any plans for this evening/tomorrow?
 What are you doing on Sunday/next Saturday?

Answering and following up

I'm/We're visiting my grandma/going to the cinema.
 First, I'm going to a soccer match ...
 I'm going to help ...
 Then, ... After that, ... Later, ...
 I don't have any plans. I don't know yet.
 What about you? And you? What are your plans?

4 5.15 Rewrite the dialogue in the correct order. Use the Speaking box to help you. Listen and check.

- a Sam: Yes, that's a great idea.
- b Sam: What are you up to this weekend? 1
- c Tara: Sunday? Well, I'm definitely going to have a lie-in. Then, I'll probably do some homework. Have you got any plans?
- d Tara: Well, first, I'm visiting my aunt on Saturday morning. Then, we're going to an ice hockey match. It starts at 3 p.m.
- e Sam: Sounds good. What are you doing on Sunday?
- f Tara: Do you want to go cycling?
- g Sam: I don't know yet. Nothing special.

SPEAKING TIME

In pairs, ask and answer about your plans for the weekend. Use these ideas to help you.

- sports and activities
- family and friends
- homework
- trips
- shopping
- relaxation
- entertainment
- special events

- 1 How do you and your friends usually send messages to each other? How long does it usually take you to reply?
- 2 Read the messages. What event did Dev, Alison, Callum and Mo take part in? Who won?
- 3  Read the messages again and answer the questions.
 - 1 What does Dev thank the volunteers for? Why does he congratulate them? What request does he make?
 - 2 What does Alison thank her friends for? What request does she make?
 - 3 Why does Mo congratulate his friend? What request does he make?
- 4 Study the Writing box. Find examples of the phrases in the short messages in Exercise 2.

WRITING Short messages

Greeting

Hi ... Hi there ... Hiya ... Hey ...

Thank someone

Thanks (so much) for your help/note/message/present ...
Just a quick note to thank you for ...

Congratulate someone

Congratulations on making/doing/organising ...
Well done on winning/helping to ...

Make a request

Could you (please) ... ?
Would you mind ... ?
If it's OK with you, I'll ...
Would it be possible to ... ?
Let me know if that's OK.

End your message

Bye, Cheers, All the best, Best wishes,
See you later,

- 5  Study the Language box. Find similar sentences in the messages in Exercise 2. Then, in pairs, finish the sentences using your own ideas.

LANGUAGE Prepositions + -ing form

Thanks **for** helping me.
I felt nervous **before** starting the race.
I was tired **after** running so far.
I'm looking forward **to** seeing you again.
I'd like to congratulate you **on** winning the race.

- 1 Hi everyone,
- 2 Just a quick note to thank you all for volunteering at the parkrun on Saturday. 3 And congratulations on making it such a success!
- 4 Did anyone take photos of the event? If so, could you please send them to me so I can post them on the parkrun blog?
- 5 Best wishes,
Dev

← Alison

- 1 Hey guys,
- 2 Thanks for your help during the parkrun. I was ready to stop after running up that first hill, but then you stayed with me and encouraged me. Thanks so much! I'm already looking forward to taking part in next month's race. 4 Would it be possible to train together this weekend? Let me know if that's OK.
- 5 Cheers,
Alison

- 1 Hi Callum,
- 3 Well done on winning the race! You're a fantastic runner! By the way, I forgot my trainers in your dad's car. 4 If it's OK with you, I'll pick them up before going to school on Monday. Would you mind cleaning them for me? (Just joking!)
- 5 See you later,
Mo

WRITING TIME

 You participated in a sports event. Write three short messages to people involved in the event.

FIND IDEAS

Make notes for your messages. Think about:

- who you want to write to
- what you want to thank them for or to congratulate them on
- what you would like them to do for you

PLAN

Organise your ideas into three short messages. Use the messages in Exercise 2 to help you.

WRITE AND SHARE

- Write your draft messages. Use the Writing box and the Language box to help you.
- Share your messages with another student for feedback.
- Write the final version of your messages.

CHECK

- Check language: did you use the -ing form after prepositions?
- Check grammar: did you use future forms correctly?

WORDLIST

5.16

Sports equipment

basketball (n)
bat (n)
flippers (n)
football kit (n)
helmet (n)
life jacket (n)
mask (n)
mat (n)
net (n)
racket (n)
skateboard (n)
skates (n)
skis (n)
snorkel (n)
snowboard (n)
surfboard (n)

Sporting events

changing room (n)
court (n)
fan (n)
opponent (n)
pitch (n)
scoreboard (n)
stadium (n)
tournament (n)
track (n)

Word friends

(sports collocations)

beat a team (phr)
beat an opponent (phr)
break a record (phr)
hold a record (phr)
score a goal (phr)
support a team (phr)
take part in a competition (phr)
take part in a race (phr)
take up a sport (phr)
volunteer at a club (phr)
volunteer at a sports event (phr)
win a game (phr)
win a match (phr)
win a medal (phr)

Fitness and training

balance (n)
coach (n)
exercise (n)
practise (v)
skill (n)
strength (n)
stretch (v)
training programme (n)
warm down (v)

warm up (v)
work out (v)

Word building

(sporting verbs and nouns)

attack (v, n)
attacker (n)
coach (v, n)
coaching (n)
defence (n)
defend (v)
defender (n)
manage (v)
management (n)
manager (n)
practice (n)
practise (v)
score (v, n)
scorer (n)
support (v, n)
supporter (n)
train (v)
trainer (n)
training (n)

EXTRA WORDS

award (n)
badminton (n)
baseball (n)
champion (n)
charity (n)

compete (v)
competition (n)
competitive (adj)
Congratulations!
cricket (n)
encourage (v)
event (n)
fitness (n)
follow (v)
ice hockey (n)
kayaking (n)
keep fit (phr)
kick (v, n)
professional (n)
race (n)
rink (n)
rope (n)
rugby (n)
sailing (n)
skipping (n)
spin (v)
sports personality (n)
sports centre (n)
success (n)
trick (n)
yoga (n)

1 Use the wordlist to find these things.

- two things you need to play tennis *net, ...*
- five pieces of equipment for water sports
- three things you can wear on your feet
- three kinds of board you use for sports
- four places where you can do sport

2 Choose the odd one out.

- flippers **coach** mat mask
- track pitch fan court
- fan opponent exercise coach
- stretch volunteer work out warm up
- mask skill helmet kit

3 Answer the questions with words from the wordlist.

- What do you hit the ball with in tennis?
racket
- What can help you breathe if you are swimming underwater?
- Where can you see a football match?
- Where can you put on your sports clothes before you play a sport?
- What object shows how many points the players or teams have?

4 Complete the questions with words from the wordlist in the correct form. Then, in pairs, ask and answer the questions.

- Which football team do you *support*?
- Have you ever taken (...) in a race?
- Have you ever (...) a medal?
- Would you like to volunteer at a sports (...)?
- Which sport would you like to (...) up?

5 Write the correct word for each definition.

- A person who trains a team for a sport. *coach*
- You wear this to stay safe in water sports. *l...*
- The person you play against in a game. *o(...)*
- A competition with planned games to find a winner. *t(...)*
- To win against a player or team. *b(...)*

6 CHALLENGE Match words from the Extra words list with the definitions.

- A team game in which you can carry, kick or throw the ball. *baseball*
- An organisation that helps people who are poor or sick.
- An area where you can play ice hockey.
- A sport done on a long narrow boat.
- A very strong thick cord used in sport.



VOCABULARY

1 Choose the correct option. Answer the questions.

- Do you wear a football *net* / *kit* with your favourite team's colours?
- The school has a full-sized football *pitch* / *mat*.
- Did you *win* / *beat* another school in a sports competition?
- Do you always wear a *lifejacket* / *helmet* on a bike?
- Is there a football *track* / *stadium* in your town?
- Do you *work out* / *warm up* before you do sport?

2 Complete the text with these words. There are two extra words.

attack manage score support
take part take up train volunteer

I'm football crazy and I ¹ (...) a famous team. They ² (...) in both national and international competitions. My friend Josh thinks I should ³ (...) football as well as just watching it. I think it's a good idea. When I play with friends, I always ⁴ (...) the most goals. Josh says that if I ⁵ (...) hard, I'll be a great player one day. I'm also going to ⁶ (...) at my school football club – I'd like to help in any way I can.



3 Complete the second sentence so that it means the same as the first one. Use the correct form of the underlined word.

- I've supported this club since I was a child.
I've been a (...) of this club since I was a child.
- We need to defend better – we're losing!
We need a better (...) – we're losing!
- You need a lot of practice to be good at karate.
You need to (...) a lot to be good at karate.
- Who manages the team?
Who is responsible for the team's (...) ?
- You can play many sports if you're strong.
There are many sports where (...) helps you play well.

4 CHALLENGE Choose six words from the Extra words list. Write sentences that are true for you and your family.

My sister's favourite sports personality is Simone Biles.

GRAMMAR

5 Complete the dialogues with the correct form of *will* or *be going to* and the verbs in brackets.

- A: Who do you think (...) (win) the world cup this summer?
B: I'm not sure yet, but I (...) (read) about the teams in my football magazine.
- A: Hi, Sally. Change of plan: we (...) (not practise) outdoors today. It's too cold.
B: Oh. So where (...) (we/practise)?
A: In the school sports hall. I haven't told Sharon yet.
B: No problem. I (...) (tell) her.
- A: Why are you carrying a football?
B: I (...) (play) football in the park with some friends. Do you want to play?
A: Sure! I (...) (be) there there in a minute.

6 Make a plan for next week. Use these ideas or your own ideas.

compete in a school quiz go to the gym
meet friends after school train with my team
watch a match on TV

Monday: I'm competing in a school quiz.

7 Complete the sentences with the Future Continuous form of the verbs in brackets.

- I (...) (run) a marathon for charity on Saturday morning.
- This time tomorrow, we (...) (support) a local football team.
- You (...) (study) for exams this time next year.
- They (...) (no play) when they're 80 years old.
- In three years' time, I (...) (not live) in this town.
- This time next year, Sarah (...) (travel) to Japan.

8 CHALLENGE Think about your life in ten years' time. Write six sentences about what you will/won't be doing by then. Write about sports, work and friends.

In ten years' time, I think I will be taking part in an important tennis tournament.

DICTIONATION

9 Listen. Then listen again and write down what you hear during each pause.



5.17

Listen. Then listen again and write down what you hear during each pause.



AUSSIE RULES

If you think the most popular sport in Australia is rugby or cricket, think again. It's a sport that you have probably never heard of, called Australian Rules Football. Commonly known as 'Aussie Rules', big matches attract huge crowds, especially in the large stadiums of Sydney or Melbourne.

So what is Aussie Rules? Well, it's very different from the football that you and I know. Two teams of eighteen players take part in each match, and the field is oval-shaped. Though called football, it is more similar to rugby. For example, the ball is oval and you score points by kicking it between two goalposts, just like in rugby. However, players can be anywhere on the field and they can use any part of their bodies to move the ball. Running with the ball is fine, but you have to bounce it or touch it on the ground at the same time. Throwing the ball is not allowed. Aussie Rules includes a lot of physical contact and can be dangerous. Players can tackle each other with their hands or even their whole body!

The sport was invented in the 1850s in Melbourne, but amazingly, a national competition didn't take place until the 1980s. It is equally popular among men and women, and children learn to play it at school. Because it is purely Australian, it is rich in cultural history and references. Australians are very proud to have a sport that they can call their own. It is only really played in Australia, but it has fans worldwide. Who knows? Perhaps one day it will become very popular in the UK too!

bounce (v) (of a ball) hit the ground then go back up
oval (adj) having the general form or outline of an egg
tackle (v) try to take the ball from another player

- 1 5.18 **VISIBLE THINKING** In pairs, follow these steps.

CONNECT

- 1 Look at the photo. Would you like to play Aussie Rules? Do you think this sport is dangerous? Why?/Why not?

EXTEND

- 2 What is the national sport of your country?
- 3 Is that sport equally popular among men and women?

CHALLENGE

- 3 Read the article and answer the questions.
 - a In what ways is Aussie Rules culturally important for Australians?
 - b Do you think many sports have this cultural role? Why?/Why not?

- 2 Read the article again. Decide if the sentences are true or false. Correct the false ones.

- 1 Aussie Rules is played only in Sydney and Melbourne.
- 2 Aussie Rules and football are two different sports.
- 3 You can bounce, touch and throw the ball.
- 4 Players use their bodies to stop another player.
- 5 It plays a big role in Australian culture and history.
- 6 People all over the world enjoy Aussie Rules.

- 3 In pairs, discuss the questions.

- 1 What are the most popular sports in your country? Are they traditional or international sports?
- 2 Are they played by both men and women?



- 4 Look at the photo. Where are the girls? What do you think they are doing and why?
- 5 30 Watch Part 1 of the video. Put these activities in the order you see them (1–4).
- | | |
|------------------|---------------------|
| playing bagpipes | running a race |
| throwing wood | traditional dancing |
- 6 30 Watch the video again and complete the sentences with these words.
- | | | | |
|-------------|----------|----------|-----------|
| disappeared | families | strength | tradition |
|-------------|----------|----------|-----------|
- The Highland Games are a very old (...).
 - They aim to bring together Scotland's historical (...).
 - They include symbols of a culture that almost (...).
 - They are a meeting place of (...), speed and celebration.
- 7 31 Watch Part 2 of the video. Which is the most important sport?

- 8 31 Watch the video again and choose the correct option.
- The Games usually include athletics and *sometimes / always* heavy events.
 - The wooden pole used in the caber toss event weighs *fifteen / fifty-five* kilos.
 - There are more Highland Games celebrated *in / outside* Scotland.
 - The Games are about competing and making time for old *events / friends*.
- 9 In pairs, discuss the questions.
- The Highland Games used to be men-only competitions. Are traditional games more inclusive nowadays?
 - Women's participation in the Highland Games has grown quickly over the last decade. Do you think the popularity of women's sports is growing?

PROJECT TIME



In groups of four, prepare a video podcast about a mixed-gender sport. Follow these steps.

- In your group, choose a mixed-gender sport and find out information about it.
- Individually, create your part of the video podcast.
- In your group, create your video podcast. You can use a video app.
- Show your video podcast to the class.

SUSTAINABLE
DEVELOPMENT
GOALS

5 GENDER
EQUALITY

For girls and women to have the same rights and opportunities as boys and men.

What can we do?

Discuss this statement:

Sport is one of the most powerful platforms for promoting gender equality and empowering girls and women.

Just justice

6

VOCABULARY

Criminals | Crime collocations | Crimes | Solving crimes | The law |
Negative prefixes | Investigating crimes

GRAMMAR

Present and Past Simple Passive | Defining and non-defining relative clauses

COMMUNICATION

Keeping a conversation going | An opinion essay

FUTURE SKILLS

Critical Thinking (Fair punishments) | Social Responsibility (Ethical competence) |
Critical Thinking (Problem-solving skills)

VIDEOS

Grammar Animation | Grammar in Action | Street Talk | Everyday English

SAFE NEIGHBOURHOODS

Let's stand up to crime

Hopefully, you haven't been unlucky and been the victim of a crime. But if you have, we have some tips and advice to help you. First, let's look at the type of crime some of you have experienced. Then, click on the link to find out how you can stop the crime happening in the first place.

1 Rhea, Newcastle

I was a witness to a bank robbery. Two robbers ran into the bank and stole a lot of money. After robbing the bank, they got away on a motorbike. I spoke to the detective who's trying to solve the crime.

2 Mhairi, Glasgow

There have been a lot of burglaries in our area recently. Last month some burglars broke into our neighbour's house. The thieves stole her purse and some jewellery. She was really upset.

3 Jason, Bristol

Pickpocketing is a big problem in the city. Last night I was on a busy train when I felt someone's hand in my back pocket. I turned around quickly, but the pickpocket wasn't there. And neither was my wallet!

4 Humza, Coventry

I work in a small shop with a big problem: theft, or shoplifting, to be specific. The shoplifters steal all sorts of things. We're going to install security cameras to try to stop them.

5 Emma, Leeds

Some vandals ran through our neighbourhood last night. They damaged the swings in the children's park, broke a street light and threw a stone at a shop window. Why do people commit such stupid crimes? I don't understand vandalism.

Tips and advice

[Read more](#)

- 1 Read crime stories 1–5 and match them with photos A–E. Who do you think had the most unpleasant experience?
- 2 6.01 Study and listen to the Vocabulary A box. Find the words in the stories in Exercise 1.

VOCABULARY A Criminals

burglar pickpocket robber shoplifter thief vandal

- 3 6.02 **WORD FRIENDS** Complete the sentences with the correct form of these verbs. Use one of the verbs twice. Listen and check.
- break break into commit damage rob solve steal
- A criminal is someone who commits a crime and (...) the law.
 - A shoplifter is someone who (...) things from a shop.
 - A bank robber is someone who (...) a bank.
 - A burglar is someone who (...) homes.
 - A vandal is someone who (...) buildings and other things.
 - A detective is someone who (...) crimes.
 - A thief is someone who (...) things from people.
- 4 6.03 Study the Vocabulary B box. Find the crimes in the stories in Exercise 1 and complete the table. Listen and check.

VOCABULARY B Crimes

Person	Crime
(bank) robber	¹ <u>bank robbery</u>
burglar	² (...)
pickpocket	³ (...)
shoplifter	⁴ (...)
thief	⁵ (...)
vandal	⁶ (...)

- 5 6.04 Listen to a boy talking about crime. Write the examples of crimes and criminals you hear.
- 6 6.05 Study and listen to the Vocabulary C box. Check you understand the words.

VOCABULARY C Solving crimes

case clue detective fingerprint security camera suspect witness

- 7 6.06 Complete the text with the correct form of the words in the Vocabulary C box. Listen and check.

I'm the lead ¹ detective investigating the recent bank robbery. It wasn't a difficult ² (...). We interviewed several ³ (...) and from their descriptions, I immediately thought of two possible ⁴ (...), so we brought them in for questioning. They said they had nothing to do with it, but I knew they were lying. We had two ⁵ (...) that helped us solve the crime. First, the recording from the ⁶ (...) showed their faces. Secondly, their ⁷ (...) were all over the bank. I arrested them. Then, some police officers searched their flat and found the money from the robbery.

- 8 6.07 Study and listen to the Vocabulary D box. Check you understand the words.

VOCABULARY D The law

court fine judge lawyer prison punishment reward sentence

- 9 6.08 Choose the correct option in the newspaper headlines. Listen and check.

1 £500 punishment / reward for information on local vandals

2 Judge / Lawyer decides shoplifter should work for the community

3 Ex-burglar goes back to school to become a lawyer / court!

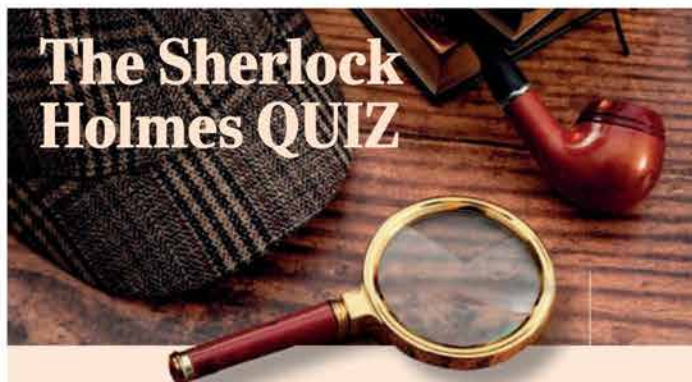
4 Ten-year prison judge / sentence for bank robbers

5 Train pickpocket gets a fine / reward of £250

6 Vandals should go to fine / prison, says politician

- 10 **CHALLENGE** In pairs, discuss the punishments you would give the criminals in the crime stories in Exercise 1.

- 1 What do you know about Sherlock Holmes? In pairs, make a list.
- 2 6.09 In pairs, do the quiz. Listen and check.



- ① The *Sherlock Holmes* detective stories were written 100 years ago by ...
 a Arthur Conan Doyle.
 b Agatha Christie.
- ② Holmes had a famous assistant. What was his name?
 a Doctor Who
 b Doctor Watson
- ③ The stories were first published ...
 a in a book.
 b in a magazine.
- ④ Sherlock's flat is located at number 221B of a famous London street. It is ...
 a Regent Street.
 b Baker Street.
- ⑤ Which famous Sherlock Holmes quote is never really used by Sherlock Holmes?
 a 'Elementary, my dear Watson.'
 b 'My mind is like a racing engine.'

- 3 Study the Grammar box. Find more examples of the Present and Past Simple passive in the quiz.

GRAMMAR The passive

We use the passive when the action is more important than who does it or when we don't know who did the action.

Present Simple Passive

The quote *is* never really *used* by Sherlock Holmes.

Past Simple Passive

The detective stories *were written* by a British author.

VIDEO 32 Grammar Animation

WATCH OUT!

Use *by* + name/person to say who did the action.

The detective stories were written *by* a British author.

- 4 Write the Past Simple and Past Participle forms of these verbs. Underline the verbs which are the same in the Past Simple and Past Participle. Use the irregular verbs list on pages 158–159 to help you.

ask build catch chase hide
make see use watch write

ask – asked – asked

- 5 Complete the sentences with the past participle form of the verbs in brackets.
- Security cameras are *used* (use) to find clues about many crimes.
 - The thief escaped but was (...) (catch) when she fell.
 - Yesterday evening two car thieves were (...) (chase) by police in fast cars.
 - Sometimes a recording from security cameras is (...) (watch) by special detectives.
 - Last night the witnesses were (...) (ask) questions by police officers.
 - This security camera is (...) (hide) so that shoplifters don't see it.
- 6 Complete the review with the Present or Past Simple passive form of the verbs in brackets. Add *by* where necessary.

Who is Nancy Drew?

The *Nancy Drew* stories are among the most famous detective stories ever. The first stories about Nancy Drew ¹ *were published* (publish) in the 1930s. Other newer stories have appeared since then. The books ² (...) (create) for teenagers. The *Nancy Drew* detective stories ³ (...) (write) several different authors. The name Carolyn Keene ⁴ (...) (use) by all the authors, but Nancy's name ⁵ (...) (change) in some countries. It may be surprising, but this old series ⁶ (...) (read) thousands of young people even today, and each year lots and lots of copies ⁷ (...) (sell).

- 7 **CHALLENGE** Tell a partner about a detective story, film or series that you know. You can check some facts online before you speak. Use the prompts and your own ideas.

- ... was written by ...
- ... is played by ...
- ... was directed by ...
- In the story, ... is found dead in ...

A newspaper article about fair punishment

- 1 Look at the photos and the title of the article. Describe the photos. What do you think the article is about?
- 2  6.10 Read the article and check your answers to Exercise 1. What kind of court did Lisa and Ian choose? What countries have this type of court?
- 3 Read the article again and choose the correct answers.
 - 1 What did the police officer do that was surprising?
 - a He arrested Lisa and Ian for stealing.
 - b He sent Lisa and Ian to a youth court.
 - ☒ c He asked Lisa and Ian to choose where to go.
 - d He gave Lisa and Ian something from the shop.
 - 2 Why did Lisa and Ian choose to go to a youth court?
 - a They thought it was difficult to understand adults.
 - b They believed their actions were legal.
 - c They wanted to make their own choices.
 - d They wanted to be heard by people of their own age.
 - 3 Which of these statements is true about youth courts?
 - a You listen to stories about all kinds of crimes.
 - b You are heard by people who are a similar age.
 - c You can choose a punishment that works for you.
 - d You meet young people from around the world.
 - 4 How did Lisa and Ian react to their punishment?
 - a They agreed it was appropriate.
 - b They were quite unhappy.
 - c They wanted to change it.
 - d They thought it was hard work.
- 4  6.11 Study the Vocabulary box. Find more adjectives with negative prefixes in the article. Listen and check. How do these prefixes change the meaning of an adjective?

VOCABULARY Negative prefixes

<i>il-</i>	¹ <i>illegal</i> , illogical
<i>im-</i>	impatient, ² (...)
<i>ir-</i>	irregular, ³ (...)
<i>un-</i>	uncomfortable, unfair, unhappy, unimportant, uninteresting, unkind, ⁴ (...)

**A fair punishment**

Imagine that you're a police officer. What would you do if you saw some teenagers shoplifting? A kind police officer's decision helped Lisa and her brother Ian out of a difficult situation.

- 5 When Lisa was fifteen and Ian was seventeen, they were arrested for stealing from a shop. The police officer who caught them did an unusual thing: he gave them a choice. Did they want to go to a normal court where an adult judge would decide their punishment? Or did they want to go to a youth court where a group of young people would decide their punishment?

For Lisa and Ian, the answer was easy. They knew they had done something illegal and it was impossible to avoid punishment, but they hoped young judges might understand their situation better. That's why they chose to go to a youth court.

But what is a youth court? It's a place where the jury – the group of people who make decisions – is made up of people aged 12–19. Young people who are in trouble with the law have a chance to explain their story, be judged and get back on the 'right track'. There are now thousands of these courts around the world, including Europe, Asia and the USA. Of course, normal courts still deal with serious crimes.

- 25 At the court, Lisa and Ian, who were very nervous, were given three punishments. First, they both had to write an apology to the shop owner. Then, they had to do forty hours of 'community service'. In other words, they had to help other people in their local area. Finally, they had to volunteer at the youth court themselves. The brother and sister both felt this was fair. They didn't want to be irresponsible anymore. As volunteers, they have learned how the court works. They have both helped to choose fair punishments for other young people too.

THINKING TIME**EVALUATE**

Which is better, a youth court or a normal court? List reasons for and against each option.

APPLY

In groups, decide on the punishment teenagers should get for the following crimes:

- shoplifting
- vandalism
- bullying online

- 1 What do you remember about the detective Sherlock Holmes?
- 2  Read the quiz questions 1–10. In pairs, how do you think Sherlock Holmes might answer these questions?



Discovering the person behind the myth.

Name:

- 1 one thing which you would rescue in a flood.
- 2 one person who you always have fun with.
- 3 a place where you like to relax.
- 4 one food that you often eat as a snack.
- 5 the teacher who helped you the most.
- 6 a place where you want to go in the future.
- 7 a person who always listens to you.
- 8 an object that you loved when you were small.
- 9 a song which you can't stop singing.
- 10 the time of day when you work best.

- 3  6.12 Match the questions in Exercise 2 with the possible answers a–j. Listen and check.
- a In Dublin's Fair City, which is popular in the streets at the moment, is in my head. 9
 - b My colleague, Dr Watson, is the funniest person I know.
 - c My landlady, Mrs Hudson, is a person who always listens to me.
 - d Mr Kettering, who was my Science teacher, was the most helpful.
 - e I like to eat egg sandwiches at any time of the day.
 - f One place where I like to relax is Regent's Park.
 - g A magnifying glass, which my grandfather gave me, was my favourite object.
 - h The evening is the best time for me.
 - i One thing that I would rescue is my violin.
 - j New York, where there are lots of crimes to solve, is a place I'd love to visit.

- 4 Study the Grammar box. Find more examples of defining and non-defining relative clauses in the quiz and in the answers in Exercise 3.

GRAMMAR Relative clauses

Defining relative clauses

They give essential information.

Ben is a friend *who/that always listens*.

One thing *which/that I'd rescue is my tablet*.

Our youth club is one place *where I like to relax*.

Non-defining relative clauses

They give extra information.

Mr Oh, *who was my PE teacher*, was the most helpful.

Thriller, *which is my dad's favourite song*, was a hit.

Iceland, *where there are many volcanoes*, is far away.

VIDEO  33 and 34 Grammar Animation

- 5 Rewrite the sentences using defining relative clauses.
- 1 Holly has an aunt. She lives next door.
Holly has an aunt who lives next door.
 - 2 In Gran's house there's a picture.
It's 100 years old.
 - 3 This is the camera. My dad uses it on holiday.
 - 4 There's a park. The children play in it.
 - 5 He is the thief. He stole the diamonds.
 - 6 This is the place. The robbers hid from the police.
- 6 Use the information in brackets to write sentences using non-defining relative clauses. Add commas where necessary.
- 1 Mrs Ji is sixty-six.
(who/be/a judge)
Mrs Ji, who is a judge, is sixty-six.
 - 2 Paddy uses his bike every day.
(which/be/new)
 - 3 Number 24 is an old house.
(where/Molly/live)
 - 4 The shoplifters operate in Park Street.
(which/be/near the town centre)
 - 5 Mr Jones often leaves the house early.
(who/work/at the police station)
 - 6 The local prison is very big.
(which/be/two kilometres away)
- 7 Write your own answers to the quiz in Exercise 2.
- 8   **CHALLENGE** In pairs, share your answers in Exercise 7 with a partner.
- A: *How about number 1? What would you rescue in a flood?*
- B: *One thing that I would rescue is my personal identification. What about you?*



- 1 In pairs, describe the photo. How can social media help the police solve a crime like this? What about other crimes?
- 2 6.13 **WORD FRIENDS** Match the verbs with the nouns to make phrases about investigating crimes. Listen and check.

1 look for <i>b</i>	a the area
2 arrest	b clues
3 interview	c a witness
4 take	d fingerprints
5 search	e a criminal
- 3 6.14 Listen to the first part of a podcast. What do you think happened?
- 4 6.15 Listen to the second part of the podcast and check your ideas from Exercise 3.
- 5 6.15 Listen again and number the events a–f in the correct order.
 - a The police arrested the burglar.
 - b Katrina discovered her laptop was missing. *1*
 - c A friend told Katrina about a conversation in the park.
 - d The police looked for clues in and near the house.
 - e Katrina called the police.
 - f Katrina and Mia started looking on social media.

- 6 6.16 Listen to the final part of the podcast and complete the notes.

Date of burglary: ¹ (...)

Time of burglary: between ² (...) and (...) p.m.

Items still missing: ³ (...)

Phone number: ⁴ (...)

Reward: ⁵ £(...)

BBC VIDEO

STREET TALK

35 Watch five people talking about different crime situations. Answer the questions.

- 1 Which crimes are discussed?
 - pickpocketing
 - burglary
 - theft
 - bank robbery
 - shoplifting
 - vandalism
- 2 Which possible actions are mentioned?
 - shout to get attention
 - talk to the criminal
 - go to the police station
 - do nothing
 - talk to an employee
 - call the police

VIDEO



EVERYDAY ENGLISH

- Mum: It's so nice to go on a walk together. I love this park. You're quiet. Are you OK? Is something wrong?
- Bea: I'm fine, Mum. Honestly.
- Mum: Hmm ... Come on, I can tell that you're worrying about something. It usually helps to talk.
- Bea: I don't know.
- Mum: Go on, tell me.
- Bea: Well, some nasty comments were posted on my nature blog.
- Mum: Really? What do you mean?
- Bea: I shared my photo of that kingfisher we saw on the river. I thought it was amazing because it's hard to take good photos of birds when they're moving so fast.
- Mum: Right ...
- Bea: Some people put nice comments like, 'So cute!'
- Mum: That's nice!
- Bea: But other people put things like 'Yawn. Booring post!' Then one person said, 'A boring post by a boring person.' And I was really hurt.
- Mum: Just ignore them! By the way, how many people liked your post?
- Bea: I don't know, a few hundred?
- Mum: Well, it seems to me most people agree with you.
- Bea: Hmm, I see what you mean. 'Mum knows best', hey? After all, you're older and wiser ... much older, in fact!
- Mum: Hey! I'm not that old, OK?



SOUNDS GOOD!

So cute! • Just ignore them! •
By the way, ...

- 3 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING

Keeping a conversation going

Inviting

Are you OK? Is something wrong? Go on, tell me.
Do you want to talk about it? Come on, you can tell me.

Encouraging

What do you mean? Really? Then what happened?
I'm sure (you were/did). Exactly.

Reassuring

Don't worry. I'm fine. Honestly.
Of course you can (do it). Right.

Responding

Definitely! Absolutely! I don't know.
I see what you mean.

- 1 36 6.17 Look at the photo. How do you think Bea feels? Watch or listen and check.
- 2 Do you think Bea's 'friends' showed respect in their online comments?

FUTURE SKILLS



What can you do about negative comments on social media? Discuss in pairs. Use these ideas to help you.

- ignore them
- block the person commenting
- if possible, speak to the 'commenter' in real life

- 4 6.18 Complete the dialogues with one word in each gap. Listen and check.

- 1 A: I like social media, but sometimes it's bad.
B: What do you (...)?
A: When people post negative comments, it's bad. I try to post positive comments.
- 2 A: I think thirteen is the right age to use most social media sites.
B: Yes, (...)! I think twelve is too young.

- 5 In pairs, discuss the statement 'All social media is bad for friendship.' How many phrases from the Speaking box can you include in your conversation?

SPEAKING TIME



In pairs, take turns to tell your partner about something you like or dislike about social media. Invite your partner to comment. Use phrases from the Speaking box and your own ideas.



- 1 Give examples of rubbish you see in your everyday environment. Do you think leaving litter is a crime?
- 2  Read the opinion essay. What is the writer's main opinion? Do you agree?

'Rubbish is bad for the environment. People who leave litter outdoors should pay a fine.' Do you agree? Explain your ideas.

We all agree that litter is bad for the environment. But personally, I believe that stronger punishments are needed to deal with this problem. For example, many riverbanks and beaches are littered with plastic bottles and bags. This is a serious problem for river wildlife as well as ocean animals because litter is carried out to sea. As a result, many animals are hurt or killed by pieces of plastic.

On the one hand, we must punish people who don't clean up after themselves. For example, if you do not put your litter in a bin, you should clean up other people's rubbish too! On the other hand, perhaps this punishment isn't strong enough. In my opinion, people will stop littering if they have to pay a fine every time they drop rubbish.

However, I do not think small fines will solve the problem. Although fines can make people think about the environment, it may not be enough to make them change their habits. For this reason, I would like to see bigger fines, so as to put a stop to littering.

In conclusion, I agree with big fines for people who continue to drop litter in order to keep the environment clean and safe.

- 3 Study the Writing box. Complete the gaps with words and phrases from the essay.

WRITING An opinion essay

Give your main reaction

- 1 In my opinion, ...
Personally, ¹ (...) that ...

Balance opinions

- 2 On the one hand, ...
On the ² (...), ...

Add contrasting ideas

- 3 However, I think/do not think that ...
³ (...) ...

Summarise and conclude

- 4 Overall, ...
In general, ...
In ⁴ (...), ...



- 4 Study the Language box. Find examples of the words and phrases in the opinion essay.

LANGUAGE Connectors of purpose and result

Connectors of purpose: *to, in order to, so as to*
Connectors of result: *for this reason, as a result*

- 5 Rewrite the sentences using the words in brackets. Use the Language box to help you.
 - 1 People should take their litter home to protect the environment. (as)
 - 2 They had to pay a fine so they are more careful now. (result)
 - 3 Animals are important, so people need to think about them. (reason)
 - 4 I believe fines are useful to help us keep the law. (order)

WRITING TIME

 Write an opinion essay on the following question: 'Littering is a serious problem. People who drop litter should do unpaid community work.' Do you agree? Explain your ideas.

FIND IDEAS

Make notes for your opinion essay. Think about:

- litter in your local environment – give examples
- your opinion on community work. Is it a good punishment?
- any other ideas to encourage people to behave responsibly
- your conclusion

PLAN

Organise your ideas into paragraphs. Use the essay in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft essay. Use the Writing box and the Language box to help you.
- Share your essay with another student for feedback.
- Write the final version of your essay.

CHECK

- Check language: did you use connectors correctly?
- Check grammar: did you use the passive correctly?

WORDLIST

6.19

Criminals

burglar (n)
pickpocket (n)
robber (n)
shoplifter (n)
thief (n)
vandal (n)

Word friends

(crime collocations)

break into homes (phr)
break the law (phr)
commit a crime (phr)
damage buildings (phr)
rob a bank (phr)
solve crimes (phr)
steal things (phr)

Crimes

(bank) robbery (n)
burglary (n)
pickpocketing (n)
shoplifting (n)
theft (n)
vandalism (n)

Solving crimes

case (n)
clue (n)
detective (n)
fingerprint (n)
security camera (n)
suspect (n)
witness (n)

The law

court (n)
fine (n)
judge (n)
lawyer (n)
prison (n)
punishment (n)
reward (n)
sentence (n)

Negative prefixes

illegal (adj)
illogical (adj)
impatient (adj)
impossible (adj)
irregular (adj)
irresponsible (adj)
uncomfortable (adj)

unfair (adj)
unhappy (adj)
unimportant (adj)
uninteresting (adj)
unkind (adj)
unusual (adj)

Word friends

(investigating crimes)

arrest a criminal (phr)
interview a witness (phr)
look for clues (phr)
search the area (phr)
take fingerprints (phr)

EXTRA WORDS

accuse (v)
apology (n)
appear (v)
assistant (n)
author (n)
be in trouble with (phr)
catch (v)
chase (v)
choice (n)
community (n)

description (n)
elementary (adj)
engine (n)
eyebrow (n)
fair punishment (n)
fingernail (n)
get away (v)
investigate (v)
jewellery (n)
jury (n)
lie (v, n)
mind (n)
neighbourhood (n)
politician (n)
purse (n)
question (v)
quote (n)
recording (n)
series (n)
shop window (n)
stone (n)
street light (n)
swing (n)
wallet (n)

1 Use the wordlist to find these things.

- two places where criminals are taken after they are arrested *court*, ...
- five crimes that involve stealing something
- three words for ways to pay for a crime
- three jobs

2 Answer the quiz questions with words from the wordlist. Then write one more question. In pairs, ask and answer each other's questions.

Crime Quiz

- Who sees a crime and can describe what happened? *witness*
- Which crime involves people breaking objects which are not their own?
- Who helps with legal problems?
- Who decides on the punishment for a criminal?
- Where are criminals sent as a punishment for their crimes?
- What can detectives look for to help them understand a case?

3 Match 1–8 with a–h to make phrases.

- | | |
|-----------------------|----------------|
| 1 arrest the <i>e</i> | a law |
| 2 break the | b witness |
| 3 commit a | c crime |
| 4 interview a | d fingerprints |
| 5 rob a | e criminal |
| 6 search an | f area |
| 7 take | g bank |
| 8 steal | h things |

4 In pairs, imagine that you are detectives looking for a criminal. Use your detective skills to suggest three things you could do. Use words from the wordlist. *We could look for clues.*

5 CHALLENGE Find words and phrases from the Extra words list which are antonyms for these words and phrases.

- advanced, difficult *elementary*
- tell the truth
- answer
- run away from
- lose (a criminal)
- disappear
- unfair punishment



VOCABULARY

- Complete the second sentence so that it means the same as the first one. Use the correct form of the underlined words.
 - Robbers can go to prison for a long time. People who commit (...) can go to prison for a long time.
 - It isn't possible to read this book in one day. Reading this book in one day is (...).
 - Police have arrested a thief. Police have arrested somebody for (...).
 - We didn't feel comfortable in those chairs. Those chairs were (...).
 - That woman has been a burglar in the past. That woman has committed (...) in the past.
 - I couldn't see the logic in the detective's ideas. The detective's ideas seemed (...) to me.

- Complete the news headlines with the Present Simple form of the correct verbs.

1 **Building workers d(...) priceless painting in city art gallery**

2 **Detectives s(...) the crime of the century!**

3 **Armed men r(...) a bank and steal £1 million**

4 **Secret lives: the criminals who work by day and b(...) into homes by night**

5 **Police a(...) bank robbers after long car chase**

- Complete the extract from a detective story with these words.

broke burglary case clues crimes reward stole suspect thief witness

Last week someone ¹(...) into another jewellery shop and ²(...) the biggest diamond in London. Like the other ³(...), this ⁴(...) was difficult, because the ⁵(...) left no ⁶(...) at all. However, a ⁷(...) came to see me! She was walking by the shop at the time of the ⁸(...) and she described the person inside. But I still didn't have a ⁹(...). So I made a poster with an artist's drawing, offering a ¹⁰(...) for information.

- CHALLENGE** Write about the punishment you think teenagers should get for shoplifting, vandalism and bullying online. Then share with your partner.

GRAMMAR

- Rewrite the sentences in the passive. Do not include the underlined subjects.
 - They investigated several internet crimes last year. Several internet crimes (...).
 - We don't use this building as a prison now. This building (...).
 - The city council gave a lot of money to my neighbourhood to improve it. My neighbourhood (...).
 - People don't play football very often in our park. Football (...).
 - Nobody saw the burglar when he entered the building. The burglar (...).

- Complete the quiz questions with the Present Simple or Past Simple passive form of the verbs in brackets. Then match these answers to the questions.

Arthur Conan Doyle dogs Robin Hood
Socrates Washington D.C.

- Which ancient Greek philosopher (...) (give) a death sentence?
- Who (...) (the Sherlock Holmes books/write) by?
- Which American city (...) (FBI headquarters/locate) in?
- Which famous British thief (...) (play) by Russell Crowe in a 2010 film?
- What animals (...) (use) to find illegal substances in airports?

- Complete the sentences with relative pronouns.

- My favourite school subject, (...) is on Friday morning, is Art.
- It's good to have a friend (...) can stay positive in difficult situations.
- The place (...) I read is on the sofa.
- I came first in a singing competition, (...) was a surprise for everyone.
- This is the TV show (...) everyone wants to watch.

- CHALLENGE** Choose the correct relative pronoun and make sentences true for you.

- I like shops *where* / *who* ...
- I like playing games *which* / *who* ...
- A good friend is a person *where* / *who* ...
- The thing *that* / *where* helps me study best is ...
- I enjoy films *who* / *that* ...

DICTATION

- 6.20 Listen. Then listen again and write down what you hear during each pause.

Learning Experience 3



Context:
Personal

Practise effective decision-making

Do I play in the match instead of going to Elsa's birthday lunch?

For

- The team has never chosen me for a match before - it's fantastic that they have asked me.
- Perhaps they are annoyed with me if I say 'no'.

Against

- Perhaps I play badly and that will be embarrassing.
- I don't know the people in the team very well.
- It's my best friend's birthday and she'll be sad if I don't celebrate it with her.
- Everyone will talk about her birthday lunch the next day and I'll feel bad that I wasn't there.



Harry



Step 1 Think

1 In pairs, discuss these questions.

- 1 What decisions have you made today/ this week?
- 2 What big decisions do you think you will have to make in your life?
- 3 Have you ever had to make a difficult decision? What was the situation? Why was it hard to decide what to do?

2 Read Harry's *For* and *Against* lists. Why is it difficult for him to decide what to do?

3 Read the Useful Tips on page 87. In pairs, answer the questions.

- 1 What other tips can you think of?
- 2 Why is it a good idea to take your time when you need to make an important decision?



Make a decision

Step 2 Analyse

4 Read these extra reasons. Should they be in Harry's *For* or *Against* list?

- 1 I've trained with the team for months, so I've worked hard for the opportunity.
- 2 I accepted Elsa's invitation before they told me about the match, so it's rude to change my mind now.
- 3 It's Ethan's birthday next month and then Elsa's birthday will be old news.
- 4 It's good for my well-being to spend time with my good friends.
- 5 I'll get to know my teammates more quickly if I play in matches with them.
- 6 People don't stay friends if they don't make the effort to celebrate their birthdays together.
- 7 I want to get better at football and it's hard to do that if I don't play in matches.

5 What decision do you think Harry is going to make? Discuss in pairs. Use expressions from the Useful Phrases box.

USEFUL TIPS

It's normal to feel unsure or anxious when you have to make an important or difficult decision. It can help to follow a few basic rules.

- Give yourself some time.
- Make lists of reasons for and against.
- Think about the near and medium-term future.
- Make sure you know all the facts before you decide.
- Don't try to decide when you're tired or stressed
- Rethink your options if necessary.

USEFUL PHRASES

- I think I/Harry is going to ... because ...
- I have decided to ... because ...
- The main reason for this/my decision is ...
- If I/he (don't/doesn't) ..., I/he will/won't ...
- I think ... is (much) more/less important than ...
- In the short/long term, it is/isn't a good idea to ... because ...
- I don't think ... matters very much because ...

Step 3 Prepare

Resource: a *For* and *Against* list



- 6 Practise making an important or difficult decision. Follow these instructions.
- Choose one of these situations or think of your own idea.
 - 1 Do I give up training in my favourite sport to spend more time studying?
 - 2 Do I tell my friend's parents that I saw him/her shoplifting?
 - Complete the *For* and *Against* list with reasons.
 - Give each reason a score from 1 (not at all important) to 10 (extremely important).
 - Use the total scores to help you make a decision (a higher total score indicates stronger reasons overall).

Step 4 Present

- 7 Present your decision and reasons to the class.
- Use expressions from the Useful Phrases box.
 - **PEER REVIEW** Give your opinion. Do you think the reasons support the decision?



REFLECTION TIME

Think about the task and answer the questions.

- What's the most important thing you have learned from doing this task?
- Was it easy or difficult to make a list of reasons for and against?
- Do you think this learning experience will help you make better decisions in the future? Why?/Why not?
- Did your classmates make similar or different decisions?
- Did you use language from Units 5 and 6?

VOCABULARY AND GRAMMAR

1 Choose the correct option.

- By the time the police arrived, the burglar (...) the painting.
 - is stolen
 - will steal
 - had stolen
- I've only watched two (...), but this looks like a very interesting series.
 - episodes
 - channels
 - productions
- This time next week, we (...) part in the rugby tournament.
 - take
 - going to take
 - will be taking
- The runners are on the (...) in their starting positions. The race will start at any moment.
 - court
 - race
 - track
- Every day, violent crimes are (...) on our streets.
 - committed
 - arrested
 - solved
- Action films are (...) than dramas.
 - the most exciting
 - more exciting
 - most exciting

2 Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than four words.

- The detective interviewed a witness at the robbery. **SEEN**
The detective interviewed a witness who had seen the robbery.
- In my opinion, the TV series is better than the film. **GOOD**
In my opinion, the film isn't (...) the TV series.
- I think I'll start playing badminton. **UP**
I think I'll (...) badminton.
- They arrested the suspect two days later. **WAS**
The suspect (...) two days later.
- Which team do you plan to support? **GOING**
Which team (...) support?
- My internet is too slow to livestream the event. **FAST**
My internet is (...) to livestream the event.

3 Complete the text with the correct form of the words in brackets.



A lot of ¹ *reviewers* (REVIEW) these days are writing about *On the Pitch*, Giles Holmes' new film about a young footballer. For this film, Holmes found that he needed people who had both ² (...) (ACT) and football skills. He used real ³ (...) (ACT) for most of the players on the pitch. They played all the ⁴ (...) (DEFEND). However, a real footballer was found to play an ⁵ (...) (ATTACK). She gave a good ⁶ (...) (PERFORM) both on and off the pitch. This film is a great ⁷ (...) (PRODUCT) which viewers of all ages will enjoy watching.

SPEAKING

4 Complete the dialogue with these words. There is one extra word.

meeting plans prefer rather sounds ~~up~~ yet

- A: Hi! What are you ¹ *up* to on Saturday?
 B: I don't know ² (...). What about you?
 A: I'm ³ (...) a few friends in the afternoon. Do you want to join us?
 B: Thanks. Maybe I will. What are your ⁴ (...) ?
 A: Maybe we'll watch a film or check out the new shopping centre. Which do you prefer?
 B: I'd ⁵ (...) watch a film. There's a really good new science fiction film at the cinema.
 A: That ⁶ (...) great! I'll ask the others.

5 In pairs, follow the instructions. Go to page 156.

LISTENING

- 6 6.21 Listen to Melanie talking about tennis and complete the sentences. Use no more than four words in each gap.
- Melanie thinks she'll be (...) one day.
 - Tomorrow she has a meeting with (...).
 - At the training, they'll talk about the things (...).
 - Right now, her biggest problem is (...).
 - Melanie took up tennis after watching an (...) in one of her friend's house.
 - She admires Serena Williams for her (...).
 - Serena inspires Melanie to (...).
- 7 Think of an activity which you like doing. Who inspires you to do the best you can? Discuss in pairs.

READING

- 8 Read the article quickly. In pairs, say which album you would like to listen to and why.

- 9 Read the article again and answer the questions.

Which album A–C ...

- is a recording of a live music event?
- has songs about real people?
- has a song which is the best song because of a musical instrument?
- was made by two people working together?
- was recorded using different voices?
- used technology later to improve the sound?
- has music for a TV programme?

WRITING

- 10 Which of these types of TV series/shows do you like to watch and why? Which don't you like and why? Discuss in pairs.

- | | | |
|---------------|------------------------------|-------------------|
| • cartoon | • game show | • science fiction |
| • comedy | • police/detective programme | • talent show |
| • documentary | | • talk show |
| • drama | | |

- 11 Write a review of a TV series or show that you watched recently. Write about these things.

- when and where you watched it
- what it is about
- who the characters/actors are
- what you liked/didn't like about it

Top albums this year

Which albums will be the biggest hits this year?
Here are three which we think will be the most successful.

A *Stage Style* – Banana Bread

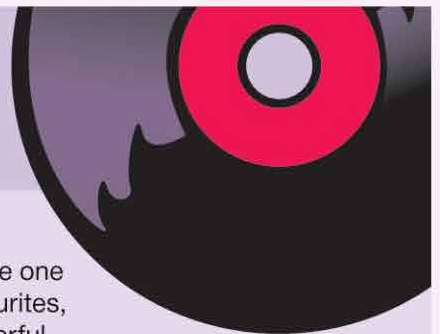
- If our predictions are right, this recording of a concert performance will be one of the best albums of the year. *Stage Style* has many Banana Bread favourites, but also a few surprises, which we're sure you'll love, including the wonderful *Know Me Better*. Why is the sound so clean? It's because after the concert had taken place, computers were used to eliminate the audience noise.

B *The Dried and the Roasted* – The Fine Fellows

- If you're a fan of the series *Pretty Players*, then you probably enjoy the great music at the start of each episode. This album has it, but there are a lot of other great tracks too. The best song, *Darkness Calls*, appeared in the thriller of the same name. Why is it the best? It's the unusual drum parts which were added to create a dramatic and exciting feeling. The Fine Fellows, who are duo Sally Oddy and Mark Freeman, will be doing live performances around the country this year. Check out their website for more details.

C *Going Public* – Lisa Scott

- Some people want to be successful in the music business and others just want to tell their own story! The lyrics on *Going Public* are interesting enough to just read and think about without the music. If you do that, you'll learn a lot about Lisa and those closest to her. But what we like most about this album is the way it was made: members of the public were invited to sing along and their voices are mixed into many of the tracks.



People power

7

VOCABULARY

Family | Phrasal verbs | Relationships | Relations | Collocations with *get*

GRAMMAR

First and Second Conditionals | *unless* | Third Conditional

COMMUNICATION

Identifying people in a group | A short story

FUTURE SKILLS



Critical Thinking (Keeping friends) | Self-management (Making time for others) | Creativity (A presentation)

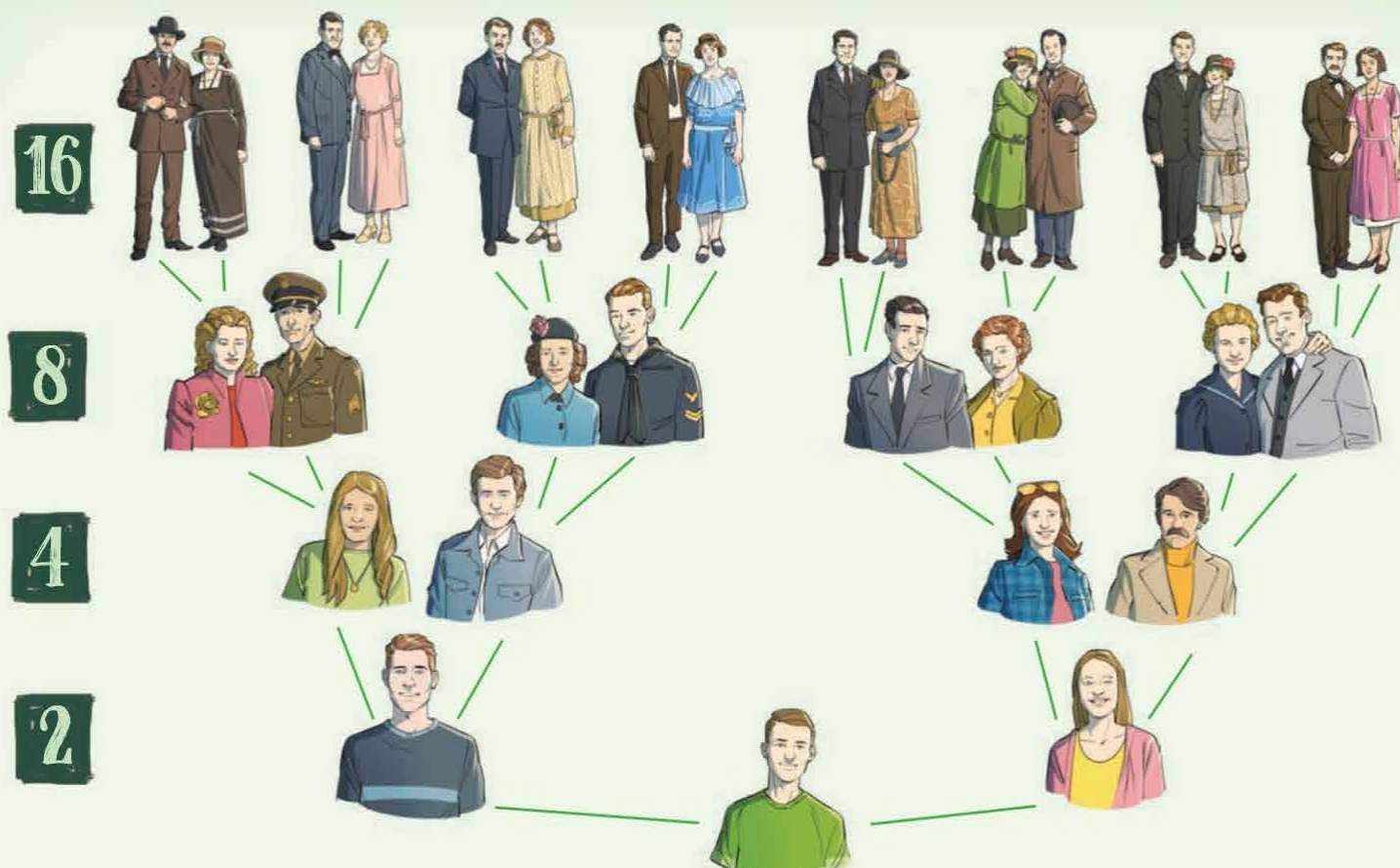
VIDEOS



Grammar Animation | Grammar in Action | Street Talk | Everyday English | Culture

Family Maths

It doesn't matter if your family is big or small; some numbers are the same for all of us. For every person on the planet, there are ¹ *two* people who are their biological parents. That means you have four biological grandparents and ² (...) great-grandparents.



The diagram shows one person's parents and their parents' parents over ³ (...) generations. You can see that one person has ⁴ (...) great-great grandparents. It's interesting to think of all their different experiences. How did they meet? Did they all grow up in the same place or did some of them move away?

This diagram doesn't tell the whole story. There might be many brothers and sisters in each family or even stepparents and half-brothers and half-sisters. Also, you can't see all the aunts, uncles and cousins on this diagram. Most people have many first, second and third cousins. Even if you're in a city with ⁵ (...) of people, it's possible that you have relations there. So be kind to those loud neighbours of yours – they might be your cousins!

- 1 How many people are there in your family, including all of your relatives?
- 2 7.01 Look at the Family Maths diagram and complete the text with these words. Listen and check.

eight four sixteen thousands ~~two~~

- 3 7.02 Study and listen to the Vocabulary A box. Complete the explanations with the prefixes in bold.

VOCABULARY A Family

great-grandmother **great**-grandfather

great-grandparent

half-sister **half**-brother

stepmother **step**father **step**daughter **step**son

stepsister **step**brother

- 1 The prefix (...) describes a family relative who is three generations away from you. Add an extra (...) for each extra generation.
- 2 The prefix (...) describes a brother, sister or parent who is related to you by remarriage, but not by blood.
- 3 The prefix (...) describes a brother or sister who is related to you through one shared parent.
- 4 7.03 Study and listen to the Vocabulary B box. Check you understand the verbs.

VOCABULARY B Phrasal verbs

deal with (a problem) get on with/get along with
get together go out (with) grow up
hang out (with) move away

- 5 7.04 Complete the quiz with one word in each gap. Listen and check.

Have you got great people skills?

Score between 1 and 5 for each statement.

- a My cousins and I always helped each other when we were growing *up*.
- b I get (...) well with my cousins, aunts, uncles and grandparents.
- c When I get (...) with my friends, I always include everyone.
- d I enjoy going (...) with a group of my friends.
- e I'm not sure how to deal (...) friendship problems.
- f My friends and I like to hang (...) at one another's homes.
- g I would hate to move (...) from my home town.



- 6 Do the quiz in Exercise 5. In pairs, compare your answers. Are you similar or different?

Both of us like/dislike ...

I think I'm quite similar to/different from ...

- 7 7.05 **WORD FRIENDS** Check you understand the phrases. Then complete the messages with them. Listen and check. Who do you agree with? Stefan or Nadia?

get to know someone

have an argument

have something in common

have the same sense of humour

see each other after school

share an interest in something

spend time with someone

Friends: similar or different?



Stefan

I think it's good to be similar. I ¹ *got* to know Adam after I moved away from my home town last year. Adam and I ² (...) a lot in common. We both like volleyball and comedy films. We ³ (...) the same sense of humour too. We ⁴ (...) loads of interests and we're like brothers or cousins.



Nadia

I'm completely different from my friend Marta, but we get on well. Marta hates to ⁵ (...) arguments, but I think it's good to disagree. Marta loves to ⁶ (...) time on her own, but I like to go out. We don't ⁷ (...) each other often, but when we meet, we get on well.

- 8 **CHALLENGE** Is it important for friends to have similar interests? In pairs, discuss your opinions.

Agony Aunts Online

Hi! I'm Alice Burns, your online Agony Aunt. Friendships and relationships are very important to our wellbeing. If you have a problem with yours, I'll help you. Drop me a line. Please note that all advice is free and strictly confidential.

 My mum recently got married to Brian, who is a really nice guy. The problem is that I don't get on with my new stepsister. We have nothing in common. If I don't try to make friends with her, Mum will be upset. This wouldn't be a problem if Lola lived with her mother. But she's living with us!
Betsy

 Don't worry, this is normal. If I were you, I'd find something you and Lola can do together. And do it outside of the home. Join an after-school club. Maybe you're both into sports or something arty? She won't say no if you tell her you want to become friends. Build a relationship through a shared interest.
Alice

- 1 Who do you turn to when you have a problem?
- 2 Read the chat and answer the questions.
 - 1 What does an agony aunt do?
 - 2 What is Betsy's problem?
 - 3 What is Alice's advice?
- 3 Study the Grammar A box. Find more example of the First and Second Conditionals in the chat in Exercise 2.

GRAMMAR A First and Second Conditionals

We use the First Conditional to talk about a possible result in the future.

- If + Present Simple, *will/won't* + verb
If you go online, you'll find some advice.
You'll make new friends if you join a club.
What will you do if Lola says no?

We use the Second Conditional to talk about an improbable or imaginary situation in the present or future.

- If + Past Simple, *would/wouldn't* + verb
If I had a stepbrother, I wouldn't be happy.
I would travel the world if I won a million euros.
What would you do if you won a million euros?

We often use the Second Conditional to give advice.
If I were you, I'd ask for some help from your teacher.

VIDEO 37 and 38 Grammar Animation

- 4 Complete the First Conditional sentences with the correct form of the verbs in brackets. Which sentences do you agree with? Discuss with a partner.

- 1 If it *rains* (rain) this weekend, I *won't go* (not go) out with my friends.
- 2 If I (...) (get) some money for my birthday, I (...) (buy) a video game.
- 3 I (...) (feel) better if I (...) (deal) with my problems.
- 4 If I (...) (study) more, I (...) (pass) my exams.
- 5 I (...) (upload) photos if I (...) (have) a party.
- 6 I (...) (meet) my friends this evening if I (...) (finish) my homework.

- 5 Study the Grammar B box. Rewrite sentences 1–6 in Exercise 4 with *unless*.

- 1 *Unless it rains this weekend, I will go out with my friends.*

GRAMMAR B *unless*

We can use *unless* with the First and Second Conditionals to mean *If ... not*.

Unless I deal with my problems, I will feel bad.

Unless I had a lot of money, I wouldn't buy designer clothes.

- 6 Complete the Second Conditional questions with the correct form of the verbs in brackets.

THE RELATIONSHIP TEST

- 1 How *would you feel* (you/feel) if your best friend *shared* (share) your secrets?
- 2 What (...) (you/do) if you (...) (be) bullied online by a friend?
- 3 How (...) (you/feel) if you (...) (not get) on with your family?
- 4 What (...) (you/do) if a classmate (...) (not invite) you to a party?
- 5 Who (...) (you/ask) for advice if you (...) (have) a big problem?
- 6 What (...) (you/do) if you (...) (see) a friend steal some money?

- 7  **CHALLENGE** In pairs, ask and answer the questions in Exercise 6.

A: *How would you feel if your best friend shared your secrets?*

B: *I'd be angry. I'd ask him or her why. I'd tell my parents. I'd feel embarrassed.*

- 1 Is it important to make new friends?
Why?/Why not?



Five steps to friendship

Everyone needs to **have a friend**. If you wanted a new friend, what would you do? It's not as simple as you might think. We usually find friends in the places where we live, study, work or relax. So our **classmates** and **teammates** can easily become friends, but how?

- 1 The first step normally happens when one person shares some information. This could be anything from a comment about a funny TV show to food that you can't stand. Or you could tell someone about your likes and dislikes, for example.
- 2 That's a great start. You aren't **strangers**, but you aren't **best friends** yet. Next, we need the other person to reply with similar thoughts about that TV show or another horrible food. From here, it's easier to have more conversations about other things. When two people have talked about their thoughts and opinions, they're starting to **make friends**.
- 3 The third step involves **being a good friend**. To take this step, you need to listen to your friend and help them. Over time, you can share problems and talk about lots of things. You know the other person is always ready to listen and support you. That's a really good friendship.
- 4 The fourth step is about looking for friends who support our social identity. What does that mean? If dancing or basketball is really important in your life, then you will probably want friends who see you as a good dancer or a basketball player. That's why we choose friends who are like a mirror. They show us a picture of how we want to be.
- 5 Finally, remember to stay in touch with your friends. A good way to do this is to make time to see your friends or to phone them and send messages when you're not in the same place. It's important to remember that friendship needs work. You have to make an effort to **keep friends**!

- 2 7.06 Read and listen to the article. Then match steps 1–5 with headings a–e.

- a Understand each other's identity
- b Chat about a few different things
- c Make a friendly comment 1
- d Spend time talking or being together
- e Show interest by listening

- 3 Read the article again and complete the sentences with 1–3 words in each gap.

- 1 There are five steps to **friendship**.
- 2 For the first step, you may share information about things you like or (...).
- 3 When you've shared information, it's easier to have (...).
- 4 If both friends often listen and support each other, they have reached step (...).
- 5 It's good to stay positive if you want to (...).
- 6 If you and your friend are in different places, you can call or (...).

- 4 7.07 Study and listen to the Vocabulary box. Then look at the highlighted words in the article. How can you translate them in your language?

VOCABULARY Relations

People

best friend classmate mate stranger teammate

Phrases with **friend(s)**

be friends have a friend keep friends make friends

- 5 7.08 Complete the sentences with words or phrases from the Vocabulary box. Listen and check.

- 1 I've made friends with a few of my **teammates** from volleyball.
- 2 Sara was nervous about the new school, but it was easy to (...).
- 3 When we moved here, I felt like a (...) as nobody knew me.
- 4 I've got lots of friends, but Ben is my (...) because he understands me.
- 5 Sam changed secondary school, but his new (...) are friendly.

THINKING TIME

EVALUATE

Which tips do you like most in the article?

CREATE

Write five tips with the title: 'How to keep friends'.



A TEST OF FRIENDSHIP
by Alan Jacobs

Laura and I had decided to go trekking in the Malaysian rainforest. I'm glad I went with her. If I had gone alone, I wouldn't have survived the jungle.

DAY 1: After walking for eight hours, we found a place to camp. But that night we weren't able to cook, so we ate all of our survival biscuits. I had forgotten to pack matches. Fortunately, Laura had packed water purification tablets, so we were able to drink. A small fire is also good to scare away dangerous animals. As you can imagine, we didn't sleep very much!

DAY 2: The next day, we decided to go back to civilisation, at least that was the plan. If we had followed a map, we wouldn't have got lost. And a compass would have helped! Obviously, there was no mobile phone coverage in the jungle! Nine hours later, we came across a group of trekkers who showed us the way out.

- 1 If you went trekking in a jungle, what things would you pack?
- 2  7.09 Read Alan's blog. What did he forget to pack?
- 3 Study the Grammar box. Find more examples of the Third Conditional in Alan's blog.

GRAMMAR Third Conditional

We use the Third Conditional to talk about something in the past that did not happen. We can only imagine the result.

If + Past Perfect, *would have* + past participle

If I had known, I wouldn't have drunk the water.
(I didn't know the water was bad.)

I would have got lost if I hadn't taken a compass.
(I didn't get lost.)

What would have happened if they had packed some matches and a compass?
(They didn't pack them.)

VIDEO  39 Grammar Animation

- 4  7.10 In pairs, complete the sentences with the correct form of the verbs in brackets. Listen and check.

- 1 If Alan *hadn't gone* (go) trekking with Laura, he wouldn't have survived.
- 2 Alan (...) (make) a camp fire if he had packed some matches.
- 3 They wouldn't have eaten biscuits if they (...) (cook) on a fire.
- 4 If I (...) (pack) matches, we would have cooked a meal.
- 5 They would have drunk impure water if they (...) (not had) water purification tablets.
- 6 Alan and Laura (...) (sleep) if they had made a small fire.
- 7 If they (...) (take) a compass, they wouldn't have got lost.
- 8 If they had prepared well, they (...) (have) a better adventure.

- 5 Match 1–5 with a–e to make full Third Conditional sentences.

- 1 If there hadn't been a red flag alert, *b*
- 2 If they hadn't taken a tent, ...
- 3 If they had arrived on time, ...
- 4 If I hadn't fallen asleep, ...
- 5 If I had had more time in Paris, ...
- a I would have seen the end of the film.
- b we would have gone swimming.
- c I would have visited the Louvre Museum.
- d they wouldn't have missed the flight.
- e they would have been bitten by insects.

- 6 Complete the sentences about a place you visited but didn't have time to do everything while you were there.

- 1 If I'd had more time in ...
If I'd had more time in Granada, I would have visited the Alhambra.
- 2 If I'd had more money ...
- 3 I wouldn't have visited ...

- 7   **CHALLENGE** In pairs, share your answers to Exercise 6.

A: Which place did you visit?

B: Ibiza.

A: What would you have done if you'd had more time?

B: I would have ...



Finn and Nala



Tilly and Prince

- Can animals be your friend or part of your family? Why?/Why not?
- Look at the photos. How can the dogs help the people?
- Read the questions. What do you think Finn's sister will talk about?
 - What did Finn think of his morning routine?
 - It was boring.
 - It was sad.
 - It was slow.
 - How old was Finn when he got Nala?
 - a baby
 - a child
 - a teenager
 - What does Nala do to help with Finn's everyday routine?
 - She brings his shoes.
 - She washes his feet.
 - She puts his shoes on.
 - Based on Finn's sister's account, which adjective best describes Nala?
 - busy
 - funny
 - clever
- 7.11 Listen and choose the correct answers in Exercise 3.
- Read the questions and answers. What does each question ask about? Match the questions with these types of information.

detailed meaning of a word or phrase feelings
general topic specific information

- A puppy trainer ...
 - looks after old dogs.
 - teaches young dogs special skills.
 - finds new homes for unwanted dogs.
- When the dogs left, Tilly felt ...
 - sad.
 - bored.
 - happy for them.
- Prince's training was done ...
 - by Tilly on her own.
 - by Tilly's stepmum.
 - by Tilly and her stepmum together.
- What is the main thing we learn about assistance dogs from Tilly's account?
 - They often go to different owners.
 - They take a long time to learn things.
 - They can help with a wide range of needs.

- 7.12 Listen and choose the correct answers in Exercise 5.

- 7.13 **WORD FRIENDS** Match the different meanings of *get* with these verbs. Listen and check.

arrive become bring/fetch buy
find receive

The verb *get* can have several meanings:

- get a pet buy
- get a job
- get home
- get a letter/a phone call/an email
- get a hot drink (for someone)
- get better/worse; get dressed; get old(er); get ready; get bored/excited/upset

- Choose the correct option.
 - My brother wants to get a job / ready in the police force.
 - I've just got *dressed* / a text from my gran!
 - Shall I get a glass of water / better for you?
 - The train was late, so we didn't get home / a pet until midnight.
- In pairs, tell your partner about one of these situations. Describe how you felt and why.
 - a time when you got a pet
 - a time when you got the results of an important exam
 - a time when you got an important letter/email/phone call

BBC VIDEO

STREET TALK

40 Watch Corinne talking about a situation. What was her pet? How did Corinne feel? Why?

VIDEO



EVERYDAY ENGLISH



- Eren: What a day! Oh hey, Grandad. What are you up to?
- Grandad: I'm watching this programme about music in the 1970s.
- Eren: Oh, right. Well, that's, er ... interesting.
- Grandad: I used to go to lots of live performances like this when I was young.
- Eren: No way! Really?
- Grandad: Hey! That's me!
- Eren: Where? Which guy do you mean?
- Grandad: The good-looking one, right there. Pause the programme.
- Eren: I can't recognise you. Let's rewind.
- Grandad: I'm the one on the left, in the flowery shirt.
- Eren: This one?
- Grandad: No, rewind it some more. There. The guy with brown hair.
- Eren: Look at your clothes. They're so funny!
- Grandad: Oh, and that's my friend, Harry, in the background. The tall one with curly hair.
- Eren: And who's this girl on the right? Is that Grandma?
- Grandad: Yes, it is. She was my girlfriend then.
- Eren: Aww! How romantic!
- Grandad: Yes, she was a lovely girl. We got married soon after that.

SOUNDS
GOOD!What are you up to? •
How romantic!

- 1 Describe the man in the photo. What is he doing?
- 2 41 7.14 Watch or listen and answer the questions.
 - 1 Why is Eren's grandad surprised?
 - 2 What was Eren's grandad like in the past?
 - 3 Which three people do they see on TV?

- 3 How does Eren show interest in his grandad?

FUTURE SKILLS



In pairs or groups, discuss the questions.

- 1 Do you ever change your plans to listen to someone else? Think of an example.
- 2 What are the benefits of making time for another person?

- 4 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING

Identifying people
in a group

Talking about people in a group

He's/She's standing/sitting/talking to/
playing with ...

He's/She's wearing ...

He's/She's in front of/behind/next to/near ...

He's/She's on the left/on the right/in the middle.

He's/She's at the front/at the back/in the
foreground/in the background.

Asking

Who's this/that boy/girl on the left/who is
wearing ... ?

Which one/boy/girl/man/woman/guy?

Which one do you mean?

Explaining

The one with/who is ...

The tall/good-looking one.

- 5 In pairs, go to page 157 and follow the instructions.

SPEAKING TIME



In pairs, take it in turns to ask and answer questions about someone in the photo on page 91. Describe the people and talk about their personality. Use phrases from the Speaking box and these ideas to help you.

has a great sense of humour
is confident/shy/cheerful seems calm

He's/She's the kind of person who ...

- 1 What makes a friend a true friend?
- 2 Read the short story. What do we find out about each friend in Flavia's story? Who are your real friends?



1 Last week, I learned an interesting lesson about true friends. I was feeling stressed about my Science homework. I didn't understand it and I needed someone to explain it to me.

2 First, I asked my best friend Sienna to help. 'I'd explain it if I was free, but I'm quite busy.' Sienna and I get on well, and she's good at Science, so I was disappointed.

3 Next, I went to another friend who is also my neighbour. 'If I understood the homework, I'd help you,' said Harry, 'but it's too difficult.' Then I felt really stressed!

4 Just then, a new classmate heard us. Lara is popular, but we don't speak often because she's quite loud and I'm a bit shy. I was surprised by her next words. 'I can help,' she offered. Lara explained the Science homework to me carefully. Afterwards, we sat and chatted. We discovered we have a lot in common and the same sense of humour. If I hadn't had that homework problem, I wouldn't have got to know Lara. It's been a great way to make a new friend!

5

- 3 Read Flavia's story again. Match descriptions 1–5 with events a–e from the story.
 - 1 setting the scene *d*
 - 2 the first event
 - 3 the second event
 - 4 the main event – the climax
 - 5 the solution or outcome
 - a Flavia's neighbour can't help her.
 - b Lara and Flavia become friends.
 - c Flavia's friend, who is good at Science, can't help her.
 - d Flavia has a problem.
 - e Flavia has a surprise offer of help.
- 4 Study the Writing box. Find examples of some of the phrases in Flavia's story.

WRITING A short story

- Start your story and set the scene**
 - 1 Last week, I learned an interesting lesson about true friends. Have you ever had a really unusual day?
- Introduce your characters**
 - 2 My friend Sienna ...
A new classmate ...
- Use direct speech**
 - 3 'I'd explain it if I was free, but I'm quite busy.'
'I'm sorry I can't help,' said Harry.
- Main event – the climax (e.g. a surprise)**
 - 4 You'll never guess what happened next.
Then, I had a real surprise.
- End your story**
 - 5 All's well that ends well.
It's been a great way to make a new friend!

- 5 Study the Language box. Then complete these pairs of sentences about things you did last week.

LANGUAGE Sequencers

We use sequencers to show the order of events in a story.
First, ... Next, ... Just then, ... Afterwards, ...

- 1 First, ... Next, ...
- 2 Just then, ... Afterwards, ...

WRITING TIME

 Write a short story with the title *A friend in need*. It can be true or fictional.

FIND IDEAS

Make notes for your short story. Think about:

- the scene, the characters and the events
- examples of direct speech
- the ending

PLAN

Organise your ideas into paragraphs. Use the story in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft story. Use the Writing box and the Language box to help you.
- Share your story with another student for feedback.
- Write the final version of your story.

CHECK

- Check language: did you use sequencers correctly?
- Check grammar: did you mostly use the Past Simple and some conditionals?

WORDLIST

7.15

Family

great-grandfather (n)
great-grandmother (n)
great-grandparent (n)
half-brother (n)
half-sister (n)
stepbrother (n)
stepdaughter (n)
stepfather (n)
stepmother (n)
stepsister (n)
stepson (n)

Phrasal verbs

deal with (a problem) (v)
get along (with) (v)
get on (with) (v)
get together (v)
go out (with) (v)
grow up (v)
hang out (with) (v)
move away (v)

Word friends (relationships)

get to know someone (phr)
have an argument (phr)
have something in common (phr)
have the same sense of
humour (phr)

see each other after
school (phr)
share an interest in
something (phr)
spend time with
someone (phr)

Relations

(people)

best friend (n)
classmate (n)
mate (n)
stranger (n)
teammate (n)
(phrases with friend(s))
be friends (phr)
have a friend (phr)
keep friends (phr)
make friends (phr)

Word friends

(collocations with get)

get a hot drink
(for someone) (phr)
get a job (phr)
get a letter/a phone call/
an email (phr)
get a pet (phr)
get better/worse (phr)

get bored/excited/
upset (phr)
get dressed (phr)
get home (phr)
get old(er) (phr)
get ready (phr)

EXTRA WORDS

arrive (v)
aunt (n)
biological (adj)
character (n)
complicated (adj)
cousin (n)
dilemma (n)
disagree (v)
disappointed (adj)
end-of-term party (n)
family meal (n)
fetch (v)
flight (n)
friendly (adj)
friendship (n)
generation (n)
hand-held console (n)
home town (n)
invitation (n)
likes and dislikes (phr)

loud (adj)
marriage (n)
miss (somebody) (v)
neighbour (n)
nightmare (n)
opinion (n)
parent (n)
positive (adj)
recognise (v)
related by blood (phr)
relation (n)
relative (n)
reply (v)
rescue (v)
researcher (n)
rewind (v)
shared (adj)
similar (adj)
social identity (n)
step (n)
tell the whole
story (phr)
thought (n)
uncle (n)
volunteer (v)
wedding (n)

1 Complete the sentences with words from the wordlist. In pairs, say if the sentences are true for you.

- I want to *get* to know my classmates better.
- I (...) a lot of interests in common with my parents.
- I like to spend time (...) other people.
- I (...) upset when people forget my birthday.
- I prefer to keep old friends than to (...) new ones.
- My family (...) together every weekend.
- I sometimes (...) arguments with classmates when they want different things.

2 Choose three phrases with *get* from the wordlist. Then, in pairs, make a short story with the phrases you shared.

3 Choose the correct option.

- No, I don't know that man. He's a complete *mate* / *stranger* to me.
- He doesn't live with his parents anymore – he moved *away* / *over* last year.
- She always gets his jokes – they have the *common* / *same* sense of humour.
- My grandmother grew *up* / *off* in this village.
- We need to talk about how to deal *off* / *with* this problem.

4 Complete the sentences with words from the wordlist. Then write a similar sentence. In pairs, complete each other's sentences.

- The opposite of *friend* is *stranger*.
A: A synonym of *get along with* is (...).
B: *Get on with*.
- A sister who has one parent different from you is your (...).
- Someone who is on the same side as you in a game of football is your (...).
- My grandmother's dad is my (...).
- When a man marries a woman who has a son, the boy is the man's (...).

5 **CHALLENGE** Find words and phrases from the Extra words list which are antonyms for these words.

- negative *positive*
- sweet dream
- abandon
- divorce
- satisfied
- straightforward
- depart
- fast-forward



VOCABULARY

1 Match phrases 1–6 with phrases a–f with a similar meaning.

- 1 get dressed
- 2 move away
- 3 grow up
- 4 go out with
- 5 get along with
- 6 hang out with
- a communicate and spend time well together
- b visit a fun place with friends
- c spend time together
- d go to live in a different place
- e put your clothes on
- f go from child to adult

2 Complete the text with these words.

common great-grandfather humour interest
stepdaughter stranger time

We had a big family meal at my house last weekend. My mum's grandfather was there – my ¹ (...). He was with a girl about my age. He said, 'This is my son's ² (...) from his second wife. Have you met her? Her name's Lara.' I said no. She was a ³ (...) to me. But we started talking and discovered that we had a lot in ⁴ (...). We also shared a(n) ⁵ (...) in comedy films, and we had the same sense of ⁶ (...)! We spent a long ⁷ (...) talking, which was fun.

3 Write the correct word for each definition.

- 1 A brother you share one parent with. h(...)
- 2 Someone who is in the same team as you. t(...)
- 3 When you solve a problem, you d(...) with it.
- 4 A person you share lessons with. c(...)
- 5 When you spend time with a friend, you h(...) o(...) with him/her.

4 **CHALLENGE** Complete the text with one word in each gap. Use words and phrases from the unit. There may be more than one possible answer.

Serena and Fred are going ¹ (...) with each other. They're in love. When Fred ² (...) home after classes, he calls her. They often see each other after ³ (...). They also get ⁴ (...) at the weekend. They get on so well that they've never had an ⁵ (...). They love each other and they are ⁶ (...) friends. These days, they rarely hang ⁷ (...) with their other friends.

GRAMMAR

5 Complete the text with these words. There are two extra words.

if 'll say unless want will want won't say

My plans to make new friends

I ¹ (...) join the neighbourhood youth club ² (...) I feel confident tomorrow. Yes, I'll definitely go ³ (...) it rains – they meet in the park. I ⁴ (...) too much at the first meeting if there are a lot of people there. But I will have to make an effort if I ⁵ (...) to make new friends.

6 Complete the Second Conditional questions with the correct form of the verbs in brackets.

- 1 If your computer (...) (stop) working, how (...) (you/deal) with the problem?
- 2 If your parents (...) (want) to get a new family pet, what animal (...) (you/choose)?
- 3 If a new student (...) (join) the class, how (...) (you/make) him or her feel welcome?
- 4 How (...) (you/help) a grandparent to get started if he or she (...) (want) to use social media for the first time?
- 5 What (...) (you/do) if a dog (...) (try) to follow you home?

7 Complete the Third Conditional sentences with the correct form of the verbs in brackets.

- 1 Kelly would have passed the exam if she (...) (study).
- 2 I (...) (miss) my favourite TV programme if I had fallen asleep.
- 3 We (...) (not go) into the jungle if we had known it was dangerous.
- 4 If Simon hadn't gone on holiday, he (...) (not meet) Molly.
- 5 If you (...) (see) the film, you would have loved it.

8 **CHALLENGE** Complete the conditional sentences. Make sentences that are true for you.

- 1 If I had won ...
- 2 If I see ...
- 3 Unless it rains this weekend, I ...
- 4 I wouldn't go ... if ...

DICTIONATION

9 7.16 Listen. Then listen again and write down what you hear during each pause.



Lessons from Grandad

Have you ever thought about what you get and learn from your elders? Take food, for example. Where does your food really come from? For example, think about modern milk production. Milk goes from a farm to a milk factory, where it is processed and put in milk bottles or cartons. Then, someone buys it for you from a supermarket or a local shop. That's a lot of steps!

Mark Holland, from Surrey, didn't like the large number of steps involved in producing food. 'It seemed that the food was not as fresh as we thought. So, I decided to go to a farmer's market one day. My grandfather sells food from his farm there. The food is a little more expensive, but it is organic. This means it is more nutritious and there are no added chemicals in the food. It is much more delicious too. I spend a lot of time on my grandfather's farm. He shows me traditional methods of farming and cooking. Next year, I want to study farming. I think with my grandfather's help and my studies, I can become a very successful farmer.'

Sarah became interested in organic food a few years ago. She enjoys hanging out with Grandad. 'One year, he taught me how to make a vegetable salad. All the vegetables were from his garden. The salad was delicious – very different from the ones from supermarkets. This made me think about where our food comes from and how fresh it is. Now, I'm a teenager I still visit Grandad and he teaches me so many things about food, like how to cook it and where it comes from. When I finish school, I want to become a chef and cook with food straight from my own market garden.'

nutritious (adj) healthy and good for you to eat
organic (adj) (of food) that has no added chemicals

- 1** **VISIBLE THINKING** In pairs, follow these steps.

CONCEPT

- 1 Look at the photo. What is the boy learning from his grandad?
- 2 Where do you get your food from? How fresh is it?

CHALLENGE

- 3 Is there a problem with food that comes from supermarkets?
- 4 Can farmer's markets be a better choice than supermarkets?

CHANGE

- 5 Do you think you will choose to buy only organic food?

- 2** **7.17** Read the article. Do you think people like Mark and Sarah can change how we buy food in the future?

- 3** Read the article again. Decide if the sentences are true or false.
- 1 Food in supermarkets usually comes straight from a farm.
 - 2 Mark's grandfather sells his produce at a farmer's market.
 - 3 Organic food is usually a little cheaper.
 - 4 Mark gets to know traditional methods of farming.
 - 5 Sarah learns about where food comes from with her grandad.
 - 6 Sarah wants to cook with her own fresh food in the future.

- 4** In pairs, discuss the questions.

- 1 Where do people in your country buy fresh food?
- 2 Why do you think organic food is sometimes more expensive than other food from supermarkets?





5 **42** Look at the photo. What do you think the woman is teaching her granddaughter? Do you think they get on well? Watch Part 1 of the video and check your ideas.

6 **42** Watch Part 1 of the video again and complete the sentences with these words.

collect food generations hard life sea

- 1 The (...) freezes for half of the year in the Arctic.
- 2 Minnie doesn't think it is a (...) in her village.
- 3 Eva learns how to (...) from her grandmother.
- 4 The women in Minnie's family have collected food for (...).

7 In pairs, discuss the questions.

- 1 Do you think you would find life in this village good? Why?/Why not?
- 2 Do you think the methods they use to find food are sustainable? Why?

8 **43** Watch Part 2 of the video. Decide if the sentences are true or false.

- 1 They make sure there is no sea water in the sea cave.
- 2 They have more than half an hour to work.
- 3 They find the food they are looking for.
- 4 When they hear the sea, they leave quickly.
- 5 The sea closes the ice hole.
- 6 Eva learns a traditional skill she can use.

9 In pairs or groups, discuss the questions.

- 1 How is climate change affecting the Arctic?
- 2 Do you think Eva will be able to continue her grandmother's tradition in the future?
- 3 How do you think traditional and modern agriculture can work together to fight against climate change?

PROJECT TIME



In groups of four, prepare a presentation about things you can do at home, at school and in your neighbourhood to fight climate change. Follow these steps.

- 1** In your group, discuss how green you are at home, at school and in your neighbourhood and note down some ideas.
- 2** Individually, create your part of the presentation.
- 3** In your group, create your presentation.
- 4** Share your presentation with the class.

SUSTAINABLE
DEVELOPMENT
GOALS



13

CLIMATE
ACTION

To take urgent action to work on climate change and its impacts.

What can we do?



Discuss this statement:

Several scientists claim that it is more appropriate to talk about 'climate emergency' or 'climate crisis' rather than 'climate change'.

Explore more

8

VOCABULARY

Types of holidays | Going on holiday | Holiday equipment | Holiday accommodation | Traffic and transport | Travel: confusing words

GRAMMAR

Modal verbs: *must, have to, should, ought to* | Modal verbs: *must, can't, could, may/might*

COMMUNICATION

Understanding a conversation | An email about travel arrangements

FUTURE SKILLS



Critical Thinking (Public transport) | Communication (Understanding information) | Social Responsibility (Environmental competence)

VIDEOS



Grammar Animation | Grammar in Action | Street Talk | Everyday English



TRENT'S TOP TRAVEL TIPS

How to have a great holiday without spending too much

- 1 On a typical family camping trip, you go by car and stay on campsites. It isn't expensive and sleeping in a tent can be a lot of fun – if you get on well with your family and it doesn't rain too much.
- 2 Activity camps are fun and everything is included, so you know how much you're going to spend before you go. It's the same with ocean cruises, but it costs a lot more to go on a cruise!
- 3 For a family, there's nothing better than a relaxing beach holiday in the sun. Is it expensive? It depends where and when you go. It can be cheaper to get on a plane and go abroad than to travel by train in your own country. Crazy, right?
- 4 Why not have a short city break instead of a long holiday? You'll spend less money, especially if you rent a holiday flat and eat in instead of booking a hotel room and eating out all the time. Go with friends and you'll save even more.
- 5 Sightseeing holidays needn't be expensive. A backpacking holiday where you travel around Europe by rail and stay in youth hostels can be surprisingly cheap.



C



E



- 1 8.01 Study and listen to the Vocabulary A box. Which of the types of holidays can you see in the photos? What is your favourite type of holiday? Discuss in pairs.

VOCABULARY A Types of holidays

activity camp backpacking holiday beach holiday
camping trip city break ocean cruise sightseeing holiday

- 2 Read the blog post and match texts 1–5 with photos A–E.

1 – B

- 3 8.02 **WORD FRIENDS** Find these phrases in the blog post. Then, choose the correct option in sentences 1–7. Listen and check.

book a hotel

eat in/out

get on/off a bus/coach/plane/train

go abroad

go/travel around Europe/the world

go/travel by car/road; train/rail; plane/air; boat/sea

go on a cruise

have a city break

rent a holiday flat/a car/a bicycle

stay on a campsite

- I've booked / *gone on* a hotel for next weekend.
- I'd love to go *around* / *by* the world one day.
- Last year, we went *on* / *around* a trip to France.
- It's cheaper to *eat* / *travel* by coach.
- Are you old enough to *go* / *rent* a motorbike?
- We're going to *rent* / *stay* in a youth hostel.
- Don't *get* / *have* off the bus until it stops.

WATCH OUT!

We say **by** road/rail/air/sea and **by** car/train/plane/boat but **on** foot.

- 4 8.03 Study and listen to the Vocabulary B box. In pairs, describe a word from the box for your partner to guess.

A: *This has your personal information and a photo, and you need it when you go abroad.*

B: *It's a passport.*

VOCABULARY B Holiday equipment

guidebook map passport rucksack/backpack sleeping bag
suitcase sun cream sunglasses swimsuit tent torch

- 5 8.04 Listen to dialogues 1–4. For each dialogue, write down any words you hear from the Vocabulary B box.

1 – *backpack*

- 6 8.05 Study and listen to the Vocabulary C box. Check you understand the words.

VOCABULARY C Holiday accommodation

check in/out double room facilities floor guest
pool reception reservation single room view

- 7 8.06 Complete the messages with the correct form of the words from the Vocabulary C box. Listen and check.

Where did you stay on your last holiday? What was it like?

Bskyblow 11.24

The campsite has fantastic sports ¹ *facilities*: two tennis courts, a football pitch and a large outdoor ² (...).

DcCd 11.06

When we tried to ³ (...) at the hotel, the guy at the ⁴ (...) said there was a problem with our ⁵ (...). They had too many ⁶ (...), so we shared a tiny ⁷ (...).

emmmeee 11.01

The flat's lovely. It's on the top ⁸ (...), with a brilliant ⁹ (...) of the city. We slept in a large ¹⁰ (...) with a big bed. At the end of our stay, we didn't want to ¹¹ (...).

- 8 **CHALLENGE** In pairs, talk about the last time you travelled. Use these questions to help you.

- Where did you go?
- What did you take with you?
- How did you get there?
- Where did you stay?
- What facilities were there?

I went to Austria with my football club.

I took a backpack. We went by coach and we stayed in a big hotel. We had a view of the mountains, but we didn't have a pool.

BBC VIDEO

STREET TALK

- 44 Watch four people talking about what to take on holiday. What things do they mention? Choose two speakers.

- a backpacking holiday with friends
- a city break in Ireland
- a cruise around the Mediterranean

VIDEO

GRAMMAR IN ACTION



- 1 Look at the photo. What kind of trip do you think Abe is getting ready for?
- 2 45 8.07 Watch or listen and check your ideas from Exercise 1. What things does Abe need for the trip?
- 3 Study the sentences with modal verbs from the dialogue in Exercise 2 and answer the questions.
 - 1 Which sentences express obligation or prohibition?
 - 2 Which sentence expresses lack of obligation?
 - 3 Which sentences express advice?
 - 4 Which modal verbs are not followed by *to*?
 - a We **have to** get something from upstairs.
 - b We **should** take sleeping bags.
 - c You **don't have to** wear a life jacket.
 - d You **must** have a shower after swimming.
 - e You **ought to** take these to help you swim.
 - f You **mustn't** do anything silly.
- 4 Study the Grammar box and check your answers to Exercise 3.

GRAMMAR

Modal verbs: *must, have to, should, ought to*

Obligation and prohibition

You **must** be careful.

Do we **have to** sleep on the boat?

You **mustn't** do anything silly.

Advice

You **should** bring a torch.

You **ought to** buy some mosquito spray.

You **shouldn't** forget your swimsuit.

Lack of obligation

You **don't have to** be awake at night for two hours.

VIDEO



46 Grammar Animation

- 5 Order the words to make sentences. Do you agree with the sentences?
 - 1 wear / a life jacket / you / on a boat / should / .
You should wear a life jacket on a boat.
 - 2 when you cross a road / be careful / must / you / .
 - 3 don't have to / homework at the weekend / do / you / .
 - 4 tidy / you / your bedroom every day / ought to / .
 - 5 after school / study / have to / you / .
 - 6 you / before swimming / eat / shouldn't / .
- 6 Choose the correct option.

How to rent a canal boat

¹*Do you have to* / *Ought you* have a licence to drive a canal boat? You ²*mustn't* / *don't have to* have a licence for small groups, but you ³*must* / *should* have one if there are more than twelve passengers. You ⁴*don't have to* / *ought to* take care when getting on or off the canal boat. You ⁵*should* / *shouldn't* keep the boat neat and tidy. You ⁶*should* / *shouldn't* run or play silly games on board. You ⁷*mustn't* / *ought to* forget to take a torch. It can be very dark at night.

- 7 8.08 Complete the advert with these words. Listen and check.

don't have to have to must mustn't ~~ought~~ should

Are you looking for adventure this summer? Then you ¹**ought** to try our sailing holiday in the Mediterranean. You ²(...) bring any special equipment because we provide everything. You ³(...) be between thirteen and seventeen years old and have your parents' permission. All you ⁴(...) bring are suitable clothes for a week of sailing and, of course, you ⁵(...) forget your swimsuit! You ⁶(...) bring something warm too. It can get cold at night on board!

- 8 **CHALLENGE** Complete sentences 1–6 with your own ideas. Then, in pairs, compare.
 - 1 When on a beach holiday, you should ...
 - 2 When I'm on holiday with my family, I have to ...
 - 3 In a summer activity camp, you mustn't ...
 - 4 You must ... on a plane.
 - 5 In the summer, I don't have to ...
 - 6 On a cold night, you ought to ...

A: *When on a beach holiday, you should bring a lot of sun cream.*
B: *When on a beach holiday, you should bring your swimsuit!*



Getting around Venice

Venice has got 118 islands, 400 bridges, 177 canals ... and no cars. It's Europe's largest car-free city and the perfect place for pedestrians. But how do people get around Venice?

- 5 By boat, obviously. You can catch water buses called *vaporetti* at bus stops all around the city. They're fast and convenient. But they're not cheap. A single ticket costs €7.50 and a one-day travel card, which lets you get on and off as often as you like, is €20 for tourists.
- 10 Another problem is that the water buses are too wide to take you everywhere. So, to get to some places, you have to take a water taxi. Water taxis are much faster than *vaporetti*, but they are also much more expensive with only a capacity of up to 10 passengers.
- 15 Venice is famous for its gondolas, but gondolas aren't taxis. They won't go everywhere; they follow fixed routes. A gondola trip is like a sightseeing tour – it's not for getting from A to B. Each year official fares are set for gondolas – you ought to check before you take one.
- 20 The fares are for each boat and not for each person.

To get a cheap ride, take a *traghetto*. These are special boats that cross the Grand Canal in places without bridges. The Grand Canal has only four bridges, so these can get very crowded. It takes no more than a minute or two to cross by *traghetto*, but you can't complain. It only costs €2 and you probably won't need a return ticket.

- Jet skis, kayaks and other small boats are banned from the canals. However, you can rent a motor boat – you don't even need a licence. But you shouldn't be surprised if you get stuck in traffic. With all the water buses, gondolas, rowing boats and speedboats, there are lots of traffic jams. You ought to drive carefully. There are accidents on canals just as there are on roads.

- Venice isn't very big, so the best and safest way to get around the city isn't on the water but on foot. Walk through the narrow streets and discover beautiful canals and bridges. But don't forget to take a map. Venice is a lovely place, but it's easy to get lost there.

- 1 Look at the photo and title of the text. What do you know about Venice?

- 2 Read the article quickly. What are these numbers?

10 2 20 177 4 400

- 3 8.09 Read and listen to the article. Then answer the questions.

- What are two disadvantages of water buses?
- What are two disadvantages of water taxis?
- How is a gondola different from a taxi?
- How can you cross the Grand Canal if there isn't a bridge?
- Why is it a good idea to walk around Venice?

- 4 8.10 Study and listen to the Vocabulary box. Look at the words highlighted in the article and check you understand the meaning.

VOCABULARY Traffic and transport

fare pedestrian return ticket route single ticket
traffic jam travel card

- 5 8.11 Complete the sentences with the correct form of the words in the Vocabulary box. Listen and check.

- I've got a *travel card*, so I don't have to worry about buying a (...) every time I travel.
- It's not easy to walk in my home town. In fact, it's quite dangerous for (...).
- My house is on the bus (...), so it's really easy to get into the city centre quickly.
- When I'm in a (...) and can't move on, I close my eyes and listen to music.
- Sometimes it's cheaper to buy one (...) rather than two single tickets there and back.

- 6 In pairs, think about a city you visited and ask and answer the questions.

- How did you get around the city? Did you need a travel card? Did you buy single tickets?
- What was the city like for pedestrians and cyclists? Was there a lot of traffic?

THINKING TIME

EVALUATE

How would you travel in Venice?

EXPLORE

Find out information about transport options in a big city in your country.



In the wild

Hi guys,

Welcome to my camping blog – the best place for all the latest camping news. This month, I've discovered these amazing tree tents. It might be difficult to find them in the shops at the moment, but I think they're going to be popular. They're warm, comfortable and great fun. I slept in one last weekend in the middle of a forest and it was awesome! Have a look and let me know what you think.



Jo123

They don't look very big. It can't be easy to stand up in them if you're tall.

6.30 p.m.



TimABC

They're cool! But they must be expensive because I haven't seen many of them.

8.00 p.m.



TentFan

It might be fun to sleep up in the air, but it must be difficult to go to the loo in the middle of the night!

7.10 p.m.



Camper

They may look cool, but I think they could be really uncomfortable because they move around with the wind.

8.30 p.m.

- 1 Look at the photo in the blog post. Is this a fun place to sleep? Why?/Why not?

- 2 8.12 Read the blog post and comments. What are the advantages and disadvantages of tree tents?

- 3 Study the Grammar box. Find more examples of modal verbs for speculation in the blog post and comments.

GRAMMAR Modal verbs for speculation

We use *must* and *can't* when we are almost sure about something.

It *must* be cold outside. People are in jackets.

It *can't* be our tent. It's the wrong colour.

We use *could* and *may/might* when we are not sure about something.

It *could/may/might* be difficult to travel with the suitcase because it's very big.



VIDEO



47

Grammar Animation

- 4 Choose the correct option.

A: Oh, look! That ¹*(must)* / *can't* be the new tree tent. I've seen them on the internet. They are strange.

B: I'd love to get one. Are they expensive?

A: They ²*can't* / *could* be expensive because they're small. My uncle's got one.

B: Is there a campsite near here?

A: I'm not sure. There ³*might* / *must* be one near the lake.

B: Can we ask your uncle if we can borrow it?

A: OK, but today ⁴*may* / *can't* be a bad time. He's going on holiday with it!

- 5 Complete the second sentence with a modal verb for speculation. Sometimes more than one answer is possible.

1 I'm sure this is Ellie's tent. That's her rucksack.

This *must* be Ellie's tent. That's her rucksack.

2 They're very quiet. Perhaps they're sleeping.

They're very quiet. They (...) be sleeping.

3 I'm sure this isn't the same campsite.

This (...) be the same campsite.

4 Dad thinks this is your ticket, but your ticket is in your hand.

This (...) be your ticket because your ticket is in your hand.

5 I'm sure the map is on the table. I put it there.

The map (...) be on the table. I put it there.

6 Here's a guidebook, but perhaps it's the wrong one.

Here's a guidebook, but it (...) be the wrong one.

- 6 **CHALLENGE** What do you think of these ideas for unusual holiday accommodation? In pairs, share your ideas using modal verbs for speculation.

- a treehouse in a forest
- a canal boat in Holland
- an ice hotel in Sweden
- a castle on an island

It could be noisy in a treehouse in a forest because of all the animals.

- 1   In pairs, describe the photo. What do you think is happening?

They're on a boat.

It might be a sailing holiday.

- 2  8.13 Listen to the first part of an interview. What does Mike do?

- 3  8.14 Listen to the second part of the interview and decide if the sentences are true or false.

- 1 Mike was working in South America when he met a girl who couldn't see.
- 2 The girl was on holiday with her family.
- 3 Special bikes are popular with kids who don't usually cycle.
- 4 Mike thinks the journey is less important than the holiday.
- 5 Hotel staff don't always realise how difficult it is for blind guests.
- 6 The winter holidays are the most popular.

- 4   8.14 Listen again and write down the following. Then compare your answers in groups of three.

- 1 four activities mentioned in the interview
- 2 three kinds of holidays
- 3 three problems that blind people might have

- 5  8.15 Listen and complete Jess' story with one or two words in each gap.

1.23 p.m.

Jess is ¹ *sixteen* years old and comes from ² (...). She's been ³ (...) since she was born, but she's always loved adventure. Last year, Jess went on a ⁴ (...). During the trip, Jess decided that she wanted to do something ⁵ (...). With the help of the organisers, she climbed the mast. It was very high, but she knew she ⁶ (...) do it. Jess believes that it doesn't matter what disability you've got – you can achieve anything. As long as you get lots of help, you can still have a ⁷ (...).

- 6  In pairs, discuss why this sort of holiday is important for people like Jess. Compare your ideas with the class.

It's an adventure.

It might help them to meet people.



- 7  8.16 Study and listen to the Vocabulary box and check you understand the words.

VOCABULARY Travel: confusing words

excursion journey travel (n, v) trip voyage

- 8  8.17 Choose the correct option. Listen and check.

- 1 It was a three-hour car journey / excursion to the beach.
- 2 The *trip* / *voyage* across the Atlantic took two months and the cabins were comfortable.
- 3 Air *travel* / *journey* is very expensive at the moment.
- 4 The school is organising a two-day *travel* / *trip* to London.
- 5 Let's get tickets for the afternoon *journey* / *excursion* to the castle.
- 6 I'd love to *travel* / *trip* to the North Pole one day.

- 9   Imagine that your school has invited some students from another country. In pairs, discuss the best trips and excursions in your area. Compare your ideas with the class.

They could go on an excursion to the water park.

They could visit the capital city, but it's a long journey.

VIDEO



EVERYDAY ENGLISH

- Bea: Hi, Carla. You know I'm staying in London with my gran? Well, there's an exhibition on Hyperloop at the Transport Museum and ...
- Carla: Sorry, I didn't catch that. Hyper what?
- Bea: Hyperloop! It's like a train but cooler. I just wanted to ask if you'd like to come and see it tomorrow.
- Carla: That might be fun. Yeah!
- The next day ...*
- Carla: Hi, I'm at the station. How do I get there? Should I take a bus?
- Bea: No, you shouldn't take a bus. The tube's better.
- Carla: Sorry, what was that?
- Bea: I was just saying you can take the underground. It's the Piccadilly line.
- Carla: Can you say that again? I didn't get the last part.
- Bea: I said you have to take the Piccadilly line.
- Carla: Sorry, but could you speak more loudly? It's really noisy here. I can't hear a thing.
- Bea: Take the Piccadilly line to Covent Garden. It's the third stop. You can walk from there.
- Carla: OK, thanks. See you soon.

*Later ...*

- Bea: You made it!
- Carla: Thanks to your directions. Sorry, I couldn't hear you before.
- Bea: Oh, never mind. You're here now. Let's go!

SOUNDS GOOD!

I can't hear a thing. •
You made it! • Never mind.

1 Have you ever had problems finding your way around a city? What did you do? Discuss in pairs.

2 48 8.18 Watch or listen and answer the questions.

- Why does Bea call Carla at the start of the dialogue?
- Why does Carla find it hard to understand Bea?
- How does Carla get from the station to the museum?

3 Did Bea's instructions help Carla find the way? Why?/Why not? Discuss in pairs.

FUTURE SKILLS



What can you do to make sure you understand the information that someone is giving you? Discuss in pairs. Use these ideas to help you.

- listen carefully
- ask for clarification if you don't understand
- ask for more information
- repeat the information with your own words

4 Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING

Understanding a conversation

Asking for clarification

Sorry, I didn't catch that. What was that?
Can you say that again?
Sorry, I didn't get the first/last part.
Could you speak more loudly/slowly?

Clarifying

What I said/asked was ... I said (that) ...
I was just saying ... I just wanted to ask (you) if/about ...

5 Complete the dialogue with phrases from the Speaking box. Sometimes more than one answer is possible. In pairs, practise the dialogue.

- A: We're going to Italy on holiday this summer.
B: Sorry, ¹ *I didn't catch that.*
A: What ² (...) we're going to Italy this summer.
I just ³ (...) if you wanted to go with us.
B: Great, thanks! I'll have to get a passport.
A: ⁴ (...)?
B: I was ⁵ (...) I need to get a passport.
A: Could ⁶ (...) I couldn't hear you.
B: ⁷ (...) I need a passport.

SPEAKING TIME



In pairs, go to page 157 and role play the situations.

- 1 If you could travel by train across Europe, where would you like to go?
- 2 Read the emails and answer the questions.
 - 1 What does Jill need to buy before the trip?
 - 2 Who else is going on the trip?
 - 3 Which places might they visit?

Hi Jo,
 I'm so looking forward to our rail trip across Europe. Let me know what the plan is. I'll write more later.
 Bye for now,
 Jill
 PS. I must buy a rucksack for the trip!

- 3 Study the Writing box. Find examples of the phrases in Jo's email.

WRITING An email about travel arrangements

Say why you are writing

- 1 Here's a quick note to tell you about the plan.
 I just wanted to check the plan with you.

Explain arrangements

- 2 We're meeting at the station at 8 p.m.
 Jane's mum will drive us to terminal 1.

Make suggestions about the route

- 3 I don't think we should stop in Geneva overnight.
 It might be better to spend a day in Geneva.
 We could catch a train to Lyon.

Before you finish

- 4 Let's talk later.
 Let me know what you think.

End your email

- 5 Bye for now,
 Love,
 See you soon,
 Speak soon,

- 4 Study the Language box. Find three sentences with future time clauses in Jo's email.

LANGUAGE Future time clauses

We use the Present Simple in future time clauses with *when*, *while*, *before*, *until* and *as soon as*.
*We'll decide our route **before** we leave.*

When the time clause comes first, we use a comma.
***As soon as** they arrive, I'll call you.*



Hey Jill,

I just wanted to check the plan with you.

We're meeting at the station at 8 p.m. When you arrive at the station, I'll give you your ticket. Don't forget your passport!

We still need to decide on the route. I don't think we should stop in Geneva overnight. It might be better to spend a day in Geneva and do a walking tour of the city. Then, we could travel overnight to Turin. Or we could catch a train to Lyon. I've asked Angela what she thinks. As soon as she replies, I'll let you know. We should decide before we leave. Let me know what you think.

Let's talk later.

Love,
 Jo

- 5 Write sentences about yourself. Use future time clauses with *when*, *while*, *before*, *until* and *as soon as*.

Until I hear from you, I won't do anything.

Before I go on holiday, I'll buy a guidebook.

WRITING TIME



You are going on a trip with a friend.
 Write an email about the travel arrangements.

FIND IDEAS

Make notes for your email. Think about:

- means of transport and the kind of trip
- the time and place to meet
- what to take with you
- the route to take

PLAN

Organise your ideas into paragraphs. Use Jo's email in Exercise 2 to help you.

WRITE AND SHARE

- Write your draft email. Use the Writing box and the Language box to help you.
- Share your email with another student for feedback.
- Write the final version of your email.

CHECK

- Check language: did you use future time clauses correctly?
- Check grammar: did you use modal verbs correctly?

WORDLIST

8.19

Types of holidays

activity camp (n)
backpacking holiday (n)
beach holiday (n)
camping trip (n)
city break (n)
ocean cruise (n)
sightseeing holiday (n)

Word friends (going on holiday)

book a hotel (phr)
eat in/out (v)
get on/off a bus (phr)
get on/off a coach (phr)
get on/off a plane (phr)
get on/off a train (phr)
go abroad (phr)
go/travel around Europe (phr)
go/travel around the world (phr)
go/travel by boat/sea (phr)
go/travel by car/road (phr)
go/travel by plane/air (phr)
go/travel by train/rail (phr)
go on a cruise (phr)
have a city break (phr)
rent a bicycle (phr)
rent a car (phr)

rent a holiday flat (phr)
stay on a campsite (phr)
stay in a hostel (phr)

Holiday equipment

guidebook (n)
map (n)
passport (n)
rucksack/backpack (n)
sleeping bag (n)
suitcase (n)
sun cream (n)
sunglasses (n)
swimsuit (n)
tent (n)
torch (n)

Holiday accommodation

check in/out (v)
double room (n)
facilities (n)
floor (n)
guest (n)
pool (n)
reception (n)
reservation (n)
single room (n)
view (n)

Traffic and transport

fare (n)
pedestrian (n)
return ticket (n)
route (n)
single ticket (n)
traffic jam (n)
travel card (n)

Travel (confusing words)

excursion (n)
journey (n)
travel (n, v)
trip (n)
voyage (n)

EXTRA WORDS

abroad (adv)
airport (n)
banned (adj)
bridge (n)
brilliant (adj)
bring (v)
campsite (n)
canal (n)
complain (v)
convenient (adj)
country (n)

dark (adj)
dirty (adj)
get stuck (v)
gondola (n)
island (n)
jet ski (n)
lovely (adj)
Mediterranean (n)
mosquito spray (n)
narrow (adj)
on board (adv)
on foot (adv)
permission (n)
provide (v)
rail trip (n)
reserve (v)
resident (n)
ride (n)
rowing boat (n)
sailing holiday (n)
station (n)
stay (n, v)
suitable (adj)
take turns (v)
tour (n, v)
travel agent (n)
youth hostel (n)

1 Use the wordlist to find these things.

- two things you can do to prepare for a holiday before you go *book a hotel*
- three things you can pack for a camping holiday
- three things you can pack for a beach holiday

2 Read what the people say and recommend a type of holiday for each one. In pairs, recommend a holiday for each other.

1 *sightseeing holiday*

1 Louise, 21

I want to visit interesting places and take photos of them.

2 Derek, 47

We have one day and night to eat in a nice restaurant and visit museums.

3 Peter, 15

I want to hear the sounds of nature as I fall asleep.

4 Helen, 66

We want to just look at the sea and have everything we need close by.

5 Julia, 13

My friends don't want to be bored! We need things to do.

6 Tim, 23

I love to lie on the beach and enjoy the sun.

3 Answer the quiz questions with words from the wordlist. Then write one more question. In pairs, answer each other's questions.

TRAVEL QUIZ

- What kind of ticket do you need if you plan to come back the same way? *return ticket*
- What kind of book can tell you about interesting places to visit?
- What will help you find walking routes and not get lost?
- What's it called when a lot of cars are moving slowly?
- What can you get to save money if you plan to use local transport a lot?
- What kind of hotel room is for two people?

4 CHALLENGE Add words from the Extra words list to each group.

- wide, thin, *narrow*
- train station, bus station, (...)
- hotel, campsite, (...)
- prohibited, forbidden, (...)
- trapped, can't move, (...)
- stream, river, (...)
- overseas, (...)
- appropriate, (...)



VOCABULARY

1 Choose the correct option.

- We checked *in / out of* our hotel at noon and arrived back home at 6 p.m.
- In our family, we go *on / to* holiday every year.
- We want to include *a voyage / an excursion* to a castle on one day of our holiday.
- No vehicles can enter this area. It's for *bicycles / pedestrians* only.
- They won't let you get on the plane without your *passport / guidebook*.
- Let's all take a *trip / travel* to Africa next year!

2 Complete the advert with these words.

facilities guest pool reception
reservation shower single view

Stay at our backpacking hostel!

If you want great accommodation at the right price, our backpacking hostel is for you! We have all the ¹ (...) of a hotel, for people who need to save money. Every ² (...) and double room has its own ³ (...) and a fantastic ⁴ (...): the sea on one side and the mountains on the other. The beach is near the hotel, but we also have a small ⁵ (...). You can make a ⁶ (...) online or simply arrive and ask for a room at ⁷ (...). We do our best to help each ⁸ (...) to enjoy their stay.



3 Complete the email with these words. There is one extra word.

break floor guidebook passport
pool sightseeing traffic

Hi Jan,

We've arrived at the hotel safely, but a bit late because there was a ¹ (...) jam! But we're relaxing now. Ella and I are in our room, and Mum and Dad are swimming in the ² (...). We're on the highest ³ (...) and we have a great view of the city. It looks beautiful, so I'm happy that we're taking a city ⁴ (...) here before we visit the rest of the country. It's a ⁵ (...) holiday, so we have our cameras ready to take photos of the interesting places. We also have an excellent ⁶ (...) with all the information we need.

I'll write again soon. Bye for now!
Gordon

4 CHALLENGE Write definitions for these words.

double room eat in map travel card voyage

GRAMMAR

5 Choose the correct option to complete the information about visiting a new country.

- You *should / must* talk to local people to learn something interesting about the culture.
- You *must / should* show your passport when you enter the country.
- You *don't have to / mustn't* learn the language because a lot of people speak English.
- You *ought / should* to be polite and show respect for their way of life.
- You *ought to / must* learn something about the country first, to make your trip more interesting.
- You *don't have to / mustn't* take photos of people without their permission.

6 Make questions you can ask about visiting wild areas like mountains or jungle.

- should / check / the weather before we go / ?
- should / tell / someone where we plan to go / ?
- have / get / permission to visit / ?
- might / see / any wild animals / ?
- should / take / our own food and water / ?
- what clothes / should / wear / ?

7 Complete the dialogue with *must*, *can't* or *might*.

- A: Look at this poster of a river. There's information and prices, so it ¹ (...) be an advert for a river trip. Do you like the idea?
- B: I thought rivers were boring, but it ² (...) be interesting if there's an organised trip.
- A: It says, 'You need a camera,' so there ³ (...) be some cool things to see.
- B: Yes, but what? There ⁴ (...) be any museums or historical buildings. There aren't any cities.
- A: No, but the boat ⁵ (...) go near some places with wild animals to see. I hope so.
- B: Why? Are you interested in going?
- A: Well it ⁶ (...) hurt to find out more! I'm going to phone them.

8 CHALLENGE Use modal verbs to write these things.

- four sentences about your school rules.
- three sentences to speculate about a black box that has appeared in your classroom.

DICTATION

9 Listen. Then listen again and write down what you hear during each pause.

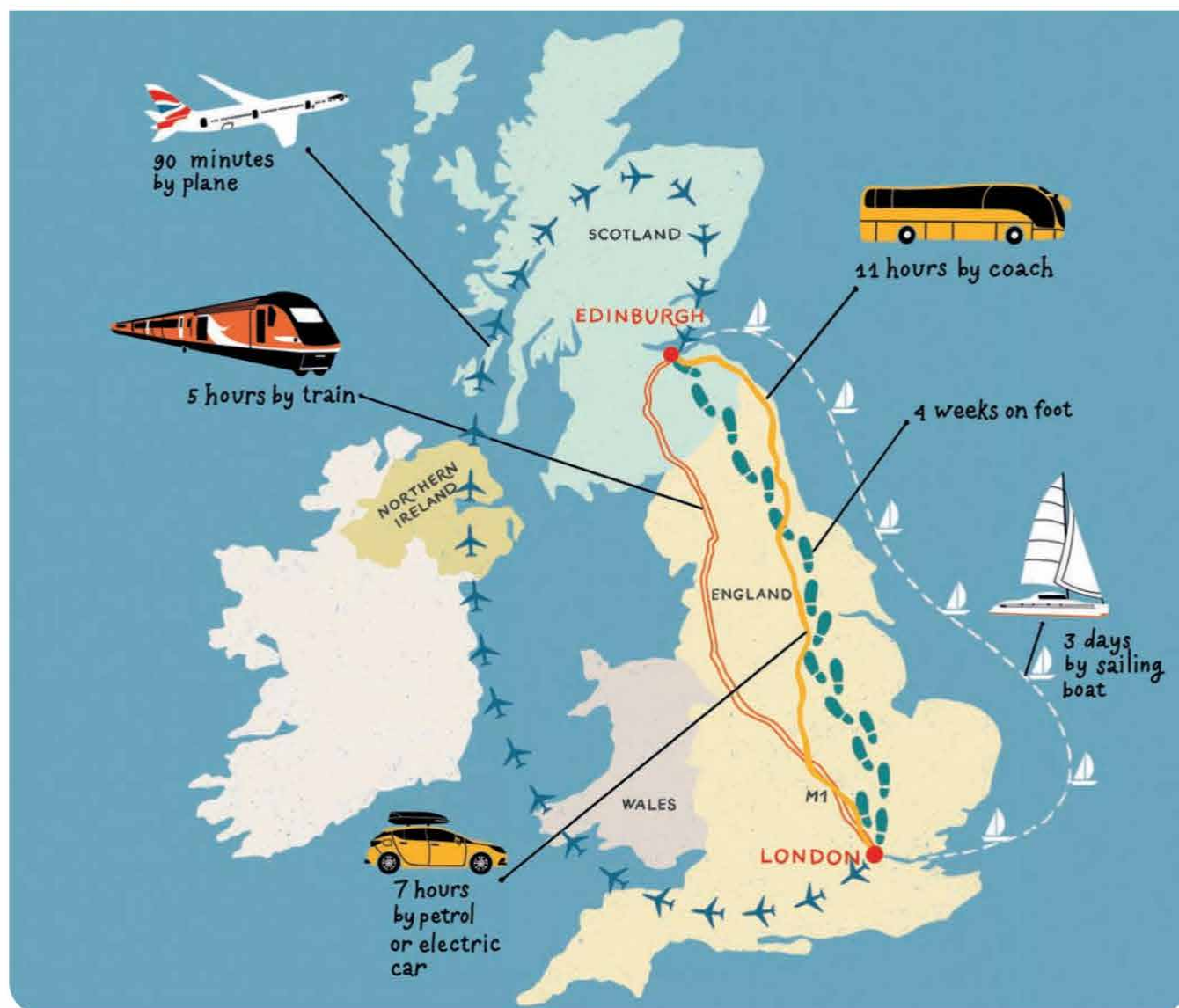


Learning Experience 4



Context:
Personal/Social

Plan an eco-friendly trip



Step 1 Think

- 1 Look at the map and answer the questions.
 - 1 What does the map show?
 - 2 What other forms of transport could be added?
 - 3 If you had to make this trip, how would you travel and why?
- 2  Read the Useful Tips. In pairs, answer the questions.
 - 1 What is an eco-friendly traveller?
 - 2 Do you think it is easy to be this type of traveller? Why?/Why not?
 - 3 Look at Exercise 1 Question 3 again. Was your answer eco-friendly? If not, reconsider your choice. Think about cost and time, as well as the environment.
- 3  8.21 Listen to Charlie telling Hannah about his family's trip to Scotland. Answer the questions.
 - 1 How are they going to travel from London to Edinburgh?
 - 2 Why have they chosen this form of transport?
 - 3 Why don't they rent an electric car?
 - 4 What does Charlie think about planes?
 - 5 Are planes always the least eco-friendly choice? Explain.
 - 6 How are they going to travel around Scotland?



Be an eco-friendly traveller

Step 2 Analyse

- 4 Do the quiz. Then, go to page 157 to calculate your score and compare your results in pairs.

Are you an eco-friendly traveller?

- How do you usually get to school?
a on foot or by bike b by public transport c by car
- How far do you travel by car in a typical week?
a less than 5 km b 5–20 km c more than 20 km
- How many times have you used a vehicle without an engine (bike, scooter, skateboard, etc.) in the past month?
a more than 5 times b 1–5 times c None.
- When you go on holiday, how do you usually travel to your destination?
a by train or coach b by car c by plane
- How do you usually travel around when you are at your holiday destination?
a on foot or by bike b by public transport c by car

USEFUL TIPS

Whenever you need to travel somewhere, try to make eco-friendly choices that are better for the environment.

For short journeys, go on foot.

Use a vehicle without an engine, e.g. a bike, a scooter, etc.

Avoid planes and petrol cars.

Share transport or take a coach, train or bus.

Avoid longer journeys.

If you rent a car, choose an electric, hybrid or smaller model.

USEFUL PHRASES

- Why don't we go to/by ...?
- Maybe we could ...
- ... is an eco-friendly choice.
- ... is better for the environment than ...
- It takes ... hours to get there by (car)/on foot.
- ... (don't) produce a lot of greenhouse gases.
- It'll be fun/interesting/cheaper.
- It'll be slow/boring/more expensive/tiring.

Step 3 Prepare

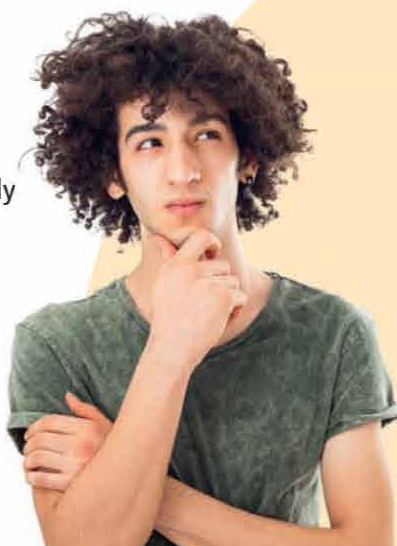
Resource: an eco-friendly travel planner



- 5 Plan a three-day eco-friendly trip. Follow these instructions.
- Work in small groups. First, do some online research. Decide where to go and what to see/do each day.
 - Complete the travel planner. Decide how to travel to each destination and how to get around once you are there.
 - Complete the eco-friendly checklist and make any necessary changes to your plan.
 - Use expressions from the Useful Phrases box as you work.

Step 4 Present

- 6 Present your plan for an eco-friendly trip to the class.
- **PEER REVIEW** Give your opinion. Which trip is most eco-friendly? Which trip would you most like to go on and why?



REFLECTION TIME

Think about the task and answer the questions.

- What's the most important thing you have learned from doing this task?
- Will you change the way you travel in the future? How?
- Did you work well in a group?
- Can you discuss the advantages and disadvantages of different forms of transport?
- Did you use language from Units 7 and 8? Give examples.

Lessons in life

9

VOCABULARY

School subjects | Describing students | Learning and assessment | Collocations with *make* and *take* | Phrasal verbs

GRAMMAR

Reported speech: statements | Word order in questions

COMMUNICATION

Exchanging information | A formal letter asking for information

FUTURE SKILLS



Critical Thinking (Brain training) | Social Responsibility (Multicultural competence) | Creativity (A website)

VIDEOS



Grammar Animation | Grammar in Action | Street Talk | Everyday English | Culture

Top five coolest lessons

**Do you ever want to learn outside the classroom?
Would you enjoy studying subjects where you take
a practical exam, not a written test?**

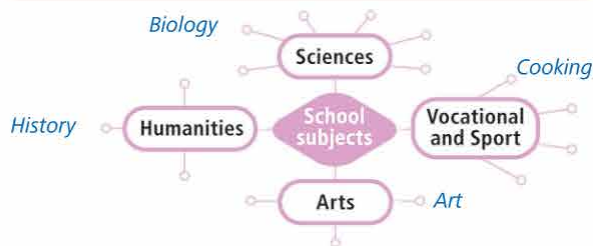
If the answer is 'yes', you might like to move to Australia and Hawaii! In these places, it's important for pupils to be confident in water, so surfing lessons are a normal part of the school curriculum. As well as Language, Maths and History, many countries also have special lessons in subjects which they believe are important. In Scotland, traditional dance lessons are often offered to high school pupils. In some schools in the UK, it's possible to learn unusual new skills like beekeeping or to have IT lessons in cybersecurity! And in the USA, some students spend one year creating a Science discovery project.

Such a variety of choices is great for students, preparing them for either the world of work or for further study.

- 1 Read the article and find the five 'cool' lessons. Which would you add to your school curriculum?
- 2 9.01 Study and listen to the Vocabulary A box. Complete the spidergram with these words.

VOCABULARY A School subjects

Art Biology Chemistry Cooking D&T (Design and Technology) Drama Economics Geography History IT (Information Technology) Languages Literature Maths Music PE (Physical Education) Physics



- 3 Which subjects from the Vocabulary A box are taught in your school? Would you add any of these subjects to the curriculum?

Fashion design Film-making Gardening
Karate Photography

- 4 9.02 Study and listen to the Vocabulary B box. Can you add more words describing students?

VOCABULARY B Describing students

Qualities: confident creative
hard-working intelligent talented

Skills: critical thinking general knowledge
problem-solving teamwork

- 5 9.03 Complete the sentences with words from the Vocabulary B box. Listen and check.
- If you believe you can do things successfully, you are *confident*, which helps you to do well.
 - It's useful to know information about the world around you. This is called (...).
 - Students who are (...) can use their imagination to find ideas in Science subjects as well as Arts.
 - (...) is a useful skill because it teaches you to think clearly and ask the right questions.
 - If you are doing a task and can find a solution, you are good at (...).
 - If you can work well with others, you've learned the secret of (...). This is one of the most important skills you can have in life.

- 6 Read texts 1–3 quickly. Match them with photos A–C.

1 My favourite lesson is IT. I love ¹ *learning* about how computers work and how to fix problems. We also find out about the future of computers. Last term, we did a ² (...) about robots – we worked together and built our own robot.

2 I enjoy studying Geography because our teacher makes the lessons fun. Although we have to ³ (...) a lot of information, the classes are really interesting. There's one thing I don't enjoy: giving ⁴ (...)! It's hard to stand up and talk in front of the class.

3 I enjoy Cookery classes because I like the mix of Science with cooking. We have written ⁵ (...) at the end of the course, and we also have ⁶ (...) exams, where we make food by following a recipe.



- 7 9.04 Study and listen to the Vocabulary C box. Check you understand the words.

VOCABULARY C Learning and assessment

Learning: curriculum learn memorise revise study

Types of assessment: online test practical exam
presentation project speaking exam written exam

- 8 9.05 Complete the texts in Exercise 6 with the correct form of the words in the Vocabulary C box. Listen and check.

- 9 **CHALLENGE** Which class activities and types of assessment are the most suitable for different subjects and learners? Discuss in pairs and give reasons.

- 1 Look at the posts. What is a debating club?

Debating Club



Stefan

We're **starting** a debating club.



Daisy

I'm **looking for** some good topics to discuss.



Mrs Walker

That's a great idea!



Tom

We **need** to advertise it.

- 2 9.06 Listen to Daisy talking about the debating club and look at the posts in Exercise 1 again. What do you notice about the verbs in bold above and the verbs in the recording?

- 3 9.07 Read the interview quickly. What topics are chosen for the debates?



NEWS BY KATE BRANDON

'New debating club!'

Interview with Peter Brown, Year 11 student

Tell us about the new debating club. How did it all start?

Last term, Year 11 students told their teachers that they wanted to start a debating club. The teachers said that they liked the idea, so now each week we run a debate.

What are the rules?

One team has to agree and the other team has to disagree. Then, the audience decide which team is the winner.

What about the topics of debates?

The teachers said we needed interesting topics, so we made a list. We have a mix of serious and silly topics. Last week, the audience said they wanted to discuss something lighter.

So, what topic did you choose?

'Pasta or Pizza: which is best?' Our teachers told us to research our speeches. The audience can ask us difficult questions, so it's important to have a good plan and ... stay calm.

How can you join the club?

Just come to our debate. The teachers told us that we could have as many members as we wanted. 'More members, more interesting debates!' they said. So, join us!

- 4 Study the Grammar box. Find more examples of reported speech in the interview. Then, change the reported statements to direct speech. What were each person's exact words?

GRAMMAR

Reported speech: statements

We use reported speech to say what someone has said. We often use the verbs *say* and *tell*.

Present Simple → Past Simple

'You **need** a list of interesting topics.'

The teachers said (that) **we needed** a list of interesting topics.

Present Continuous → Past Continuous

'We're **starting** a debating club.'

The pupils told their teachers (that) **they were starting** a debating club.

VIDEO 49 Grammar Animation

WATCH OUT!

We use *said* (that) or told *me/you/...* (that) to report what someone said.

- 5 9.08 Choose the correct option. Listen and check.

Max told Sara that he ¹ *is planning* / *was planning* to join the debating club. Sara said that she ² *doesn't want* / *didn't want* to join. She said that she ³ *wasn't* / *isn't* keen on speaking in public and then added, 'I ⁴ *can't* / *couldn't* come anyway because I ⁵ *went* / *go* to dance classes on Tuesday.' Then, Max said that the next debate ⁶ *is* / *was* 'Pasta or Pizza'. Sara said that it ⁷ *sounds* / *sounded* a lot of fun and she told him she ⁸ *wanted* / *want* to give it a try.

- 6 Complete the reported statements.

- 'Uniforms aren't important.'
Nicola said uniforms weren't important.
- 'I disagree.'
Jared said he (...).
- 'We don't want to discuss sports.'
They told me they (...) to discuss sports.
- 'I'm planning a speech about pasta.'
Ethan said he (...) a speech about pasta.
- 'Julia doesn't know what pizza to order.'
Mum said Julia (...) what pizza to order.
- 'I'm not coming to the debate on Friday.'
I told them I (...) to the debate on Friday.

- 7 **CHALLENGE** Write a sentence that someone has said in the past week. In pairs, take turns to report what that person said. Use *said* or *told*.

How to train your brain!

In our Citizenship class, Mrs Jones told us there were seven secret ways to become confident students. First of all, she said students needed to 'think like teachers'. ¹ A researcher gave the same information to two different groups of students. The first group had to learn the information for a test. The second group had to learn the information to teach it to someone else. I was surprised that the second group learned best. ² (...) Because they knew how to explain it clearly.

Secondly, Mrs Jones said that we had to write down some things we remembered after each lesson. Then, we had to make more notes in the evening.

Mrs Jones said that the third secret was taking tests. Tests aren't really the end goal of learning. ³ (...) And after a few tests you should be able to see that you've made some progress.

Secret four is called 'spaced practice'. One researcher told students to study a topic in short sections, for half an hour or one hour. Your brain can store this information easily! This means you need to take regular breaks from studying.

The fifth secret is strange: 'Don't focus!' Researchers think it's good to mix things up. If you move between different parts of topics, you will see connections and the whole topic will hopefully start to make sense.

However, my favourite secret is number six.

⁴ (...) Mrs Jones said that students who usually worked in the same place needed to move.

Your brain makes a connection between the place and the topic you're learning. So, sitting in a fresh place makes a topic easier to remember.

And finally, secret seven is good for learning vocabulary. When you're not sure of the meaning of a word on your list, don't check it. Try to understand the meaning from the context in which the word is used. ⁵ (...) Your brain remembers things better when it has to work hard.



1 Do you think people can change their intelligence? Why?/Why not?

2 **9.09** Read and listen to the article. Then, answer the questions.

- 1 Who do you think is the writer?
- 2 What is the writer's purpose?
- 3 Sum up each of the seven secrets.

3 Read the article again. Complete the gaps with sentences a–f. There is one extra sentence.

- a Think of things that are related to it.
- b It's 'study in different places'.
- c She told us about an interesting experiment. ¹
- d Many people forget the next rule.
- e They're actually a good way for us to learn!
- f Why did they remember the information so well?

4 In pairs, write two questions about the article. Then, ask another pair.

5 **9.10 WORD FRIENDS** Complete the phrases with *make* or *take*. Sometimes both are possible. Listen and check.

- | | |
|---------------------------|----------------------|
| 1 <i>take</i> a test/exam | 4 (...) progress |
| 2 (...) sense | 5 (...) a connection |
| 3 (...) notes | 6 (...) a break |

THINKING TIME

EVALUATE

Which of the seven secrets for students is the most useful? Do you do any of these things?

APPLY

Adopt one of the tips. Try to implement it over the next few days. Report back to the class.



1 50 **9.11** Look at the photo. What do you think is happening? Watch or listen and check.

2 Study the questions from the dialogue in Exercise 1. Find:

- 1 questions formed with *to be*. *c, ...*
- 2 questions that use the auxiliary verb *do*.
- 3 questions you can answer with *yes* or *no*.
- 4 examples of *Wh-* questions.
 - a Have you done any online courses?
 - b Why did you choose to learn Portuguese?
 - c Who was your tutor?
 - d Was it easy to learn a language online?
 - e Can I ask you a question now?
 - f Why do you ask so many questions?

3 Study the Grammar box. Write one more example of each type of question.

GRAMMAR Word order in questions

Yes/No questions

It is OK. → *Is it OK?*

You have done some online courses. → *Have you done any online courses?*

You enjoyed it. → *Did you enjoy it?*

Wh- questions

Why are you laughing?

Why do you ask so many questions?

Subject questions

A: Who studied with you? B: Lee studied with me.

A: Who studied Portuguese? B: Carla studied Portuguese.

Object questions

A: Who did you study with? B: I studied with Lee.

A: What did Carla study? B: She studied Portuguese.

4 Write questions for these answers.

- 1 Yes, I had pasta for dinner last night.
Did you have pasta for dinner last night?
- 2 No, I left home early this morning, not late.
- 3 Yes, we're going to Brazil for our summer holidays.
- 4 Yes, I saw two films at the cinema last week.
- 5 No, I'm not going to do anything for my birthday.
- 6 No, my parents won't buy me a new mobile phone for Christmas.

5 Study the examples of subject and object questions in the Grammar box again. Choose the correct option.

- 1 In a subject question, the question word refers to the *subject* / *object* of the sentence.
We use / don't use the auxiliary verb do.
- 2 In an object question, the question word refers to the *subject* / *object* of the sentence.
We use / don't use the auxiliary verb do.

6 Study the questions. Decide if they are subject (S) or object (O) questions.

- 1 Who did you go on holiday with? – *O*
- 2 What did you study?
- 3 What happened on the course?
- 4 Who organised the course?
- 5 Who was your favourite teacher?
- 6 Who wants a sandwich for lunch?

7 In pairs, invent answers to the questions in Exercise 6.

8 Write two questions for each answer. Make questions about the underlined words.

- 1 The fire started in the Science lab.
What happened in the Science lab?
Where did the fire start?
- 2 Class 12D had a Maths test this morning.
- 3 Everyone in my class has read this book.
- 4 The teacher saw me when I was at the bus stop.
- 5 All my friends are going to see the new Marvel film.
- 6 My sister Sally loves listening to classical music.

9 **CHALLENGE** In pairs, ask and answer the questions you wrote in Exercise 4. Some of your answers can be false. Guess if your partner's answers are true.

A: *Did you have pasta for dinner last night?*

B: *No, I didn't have pasta for dinner last night.*

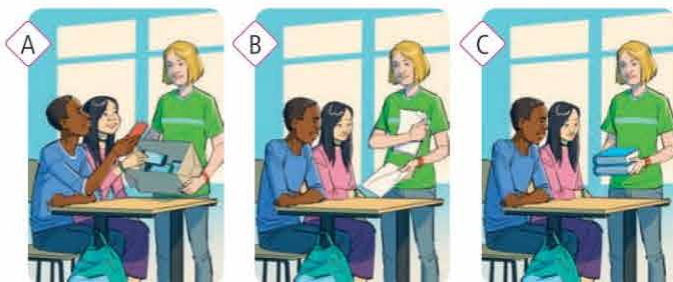
A: *That's true.*

- 1 Teachers ask many questions every day. Do your teachers ask any of these questions? What other questions do they ask?

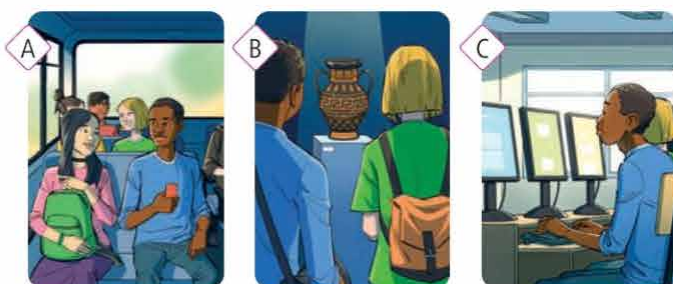
- Did you understand everything?
- What does ... mean?
- What do you think about ...?

- 2 9.12 Listen to four dialogues and choose the correct answer.

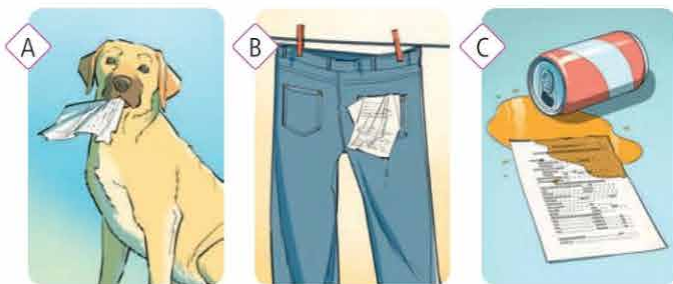
- 1 What does the teacher want the girl to do before the test?



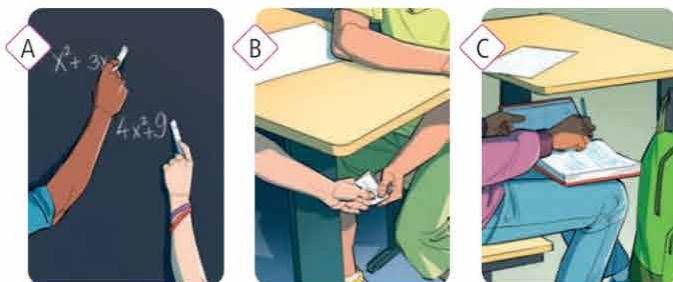
- 2 Where are all the other students now?



- 3 What happened to the boy's form?



- 4 What were the students doing?



- 3 9.12 Listen again. Which teacher asked the most questions? Why do you think he/she did that?

- 4 9.13 Study and listen to the Vocabulary box. Complete the sentences with these phrasal verbs.

VOCABULARY Phrasal verbs

calm down fill in (a form) get on hand in/out
look over look up miss out

- The teacher asked us all to (...) our homework on time.
- Pupils who finish early should (...) with some extra reading.
- I'm definitely coming to the end-of-term party – I don't want to (...) on all the fun!
- Make sure you (...) all your answers before you finish.
- You can (...) any words you don't know in a dictionary.
- We have to (...) this form with our name and phone number.
- Ella was so nervous before her exam, so I told her to (...) and take a deep breath.

- 5 9.14 Choose the most appropriate answer to each question. Listen and check.

- Who's ready to hand in their essay?
 - Yes, I will.
 - ☒ I've just finished it.
 - No, it wasn't difficult.
- Are we going to look over the test results now?
 - Yes, I will.
 - No, it isn't.
 - Yes, we are.
- Did the students get on quietly with their projects?
 - No, they didn't.
 - No, there weren't.
 - Where were they?
- Can everybody calm down, please?
 - Yes, Miss.
 - No, he can't.
 - Thank you, Miss.

BBC VIDEO

STREET TALK

- 51 Watch five people talking about their first school and first teacher. Choose three speakers and write one thing each person remembers about the school, and one about his/her teacher.

VIDEO



EVERYDAY ENGLISH



- Bea: I can't believe it's the last week of term. I can't wait to go on holiday.
- Abe: Last week of the semester, you mean. And go on vacation!
- Miyu: Excuse me? Would you mind ...?
- Abe: Do you want me to take your photo?
- Miyu: Thank you so much. Awesome! Maybe just one more.
- Bea: Hey, I'm Bea. Have you been in England before?
- Miyu: Hi, I'm Miyu. Well, this is my first time, but I've been here for a month now.
- Abe: Really? Where are you from? Your accent sounds American.
- Miyu: Yeah, you guessed it. I'm from the USA.
- Abe: Me too! Which part of the States are you from?
- Miyu: New York.
- Bea: I'd love to go to New York City.
- Miyu: Oh no, I'm not from New York City. I'm from a town in upstate New York, Syracuse.
- Abe: No way! That's where I'm from!
- Bea: That's so funny. How long are you staying for, Miyu?
- Miyu: My brother and I are staying with a lovely host family for the summer because we're doing a Drama course at Grove College.
- Bea: I don't believe it! That's where my mum works!
- Miyu: What a coincidence!
- Abe: What do you think of the UK?
- Miyu: I really like it. Look, what are you guys doing right now? Would you like to get an ice cream?

SOUNDS GOOD!

I can't wait! • You guessed it. •
What a coincidence!

- 1 Have you ever met a tourist in your area? Did he/she ask you for any help?
- 2 52 9.15 Watch or listen and answer the questions.
 - 1 Why does Miyu speak to Abe and Bea?
 - 2 Why do Abe and Bea ask a lot of questions?
 - 3 What do Abe and Miyu have in common?
- 3 Do you think Miyu felt welcome when she met Abe and Bea? Why?/Why not?

FUTURE SKILLS



Work in pairs. Imagine that you have just met a visitor from another country. What friendly things can you say? Make a list.

- 4 Study the Speaking box. Match the questions with responses in the dialogue.

SPEAKING

Exchanging information

Past experience

Have you been in England before?

Present situation

Where are you from?

How long are you staying for?

What do you think of the UK?

Future plans

What are you (guys) doing now/later?

Would you like to get an ice cream?

- 5 9.16 Complete the dialogues with phrases from the Speaking box. Listen and check.
 - 1 A: Would you like to get an ice cream?
B: Yes. That would be great. Let's go.
 - 2 A: (...)
B: Just a few weeks.
 - 3 A: (...)
B: Well, it's really interesting, but I miss home.
 - 4 A: (...)
B: Yes, I have. I love it here.

SPEAKING TIME



In groups of three, role play this situation. Students A and B, you are friends. You meet Student C, who is a friend of Student A. Have a conversation using phrases from the Speaking box and Exercise 5.

- 1 Read the advert. Which course would you choose? Why?

Summer courses

- English Revision
- English for Science
- English for Arts
- English for Humanities
- English for Vocational Studies



Would you like to improve your language skills this summer? Write to us explaining which course you are interested in and why. Let us know if you have any questions about our courses.

- 2 Read Georgia's letter in response to the advert in Exercise 1. What two things does she want to know?
- 3 Study the Writing box. Add more phrases from Georgia's letter.

WRITING A formal letter asking for information

Greeting

- 1 Dear Mr/Mrs (surname),
(...)

Say why you are writing

- 2 I am writing to ask for/about ...
(...)

Ask for information

- 3 Would you mind ... (+ -ing)?
(...)

Give information

- 4 My teacher said that ... My plan is to ...
She also told me that ... I would like to ...
(...)

Before you finish

- 5 I look forward to your reply.
(...)

End your letter

- 6 Yours sincerely, (if you know the person's name)
(...) (if you used Dear Sir/Madam)

- 4 Study the Language box. Find examples of the phrases in the letter. Then complete the sentences about you.

LANGUAGE Talking about learning goals

- My aim is to (study/work on) ...
- My plan is to (learn/stay) ...
- I hope to (learn more about/find out about) ...
- I would like to (improve/practise) ...

33 Alexiou Street, Athens 104 36, Greece
20th October

Dear Sir/Madam,

I am writing to say that I am interested in the English for Science summer course. My aim is to study Science at university and this course will help me.

Please could you send me more information about the topics that are covered in the course? Also, would you mind telling me more about the accommodation with a host family – in particular, the price?

My English teacher said that my language skills were suitable for this course. However, she told me that I needed to improve my speaking skills. My plan is to stay with a host family as I would like to practise speaking every day. I also hope to learn more about British culture while I am staying there.

I look forward to hearing from you soon.

Yours faithfully,
Georgia Kallas

WRITING TIME

Look at the advert in Exercise 1 again and choose a course. Write a letter in response to the advert, asking for information.

FIND IDEAS

Make notes for your formal letter. Think about:

- questions you would like to ask
- information you will give
- your learning goals

PLAN

Organise your ideas into paragraphs. Use the letter in Exercise 2 to help you.

WRITE AND SHARE

- Write a draft letter. Use the Writing box and the Language box to help you.
- Share your letter with another student for feedback.
- Write the final version of your letter.

CHECK

- Check language: did you use a range of phrases to talk about your learning goals?
- Check grammar: is the word order in questions correct?

WORDLIST

9.17

School subjects

Art (n)
Biology (n)
Chemistry (n)
Cooking (n)
D&T (Design and Technology) (n)
Drama (n)
Economics (n)
Geography (n)
History (n)
IT (Information Technology) (n)
Languages (n)
Literature (n)
Maths (n)
Music (n)
PE (Physical Education) (n)
Physics (n)

Describing students (qualities)

confident (adj)
creative (adj)
hard-working (adj)
intelligent (adj)
talented (adj)

(skills)

critical thinking (n)
general knowledge (n)

problem-solving (n)
teamwork (n)

Learning

curriculum (n)
learn (v)
memorise (v)
revise (v)
study (v)

Types of assessment

online test (n)
practical exam (n)
presentation (n)
project (n)
speaking exam (n)
written exam (n)

Word friends

(collocations with
make and take)

make a connection (phr)
make notes (phr)
make progress (phr)
make sense (phr)
take a break (phr)
take a test (phr)
take an exam (phr)
take notes (phr)

Phrasal verbs

calm down (v)
fill in (a form) (v)
get on (v)
hand in (v)
hand out (v)
look over (v)
look up (v)
miss out (v)

EXTRA WORDS

aim (n)
beekeeping (n)
Citizenship (n)
classroom (n)
club president (n)
course (n)
culture (n)
cybersecurity (n)
debate (n)
discovery (n)
driving (n)
environment (n)
fashion design (n)
final term (n)
food preparation (n)
fresh place (n)

gardening (n)
goal (n)
head teacher (n)
high school (n)
host family (n)
Humanities (n)
karate (n)
look forward to (v)
member (n)
option (n)
photograph (n)
popular (adj)
pupil (n)
research (n)
Science (n)
special lesson (n)
speech (n)
spidergram (n)
stay calm (phr)
store information (phr)
suitable (adj)
surfing (n)
traditional dance (n)
university (n)
vocational (adj)

1 Use the wordlist to find these subjects.

This subject teaches you to ...

- 1 draw beautiful pictures. *Art*
- 2 play a character in a film.
- 3 use a computer well.
- 4 understand how money works.
- 5 prepare food.
- 6 enjoy sport and stay fit.

2 Choose two school subjects from the wordlist. In pairs, take turns to say why you are interested in these subjects.

3 Complete the sentences with words from the wordlist. Then change the sentences to make them true for you. In pairs, compare your learning routine.

- 1 I *take* a break from my homework every hour.
- 2 I have excellent (...) knowledge: I know lots of facts about different things.
- 3 At school, I have (...) exams in Music, which means I have to play the piano.
- 4 I've made (...) this year in History. I'm much better at it.
- 5 I (...) tidy notes in lessons because I study well from them later.

4 Find words from the wordlist which match the descriptions of students. Then, in pairs, decide which three qualities are most important for students.

- 1 He's really good at looking at information and making sense of it. *critical thinking*
- 2 She believes in herself and is not afraid to try.
- 3 She's great at thinking of new ideas and she loves Art lessons too.
- 4 He always works very hard!
- 5 She works very well with other students in a group.
- 6 He understands even difficult things really well.

5 CHALLENGE Match words and phrases from the Extra words list with the definitions.

- 1 A typical phrase used towards the end of a formal letter. *look forward to*
- 2 A diagram to organise words and ideas.
- 3 A school subject about people in society.
- 4 People who provide accommodation and care when you are studying abroad.
- 5 A discussion about a motion with 'for' and 'against' arguments.
- 6 An activity which requires looking after honey-producing insects.



VOCABULARY

- Choose the correct option.
 - My sister is very good *in / at* Chemistry. She's the best in her class.
 - Most people hate giving a *project / presentation* in front of other people.
 - My brother is *revising / studying* Medicine at university.
 - Could you fill *in / up* this form, please?
 - You've worked hard! Do you want to *take / make* a break?
- Write the correct word for each definition.
 - A school subject where you learn to plan and build things. **D**(...) **a**(...) **T**(...)
 - All the subjects that students study at school. **c**(...)
 - A subject where you learn about great books. **L**(...)
 - A test where you show your skills by doing tasks in real-life situations. **p**(...) **e**(...)
 - A school subject where you learn about animals and plants. **B**(...)
 - Assessment where you write and upload answers by computer. **o**(...) **t**(...)
- Complete the tips with these words. Which tips would you follow?

look make memorise miss revise take (x2)

How to survive a test!

- Start to ¹ (...) a few days before, not the night before!
- Maybe the notes you made two months ago don't ² (...) sense. Write your notes again and use diagrams and colour to help you understand and ³ (...) the information.
- Always ⁴ (...) regular breaks when studying for a test.
- When you ⁵ (...) a test, don't go too fast! You might make a mistake or ⁶ (...) out something.
- Try to leave five minutes at the end so you can ⁷ (...) over your answers one more time.

- CHALLENGE** Write seven sentences that are true for you. Use these words.

Cooking curriculum Drama general knowledge hard-working make notes teamwork

GRAMMAR

- Read the dialogues and complete the sentences.

Mum: I'm cooking and I need some help.
Lisa: I'm doing my homework. John is free: he can help.

Mum said she ¹ (...) and needed help. Lisa said that she ² (...) her homework, but that John ³ (...) free and that he ⁴ (...) help.

Jo: I'm enjoying Geography lessons this term. They are interesting.
Tom: I agree. I'm making a lot of progress. But the teacher gives a lot of homework!

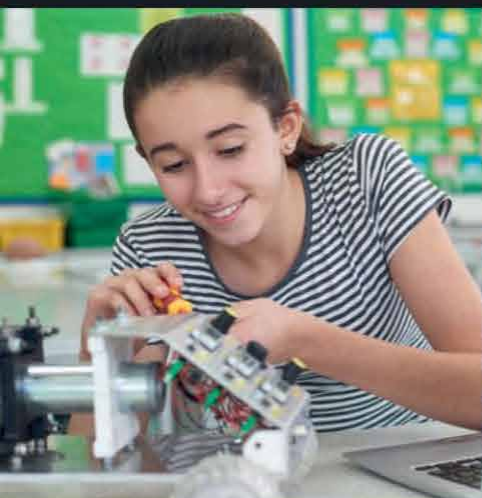
Jo said she ⁵ (...) Geography lessons that term and that they ⁶ (...) interesting. Tom agreed and said that he ⁷ (...) a lot of progress, but that the teacher ⁸ (...) a lot of homework.
- Make questions from the prompts.
 - why / ancient Egyptians / build / pyramids / ?
 - where / polar bears / live / ?
 - who / discover / radium / ?
 - Rio de Janeiro / the capital of Brazil / ?
 - which countries / send / manned spacecraft into space now / ?
 - how / Hannibal / cross / the Alps / ?
- Write questions to which the underlined words are the answers.
 - My sister Emily plays football.
 - I revised for my Maths exam last night.
 - I saw Graham at Sandra's birthday party.
 - The Geography lesson finished at half past two.
 - It started raining when we went outside.
 - Everyone is going to visit the zoo this weekend.
- CHALLENGE** Complete the text with one word in each gap. Use reported speech and the correct word order in questions.

HISTORY PROJECT

'How ¹ (...) Hannibal beat the Romans? ² (...) helped him?' our History teacher asked. 'This is your homework task.' Mrs Ellis ³ (...) us that we needed to do some research online to find the answers. She also ⁴ (...) that we had to present all our information at the next class. '⁵ (...) that clear?' she asked. We all answered 'yes'.

DICTIONATION

- 9.18** Listen. Then listen again and write down what you hear during each pause.



Anna's school

I go to an alternative school which is different from the traditional schools my friends go to. First of all, our learning is more creative and interactive. We don't just sit in class and remember facts; we do a lot of practical stuff.

For example, today we had a Science lesson. We learned all about robots and then we built a model car on our own. It was fun – I enjoyed working alone because I could focus better. Then, we took it in turns to choose a topic and give a presentation. We often do group work so we can learn from each other. It's fun, but the noise doesn't let me think sometimes.

Anyway, it's great that we have the freedom to do lots of practical activities. And the other interesting thing is that there are no tests – we just revise the material in our own time!

We only do academic subjects for a few hours a day. The rest of the day we do gardening, creative arts and crafts. Today we had singing and dancing – my favourites! We also have interesting discussions on different problems our world has and think of ways to help to make our world better in the future. One thing that they discourage at my school is using the computer. We aren't allowed to sit in front of a screen for a long time unless we're looking for information for a project. I don't like this, but I understand the reasons – we can do that at home.

Here, the teachers are great – they are your friends. They don't just instruct you; they help you achieve your potential. I love that. I actually look forward to going to school!

achieve (v) succeed in doing something

discourage (v) try to make someone want to do something less often

in our own time (phr) outside normal school hours

take it in turns (phr) one after another

- 1** **9.19** **VISIBLE THINKING** In pairs, follow these steps.

YOUR VIEWPOINT

- 1 Look at the photos. How are the students learning in each one?
- 2 How do you like to learn? Do you prefer working in groups or alone?

THE WRITER'S VIEWPOINT

- 3 Read the article and answer the questions.
 - a What does Anna think about learning on her own?
 - b What doesn't she enjoy about working in groups?

WHAT DO YOU THINK NOW?

- 4 Which is better: group work or working on your own?

- 2** Read the article again and answer the questions.

- 1 What type of schools do Anna's friends go to?
- 2 Why did she find her Science lesson fun?
- 3 Who chose the presentation topics?
- 4 When can students use computers at Anna's school?
- 5 How does Anna see her teachers?

- 3** In pairs, discuss these questions.

- 1 What do you think about tests?
- 2 How traditional do you think your school is? Why?
- 3 Would you like to go to a school like Anna's? Why?/Why not?



- 4 53 Look at the photos and answer the questions. Then watch the video and check your ideas.

- 1 What type of students go to this school?
- 2 What are the lessons focused on?

- 5 53 Watch the video again and answer the questions.

- 1 Do the students at Ian's school work hard?
- 2 What do they do after the lessons finish?
- 3 What time does Ian get home?
- 4 Why does he go to bed right after dinner?

- 6 How is Ian's alternative school different from Anna's?

- 7 In pairs, discuss the questions.

- 1 The video says, 'Ian knows that you have to work hard if you want to be the best. But when you have a passion and a talent, you don't mind doing a little bit extra.' Do you agree? Why?/Why not?
- 2 What is the role of schools in society?
- 3 What would happen if public schools were abolished?

PROJECT TIME



In groups of four, create a website for a new school. Follow these steps.

- 1 In your group, think about what information to include. Decide who can prepare this information.
- 2 Individually, create your part of the website.
- 3 In your group, put together your website. You can use a website template.
- 4 Share your website with the class.

SUSTAINABLE
DEVELOPMENT
GOALS



4

QUALITY
EDUCATION

To ensure that everyone has access to a quality education.

What can we do?



Discuss this statement:

Education is a right not a privilege and it is a powerful tool to change the world.



VOCABULARY AND GRAMMAR

- Complete the sentences with words formed from the words in brackets.
 - The new husband of my mother is my stepfather (FATHER).
 - He said he didn't want to have an (...) (ARGUE) about it.
 - I called the hotel reception to make a (...) (RESERVE).
 - If you're a (...) (CREATE) person, you'll enjoy the Art lessons here.
 - You should practise giving your (...) (PRESENT) to feel more confident.
 - Did you (...) (MEMORY) that entire text?

- Complete the text with one word in each gap.

I get ¹ (...) really well with my stepsister, Diana. I think it's because we ² (...) the same interests. Diana is very intelligent. She helps me to revise for exams. I had a big exam the other day and, if she hadn't helped me, I ³ (...) have passed. Diana told me that I ⁴ (...) to be confident and I should look ⁵ (...) all the questions first. If I ever ⁶ (...) a big argument with Diana, I'd get really upset because she's my best friend. When we ⁷ (...) older, we might go to the same university and share a flat.

- Choose the correct option.

My friend Adam and I ¹ (...) together on Saturdays because we're doing an online IT course. Students ² (...) take any exams, but we have to do projects and we ³ (...) give a group presentation at the end of the course. The teachers evaluate our problem-solving and critical thinking, as well as our ⁴ (...) skills. If Adam ⁵ (...) told me about this course, I wouldn't have learned lots of new things about computers. If we pass, we ⁶ (...) definitely do the next level. It's fun ⁷ (...) time together.

- | | | |
|------------------|------------|-----------------|
| 1 a meet | b bring | c get |
| 2 a must | b have to | c don't have to |
| 3 a ought | b must | c would |
| 4 a hard-working | b teammate | c teamwork |
| 5 a had | b hadn't | c haven't |
| 6 a will | b won't | c would |
| 7 a passing | b spending | c sharing |

SPEAKING

- Match 1-7 with a-g to make a dialogue.
 - A: Hi! My name's Juanita. What's yours?
 - A: Have you stayed at this camp before?
 - A: Where are you from?
 - A: I'm from Spain. So, how long are you staying for?
 - A: And what are your plans after the camp?
 - A: That sounds interesting. Who's that boy next to the instructor?
 - A: No way! Really? Would you like to go to the games room together later?
 - B: That's Marco. He's my twin brother.
 - B: No, this is my first time.
 - B: Two weeks.
 - B: I'm Olga. Nice to meet you!
 - B: I'm going on a cruise with my family.
 - B: Yes. That would be great.
 - B: Turkey, and you?

- In pairs, do the speaking task. Go to page 157.

LISTENING

- 9.20 Listen to Maggi and Jack talking about the DiscoverEU programme. Choose the correct answer.
 - DiscoverEU is ...
 - a way to travel around Europe by rail.
 - an online course for learning about the European Union.
 - a programme to encourage young people to use the train more.
 - To participate in DiscoverEU, you have to ...
 - receive an email and share the information with a friend.
 - complete a form and answer some questions.
 - download an app.
 - If you go on a DiscoverEU trip, ...
 - you shouldn't go to very famous cities like Rome.
 - you should consider visiting cities like Belgrade.
 - you have to stay in hostels.
 - Maggi and Jack ...
 - would both choose to go to Gdańsk.
 - would both choose to travel to famous cities like Paris and Venice.
 - would choose different types of cities to visit.

- 5 One girl said that ...
- she travelled around Europe in a group.
 - she didn't make many new friends on her trip.
 - she feels more confident now.
- 6 Maggi ...
- thinks they might be successful if they do the quiz together.
 - is sure they'll get the answers right.
 - says they should do the quiz another day.

7 **Ask and answer the questions in pairs.**

- If you could travel around Europe by train, which countries and cities would you visit? Why?
- Why do you think the DiscoverEU programme recommends travelling to cities which aren't very famous?
- Imagine that a friend is going on a DiscoverEU trip. What five pieces of advice can you give him/her? E.g. *You ought to buy a good guidebook with maps and information about hostels.*

READING

8 **You are going to read an article about an environmentally friendly school. First, look at the photo and the name of the school. In pairs, discuss what it might be like to go to this school.**

9 **9.21** Read the article. Complete the gaps with sentences a–g. There is one extra sentence. Listen and check.

- One of these is project work.
- It is a beautiful tropical island which is the perfect place for a beach and sightseeing holiday.
- Also, take an umbrella because it might rain.
- They will also develop their problem-solving and critical thinking skills.
- Would you like to visit this beautiful place?
- This is a daily reality for students at Green School.
- A friend of mine told me that she was planning to go to Bali on her next holiday.

10 Would you like to be a student at Green School? Why?/Why not? Discuss in pairs.

Green School, Bali



1 Imagine what it would be like if your school was in the jungle! You'd hear the sounds of wildlife such as exotic birds and insects during your lessons. ¹ (...) The school opened in 2008 in Bali, part of the Indonesian archipelago between the Pacific and Indian Oceans. ² (...)

2 Students at Green School have to study different subjects, like at any other school. But the curriculum gives priority to alternative ways to learn. ³ (...) The teachers believe that if children study interesting topics, they will learn more and become more confident and creative. ⁴ (...) For example, a student might design and make a product using rubbish found on the beaches, then give a presentation to their classmates.

3 Green School also looks very different from your average school because it is made from bamboo. The classrooms haven't got any walls and there are views of the jungle on all sides. ⁵ (...) Tours take place every week, but you must book in advance by filling in the online form. You should arrive at the school's reception on time. ⁶ (...) If you visit on a school day, you won't go inside the classrooms, but you will spend time in other parts of the school, such as the amazing new 'Arc' building.

WRITING

11 Which of these holidays would/wouldn't you like to try? Discuss in pairs. Why?/Why not?

attend a sports activity camp in France
go backpacking around Europe by train (DiscoverEU programme)
go to Rome on a sightseeing holiday
go on a river cruise along the Danube
go on a camping trip in Iceland

12 Imagine you've decided to go on a holiday in Exercise 11. Write a formal email to the organiser asking for information. Include these things and your own ideas:

- say why you are interested in this type of holiday
- ask what you have to do to make a reservation
- ask what you should take with you (give examples)
- ask what happens if your plans change and you can't go (e.g. will you get a refund/lose the reservation, etc.?)

13 Swap emails with a partner. Imagine that you work at the company which organises the holiday. Write a reply answering all your partner's questions.

Starter Unit

Present Simple

+	I live in a flat. / She lives in a house.
-	We don't play video games. / He doesn't play football.
?	Do you get up early? / Does she go to bed late?

1 Choose the correct option.

- He **(lives)** / *live* in a small flat.
- My house *doesn't* / *don't* have a garden.
- I always *get up* / *gets up* at 7 o'clock.
- My brother doesn't *like* / *likes* pasta.
- We *tidy often* / *often tidy* our bedrooms on Sunday afternoon.
- My sister sometimes *listen* / *listens* to music when she's having breakfast.

2 Complete the sentences with the correct Present Simple form of these verbs.

cook not go have meet not like **live**

- My grandparents **live** in the countryside.
- My dad usually (...) the dinner in the evening.
- I never (...) lunch at school.
- David (...) to bed before midnight.
- Martha (...) video games.
- Enrique and I often (...) in the park at weekend.

3 Order the words to make questions in the Present Simple.

- does / your / where / work / mum / ?
Where does your mum work?
- do / you / often / do / exercise / how / ?
- morning / shower / do / have / you / every / a / ?
- do / what / the / you / weekend / do / at / usually / ?
- best / your / live / where / friend / does / ?
- home / cook / do / at / ever / you / ?

Present Continuous

+	I'm studying . He's sleeping . They're having lunch.
-	I'm not cooking . She isn't running . They aren't playing tennis.
?	Am I reading ? Is he working ? Are you listening ?

1 Choose the correct option.

- They **(re)** / 's watching TV right now.
- He *aren't* / *isn't* studying this evening.
- I'm *wear* / *wearing* my new hoodie today.
- She *is* / *isn't* wearing her school uniform because it's Saturday.
- We *aren't have* / *having* lunch at the moment.
- It's *rains* / *raining* really hard at the moment.

2 Complete the sentences with the correct Present Continuous form of the verbs in brackets.

- Sophie and Leah **are waiting** (wait) for the bus.
- Dave (...) (not concentrate) on the lesson.
- I (...) (not play) video games today.
- Your dog (...) (make) a lot of noise.
- My cousins and I (...) (chat) on our phones.
- You (...) (not listen) to me!

3 Make questions in the Present Continuous.

- what / you / wear / today / ?
What are you wearing today?
- she / wear / her / new / jacket / ?
- Harry / study / for / the / exam / ?
- why / you / laugh / at / me / ?
- it / snow / at / the / moment / ?
- who / they / talk / to / ?

was/were

+	I was in bed. They were at the shops.
-	He wasn't (was not) scared. We weren't (were not) happy.
?	Was she late? Were you hungry?

- Complete the sentences with the correct Past Simple affirmative (✓) or negative (✗) form of *be*.
 - It **was** fun at the shopping centre. ✓
 - You (...) at the football match yesterday. ✗
 - My brother (...) at the shopping centre. ✓
 - The earrings (...) very cheap. ✓
 - Melanie (...) bored at the party. ✓
 - We (...) in the park yesterday afternoon. ✗
- Write affirmative and negative sentences using the Past Simple of *be*.
 - I / not be / hungry / .
*I **wasn't** hungry*
 - Mark / be / late for school / .
 - you / not be / at the sports centre / .
 - the film / be / boring / .
 - they / not be / at the cinema last night / .
 - we / be / in the music shop / .
- Write questions using the Past Simple of *be*.
 - the shops / busy / yesterday / ?
***Were** the shops busy yesterday?*
 - Liam / at / the party / on / Saturday / ?
 - it / hot / at / the / beach / ?
 - Jenny and Danny / in / the / library / ?
 - where / you / last / night / ?
 - who / your / favourite / teacher / at / Primary School / ?

Past Simple

+	I watched a good film last night.
-	He didn't finish his lunch.
?	Did you have an exam yesterday?

- Write the Past Simple form of these verbs.

1 buy <i>bought</i>	7 meet
2 do	8 write
3 eat	9 see
4 have	10 stop
5 go	11 study
6 like	12 want
- Complete the sentences with the Past Simple form of the verbs in brackets.
 - We **saw** (see) Alex and Jason at the café.
 - I (...) (not have) time to tidy my room.
 - Luke (...) (study) all weekend for the exam.
 - The car (...) (stop) at the traffic lights.
 - You (...) (not do) your homework. Why not?
 - They (...) (not want) any more food. They were full.
- Make Past Simple questions from the prompts.
 - Elsa / go / to / the / cinema / ?
***Did** Elsa go to the cinema?*
 - you / meet / your / friends / ?
 - James / buy / those / trainers / ?
 - they / have / pizza / last / night / ?
 - the train / arrive / on / time / ?

Past Simple and Past Continuous

I **was having** breakfast **when** you **called**.
When Paul **arrived**, we **were cooking** the dinner.
While she **was going** to school, she **saw** an accident.
It **started** to rain **while** they **were walking** home.

1 Complete the sentences with *when* or *while*.

- Maria had a coffee *while* Max was doing the shopping.
- We were walking home (...) we saw the fire.
- (...) the plane landed, Elena was waiting at the airport.
- (...) Richard was checking the map, I got some petrol.

2 Complete the conversations with the Past Simple or Past Continuous of the verbs in brackets.

- A: What ¹ *were you doing* (you/do) when I ² (...) (arrive)?
 B: Tara ³ (...) (play) the piano and I ⁴ (...) (cook) in the kitchen.
 A: I thought the phone ⁵ (...) (ring).
 B: I don't think so. We ⁶ (...) (not hear) anything.
- A: How ⁷ (...) (your brother/take) this photo of a horse?
 B: He ⁸ (...) (wait) for the right moment, when someone ⁹ (...) (walk) into him.
 A: And then what ¹⁰ (...) (happen)?
 B: While I ¹¹ (...) (help) him, the horse ¹² (...) (run) away!

Quantifiers

How much money has she got?	How many shirts has she got?
She's got a lot of money.	She's got a lot of shirts.
She hasn't got much/a lot of money.	She hasn't got many/a lot of shirts.
She's got too much money.	She's got too many shirts.

The jeans are **too expensive**.
 The jeans aren't **cheap enough**.
 I haven't got **enough money** for the jeans.

1 Choose the correct option.

- There weren't *many* / *much* people at the concert.
- There are *much* / *a lot of* cafés in my neighbourhood.
- We haven't got *enough* / *too* rice to make a paella.
- How *many* / *much* money have you got?
- There are *any* / *some* good beaches in my region.

2 Complete the sentences with these quantifiers.

a lot of How many How much much
 too many ~~too much~~

- I can't buy that shirt. It costs *too much* money.
- (...) apples would you like to buy?
- She was always popular at school and had (...) friends.
- I didn't sleep (...) last night.
- (...) did you spend on your laptop?
- I've got (...) books for this shelf.

Verb patterns

We use *to* + the infinitive after these verbs:

- agree
- decide
- forget
- learn
- need
- remember
- try
- want
- would/'d like

We use verb + *-ing* after these verbs:

- can't stand
- don't mind
- enjoy
- finish
- hate
- keep
- like
- love
- prefer
- stop

1 Choose the correct form.

- 1 My grandad keeps *to lose* / *(losing)* his keys.
- 2 I try *to do* / *doing* some exercise every day.
- 3 I'm learning *to drive* / *driving* at the moment.
- 4 They enjoy *to travel* / *travelling* to other countries.
- 5 You need *to hurry* / *hurrying*. The bus leaves in 10 minutes.

2 Complete the sentences and questions with the correct form of these verbs.

allow buy do eat get up watch

- 1 I can't stand *getting up* early because I go to bed late.
- 2 Sally stopped (...) meat and became a vegetarian.
- 3 Did you remember (...) your sister a birthday present?
- 4 I don't mind (...) tennis, but I prefer playing it.
- 5 My parents agreed (...) me to go to the party.
- 6 Did Jon finish (...) his homework?

Language structures

1 *Second Conditional*

If I *had* the money, I'd *buy* a car.

2 (...)

I'm sorry, but your train *has just left*.

3 (...)

At the moment, we're *doing* the washing up.

4 (...)

What time *are* you *meeting* your friends?

5 (...)

I think that Nadal *will win* the tournament.

6 (...)

If they *don't leave* now, they'll *be* late for school.

1 Match these structures to the examples in the grammar table.

First Conditional	Future prediction
Second Conditional	Past Continuous
Present Continuous for an arrangement	
Present Continuous for something happening now	
Present Perfect	

Unit 1

Present Simple, Present Continuous and state verbs

Present Simple

They **sing** in a band.
She **doesn't use** her tablet every day.

Present Continuous

They're **playing** a computer game now.
I'm **recording** songs this week.

Use

- We use the Present Simple to talk about:
 - routines and habits.
We get up late at the weekend.
 - things that are true in general.
I love surprise parties.
She hates news programmes on TV.
- Adverbs of frequency and time expressions used with the Present Simple: *always, usually, often, sometimes, rarely, never, every day/week/year, on Fridays, at the weekend, in the morning, at night, after school.*
- We use the Present Continuous to talk about:
 - actions that are happening at or around the moment of speaking.
They're listening to music at the moment.
She's studying in France this year.
- Time expressions used with the Present Continuous: *now, right now, just now, at the moment, today, these days.*

State verbs

- State verbs often express opinions, preferences, mental states and perception. Some common state verbs are: *love, like, hate, prefer, want, need, understand, think, feel, hear, see.*
- We don't normally use state verbs in continuous tenses, even if they refer to the moment of speaking.
I don't need any help at the moment, thank you.

Verb patterns

• Verb + -ing

After: *avoid, can't stand, enjoy, finish, look forward to, (not) mind, miss, practise, stop.*

You can go out when you finish tidying your room.

We also use the -ing form after prepositions.

Don't leave without saying goodbye to your friends.

• Verb + to-infinitive

After: *agree, allow, ask, choose, decide, forget, hope, learn, need, offer, plan, remember, try, want, would like/love.*

Remember to call your parents when you arrive.

• Verb + -ing or to-infinitive

After: *like, love, hate, prefer, start.*

I love taking/love to take photos of cats.

Unit 1

Present Simple, Present Continuous and state verbs

- 1 ● Match the sentence beginnings 1–5 to the endings a–e.

- 1 Bill drives a taxi **c**
- 2 My grandparents love sweet things
- 3 Gerry travels a lot
- 4 My daughter plays the cello
- 5 Susan enjoys football
- a and today he's flying to Russia.
- b and she's watching a match right now.
- c and now he's waiting for a passenger.
- d and she's playing in a concert right now.
- e and today they're having ice cream for dessert.

- 2 ●● Complete the conversation with the Present Simple or Present Continuous form of the verbs in brackets.

- A: Welcome to summer camp! There are six beds in this room!
- B: I ¹ want (want) one next to the window!
- C: And I ² (...) (need) one near the door!
- D: Tina! What ³ (...) (you/do)?
- B: I ⁴ (...) (put) my things on this bed and the one next to it.
- D: Why?
- B: Because Becky ⁵ (...) (talk) to the instructor now, and I ⁶ (...) (keep) this bed for her.
- D: OK, but you ⁷ (...) (have got) an extra pillow on your bed and I ⁸ (...) (not have got) any. Can you give it to me?
- B: Sure! Here you are!

- 3 ●●● Complete the text with the Present Simple or Present Continuous form of the verbs in brackets.

Kids my age ¹ love (love) watching music videos on YouTube, and so do I. One of my favourites is What Does The Fox Say? by Ylvis. It's not a new song, but I ² (...) (think) it's really cool. The music is great, and the video is fun to watch. In the video, there's a fancy dress party and all the people ³ (...) (wear) animal costumes. They are in a forest, and they ⁴ (...) (dance) and making strange animal sounds. If you ⁵ (...) (not know) the song, look for it on YouTube®. It's great! Unlike me, my sister ⁶ (...) (not like) music videos. She ⁷ (...) (prefer) videos about shopping, where people ⁸ (...) (buy) things and then ⁹ (...) (show) the viewers what's in their shopping bags. In fact, she ¹⁰ (...) (watch) one at the moment – on my laptop!

Verb patterns

- 1 ● Complete the sentences with the correct form of the verbs in brackets.

- 1 Martha's parents often allow her to stay up (stay up) late at night.
- 2 I would love (...) (buy) a new tablet – this one's too old.
- 3 Don't worry about me – I don't mind (...) (wait).
- 4 Why don't you practise (...) (play) this song again?
- 5 Please try (...) (stay) calm.

- 2 ●● Put the words in the correct order.

- 1 doesn't / morning / mind / his / He / bed / in / making / the / .
He doesn't mind making his bed in the morning.
- 2 college / to / music / plan / a / I / study / at / .
- 3 forgot / Peter / song / record / the / to / .
- 4 by / like / travelling / bus / doesn't / She / .
- 5 loves / classical / listening / to / Katy / music / .
- 6 stand / I / to / can't / smoking / next / people / me / .
- 7 the / We / singing / lawn / love / in / choir / .
- 8 films / Pat / to / on / watch / her / prefers / tablet / .

- 3 ●●● Complete the conversation with the correct form of these verbs.

bring ~~do~~ earn join (x2) pay write (x3)

- Ella: What are you planning ¹ to do at the weekend?
- Josh: I don't know. I need ² (...) the French essay – finish ³ (...) it, in fact.
- Ella: That doesn't sound very exciting.
- Josh: I know! I can't stand ⁴ (...) essays! What about your weekend, then?
- Ella: Well, I'm trying ⁵ (...) some money, so I'm helping my uncle in his garden. He offers ⁶ (...) me five pounds an hour. In fact, he wants me ⁷ (...) a friend to help us plant some trees. Would you like ⁸ (...) us?
- Josh: Really? Yes, I'd love ⁹ (...)!

Unit 2

Past Simple (regular and irregular verbs)

	Regular	Irregular
+	It snowed last night.	We saw a storm last night.
-	It didn't (did not) snow last night.	We didn't (did not) see a storm last night.
?	Did it snow last night? Yes, it did . No, it didn't (did not) .	Did you see a storm last night? Yes, we did . No, we didn't (did not) .

Time expressions: *yesterday, two hours/days/weeks/years ago, in 2020, last week/year/night.*

Use

- We use the Past Simple to talk about actions and situations that started and finished in the past. We often mention when these actions/situations happened.

Form

- To form the Past Simple of regular verbs, we add *-ed*, *-d* or *-ied* to the verb.
I looked at the clouds.
- Irregular verbs have different past forms. (See Irregular verbs, page 159.)
They swam in the river.
- To form the negative of regular and irregular verbs, we use *didn't (did not)* + the main verb in the infinitive.
We didn't like the weather.
She didn't take any photos.
- To form questions of regular and irregular verbs, we use *did* + the main verb in the infinitive. The word order also changes: *did* + subject + main verb.
Did he climb the mountain?
Did you have a shower?
- In short answers we do not repeat the main verb. We only use *did/didn't*.
A: Did it rain?
B: Yes, it did./No, it didn't.

Past Continuous and Past Simple

Past Continuous

At six o'clock I **was talking** to friends online.
It was midnight. Outside, it **was snowing**.
She **was doing** her homework. She **wasn't playing** games.
They **were swimming**.
They **weren't running**.
Was she **sleeping**?
Yes, she **was**./No, she **wasn't**.

Past Simple

They **were walking** in the mountains **when** they **got** lost.
I **fell** **while** I **was running**.
While she **was playing** football, she **hurt** her leg.

Use

- We use the Past Simple to talk about actions and situations that started and finished in the past. We often mention when these actions/situations happened.
At three o'clock, I was having lunch.
It was midday. Outside, the sun was shining.
- We often use the Past Simple with the Past Continuous to talk about an action that happened while another one was in progress. We use the Past Continuous for the longer action that was in progress and the Past Simple for the shorter action.
 - We usually use *when* + Past simple.
I was walking in the forest when I saw a bear.
 - We usually use *while* + Past continuous:
Anne called me while I was doing the Maths homework.
- When we start a sentence with *while* or *when*, we use a comma.
While I was swimming, I saw a dolphin.

Form

- We form the Past Continuous with *was* or *were* + main verb + *-ing*.
They were making a cake.
- To form the negative, we add *not* after *was* or *were*.
The dog wasn't (was not) swimming in the sea.
- The word order changes in questions: *was/were* + subject + main verb + *-ing*
Was he painting a picture of his sister?
- In short answers we do not repeat the main verb. We only use *was/were/wasn't/weren't*.
A: Were you running?
B: Yes, I was./No, I wasn't.

Unit 2

Past Simple (regular and irregular verbs)

- 1 ● Complete the sentences with the Past Simple form of the verbs in brackets.

- I *visited* (visit) my aunt in August.
- I last (...) (see) the rainbow two weeks ago.
- It (...) (rain) a lot last summer.
- We (...) (take) many photos during the holidays.
- Lisa (...) (study) for the Maths test last night.
- I (...) (have) fried eggs for breakfast yesterday.

- 2 ●● Make sentences with the Past Simple.

- My aunt / show / us / lovely photos / of her childhood / .
My aunt showed us lovely photos of her childhood.
- Our cousins / take / lots of / silly pictures / on / their school trip / .
- Their photos / be / blurred / .
- The album / be / full of / old-fashioned photos / .
- My friend / buy / a book / of dramatic wildlife photos / .
- The local newspaper / print / colourful pictures / of our school sports teams / .
- The photos / of the fire / look / fake / .

- 3 ●● Make questions in the Past Simple. Use these time expressions. Then, in pairs, ask and answer the questions.

yesterday the day before yesterday last Monday/
Friday/Saturday last month last summer a year ago
two years ago five years ago

- what / you / have / for lunch / ?
- what films / you / see / ?
- where / you / go / on holiday / ?
- what sports / you / do / ?
- what video games / you / play / ?
- what mobile phone / you / have / ?

A: *What did you have for lunch the day before yesterday?*

B: *I had a chicken sandwich and an apple.*

- 4 ●●● Write five true sentences about yourself. Use the Past Simple and five different time expressions.

Last summer, I went to the Pyrenees.

Past Continuous and Past Simple

- 1 ● Choose the correct option.

- They *was* / *were* running.
- We *wasn't* / *weren't* swimming.
- It *was* / *were* snowing last night.
- Jane *was* / *were* walking when she saw him.
- Tom called while I *was* / *were* doing the washing up.
- Was* / *Were* you sleeping?

- 2 ●● Complete the sentences with the Past Simple or the Past Continuous form of the verbs in brackets.

- When you *called* (call), I (...) (have) a shower.
- The weather *was* perfect last Christmas: it (...) (snow) and the sun (...) (shine).
- A: What (...) (you/do) at ten o'clock last Wednesday?
B: I'm not sure ... I (...) (not sleep). I think I (...) (watch) a film on television.
- A: (...) (you/play) games on your mobile phone when the teacher (...) (come) into the classroom?
B: No, I (...)! I (...) (look) for some information about Asia on the internet.

- 3 ●● Complete the text with the correct form of these verbs.

appear break come fall hear hike
run shout try

Last winter, I ¹ *was hiking* in the mountains with my friend Jake when we ² (...) a strange sound. We were quite scared. There was lots of snow on the top of the mountain and it ³ (...) down on us really quickly. It was an avalanche! 'Run,' Jake ⁴ (...). We ⁵ (...) when we both ⁶ (...) down the slope and my friend ⁷ (...) his leg! I ⁸ (...) to call my dad from my mobile phone when a helicopter ⁹ (...) in the sky and we were saved!

- 4 ●●● Write five sentences about something which happened last weekend. Include at least one sentence with the Past Continuous.

While I was walking to the shop, I saw my friend, Bill. We decided to go for a coffee.

Unit 3

Present Perfect with *ever, never, just, already* and *yet*

Have you **ever tried** pizza with banana?

Yes, I **have**./No, I **haven't**.

I've **never eaten** so much food.

He's **just made** a new TV programme.

I've **already** tried it.

I **haven't finished** yet.

Have you **done** it **yet**? Yes, I **have**./No, I **haven't**.

Use

- We use the Present Perfect to talk about:
 - life experiences, often with *ever* (in questions) and *never* (in negative sentences).
Have you ever tried Mexican food?
I've never eaten sushi.
 - actions that finished a very short time ago, often with *just*.
I'm not hungry. I've just had a sandwich.
 - actions that were (or were expected to be) completed at an unspecified time with the past. We often use *already* in affirmative sentences and *yet* in negative sentences and questions.
I've already cooked lunch.
I haven't cooked lunch yet.
Have you cooked lunch yet?

Form

- We form the Present Perfect with *have/has* + the past participle of the main verb.
He's used weird flavours.
- For regular verbs, the past participle is the same as the Past Simple form.
invent - invented move - moved cry - cried
- For irregular verbs, it is different. For a list of irregular verbs, see page 159.
go - gone
- To form the negative, we have to add *not* between *have/has* and the past participle.
Jane hasn't travelled a lot.
- The word order changes in questions: *have/has* + subject + past participle.
Have you answered my email?
- In short answers we do not repeat the main verb. We only use *have/haven't/has/hasn't*.
A: Has she slept? B: Yes, she has./No, she hasn't.

Present Perfect with *for* and *since*

They've **owned** this restaurant **for** two years.

I've **had** this laptop **since** February.

Use

- We often use the Present Perfect with *for* and *since* to talk about an action or situation that started in the past and still continues.
I've lived in Valencia for three years.
- We use *for* to say how long something has continued, e.g. *for a week/month/year/long time*.
I've lived in Valencia for three years.
- We use *since* to say when something started, e.g. *since 2019/March/last Tuesday/the day we met*.
I've had this dishwasher since February.

Present Perfect and Past Simple

We've **been** to Sao Paolo.

We **went** to Sao Paolo in 2012.

Have you ever **drunk** a mango smoothie?

Yes, I **have**./No, I **haven't**.

Did you **like** it? Yes, I **did**./No, I **didn't**.

Use

- We use the Past Simple when we say when a past action happened.
I went to this pizzeria last Sunday.
- With the Present Perfect, we don't use a time reference. We are talking about things that have happened in our lives up to now.
I've been to this restaurant. It's really nice.
- Be careful: when we want to give more details about an experience, we use the Past Simple.
I've been to this restaurant. I went there with my cousins last week.

Unit
3Present Perfect with *ever*, *never*, *just*, *already* and *yet*

- Choose the correct option.
 - I haven't cooked lunch yet / *already*.
 - They've *just* / *yet* had a drink.
 - She's *already* / *yet* left.
 - I've *never* / *ever* eaten a vegetable burger.
 - Have you *yet* / *ever* seen a ghost?
 - Have you finished your homework *just* / *yet*?
- Complete the sentences with the correct form of the words in brackets.
 - We can eat pizza now! The delivery *has just arrived* (just/arrive).
 - Joshua (...) (already/wash) the dishes so we can relax.
 - A: (...) (the kids/have lunch/yet)?
B: No, they (...).
 - A: (...) (you/do the shopping/yet)?
B: Yes, I (...) (just/return) from the shops.
 - These almond biscuits are absolutely amazing! I (...) (never/eat) better ones!
 - We are still working on a cookery project for school and we (...) (not finish/yet).
- Underline the mistake in each sentence and write the correction.
 - I've never went to China. *been*
 - She's yet left the office.
 - We haven't had dinner already.
 - They have just arrive.
 - Have you never been on a plane?
 - Toms never seen a musical.
- Order the words to make sentences and questions.
 - just / I / seen / Martin / street / in the / have / .
I have just seen Martin in the street.
 - ever / you / have / eaten / insect / an / ?
 - Lucy / visited / zoo / never / a / has / .
 - already / watched / I / that film / have / twice / .
 - you / your / have / exam results / yet / got / ?
- You are preparing a party with your friend. Write him/her a note to say what you've already done and what you haven't done yet.
Hi, Mark! I've already bought some crisps and nuts, but I haven't bought any soft drinks yet ...

Present Perfect with *for* and *since*; Past Simple and Present Perfect

- Complete the sentences with *for* or *since*.
 - I've lived in this house *since* I was born.
 - I've known him (...) ten years.
 - I've had this furniture (...) two months.
 - I've haven't seen him (...) yesterday.
 - Anna's lived in America (...) 2010.
 - We have had this new car (...) September.
- Complete the sentences with the Past Simple or Present Perfect form of the words in brackets.
 - I've never tried* (never/try) a mango smoothie.
 - We (...) (see) Alan last weekend. He looked really well.
 - (...) (you/call) the electrician yet?
 - Last night, I (...) (watch) a really good documentary.
 - Can you give me five minutes? I (...) (just/get) home.
 - Fiona and Guy (...) (know) each other for years.
- Choose the correct option.
 - I've *been* / went to Paris twice last year.
 - Have you ever tried* / *Did you ever try* chilli ice cream?
 - My cousins *arrived* / *have arrived* last night.
 - The film *just started* / *has just started*.
 - That's my mum's favourite film. She's *seen* / *saw* it lots of times.
- Write sentences about Maria from the prompts.
 - Maria / get / her mobile phone / for Christmas / .
Maria got her mobile phone for Christmas.
 - She / win / her skiis in a skiing competition / last year / .
 - She / make / her jumper herself / last winter / .
 - She / buy / her favourite book in a bookshop / three weeks ago / .
- Look at the answers to Exercise 4. Write how long Maria has had her favourite things, using *for* or *since*.
Maria has had her mobile phone since Christmas.

Unit 4

Comparatives and superlatives, (not) as ... as, too/(not) enough

Comparative

The new screens are **brighter**.
It's **more interesting than** the theatre.

Superlative

It's **the latest** sci-fi film.
The most exciting part was at the end.

Irregular adjectives

good – better than – **the best**
bad – worse than – **the worst**

(not) as ... as

However, others say the film **isn't as good as** the book.

too/(not) enough

I was **too** hot.
I arrived late because I didn't run fast **enough**.

Use

- We use the comparative to compare two people, things, places, etc.
*My house is **bigger than** yours.*
- We use the superlative to compare one person, thing, place, etc. in a group with the rest.
*Jupiter is **the biggest planet** in our solar system.*

Form

- To compare two people, things, places, etc., we use the comparative form of the adjective + *than*.
*The theatre is **more interesting than** the cinema.*
- To compare one person, thing, place, etc. in a group with the rest, we use *the* + the superlative form of the adjective.
*Omen is **the scariest horror film** I've seen.*
- We can also use (not) *as* + adjective + *as* to compare two people, things, places, etc.
*The cinema is **(n't) as exciting as** the theatre*
- We use *too* + adjective to mean 'more than you need'.
*The screen is **too dark**. (= It's darker than it should be.)*
- We use adjective + *enough* to mean 'just right'.
*The screen is **bright enough**. (= It's sufficiently bright.)*
- We use *not* + adjective + *enough* to mean 'less than you need'.
*The screen **isn't bright enough**. (= It should be brighter.)*

Past Perfect

I **had seen** the film.
I **hadn't been** there before.
Had they **seen** it? Yes, they **had**./No, they **hadn't**.

Use

- We use the Past Perfect to talk about something that happened at a specific moment in the past.
*Tim **had written** the email the day before.*

Form

- To form the affirmative, we use *had* + the past participle of the main verb.
*She **had finished** talking.*
- To form the negative, we add *not* between *had* and the past participle.
*He **hadn't travelled** a lot before that year.*
- The word order changes in questions: *had* + subject + past participle.
*Had they **come** before?*
- In short answers we do not repeat the main verb. We only use *had/hadn't*.
A: *Had you **watched** this film?*
B: *Yes, I **had**./No, I **hadn't**.*

Past Simple and Past Perfect

When we met them, they **had already eaten**.
Jim **had cleaned** his bedroom **before** his friends arrived.
Sam left the theatre **after** she'd **spoken** to the actors.

Use

- We use the Past Perfect together with the Past Simple to talk about something that happened before a specific moment in the past. We use the Past Perfect for the earlier action and the Past Simple for the later one.
*María **had left** the party **before** I **arrived**.*

Form

- We link the tenses with *because*, *before*, *by the time*, *when* and *after*.
*I **went** to live in Paris **after** I **had studied** French.*
***By the time** I **realised**, they **had already left**.*

Unit 4

Comparatives and superlatives, (not) as ... as, too/(not) enough

- 1 ● Write the comparative and superlative forms of these adjectives.

amusing big dramatic dry heavy
large sad strange

amusing - more amusing than - the most amusing

- 2 ●● Choose the correct option.

- I think English is easier than / *then* my language.
- That's the biggest house *of* / *in* the country.
- This jacket is better *as* / *than* that one.
- Which is the *more* / *most* expensive car in the world?
- April is not as *warm* / *warmer* as May.
- He is the *less* / *least* confident person in the group.

- 3 ●● Complete the text with these words.

the best bigger the biggest cheaper
~~closer~~ as comfortable as comfortable enough
more expensive too expensive

Well, I often go to the cinema, and here are my three favourites. Multi-Film and Macromovie are two typical multiplex cinemas. Macromovie is ¹ closer to the city centre, and it has ² (...) screens (probably ³ (...) in the city), but it's also ⁴ (...) than the other cinemas so I don't go there so often. The tickets are ⁵ (...) if you ask me. The seats in Multi-Film cinema are not ⁶ (...) in Macromovie, but the tickets are ⁷ (...). I often choose Chaplin cinema. Maybe the chairs aren't ⁸ (...), but I think the sound quality is ⁹ (...) of all the cinemas.

- 4 ●● Write sentences from the prompts.

- Your / coat / be / nice / mine / .
Your coat is nicer than mine.
- This / be / good / ice cream / in the city / .
- Sweden / not be / warm / Spain / .
- Travelling / be / exciting / staying at home / .
- This car / not be / big / for all our luggage / .

- 5 ●●● Write a paragraph comparing two actors or two TV programmes.

Past Simple and Past Perfect

- 1 ● Complete the sentences with the Past Perfect form of the verbs in brackets.

- Denise *had been* (be) a teacher before she became a writer.
- (...) you (...) (finish) your dinner before you watched the match?
- (...) you ever (...) (read) a play before?
- I (...) (buy) a new laptop before I started the new school.
- They were worried because Jake (...) (not arrive).
- The teenagers (...) (not learn) any Chinese before they went to Beijing.

- 2 ●● Choose the correct option.

- I arrived very late at the café, so my friends had already left / *already left*.
- Wendy *did* / *had done* a lot of revision before she did the exam.
- He *had waited* / *waited* for an hour before the bus arrived.
- My parents had left for work before I *got up* / *had got up*.
- I had read the novel before, so I *knew* / *had known* the story.
- They were hungry because they *haven't had* / *hadn't had* breakfast.

- 3 ●● Complete the sentences. Use a Past Simple and a Past Perfect form in each sentence.

- She *had studied* (study) Portuguese for a year before she (...) (move) to Lisbon.
- I (...) (want) to go to Berlin because I (...) (never/be) there before.
- By the time we (...) (get) to the shop, it (...) (close).
- We (...) (not be) to a concert before, so we (...) (decide) to buy tickets.
- After they (...) (see) the menu, they (...) (order) their meals.
- I (...) (already/get) on the train when they (...) (make) the announcement.

- 4 ●●● Write five sentences about what you had or hadn't achieved before you were eight years old.

I had learned to write before I was eight years old.

Unit 5

Future forms

Will

I think she'll **win** the race tomorrow. She **won't lose**.
Wait, I'll **help** you.

Be going to

I'm **going to learn** to surf this summer.
The score is 5-0 to Chelsea. Chelsea **is going to win**.

Present Continuous

I'm **meeting** Ben this afternoon.
We're **having** a party on Saturday. Do you want to come?

Present Simple

The volleyball game **starts** at 3 o'clock.

Use

- We use *will* for predictions or decisions made at the moment of speaking.
I don't think he'll win the competition.
A: I'm too tired to make the dinner.
B: It's OK, I'll do it.
- We use *be going to* for plans and intentions, and for predictions based on things we know now.
I'm going to take up kayaking.
Look at the sky: it's going to rain.
- We use the Present Continuous to talk about fixed arrangements.
We're having a competition next month.
- We use the Present Simple to talk about timetables and schedules.
My basketball training starts in October.

Future Continuous

+	I/You/He/She/We/They'll be sailing in the Mediterranean in August.	
-	I/You/He/She/We/They won't be studying for exams in two weeks' time.	
?	Will I/you/he/she/we/they be watching TV at 10 p.m. this evening?	Yes, I/you/he/she/we/they will . No, I/you/he/she/we/they won't .
	When will you be travelling ?	

Use

- We use the Future Continuous to talk about actions that will be in progress at a specific moment in the future.
Alex will be running a marathon tomorrow.

Forma

- To form the affirmative, we use *will + be + the -ing form of the main verb*.
She will be sunbathing on a beach next month.
- To form the negative, we use *won't + be + the -ing form of the main verb*.
I won't be studying this afternoon.
- The word order changes in questions: *Will + subject + be + the -ing form of the main verb*.
Will you be driving at 5 p.m.?
- In short answers we do not repeat the main verb. We only use *will/won't*.
A: Will they be working hard?
B: Yes, they will./No, they won't.
- We use time expressions with the Future Continuous, such as *in ten minutes' time/a week's time/five years' time/the future, at 6.45 this evening/midnight/10 a.m. tomorrow*.
In a week's time, Fiona will be skiing.

Unit 5

Future forms

1 ● Choose the correct option.

- I'm going to buy* / *I'll buy* a new tennis racket, so I'm looking for some offers on eBay.
- No, I'm sorry. I can't visit you on Tuesday evening. *I'm having* / *I'll have* guests.
- Look at Susan! She looks really tired. She *isn't going to finish* / *doesn't finish* the race.
- Bob, I've arranged an interview with Newsweek. They *are coming* / *are going to come* tomorrow at 6.30.
- A: I'm starving.
B: *I'm going to make* / *I'll make* you a snack.

2 ●● Complete the questions with these words.

going (x2) having meeting start will (x2)

- What do you think the weather *will* be like tomorrow?
- Are you (...) to get a summer job during the holidays?
- Are you (...) any extra-curricular classes tomorrow?
- In our school, all extra-curricular classes (...) in October.
- Are you (...) your friends tonight?
- Do you think people (...) read books in the future?
- Are you (...) to organise a birthday party?

3 ●● Complete the sentences with the future form of the verbs in brackets.

- The train *leaves* (leave) in ten minutes.
- Look at those clouds! There (...) (be) a storm.
- I (...) (have) lunch at my grandma's house tomorrow.
- The temperatures (...) (be) hotter in the future.

4 ●● Answer these questions.

- What will happen in your country in the future?
- Here's fifty euros. What will you spend it on?
- What are you going to do this summer?
- What are you doing this evening?
- When does the next school term start?

5 ●●● Write five sentences about your plans and arrangements for the next few days.

I'm meeting Colin on Friday. I'll ring him later.

Future Continuous

1 ● Choose the correct option.

- This time next week, they *will be driving* / *are going to be driving* to Portugal
- What you *will* / *will you* be doing this time tomorrow?
- Don't call me at four o'clock. *I'll be having* / *I'll have* a siesta.
- She *isn't* / *won't be* going out tonight. She has an exam tomorrow.
- Will you* / *You will* be seeing Sharon this evening?

2 ●● Order the words to make sentences and questions.

- be / Rome / flying / will / she / to / .
She will be flying to Rome.
- doing / be / you / will / what / ?
- be / studying / exams / I / for / won't / .
- will / they / in / Mediterranean / be / the / swimming / .

3 ●● Complete the dialogues with the Future Continuous form of the verbs in brackets.

- A: *Will you be meeting* (meet) Ana at 1 p.m.?
B: Yes, I (...) (wait) for her at the bus station.
- A: (...) your mum (...) (come) to the school play this afternoon?
B: No, she won't. She (...) (work).
- I (...) (not go) to the tennis club this weekend.
I (...) (stay) at home for my brother's birthday.
- A: (...) you (...) (come) to the cinema later?
B: Sorry. I (...) (revise) for my exams.

4 ●● Use the prompts to write sentences and questions in the Future Continuous.

- he / take / his final exams / in July / .
He'll be taking his final exams in July.
- this time tomorrow / she / not work / .
- at 9 o'clock this evening / I / watch TV / .
- they / have / lunch / at 3 o'clock / ?
- in two years' time / we / live / in New York / .
- what time / they / leave / tomorrow / ?

5 ●●● What will you be doing next year? Write five sentences using the Future Continuous.

I will be studying at this school.
I won't be studying Chemistry.

Unit 6

Present and Past Simple Passive

Present Simple Passive

+	This detective is known all over the world. The stories are read by children and adults.	
-	Sherlock's flat isn't located in Manchester. Those words aren't used by Holmes.	
?	Is this detective known in your country? Are the stories read by adults?	Yes, he/she is ./ No, he/she isn't . Yes, they are ./ No, they aren't .
	Where are these security cameras made ?	

Past Simple Passive

+	The first story was published in 1887. The detective stories were written by a British author.	
-	That quote wasn't used by Sherlock Holmes. The criminals weren't caught .	
?	Was the film made in Hollywood? Were the books published last year?	Yes, it was ./ No, it wasn't . Yes, they were ./ No, they weren't .
	When were they published ?	

Use

- We use the passive when we don't know who does/did the action that we are talking about or we think that the action is more important than who does/did it.
These cars are made in Germany.
The car was stolen yesterday.

Form

- We form the Present Simple Passive with *am/is/are* + past participle.
The play is based on Agatha Christie's crime novel.
Shoplifters aren't always caught.
Where is this made?
- We form the Past Simple Passive with *was/were* + past participle.
The witness was interviewed yesterday.
He wasn't found guilty.
When were the criminals arrested?
- If we want to say or ask who did the action, we use *by*.
Shoplifters aren't always caught by store owners.
The witness was interviewed by Detective Bower.
Who was the photo taken by?

- In short answers we do not repeat the main verb. We only use the corresponding form of the verb *to be*.
A: Are the clothes made here?
B: Yes, they are./No, they aren't.

Defining and non-defining relative clauses

Defining relative clauses

The man **who/that** moved to Park Street is called Frank.
Molly lives in a house **which/that** is a hundred years old.
That's the café **where** the children often buy ice cream.

Non-defining relative clauses

Frank, **who** moved to Park Street, has got a cat.
Molly's house, **which** has a tree in the garden, is old.
There's a café in the street, **where** we buy ice cream.

Use

- We use defining relative clauses to refer to or give essential information about people, things and places.
He's the boy who is dating my sister.
We visited Hyde Park, which is close to Buckingham Palace.
- With defining relative clauses, the information we give is important and necessary. The sentence is not complete without it.
I've just seen a man who lives on my street.
- With non-defining relative clauses, we give extra information. This information is not essential to identify the person, thing or place we are talking about. The sentence is still complete without it.
Mr Davies, who's my English teacher, lives on our street.
We saw Arrival, which is my favourite film.
He comes from Cornwall, where my mum grew up.

Form

- We use *who* to define people, *which* to define animals or things and *where* to define places.
This is the hospital where I was born.
- In defining relative clauses, we can use *that* instead of *who* and *which*.
This is the woman that asked about you.
I ate the sandwich that was in the fridge.
- We use commas to separate the non-defining relative clause from the main clause.
Maria Kennel, who lives next door, is in my class.

Unit
6

Present and Past Simple Passive

1 ● Choose the correct option.

- 1 He *are / is* punished at school.
- 2 The shoplifters *was / were* caught by the police.
- 3 The tickets aren't *sell / sold* online.
- 4 The shoplifters *were found / find* guilty.
- 5 The story *are / is* based on a novel.
- 6 The book *was / were* published by Pearson.

2 ●● Complete the second sentence so that it means the same as the first sentence.

- 1 Someone damaged the school gate last night.
The school gate *was damaged last night*.
- 2 Nobody uses CCTV cameras just for fun.
CCTV cameras (...).
- 3 Nobody saw the suspect in Hyde Park on Sunday.
The suspect (...).
- 4 Did the police chase the robbers?
Were (...)?
- 5 Do people find fingerprints on food as well?
Are (...)?
- 6 Someone stole my aunt's bag.
My aunt's bag (...).

3 ●●● Complete the text with these words.

is based is sold was published wasn't completed
wasn't written were published ~~were written~~

Millenium is a series of best-selling Swedish crime novels. They ¹ *were written* by Stieg Larsson, who created two fantastic characters, the rebellious hacker Lisbeth Salander and the curious journalist Mikael Blomkvist. Because of Larsson's sudden death in 2004, the series ² (...). Only three books of the series ³ (...) out of ten planned. The first book, *The Girl with the Dragon Tattoo*, ⁴ (...) in 2005, after Larsson's death. The series ⁵ (...) in over fifty countries. In 2015, a new book in the series appeared. It ⁶ (...) by Larsson but by David Lagercrantz, a Swedish author and crime journalist. The book ⁷ (...) on Larsson's characters and ideas in his novels.

Defining and non-defining relative clauses

1 ● Choose the correct option.

- 1 He's the man *which / (who)* lives in my street.
- 2 That's the restaurant *where / which* I like.
- 3 That's the song *which / who* I downloaded.
- 4 This is the woman *that / where* asked about you.
- 5 That's the book *who / which* I read.
- 6 It's the town *which / where* I was born.

2 ●● Complete the sentences with *who*, *which* or *where*.

- 1 That's the hospital *where* I was born.
- 2 What's the name of the teacher (...) taught you in Year 1?
- 3 What's the title of the film (...) you went to see at the cinema?
- 4 What's the name of the person (...) taught you to sail?
- 5 What's the name of the park (...) the picnic is going to take place?

3 ●●● Combine the sentences using relative clauses with *who*, *which* or *where*. Add commas where necessary. In which sentences can you use *that*?

- 1 At my brother's wedding, I met a lady. She used to know my great-grandmother.
At my brother's wedding, I met a lady who/ that used to know my great-grandmother.
- 2 She told me a lot of things. I had no idea about them.
- 3 My great-grandmother lived in a village near Edinburgh. Edinburgh is the capital of Scotland.
- 4 The lady told me about an old house. My great-grandmother lived there.
- 5 She had Shetland ponies. She often rode them.

4 ●●● Write definitions for these places, things and people. Use defining relative clauses.

- 1 A theatre
It is a place where you can see plays.
- 2 A washing machine
- 3 Zav Efron
- 4 A supermarket
- 5 Rosalía

Unit 7

First and Second Conditionals

First Conditional

Present Simple If you talk to your friends,	will + verb you 'll feel better.
---	---

will + verb You 'll feel better	Present Simple if you talk to your friends.
--	---

Second Conditional

Past Simple If I had some money,	would + verb I would buy a new bike.
--	---

would + verb I would buy a new bike	Past Simple if I had some money.
--	--

What **would** you **do** if you **were** me?

Use

- We use the First Conditional to talk about the consequence of a possible future action or situation.
If I don't tell my parents, they'll be worried.
- We use the Second Conditional to talk about the consequences of imaginary actions and situations in the present or future.
If I had a brother, I'd share my room with him.

Form

- To form First Conditional sentences, we use *if* + subject + Present Simple for the possible future action/situation and *will/won't* + infinitive for the consequences.
If you don't hurry up, we'll miss the bus.
- To form Second Conditional sentences, we use *if* + subject + Past Simple for the imaginary present or future action/situation and *would/wouldn't* + infinitive for the consequences.
If the weather was good, we'd go swimming.
- We can put the *if* clause at the beginning of the sentence or at the end. When *if* begins a sentence, we add a comma. When *if* is at the end of the sentence, we don't use a comma.
We'll miss the bus if you don't hurry up.
If we don't hurry up, we'll miss the bus.

unless

You will fail the exam	unless you study harder.
Unless you study harder,	you won't pass the exam.
I wouldn't tell you this	unless I trusted you.
Unless I trusted you,	I wouldn't tell you this.

Use

- We can use *unless* in First and Second Conditional sentences. It means 'if not'.
Jack will be sad unless I invite him to the party.
Unless I was taller, I wouldn't join the basketball team.

Third Conditional

Past Perfect If I had known ,	would have + past participle I wouldn't have drunk the water.
would have + past participle I would have got lost	Past Perfect if I hadn't taken a compass.

What **would have happened** if they **hadn't packed** matches and a compass?

Use

- We use the Third Conditional to talk about the hypothetical consequences of past actions or situations that didn't happen.
If I had known you were coming, I wouldn't have gone out. (I didn't know you were coming. I went out.)

Form

- To form Third Conditional sentences, we use *if* + subject + Past Perfect for the past action or situation that didn't happen and *would have/wouldn't have* + past participle for the hypothetical consequence.
If you had been more careful, you wouldn't have broken the window.
- We can put the *if*-clause at the beginning of the sentence or at the end. When the *if*-clause begins a sentence, we add a comma at the end of the clause. When the *if*-clause is the second one, we don't use a comma.
You wouldn't have broken the window if you had been more careful.

Unit
7First and Second Conditionals | *unless*

- 1 ● Read the sentences. Choose a) First Conditional or b) Second Conditional.
- I would buy a bike if I had some money. a (b)
 - They will love your song if you play it. a b
 - What would you do if you saw a fire? a b
 - If I were you, I'd go and see the head teacher. a b
 - If I see Jenny, I'll invite her to the party. a b
- 2 ●● Complete the First Conditional sentences with the correct form of the verbs in brackets.
- We *won't go* (go) skiing if it *snows* (snow).
 - I (...) (show) her some skateboarding tricks when she (...) (come) round.
 - Your team (...) (lose) the volleyball match if they (...) (not change) a few players.
 - If the train (...) (not be) late, the footballers (...) (arrive) at Brighton at 5 p.m.
- 3 ●● Complete the Second Conditional sentences with the correct form of the verbs in brackets.
- A good friend:
- would help* (help) me if I *were* (be) in trouble.
 - (...) (give) me some money if I (...) (not have) any.
 - (...) (buy) me some medicine if I (...) (be) ill.
 - (...) (not be) angry with me if I (...) (do) something wrong.
 - (...) (not complain) if I (...) (not be) in a good mood.
- 4 ●● Rewrite the sentences. Use *if* or *unless*.
- You won't get better unless you practise.
You'll get better if you practise.
 - They wouldn't be angry unless they had a good reason.
 - Unless Joe feels better, he won't come to the barbecue.
 - They won't invite her to the party unless she apologises.
 - If I didn't need your help, I wouldn't ask you.
- 5 ●●● What would you do if you had these amounts of money? Write three to five sentences.

one hundred euros ten thousand euros
one million euros

*If I had one hundred euros, I wouldn't spend it.
I would put it in the bank.*

Third Conditional

- 1 ● Read the sentences. Choose a) Second Conditional or b) Third Conditional.
- If I were you, I'd buy new headphones. (a) b
 - If I had known, I would have bought you a present. a b
 - I wouldn't have missed the show if I had arrived earlier. a b
 - She wouldn't spend the money if she won the lottery. a b
 - They would have enjoyed the film if they had seen it. a b
 - What would you do if you saw a ghost? a b
- 2 ● Choose the correct option.
- I wouldn't have called you, if I *(had)* / *would have* known you were busy.
 - What would you *have* / *had* done if you had seen the fire?
 - She *wouldn't* / *hadn't* have eaten that cake if she had known it was yours.
 - If I *have* / *had* remembered my wallet, I would have bought the shoes.
 - If I had put on my alarm, I *wouldn't have* / *hadn't* slept until 11 a.m.
 - We would have visited the Prado Museum if we *had had* / *would have* more time.
- 3 ●● Complete the Third Conditional sentences with the correct form of the verbs in brackets.
- I *'d have passed* (pass) the exam if I *had worked* (work) harder.
 - He (...) (catch) his flight if he (...) (take) a taxi to the airport.
 - If I (...) (not study) music, I (...) (not become) a violinist.
 - If you (...) (follow) the instructions, the experiment (...) (work).
 - What (...) (you/say) if you (...) (see) him?
 - If I (...) (not help) you, who (...) (you/ask)?
- 4 ●●● Write about yourself. Write sentences with these words in the conditional form indicated in brackets.

see my friend (First Conditional)
find a phone in the street (Second Conditional)
know about the party (Third Conditional)

If I see my best friend, I'll tell her my news.

Unit 8

Modal verbs: *must, have to, should, ought to*

Obligation and prohibition

You **must take** your passport.
 You **mustn't be** late for the flight.
 You **have to pack** warm clothes.

Advice

You **should/shouldn't take** a big suitcase.
 You **ought to go** to the airport.

Lack of obligation

They **don't have to go** by car.

Use

- We use *must* and *have to* to express obligation. We use *must* when the speaker feels that something is obligatory. We use *have to* to express obligation when there is a rule or because another person says so (e.g. a teacher, a manager).
I must go now. I don't want to be late.
We have to wear a uniform at school.
- We use *mustn't* to express prohibition.
You mustn't use your mobile phone during the flight.
- We use *should/shouldn't* and *ought to* to give advice. The negative form of *ought to* is not very common.
You should/shouldn't take the train.
You ought to pack your bag now.
- To say that something is not obligatory, we use *don't/doesn't have to*.
She doesn't have to work in July.

Form

- Must, should* and *ought to* are modal verbs. They have the same form in all persons, singular and plural. To form questions, we use inversion. We don't normally use *ought to* in questions.
She must/should/ought to leave now.
Must/Should we leave now?
You mustn't/shouldn't leave now.
- Have to* has different forms (*I/you/we/they have to; he/she/it has to*). To form questions and negative sentences, we use *do/does* and *don't/doesn't*.
You have to wait here.
She doesn't have to work hard.
Do we have to go now?

Modal verbs: *must, can't, could, may/might* (speculation)

must + infinitive

It **must be** cold outside. People are in jackets.

can't + infinitive

That **can't be** our tent. It's the wrong colour.

could/might/may + infinitive

It **might be** difficult to travel with that suitcase because it's very big.

Use

- We can use the modal verbs *must, can't* and *could, may/might* to speculate about the present or future. We use:
 - must* when we strongly believe that something is true.
She must feel exhausted after the trip. (= I'm sure she feels exhausted.)
 - can't* when we strongly believe that something is not true or possible.
This rucksack can't weigh more than ten kilos – it's so small! (= I'm sure it doesn't weigh more than ten kilos.)
 - may/might* or *could* when we think that something is possibly true.
It may/might/could be cold at night in the mountains. (= It's possible that it's cold.)

Unit
8Modal verbs: *must, have to, should, ought to*

1 ● Match 1–6 with a–f to make sentences.

- | | |
|---------------------------|------------|
| 1 I must go now. <i>e</i> | 4 We don't |
| 2 You ought | 5 She has |
| 3 You shouldn't | 6 Do we |
- a have to pack now?
b have to pack a coat. It's not cold there.
c to apply for a visa to go to Russia.
d to pack your case now.
e I don't want to be late.
f take the train at night. It's dangerous.

2 ●● Complete the second sentence so that it means the same as the first sentence. Use the verbs in brackets.

- 1 Wearing suits and white shirts is obligatory in Joanna's office.
Joanna *has to wear suits and white shirts* in the office. (has)
- 2 Is it a good idea for us to check out before breakfast?
(...) before breakfast? (should)
- 3 Don't take your passport. It's not necessary.
You (...) passport. (have)
- 4 You should buy new sunglasses.
You (...) new sunglasses. (ought)
- 5 Smoking is forbidden at the airport.
You (...) at the airport. (mustn't)
- 6 Is it necessary for Sue to take a sleeping bag?
(...) a sleeping bag? (has)

3 ●● Choose the correct option.

- 1 We must / *ought* leave now if we want to arrive on time.
- 2 You *ought* / *should* to call your grandma more often.
- 3 You *have to* / *should* read this book if you have time.
- 4 They *oughtn't to* / *shouldn't* eat too much before the race.
- 5 *Has* / *Must* he go to the hospital?

4 ●●● A new student has just joined your school. Write five sentences to give him or her some advice and information about school rules. Use modal verbs from Exercises 1 and 2.
*You must arrive on time.*Modal verbs: *must, can't, could, may/might* (speculation)

1 ● Complete the dialogues with these words.

can't might mustA: Look at him! He ¹ *must* be exhausted!B: Oh, yes! He ² (...) be an experienced cyclist! Look at his rucksack! It's weird!A: Yeah. He ³ (...) be an artist or something.can't could mustA: The water ⁴ (...) be freezing! Look, nobody's swimming.B: No, it ⁵ (...) be freezing, not with this sunny weather. The water is always quite warm here.A: I'm not going in, anyway. It ⁶ (...) be muddy or full of seaweed.

2 ●● Rewrite the sentences with modal verbs from Exercise 1. Sometimes more than one answer is possible.

- 1 Here's his telephone number, but it *might* be an old one.
- 2 The instructions are on the table. I left them there a minute ago.
The instructions (...) be on the table. I left them there a minute ago.
- 3 I'm not sure who this bike belongs to. It (...) be Peter's.
- 4 Henry thinks this is your ring, but your ring is on your finger.
This (...) be your ring because yours is on your finger.
- 5 I'm sure this is the right street because there are lots of shops.
This (...) be the right street because there are lots of shops.
- 6 Susan looks very serious. Perhaps she's angry with us.
Susan looks very serious. She (...) be angry with us.

3 ●● There is a large black box in the middle of your classroom. Write four sentences to speculate what the box is and what could be inside it.

*The box could be a present for our class.**There might be a computer inside it.*

Unit 9

Reported speech: statements

Present Simple	Past Simple
'I'm OK,' he said.	He said (that) he was OK.
Present Continuous	Past Continuous
'I'm studying for a test,' he said.	He said (that) he was studying for a test.

Use

- We use reported speech to say what someone has said.

Form

- When we report someone's words we use *said* or *told*.
'I'm tired,' he told me. → *He told me/He said (that) he was tired.*
- We change the pronouns and possessive adjectives.
'We're waiting for our friends,' they said. → *They said (that) they were waiting for their friends.*
- We change the tense of the main verb in this way:
 - Present Simple - Past Simple.
'I want to study Biology,' she said. → *She said (that) she wanted to study Biology.*
 - Present Continuous - Past Continuous.
'I'm working on my project,' he said. → *He said (that) he was working on his project.*

Word order in questions

Yes/No questions

It is interesting. → *Is it* interesting?
She has finished her exams. → *Has she* finished her exams?
We saw the presentation. → *Did you see the* presentation?

Wh- questions

Why are you crying?
Why do you work so hard?

Subject questions

A: *Who* played with you? B: *Oliver* played with me.
 A: *Who* played basketball? B: *Emma* played basketball?

Object questions

A: *Who did* you play with? B: I played with *Oliver*.
 A: *What did* Emma play? B: Emma played *basketball*.

Form

- Yes/No questions:** They begin with an auxiliary verb (e.g. *be, do, have*) or a modal verb (e.g. *can, should*). To form questions, we use inversion: we put the auxiliary/modal verb before the subject.
He is talented. → *Is he talented?*
He can help us. → *Can he help us?*
- With verb forms that already have an auxiliary verb (e.g. Present and Past Continuous, Present Perfect, *be going to, will*), we simply change the order of the subject and the auxiliary.
They're leaving. → *Are they leaving?*
She's going to stay. → *Is she going to stay?*
- With the Present and Past Simple, we add an auxiliary verb (*do/does, did*) and use the infinitive of the main verb to form the question.
He studies abroad. → *Does he study abroad?*
They passed the test. → *Did they pass the test?*
- Wh- questions:** They begin with a question word (e.g. *what, where, when, how*). After the question word, the word order is the same as in yes/no questions.
They are going to the park. → *Where are they going?*
He bought a laptop. → *What did he buy?*
- Subject questions:** Questions with *who* or *what* can be about the subject or object of the answer. When they are about the subject, we use the same word order as in affirmative sentences. We don't use auxiliary verbs. Compare:
Who saw David? → *Nick saw David.* (Our question is about Nick. *Nick* is the subject.)
Who did Nick see? → *Nick saw David.* (Our question is about *David*. *David* is the object.)

Unit 9

Reported speech: statements

1 ● Choose the correct option.

- 'I'm having an English test.'
He ~~said~~ / **told** me he was having an English test.
- 'Mick likes giving class presentations,' Jack said.
Jack told me that Mick ~~like~~ / **liked** giving oral presentations.
- 'We're having an exam,' said Jake.
Jake said that they ~~were~~ / **are** having an exam.
- 'She loves Maths.'
Jess ~~told~~ / **said** that she loved Maths.
- 'I have a lot of tests at school,' said Mary.
Mary said that ~~she~~ / **I** had a lot of tests at school.

2 ●● Complete the reported statements.

- 'I'm writing an essay,' Ken said.
Ken said that he **was writing** an essay.
- 'We don't have to wear a uniform at my school,' Mia said.
Mia said that they (...) a uniform at her school.
- 'We want to start a school debating club,' the students said.
The students said that they (...) to start a school debating club.
- 'My Geography teacher gives me a lot of homework,' Ollie said.
Ollie said his Geography teacher (...) him a lot of homework.
- 'I'm never late for class,' Nadia said.
Nadia said that she (...) never late for class.

3 ●● Rewrite the sentences in direct speech.

- Fred said he needed help with his homework.
'I need help with my homework,' Fred said.
- Mr Green said lessons always started at 9.00.
'(...),' Mr Green said.
- Pete and Anna said they were thinking about joining the theatre club.
'(...),' Pete and Anna said.
- I said I didn't know what was for homework.
'(...),' I said.
- Jim said he was making a vlog about his town.
'(...),' Jim said.

4 ●●● Think about some people you know.

Report what they have told or said to you recently. Write five reported statements.

My friend Pilar said she was doing a history project about the French Revolution.

Word order in questions

1 ● Look at the questions 1–6 and match them to the question types a–f.

- Has Tom revised for the exam? **b**
 - Was the practical exam difficult?
 - Who did you study with last night?
 - Why did you decide to study Drama?
 - Who likes general knowledge questions?
 - Can you help me with this Maths problem?
- a question that uses a modal auxiliary verb
b question that uses the auxiliary verb *have*
c question that uses the auxiliary verb *be*
d *Wh-* question
e Subject question
f Object question

2 ●● Order the words to make questions.

- do / most useful / what / subjects / you / find / ?
What subjects do you find most useful?
- last month / you / how many / take / tests / did / ?
- doing / at 5 p.m. / yesterday / what / you / were / ?
- any homework / you / to / are / do / this evening / going / ?
- cheated / in a test / you / have / ever / ?

3 ●● Write answers to the questions in Exercise 2.

- I find IT and Languages most useful.**

4 ● Write two questions for each answer. Use the question words in brackets.

- My dad has bought me a new tablet. (who, what)
Who has bought you a new tablet?
What has your dad bought you?
- Jessica is going to take a French exam next week. (who, when)
- Mark wants to study in Belgium. (who, where)
- The accident happened in the Science lab. (what, where)
- Emily won the writing competition. (who, what)

Starter Unit

The phonetic alphabet

- 1 10.01 Listen and repeat the consonants, vowels and diphthongs.

Consonants

Symbol	Example
/p/	<i>park</i>
/b/	<i>big</i>
/t/	<i>talk</i>
/d/	<i>dog</i>
/k/	<i>car</i>
/g/	<i>good</i>
/tʃ/	<i>chair</i>
/dʒ/	<i>jump</i>
/f/	<i>fly</i>
/v/	<i>video</i>
/θ/	<i>three</i>
/ð/	<i>they</i>
/s/	<i>swim</i>
/z/	<i>zoo</i>
/ʃ/	<i>shop</i>
/ʒ/	<i>television</i>
/h/	<i>hot</i>
/m/	<i>meet</i>
/n/	<i>new</i>
/ŋ/	<i>sing</i>
/l/	<i>laptop</i>
/r/	<i>room</i>
/j/	<i>yellow</i>
/w/	<i>watch</i>

Vowels

Symbol	Example
/ɪ/	<i>insect</i>
/e/	<i>leg</i>
/æ/	<i>ham</i>
/ɒ/	<i>online</i>
/ʌ/	<i>jumper</i>
/ʊ/	<i>put</i>
/i:/	<i>eat</i>
/u:/	<i>boot</i>
/ɑ:/	<i>arm</i>
/ɔ:/	<i>warm</i>
/ɜ:/	<i>work</i>
/i/	<i>dirty</i>
/ə/	<i>answer</i>

Diphthongs

Symbol	Example
/eɪ/	<i>sail</i>
/aɪ/	<i>my</i>
/ɔɪ/	<i>boy</i>
/əʊ/	<i>phone</i>
/aʊ/	<i>now</i>
/ɪə/	<i>hear</i>
/eə/	<i>hair</i>
/ʊə/	<i>tour</i>

- 2 Say the words and write them in the English alphabet.

- | | |
|----------------------------|----------------|
| 1 /'kʌbəd/ <i>cupboard</i> | 5 /pələ'tɪʃən/ |
| 2 /'tærɪŋz/ | 6 /'gærɪdʒ/ |
| 3 /'dʒækɪt/ | 7 /ɪk'saɪtɪŋ/ |
| 4 /ə'nɔɪd/ | 8 /'tɜ:kɪʃ/ |

- 3 Write the words in the phonetic alphabet. Then check in a dictionary.

- | | |
|------------------------|-----------|
| 1 bathroom /'bɑ:θru:m/ | 5 Chinese |
| 2 frightened | 6 Germany |
| 3 hairdresser | 7 hoodie |
| 4 Polish | 8 watch |

Unit 1

Three-syllable words

Three-syllable words

- Three-syllable words can have the stress on the first, second or third syllable:
 STRONG weak weak (O o o) *interesting*
 weak STRONG weak (o O o) *important*
 weak weak STRONG (o o O) *understand*

- 1 10.02 Study the Pronunciation box. Listen to the stress in three-syllable words.

- 2 10.03 Copy the table. Listen and complete with the correct word stress.

~~afternoon~~ assistant dangerous essential everyday
 excellent impression internet terrible virtual

O o o	o O o	o o O
		<i>afternoon</i>

The /s/ and /z/ sounds

- 3 10.04 Copy the table. Listen and complete with the correct pronunciation of the final letter -s.

apps blogs evenings gadgets links minutes
 months passwords photos speakers

/s/	/z/
<i>apps</i>	

Unit 2

Word linking

Word linking

When we speak, words join together in sentences and do not sound the same as when we say them individually.

- A consonant sound at the end of a word links with the vowel sound beginning the next word:
mild_evening wild_animals
- When a word ends with the /i/ sound and the next word begins with a vowel sound, we add a /j/ sound to link them:
foggy_j/afternoon really_j/icy

1 🔊 10.05 Study the Pronunciation box. Listen to how we link words.

2 🔊 10.06 Listen and repeat.

- open__air
- windy__afternoon
- sleep__outside
- warm__ocean
- special__adventure
- wet__autumn
- sunny__April
- totally__awesome

3 🔊 10.06 Listen again and repeat without looking at the phrases.

Word stress I

4 🔊 10.07 Copy the sentences. Listen and underline the stressed words. What types of word are stressed?

- It was freezing in the park.
- It was absolutely freezing in the park.

5 🔊 10.08 In pairs, say the sentences with the correct stress. Listen, check and repeat.

- That test was really difficult.
- You're completely crazy.
- What a totally amazing party!
- The weather is absolutely boiling.
- I think he's very interesting.

Unit 3

/b/ versus /v/

/b/ versus /v/

- The /b/ sound is made by closing and opening your lips:
ban, berry, bet, boat
- The /v/ sound is made by putting your top teeth over your bottom lip: *van, very, vet, vote*

1 🔊 10.09 Study the Pronunciation box. Listen to how we pronounce the /b/ and /v/ sounds.

2 🔊 10.10 Listen and repeat the word lists.

- | | | |
|-----------|------------|------------|
| 1 very | berry | |
| 2 berry | very | strawberry |
| 3 beef | body | bones |
| 4 very | never | ever |
| 5 bitter | boiled | butter |
| 6 vanilla | vegetarian | vinegar |

3 🔊 10.10 Listen again and repeat without looking at the lists.

The /ə/ sound

4 🔊 10.11 Listen to how we pronounce the weak /ə/ sound. Listen again and repeat.

/ə/ flavour, ingredient, pepper, potato, vanilla, vinegar

5 🔊 10.12 Copy the words. Underline the letters we pronounce as /ə/. Listen, check and repeat.

bakery bitter chocolate coconut melon salad
serious surprising tuna

Unit 4

The letter o

The letter o

The letter *o* is pronounced in different ways in different words. There is often a relationship between the spelling of a word and the pronunciation of *o*.

- Diphthong:
/əʊ/ *rose, so, no, note*
- Long:
/ɔ:/ *corn, born, morning*
- Short:
/ɒ/ *top, hot, lot, comedy*
- Unstressed vowel:
/ə/ *actor, polite, produce (v)*

1 10.13 Study the Pronunciation box. Listen to how we pronounce the letter *o*.

2 10.14 Copy the table. Listen and complete with the correct pronunciation of the letter *o*.

~~clothes~~ documentary episode opinion perform
produce (v) record romance song video

/əʊ/	/ɔ:/	/ɒ/	/ə/
<i>clothes</i>			

Word stress II

3 10.15 Copy the table and complete with the correct word stress. Listen, check and repeat.

~~action~~ actor cartoon channel costume
download (v) effects fiction perform produce (v)
review (n/v)

O o	o O
<i>action</i>	

Unit 5

List intonation

List intonation

When we list items in a sentence, each item is spoken with a rising intonation. The final word, however, has a falling intonation to show that we have finished the list:

I like yoga, badminton and surfing.

1 10.16 Study the Pronunciation box. Listen to the intonation when we list items in a sentence.

2 10.17 Copy the sentences. Listen and complete with two sports.

- 1 She plays (...), (...) and tennis.
She plays basketball, baseball and tennis.
- 2 We love (...), (...) and ice hockey.
- 3 I'm into (...), (...) and sailing.
- 4 He doesn't like (...), (...) or gymnastics.
- 5 They're going (...), (...) and skiing.
- 6 You'll do (...), (...) and karate.

3 10.17 Listen again and repeat with rising intonation on the first two items in the list and falling intonation on the final item.

The /əʊ/, /eɪ/ and /i:/ sounds

4 10.18 Look at the highlighted vowels in each word. Do you think we say them as one syllable or two? Listen and check.

~~coach~~ goal keep sailing team trainer

5 10.18 Copy the table. Listen again and complete with the correct pronunciation of the highlighted vowels in Exercise 4.

/əʊ/	/eɪ/	/i:/
<i>coach</i>		

Unit 6

Difficult consonant sounds

Consonant sounds

Notice the pronunciation of these consonant sounds:

/ʃ/ *sugar, shoplifter* /dʒ/ *jail, jump*
 /ʒ/ *unusual, television* /θ/ *theft, birthday*
 /tʃ/ *chase, catch* /ð/ *this, these*

- 1 10.19 Study the Pronunciation box. Listen to how we pronounce difficult consonant sounds.
- 2 10.20 Copy the table. Listen and complete with the correct pronunciation of the underlined letters.

brother choice damage impatient judge
 punishment search thieves things unusual

/ʃ/	/ʒ/	/tʃ/	/dʒ/	/θ/	/ð/
					<i>bro<u>th</u>er</i>

- 3 10.20 Listen again and repeat.

Word stress III

- 4 10.21 Copy the table. Underline the stressed syllable in each adjective. Listen, check and repeat.

positive adjective	negative adjective
h <u>a</u> ppy	unh <u>a</u> ppy
l <u>e</u> gal	ill <u>e</u> gal
reg <u>u</u> lar	irreg <u>u</u> lar
comf <u>o</u> rtable	uncomf <u>o</u> rtable
poss <u>i</u> ble	imposs <u>i</u> ble
log <u>i</u> cal	illlog <u>i</u> cal
pat <u>i</u> ent	impat <u>i</u> ent

- 5 Look at the table in Exercise 4 and choose the correct option.
 - 1 Most prefixes *are* / *aren't* stressed.
 - 2 Most prefixes *change* / *don't change* word stress: *the same* / *a different* syllable of the adjective is stressed with and without the prefix.

Unit 7

Intonation in Conditionals and pronunciation of contractions

Conditionals and contractions

- When we begin a conditional sentence with an *if*-clause, our voice rises in the first clause and then falls in the second clause:

If you join a club, you'll make new friends.

If I had a stepbrother, we'd get on well.
- Notice the pronunciation of the contracted form of *would* or *had*: *I'd* /aɪd/, *you'd* /juːd/, *she'd* /ʃiːd/, *he'd* /hiːd/, *we'd* /wiːd/, *they'd* /ðeɪd/.
- The *I* in *would* is silent: /wʊd/. Also, notice the pronunciation of the negative form: *wouldn't* /wʊdnt/.

- 1 10.22 Study the Pronunciation box. Listen to how we pronounce conditional sentences.
- 2 10.23 Listen to the sentences. Then, repeat them with rising and falling intonation.
 - 1 If I'd got ready more quickly, I wouldn't have missed the bus.
 - 2 If my best friend moved away, I'd get upset.
 - 3 If she'd listened to her stepmother, they wouldn't have had an argument.
 - 4 If I were you, I'd deal with the problem now.
 - 5 If he gets that job, he'll move to London.
 - 6 If we'd known our great-grandparents, we would have asked them a lot of questions.

The /d/, /t/ and /ɪd/ sounds

- 3 10.24 Choose the correct option. Listen to the words and check.

- 1 'bored' has 1 syllable / 2 syllables.
- 2 'dressed' has 1 syllable / 2 syllables.
- 3 'married' has 2 syllables / 3 syllables.
 The '-d/-ed' ending *is* / *is not* pronounced as an extra syllable in these words.

- 4 10.25 Copy the table and complete with the correct pronunciation of the *-d/-ed* ending. Listen, check and repeat.

bored disappointed excited married related
 shared stressed

/d/	/t/	/ɪd/
<i>bored</i>		

Unit 8

Noun suffixes *-tion* and *-ture*

Noun suffixes *-tion* and *-ture*

- When a noun ends in *-tion*, the pronunciation is: /ʃn/ accommodation, preparation, transportation, organisation
- When a noun ends in *-ture*, the pronunciation is: /tʃə/ culture, future, departure, temperature

- 10.26 Study the Pronunciation box. Listen to how we pronounce two noun suffixes.
- 10.27 Copy the table. Listen and complete with the words you hear.

/ʃn/	/tʃə/
	adventure

- 10.27 Listen again, check and repeat.

Stressed words in sentences

- 10.28 In sentences, we usually stress 'content' words like nouns, main verbs, adjectives and adverbs. We also stress negative words and most modals. Copy the sentences and underline the stressed words. Then listen, check and repeat.
 - The children enjoyed the activity camp, but the weather was terrible.
 - You mustn't forget to put your passport in your backpack.
 - We booked a hotel with a view of the mountains.
 - They should buy a return ticket; it's cheaper.
 - It might be a good idea to make a reservation.
 - Don't forget to take the map and the guidebook with you.

Unit 9

Long vowel sounds /ɑ:/ and /ɜ:/

/ɑ:/ and /ɜ:/

- Notice the pronunciation of the letters *a+r* in one-syllable words:
/ɑ:/ bar, car, hard
- When the letters are *i+r*, *u+r*, *e+r*, *ea+r*, *o+r* in one-syllable words, the pronunciation is:
/ɜ:/ girl, turn, term

- 10.29 Study the Pronunciation box. Listen to how we can pronounce vowels with the letter *r* in words.
- 10.30 Copy the table. Listen and complete with the words you hear.

/ɑ:/	/ɜ:/
art	

- 10.30 Listen again, check and repeat.

Intonation in questions

- 10.31 Listen to the intonation in each question and repeat.
 - Did you take the exam today?
 - Has he handed in his project yet?
 - Is she confident about the presentation?
 - When are they going to take a break?
 - Where do you usually revise?
 - What did you do in the Maths lesson?
- Choose the correct option.
 - Rising / Falling intonation is common in 'Yes/No' questions.
 - Rising / Falling intonation is common in 'Wh-' questions.

Students' Activities

Unit 1 Lesson 1.5 Exercise 2

Do you need a digital detox?

Results

- **Mostly a:** You're obviously busy with other things in life and that's great. Have fun and enjoy real time with your friends!
- **Mostly b:** You know your mobile is there when you need it, but technology isn't the most important thing in your life.
- **Mostly c:** You're internet crazy! You love being online and checking messages from friends. Make sure you take time to do other things too.

Unit 1 Lesson 1.6 Exercise 4

Follow the instructions to role play a dialogue. Then swap roles.

- **Student A:** Choose a situation from the list. Then accept or reject Student B's solutions.

- My QR code reader app doesn't work.
- I dropped my phone and it broke.
- There's no wi-fi signal in my room.
- My computer keeps crashing.

- **Student B:** Listen to Student A and respond with a suitable suggestion.

Progress Check Units 1-3 Exercise 5

Student A

- 1 You're on a walking trip in the mountains with Student B.

- Explain that you think you are lost. Apologise. It was your job to navigate, but the map app on your phone isn't working.
- Listen to Student B's solutions. Accept or reject them.
- Use these phrases to help you.

I'm so sorry. I didn't realise ...
(That's a) good idea! OK, let's give it a try.
You/We can't ...!

- 2 You're at Student B's house. He/She has invited you to have pizza for dinner.

- Listen to Student B's problem and accept his/her apologies.
- Suggest possible solutions.
- Use these phrases to help you.

Never mind. I see. Shall I ...?
We could ... Why don't we ...?

Unit 3 Lesson 3.6 Speaking Time

Digby's Restaurant Menu

Starters

Nachos with cheese
Mini pizzas
Toast with olive oil, garlic and fresh tomatoes

Main courses

Salmon with sweet potatoes
Hamburger with fries
Pasta with mushroom sauce

Desserts

Fruit salad with fresh cream
Pumpkin pie with vanilla ice cream
Chocolate cake

Drinks

Cola • Carrot and pear smoothie • Apple juice

Students' Activities

Progress Check Units 1–3 Exercise 5

Student B

- 1 You're on a walking trip in the mountains with Student A.

- Listen to Student A's problem and accept his/her apologies.
- Suggest possible solutions.
- Use these phrases to help you.

Never mind. That's all right. We could ...
Let's ... Why don't we ...?

- 2 You've invited Student A to your house for dinner. You've decided to make pizza.

- Explain that there's a problem: you don't understand the recipe for making the pizza.
- Listen to Student A's solutions. Accept or reject them.
- Use these phrases to help you.

I'm sorry, I thought ... I didn't realise ...
But I really want to ... (That's a) good idea!
Let's give it a try.

Student B

- 1
- Tell Student A that you haven't got any plans for Saturday afternoon.
 - Respond to Student A's suggestions and decide what to do together.
 - Use these phrases to help you.

I haven't got any plans. I don't know yet.
And you? I'd rather ... I'd prefer to ...
That sounds ...

- 2
- Ask Student A what his/her plans are for Sunday afternoon.
 - Suggest doing something together. Ask what he/she prefers to do: go to the cinema or listen to music? go cycling or go for a walk? something else?
 - Decide together what to do.
 - Use these phrases to help you.

Have you got any plans for ...?
What are you doing on ...? Why don't we ...?
Would you rather/prefer to ... or ...?
That sounds ...

Progress Check Units 4–6 Exercise 5

Student A

- 1 Ask Student B what his/her plans are for Saturday afternoon.

- Suggest doing something together. Ask what he/she prefers to do: watch a film or a TV show? go to a football match or go to the park? something else?
- Decide together what to do.
- Use these phrases to help you.

Have you got any plans for ...?
What are you doing on ...? Why don't we ...?
Would you rather/prefer to ... or ...?
That sounds ...

- 2 Tell Student B that you haven't got any plans for Sunday afternoon.

- Respond to Student B's suggestions and decide what to do together.
- Use these phrases to help you.

I haven't got any plans. I don't know yet.
And you? I'd rather ... I'd prefer to ...
That sounds ...

Unit 7 Lesson 7.6 Exercise 5

Student A

Describe a person in the photo below. Follow the instructions. Then swap roles.

- Choose a person in your photo to describe.
- Your partner/group should ask you questions.
- Answer the questions with one piece of information at a time.

A: *Who are you thinking of?*

B: *A person who looks/is wearing ...*

A: *Where is this person?*

B: *He's/She's behind/in front of ...*



Unit 7 Lesson 7.6 Exercise 5

Student B

Describe a person in the photo below. Follow the instructions. Then swap roles.

- Choose a person in your photo to describe.
- Your partner/group should ask you questions.
- Answer the questions with one piece of information at a time.

A: *Who are you thinking of?*

B: *A person who looks/is wearing ...*

A: *Where is this person?*

B: *He's/She's behind/in front of ...*



Unit 8 Lesson 8.6 Speaking Time

Student A

You're at the train station and your train is late. Call your friend and explain what's happening.

A: *Hi, it's me. I'm at ...*

Student B

Your friend calls from the station, but it's noisy. You want to know what time she is arriving.

A: *Hi, it's me. I'm at ...*

Learning Experience 4 Exercise 4

Score

- 3 points for each *a* answer
- 2 points for each *b* answer
- 1 point for each *c* answer

Results

5-7 points: You need to think more about the environment when you travel.

8-12 points: Not bad, but you could make more eco-friendly travel choices.

13-15 points: Well done! You are a very eco-friendly traveller!

When you have calculated your score, look at your results. In pairs, decide what changes you need to make to your travel habits to be more eco-friendly.

A: *I need to travel less by car and use public transport more often. What about you?*

B: *The same. And I should always use my bike for short journeys.*

Progress Check Units 7-9 Exercise 5

1 Follow the instructions to role play making friends on a summer holiday course.

- In pairs, decide where you are and what course you are doing.
- Now work on your own. Imagine a new identity for yourself! Decide your new name and where you are from.
- In pairs, introduce yourselves. Ask and answer about the holiday course experience and make a future plan. Remember to ask for clarification if you don't understand.
- Use these phrases to help you.

Hi, My name's ... What's yours?
Where are you from? Have you ... before?
What do you think of ...? Would you like to ... later?
Can you say that again?
Sorry, I didn't get the first/last part.

2 Think about your conversation.

- Did you listen carefully?
- Did you smile and show interest?
- Did you use a variety of different verb tenses correctly?
- Did you ask for clarification if you needed to?

3 Work with a new partner and repeat Exercises 1 and 2.

Irregular Verbs

10.32

Infinitive	Past Simple	Past Participle
be /bɪ/	was/were /wɒz/ /wɜː/	been /biːn/
become /bɪˈkʌm/	became /bɪˈkeɪm/	become /bɪˈkʌm/
begin /bɪˈɡɪn/	began /bɪˈɡæn/	begun /bɪˈɡʌn/
break /breɪk/	broke /brəʊk/	broken /ˈbrəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜːn/	burned /bɜːnd/ / burnt /bɜːnt/	burned /bɜːnd/ / burnt /bɜːnt/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/
can /kæn/	could /kʊd/	been able to /bɪn ˈeɪbl tə/
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/
choose /tʃʊz/	chose /tʃəʊz/	chosen /tʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /duː/	did /dɪd/	done /dʌn/
draw /dɹɔː/	drew /druː/	drawn /dɹɔːn/
dream /driːm/	dreamed /driːmd/ / dreamt /dremt/	dreamed /driːmd/ / dreamt /dremt/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /dɹəʊv/	driven /driːvn/
eat /iːt/	ate /et/	eaten /iːtn/
fall /fɔːl/	fell /fel/	fallen /fɔːln/
feed /fiːd/	fed /fed/	fed /fed/
feel /fiːl/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔːt/	fought /fɔːt/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fəˈɡet/	forgot /fəˈɡɒt/	forgotten /fəˈɡɒtn/
forgive /fəˈɡɪv/	forgave /fəˈɡeɪv/	forgiven /fəˈɡɪvn/
get /ɡet/	got /ɡɒt/	got /ɡɒt/
give /ɡɪv/	gave /geɪv/	given /ɡɪvn/
go /ɡəʊ/	went /went/	gone /ɡɒn/
grow /ɡrəʊ/	grew /ɡruː/	grown /ɡrəʊn/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə/	heard /hɜːd/	heard /hɜːd/
hide /haɪd/	hid /hɪd/	hidden /hɪdn/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜːt/	hurt /hɜːt/	hurt /hɜːt/
keep /kiːp/	kept /kept/	kept /kept/
know /nəʊ/	knew /njuː/	known /nəʊn/

Infinitive	Past Simple	Past Participle
lay /leɪ/	laid /leɪd/	laid /leɪd/
learn /lɜːn/	learned /lɜːnd/ / learnt /lɜːnt/	learned /lɜːnd/ / learnt /lɜːnt/
leave /liːv/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /lʊz/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /miːt/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /riːd/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sliːp/	slept /slept/	slept /slept/
speak /spiːk/	spoke /spəʊk/	spoken /spəʊkən/
spell /spend/	spelled /speld/ / spelt /spelt/	spelled /speld/ / spelt /spelt/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /stiːl/	stole /stəʊl/	stolen /stəʊlən/
sweep /swiːp/	swept /swept/	swept /swept/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /teɪkən/
teach /tiːtʃ/	taught /tɔːt/	taught /tɔːt/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔːt/	thought /θɔːt/
understand /ˌʌndəˈstænd/	understood /ˌʌndəˈstʊd/	understood /ˌʌndəˈstʊd/
wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
wear /weə/	wore /wɔː/	worn /wɔːn/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /rɪtn/